



# Springboard



## Bound into reading *Red sand*!

In this book... a young girl enjoys playing in the red sand.

The Springboard is a collection of resources that provide support to instructors working with students learning to read.

Use the ideas as starting points to improve skills in oral language, vocabulary, phonological awareness, decoding, comprehension, fluency, phonics and writing, connected with the book, *Red sand*.

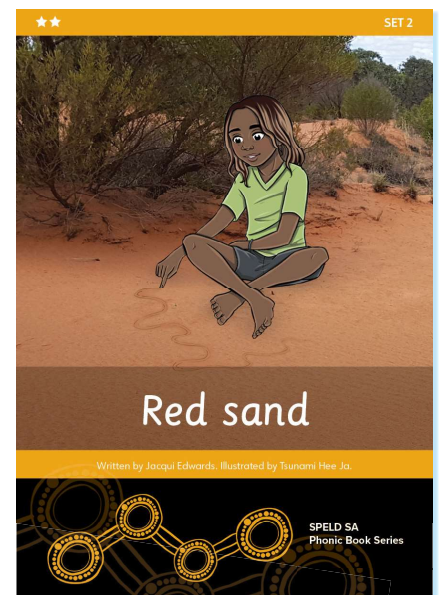
Refer to the SPELD SA Instructional Handbook Overview for strategies and explanations of how to deliver the activities.

### Inside...

1. **Before reading**
  - 1.1 Pre-teach vocabulary
  - 1.2 Build experience
  - 1.3 Phonological awareness
2. **Reading the book**
  - 2.1 First guided decoding session
  - 2.2 Further sessions
3. **After reading**
  - 3.1 List of worksheets and games
  - 3.2 The book and beyond!
  - 3.3 Phonics
  - 3.4 Grammar
  - 3.5 Word and vocabulary extension
  - 3.6 Connections to literature

### Worksheets and games

For more worksheets and games for Set 2, go to *Resources and games*



### Red sand

Written by Jacqui Edwards.  
Illustrated by Tsunami Hee Ja.



# Springboard

## 1. Before reading

### 1.1 Pre-teach vocabulary

#### Bring words to life!

Use games, movement activities, photos or objects to introduce or revise vocabulary, as suggested below. Check for understanding and teach the words and meanings the student needs.

Refer to the Vocabulary page in the book *Red sand* for additional words and definitions. Vocabulary cards are provided in *Resources and games*.

#### tip

Verb: to tilt on a slant, pour out, tip over, knock over.

#### Other meanings

Noun: the pointed or rounded end of an object, e.g. pen tip, the tip of a stick, the tip of your finger.

Noun: rubbish tip or rubbish dump.

#### hip

Noun: part of the body between the waist and thigh.

#### Discuss (Think-Pair-Share)

- What is a hip? What is its purpose?
- Name some animals that have hips.  
Name some animals that do not have hips.
- What challenges might you experience if you break a hip?
- Name some other body parts that you know.

#### sand

Noun: fine grains of rock.

Compound words: sandcastle, sand bank, sandhill, sandbox, sandbar.

#### Discuss (Think-Pair-Share)

- Where can you find sand?
- When is it fun to be in?  
When is it uncomfortable?
- What do people use sand for?

### 1.2 Build experience

#### Make it real!

Before reading, use the following ideas as a springboard to familiarise students with concepts that are in this book. Like activating prior knowledge, experience forms basic knowledge that students can link to when reading.

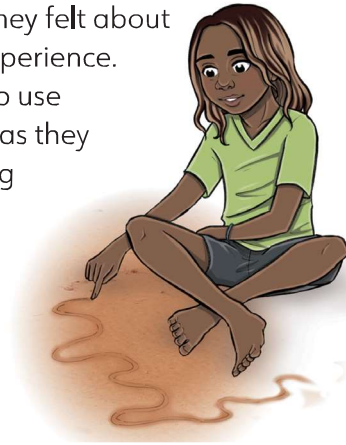


### Drawing in the sand

Resources: sand to draw in

Students draw with their finger or a stick.  
Discuss with each other what they drew and take photos of the drawings.

Students share how they felt about their sand drawing experience.  
Encourage students to use descriptive language as they talk about the drawing process.



