



Springboard

Bound into reading Rick!

In this book... a mischievous kangaroo is up to no good.

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, *Rick*.

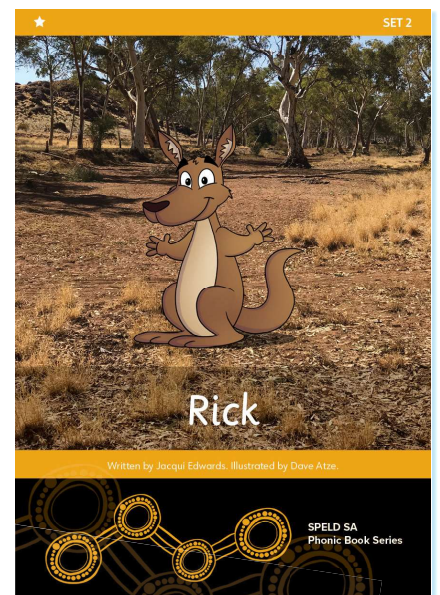
Refer to the SPELD SA Instructional Handbook Overview for strategies and explanations of how to deliver the activities.

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*



Rick

Written by Jacqui Edwards.

Illustrated by Dave Atze.



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 *Rick* for additional words and definitions. Vocabulary cards are provided in *Resources and games*.

tank

Noun: a large storage container, usually for liquids e.g. rainwater tank.

Discuss (Think-Pair-Share)

- *What is the purpose of storage tanks?*
- *Why do we have rainwater tanks?*

Other meanings

Noun: armoured vehicle that drives on tracks. e.g. Army tank.

Activity

Look at photos of army tanks and discuss their special features.

How are they different from a car? A truck? A train?

track

Noun: footprints left by a person or animal.

Discuss (Think-Pair-Share)

- *Where do you find tracks?*
e.g. in the sand.
- *Why look at tracks? What do tracks communicate to/tell us?*
- *How are tracks made?*
- *What types of tracks have you seen? Let's think of everything that could make tracks?*
e.g. animal tracks, human tracks, vehicle tracks.

Other meanings

Verb: to follow someone's or something's tracks.

Discuss (Think-Pair-Share)

- *Why would we track an animal? If you have tracked an animal, describe the experience. Did the track go very long? Did you find the animal that made the tracks?*
- *Why would we track a person? What is a tracker? How do they assist police?*

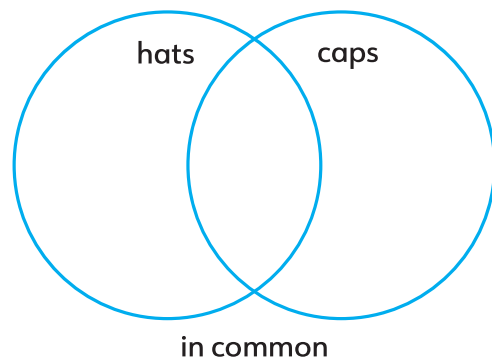
cap/hat

Noun: something you put on your head to protect you from the weather. A cap is a hat with a visor.

Activity

Display some hats and caps

- Ask students to sort them into groups – hats/ caps. Discuss.
- Talk about the similarities and differences between caps and hats. Record the ideas on a Venn Diagram.



sand

Noun: fine grains of rock.

Discuss (Think-Pair-Share)

- *What is sand? What does it feel like? Where do you find sand? Is it only at the beach? Is sand at the beach a different colour from sand in the desert?*
- *What can sand be used for?*
e.g. sandcastles, building, making glass.
- Compare the appearance and texture of sand from desert areas, country tracks, the beach, a sandpit.

How are these sands similar and different?

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.



Kangaroos

Discuss (Think-Pair-Share)

- *Have you seen a kangaroo in the wild? If so, share this experience with your partner. If not, talk about a time you have seen a kangaroo. Describe a kangaroo you have observed.*
- *Describe how a kangaroo moves. What other actions does it have?*
- *Kangaroos are native Australian animals. Discuss the meaning of this statement.*
- *Male kangaroos are strong fighters. Discuss this statement.*

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 **Rick** for phonological awareness practice

Syllabification			Onset/rime	2-3 phoneme words	4+ phoneme words
1 syllable	2 syllables	3 syllables			
strong	hopping	kangaroo	R-ick	at	kicks
grass	baby	covering	m-at	Pat	tank
thick	desert	rainwater	c-ap	Nat	sand
tracks	rocky	protection	s-ent	sat	track
rough	bristly	excited	s-and	pan	
red	footprints	animal	tr-ack		

Rhyme			
Rhyming pairs			Rhyme production
kick / tick	pan / ran	sank / tank	cap / tap / map / rap / sap / lap / clap
sand / grand	sap / sip	head / red	kick / Rick / lick / sick / tick / flick / brick / trick / track / rack / lack / back / black / sack / pack
pack / peck	map / clap		

Substitution and Deletion				
Substitution			Deletion	
Initial	Final	Medial	Initial	Final
kick / sick	kick / kid	hat / hit	mat / at	mats / mat
cap / sap	mat / man	Rick / rock	sand / and	kicks / kick
mat / pat	cap / can	sand / send	tin / in	
Word chains				
cap / map / mat / met / pet / pit / pat / cat / cap				
kick / Rick / trick / track / rack / back / backs / packs / pack / pick / kick				

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

Revise orally blending some words from the book using the Phonological awareness table. When practising substitution and deletion, draw students' attention to the difference between the words: mat / map / mop; sand / hand / and; track / trap; sand / send; on / in; is / it.

Vocabulary

Revisit vocabulary introduced in previous sessions.

Decoding

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

Reading the book

Book introduction

Have you ever been close to a kangaroo before? Can you think about how kangaroos move?

Allow time to share experiences.

They jump and kick. They twitch and hop. Let's read and find out what this kangaroo does.

Front cover

Here is the title. Let's read it.

Wait for the student to read. *Rick.*

Student re-reads the title.

Yes, the book is called Rick.

Discuss (Think-Pair-Share)

Look at the picture on the front cover.

What can you see?

What do you think his name is?

Where is the kangaroo? What is it doing?

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. *Rick.*

Discuss (Think-Pair-Share)

The kangaroo's name is Rick.

How do you think he is feeling?

Why do you think he is feeling so good?

Page 2

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

Student re-reads the words. *Rick kicks.*

Discuss

What do you think Rick might be kicking? Why might he be kicking? Where is he kicking it to?

Page 3

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

Student re-reads the words. *He kicks a hat.*

Discuss

How do we know the hat is moving?

Why do you think Rick kicks the hat?

Page 4

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

Student re-reads the words. *He kicks a mat.*

Discuss

Look at the mat.

- *Do you think it is light or heavy?*
- *Do you think it is easy for Rick to kick this mat? Explain.*

Page 5

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

Student re-reads the words. *Rick kicks a cap.*

Discuss

Compare the mat and the cap. Which is easier to kick? Explain.

Page 6

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

Student re-reads the words. *Rick kicks a tank.*

Discuss

Rick has moved. Where is he now? Why do you think he is kicking the tank? Do you think he might hurt himself? Explain your thinking.

Page 7

Let's read the words. Wait for the student to read.
Student re-reads the words. *Rick is on the sand.*

Discuss

What do you think Rick is thinking? What might he want to do next?

Page 8

Let's read the words. Wait for the student to read.
Student re-reads the words. *A track is in the sand.*

Discuss (Think-Pair-Share)

- *Look closely at the track. Whose track might it be? Why do you think this? What clues are there? Maybe Rick has hopped away and left a track in the sand. Show me how you think Rick hopped or jumped away.*
- *Let's look back at the things