### Sand games

#### Discuss (Think-Pair-Share + Play)

- Discuss all the games people can play in the sand.
- Discuss the type of actions required for the games, e.g. running, throwing, kicking, balancing, aiming, building, drawing, long jump.
- If possible, create sand sculpture/ castles.

## 1.3 Phonological awareness

### Can you hear it? Can you say it?

Practise identifying sounds in words, using words from the book.

Activity ideas for each skill are in the *Overview*.

Examples of words from *Red sand* for phonological awareness practice

Syllabification			Onset/rime	2-3 phoneme words	4+ phoneme words
1 syllable	2 syllables	3 syllables			
sand	sitting	enjoying	r-ed	in	skin
hip	drawing	covering	t-ent	and	sand
draw	shady	returning	c-amp	tip	stand
shade	shelter		n-eck	red	neck
mound	bangle		st-and	hip	sent
tip	feeling		sk-in	pat	camp

Rhyme					
Rhyming options			Rhyme production		
lid / skid / scam	skin/ skid / thin	sad / cap / mad	hip / dip / skip / rip / strip / whip / nip / slip		
had / hand / band	shade / fade / fun	hip/ lip / thud	and / band / hand / land / stand / gland / command		
sick / kick / wink	tent / send / sent				

Substitution and Deletion					
Substitution			Deletion		
Initial	Final	Medial	Initial	Final	
hip / sip	tip / tin	hip / hop	tin / in	and / an	
tip / pip	and / ant	red / rid			
hand / sand	neck / net	neck / knock			
		sand / send			

Word chains
red / bed / bet / bat / back / pack / pad / pan / tan / ten / Ted / red
stand / sand / land / lend / bend / bent / best / rest / nest / test / tent / ten / tan / Stan / stand

## 2. Reading the book

During reading, the student will sound out and blend the sounds to read words. Allow enough time for this and encourage the student to re-read words and sentences to develop fluency and comprehension. Use the following explicit instruction script as needed.

### 2.1 First guided decoding session

#### Before reading

##### Warm up!

##### Phonological awareness

During reading, the student will sound out and blend the sounds to read words. Allow enough time for this and encourage the student to re-read words and sentences to develop fluency and comprehension. Use the following explicit instruction script as needed.

##### Vocabulary

Revisit vocabulary introduced in previous sessions.

##### Decoding

Use the Practice page in *Red sand* to practise sounds, blending and any high frequency words.

#### Reading the book

##### Book introduction

*Think of a time you have played in the sand. Where were you? What did you hear, see, and smell? Were you alone or with someone? What did the sand feel like?*

Allow time to share experiences.

*In this story a girl plays in the sand. What does she do? Let's read and find out.*

##### Front cover

*Here is the title. Let's read the title:* Wait for the student to read. *Read it aloud again.* Wait for the student to read. *Red sand.*

##### Discuss (Think-Pair-Share)

*Look at the front cover.*

Use the 'See Think Wonder' routine:

- *I wonder where the girl is.*
- *I wonder what she is drawing.*
- *I wonder what she is thinking.*
- *I wonder how she is feeling.*

#### Page 1

*Let's read the words.* Student reads the words, with a finger moving under the words left to right as they sound out and blend.

Student re-reads the words. *Red sand.*

*Look at the words. Is this a sentence or a phrase? Explain why.*

##### Discuss (Think-Pair-Share)

- *What is happening in the picture?*
- *Why might the person be tipping the sand out of their hand?*
- *Describe what you think the sand feels like?*

#### Page 2

*Read the words.* Wait for the student to read.

Student re-reads the words. *I sit in the red sand.*

*Is this a phrase or a sentence? Explain why.*

##### Discuss (Think-Pair-Share)

- *What is the girl doing?*
- *What do you think she is drawing?*
- *How is she feeling? Why do you think this?*
- *Do you think the girl is alone or with someone? Why do you think this?*

#### Page 3

*Read the words.* Wait for the student to read.

Student re-reads the words. *I tip the sand.*

##### Discuss

*Why do you think the girl is tipping the sand?*

#### Page 4

*Read the words.* Wait for the student to read.

Student re-reads the words. *I pat the sand.*

##### Discuss

*Describe what the girl is doing. What do you think she might be building?*

#### Page 5

*Read the words.* Wait for the student to read.

Student re-reads the words. *Red sand is on my skin.*

##### Discuss

*What do you think the sand feels like against the girl's skin? Why do you think this?*

**Page 6**

*Read the words.* Wait for the student to read.

Student re-reads the words. *Sand on my hand, sand on my hip, sand on my neck.*

*Listen to the expression in my voice as I read this again.*

*What do you notice? Add expression as you re-read it.*

**Discuss**

*Describe the girl's actions. How do you think the sand feels against her skin? Do you think she is enjoying herself? Explain why.*

**Page 7**

*Let's read the words.* Wait for the student to read.

Students re-read the words. *I stand and tip the red sand off.*

**Discuss**

*Why is the girl doing this?*

**Page 8**

*Let's read the words.* Wait for the student to read.

Student re-reads the words. *Red sand*

**Discuss (Think-Pair-Share)**

*I wonder where the girl is going now. What clues in the story and/or the picture can you use to help you think about this?*

*Well done! Good reading!*

**What's next?**

The student:

- re-reads the book, with a partner or individually;
- practises reading the same book many times to develop fluency;
- reads every day.

Make reading active and meaningful by jumping into the after reading activities!

**2.2 Further sessions**

Each additional read builds confidence, fluency, deeper understanding and independence. The more you practise the more you improve.

**Before reading**

In every session, review:

- phonological awareness skills;
- specific vocabulary words from previous sessions;
- the Practice page in *Red sand* to practise sounds and blending.

Review the storyline or content of the last reading session.

*In our last session we read Red sand. Describe the character in the story.*

- *Where was she?*
- *What did she do?*
- *Why was the book entitled 'Red sand'?*

**Reading the book**

Guide the student through the book, gradually withdrawing help as the student becomes more independent.

**Think wider! Dive deeper!**

Use these ideas as a springboard for asking questions and modelling observations for two or three reading sessions.

**Some ideas****Page 1**

*Look at the sand on the ground.*

*What do you notice? The rows or bumps and grooves are called 'corrugations? What causes these corrugations? Have you seen corrugations before? Where?*

**Page 2**

*Why do you think the sand is 'red'? Have you seen red sand? If so, where?*

*What colour is the sand near your home? Explain why you think it is that colour.*

**Page 3**

*Think about a time you have touched or played with sand.*

*What does it feel like? What does it look like?*

Page 4

What have you built with sand? Did you use anything as you played with the sand? If so, what was it and how did you use it in your play?

Page 5

Do you think sand is soft? Hard? Rough? Smooth? Hot? Cold?

Use your detective skills; what do you think the weather is like? What clues did you use to help you?

Page 6

The story says the sand is on her hands, hip and neck.

Do you think the girl has sand in her hair, too?

What does it feel like when you have sand in your hair? How do you get the sand out?

Page 7

Make out you are shaking the sand out of your clothes. Stand up and shake it out!

Sometimes sand comes off very easily. Sometimes it sticks to your skin or clothes. Think of a time sand came off easily or stuck to you.

Page 8

What time of day do you think it is? Why do you think this?

Do you think the girl has been on her walk for a short time or a long time? What clues in the story and pictures in the book help you infer this?



### 3. After reading

#### Make reading active and meaningful!

Jump into activities and discussion after reading the book, to build essential skills in reading and writing.

#### 3.1 Worksheets and games

##### Worksheets and games for *Red sand*

Write, read, draw!

What's missing?

Thumbs up/thumbs down

Match the words and pictures

Read it, mix it, make it sentences

Stepping track game

##### Resources and games for the set

Elkonin boxes

Roll and reflect game

Roll and read game

Story map

Comic strip

Vocabulary cards

Building sentences worksheet

Building questions worksheet

Handwriting sheets

### 3.2 The book and beyond!

Launch into deeper questioning, connection and comprehension with these suggestions! Use the *Roll and reflect* game to help students think and reflect on the story.

#### Story building

A story can include experiences and feelings as well as the events. Share with your students about an outing that you have had. Talk about what happened, who you went with and how you felt. Students can talk about their experiences.

#### Discuss (Think-Pair-Share)

*Talk about a time you went for a walk. Where did you go? What did you see? What scents did you notice (smell)? Were you alone or with someone? If so, who? What did you do? How did you feel?*

*Do you prefer walks by yourself or with someone? Explain why.*

Talk about the order of events of the outing. Help the students understand the beginning, middle and end structure of their own experience.

#### Activity

Create a story map or draw a timeline in picture form of the girl's day out or of your own personal outing. The story map could include imagining the events before and after what happened in the book *Red sand*.

#### Sand

Find out how different sands are different colours. Research sand cliffs and dune.

Research the uses of sand.

Sand drawing

#### Discuss (Think-Pair-Share)

- *Describe a time you drew in the sand.*
- *Why do you think people like to draw in the sand?*
- *In what ways is / was sand drawing a form of communication?*

Research sand drawing for storytelling in Aboriginal culture. Find out what the purpose is and if people use tools in the storytelling. Refer also to the book *Nana* in Set 1.

#### Sand games

Brainstorm a list of games that can be played in the sand. Play one of the sand game ideas or the following sand target game.

#### Sand target game

Resources: sand pit or sandy soil, a stick, pebbles.

#### How to play:

- Using a stick, draw one big circle in the sand; the bigger, the better.
- Draw concentric circles within the big circle, to make a target.
- Players stand a short distance away from the target. Each player has a pebble to throw into the target, aiming to land it in the centre.
- Assign points to the different circles, so players can earn points depending on where their pebble lands, with the highest score being in the middle.

### 3.3 Phonics

#### Link the book with your phonics program!

Use multi-sensory, hands-on activities and games to practise building and reading the phonic words below. Some suggestions are listed in the *Overview*. Choose a sentence from the book as dictation.

**Words:** red, hip, skin, neck, stand

### 3.4 Grammar

#### Written practice

##### Focus for Set 2: writing simple sentences

Sentences from the Set 2 books are used as a model for students to write their own.

Use the Building sentences and Building questions worksheets.

#### Oral practice

##### Focus: developing extended sentences

#### Discuss (Think-Pair-Share)

- Discuss how we make sentences more interesting and ensure they give more information by using descriptive verbs, adding phrases or description and developing the sentence structure.
- Sentences can be extended by asking questions with how, where, when, who, why, doing what.
- Provide lots of examples like in the activities below. Talk about the school, the classroom and the community. Describe and develop the sentences step by step.

### Activity 1

Resource: pictures in the story Red sand.

The focus for this activity is on oral language to introduce the concept of description, not reading or writing words.

Describe the picture by steadily adding description about the picture, e.g.

- **Page 1:** Sand – Red sand – Red sand tips. – Red sand tips down.
- **Page 2:** I sit. – I sit in the sand. – I sit in the red sand. – I sit in the red sand and draw. – I sit in the red sand and draw tracks.

### Activity 2

Students choose an action in pairs. They develop 'growing' sentences for the action e.g.

- I run. How? I run quickly. Where? I run quickly to the shop.
- I see. What? I see a perentie. I see a small perentie. Where? I see a small perentie in the sand. I see a small perentie running in the sand. I see a small perentie running in the sand to the sandhill. I see a small perentie running in the sand to the sandhill, and I chase it.

## 3.5 Word and vocabulary extension

### Focus: speaking and listening with positional language

Suggestions: above, under, next to, over, on, high, low, bottom, top.

### Drawing in the sand barrier game

This activity can also be done on paper or chalk on the pavement if sand is not available.

Model the barrier game for students, ensuring they have practiced listening to the target positional language. Give examples like draw a small perentie under the tree; draw a flower next to the perentie. Students can then play in partners.

- Students sit back-to-back and draw a rectangle in the sand.
- Each student takes a turn in saying what to draw and where, using the target positional language.
- After a few minutes, students compare drawings.

### Discuss

- What was the same? What was different? Where did the picture go wrong?
- Could we have been more descriptive?
- How could we describe what should have been drawn better?
- Would the flower have looked different if I told you to draw a sunflower? How would it have looked different?

## 3.6 Connections to literature

### Spring into wider reading!

Make connections to *Red sand* by reading other books to the student with similar themes.

*My Country* by Ezekiel Kwaymullina, Sally Morgan (Illustrator), 2012

*Colours of Australia* by Bronwyn Bancroft, 2018

*With my hand on my head, what have I here?* (Nicky, Knacky, Knocky, Noo) song



## Remember

### Revise, revise, revise!

Reading mastery takes time and practice.

### Talk about it! Connect!

Make the book more than words on the page.

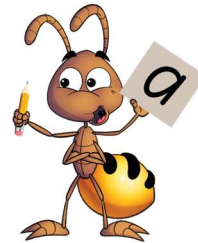
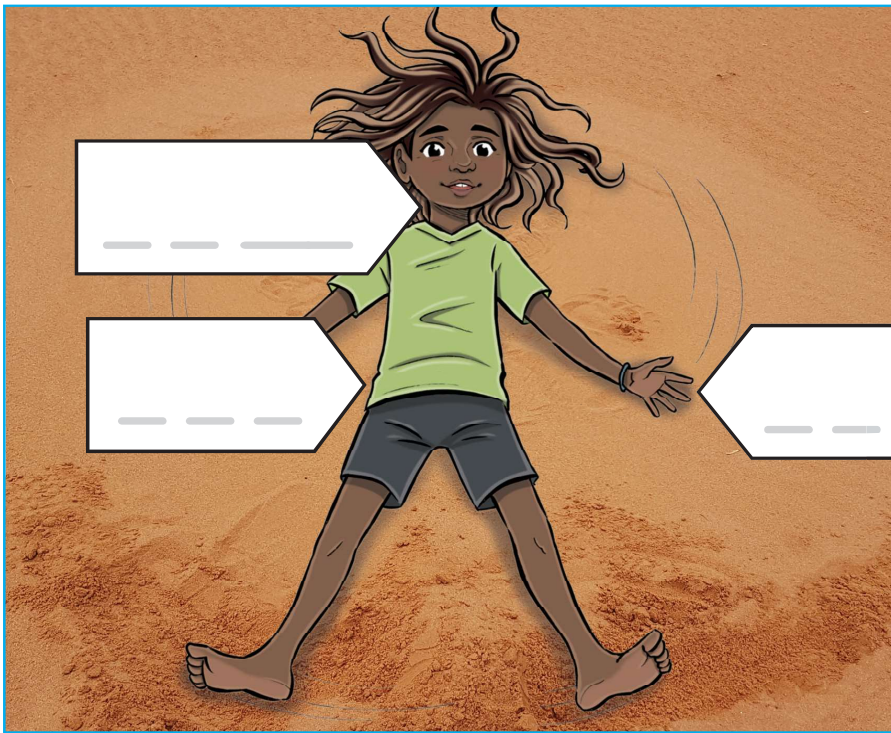
Now that you've brought this book to life, which book is next....



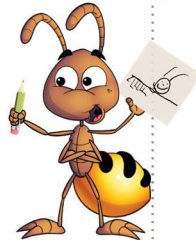
Name: .....

Date: .....

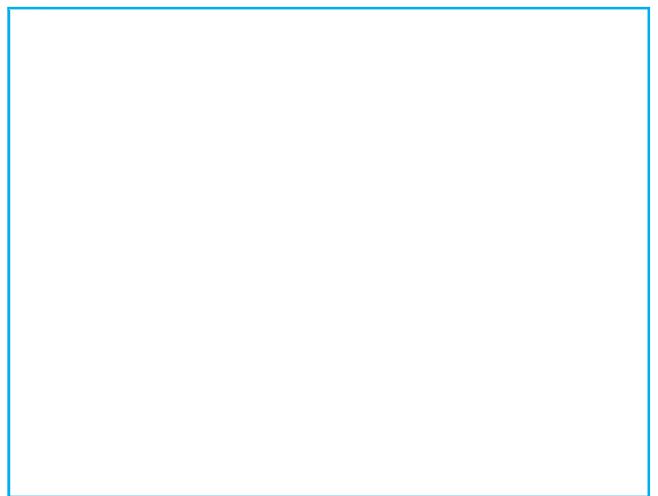
hand neck hip



I sit in the red sand.



Red sand is on my skin.



Write, read, draw



**Instructions:** Read the book *Red sand* to complete these activities.

**Words for writing:** Read the words. Look at the picture and choose the correct word to write in each label.

**Words for drawing:** Read the words and finish the pictures.

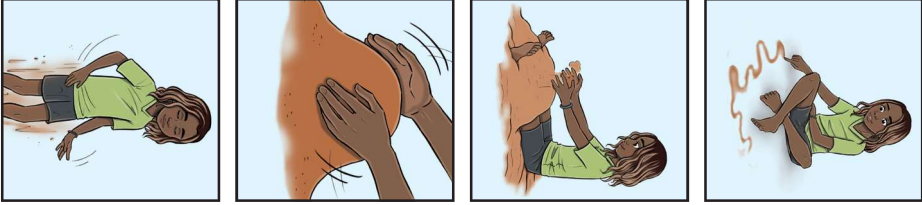


h-nd  
ha-d

-and

---

Name: ..... Date: .....



pat stand skin sand red

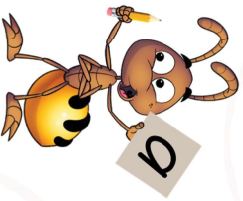
I sit in the red .....

Red sand is on my .....

I .. the sand.

I .. and tip

the .. sand off.



### What's missing?

**Instructions:** Read the book *Red sand* to complete these activities.

**What sound is missing?** Fill in the missing sounds. Use the picture to help.

**What word is missing?** Read the sentence. Choose a word to complete the sentence. Use the picture to help.



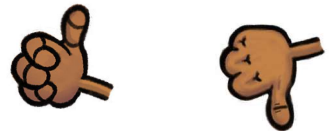
Name: \_\_\_\_\_

Date: \_\_\_\_\_

I pat the sand.



I kick the sand.



I stamp in the sand.



Red sand is on my skin.



I tip the red sand off.



Red sand is in my hat.



## Thumbs up / thumbs down

**Instructions:** Read the book *Red sand* to complete this activity.

Read the sentence and decide if it is true or false in the story. Use the book to help.

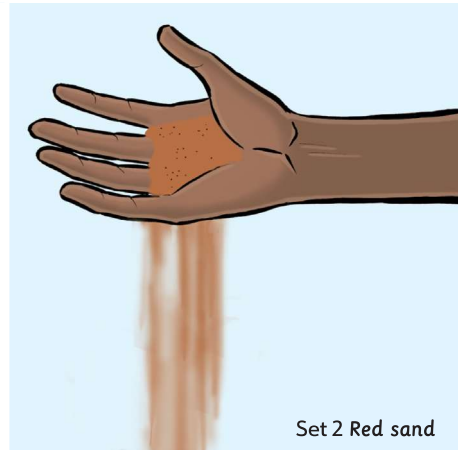
Circle thumbs up for true and thumbs down for false.



Set 2 Red sand

I sit in the red sand.

Set 2 Red sand



Set 2 Red sand

I tip the sand.

Set 2 Red sand



Set 2 Red sand

I pat the sand.

Set 2 Red sand



Set 2 Red sand

Red sand is on my skin.

Set 2 Red sand



Set 2 Red sand

Sand on my hand, sand on my hip.

Set 2 Red sand



Set 2 Red sand

I stand and tip the red sand off.

Set 2 Red sand

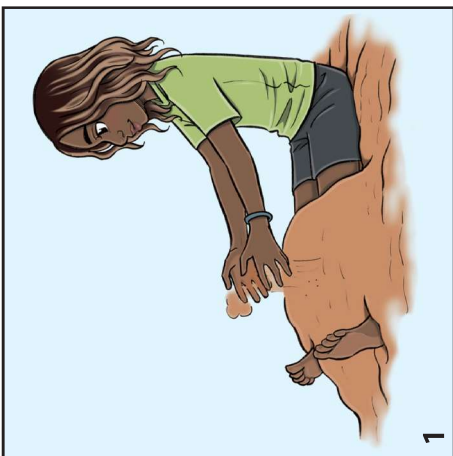
## Match the words and pictures

**Instructions:** Read the book *Red sand* to complete this activity.  
Cut out all cards. Match the words to the pictures.



Name: \_\_\_\_\_

Date: \_\_\_\_\_




Red	sand	is	on	my	skin	.		
I	stand	and	tip	the	red	sand	off	.

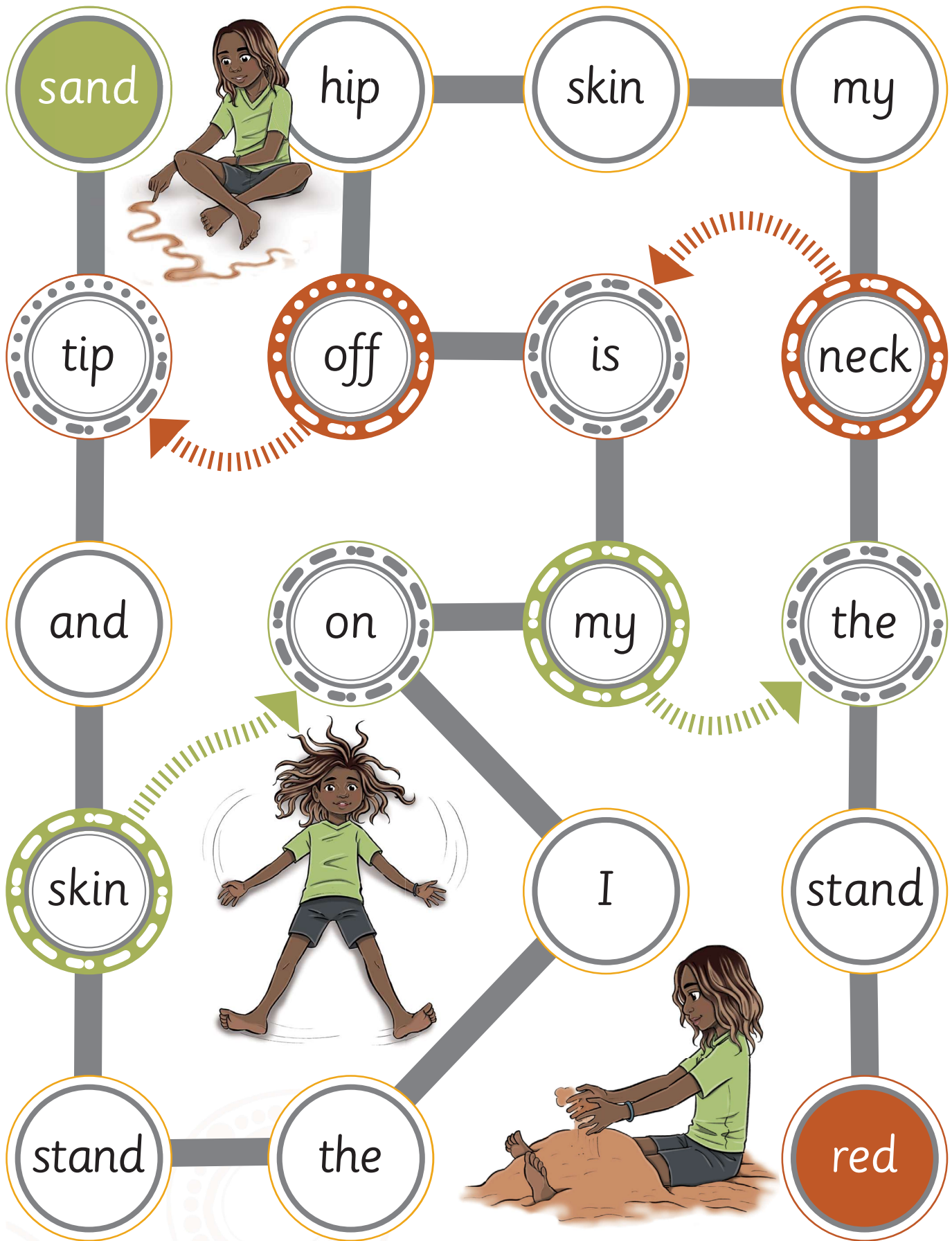
### Read it, mix it, make it

**Instructions:**

Read the sentence aloud to an adult or partner three times. Cut up and mix up the sentence. Make the sentence again and read it to someone, to check it makes sense. Glue the correct sentence into a book.

**Extension:** Write the sentence and illustrate.





## Red sand – stepping track game



**Materials:** 1 die, player tokens, game board

**Instructions:** Each player puts their token on the green circle to start. Players take turns to roll the die and move forward spaces, saying each word as they pass. Arrows send the player forward or back when they land on them at the end of their turn.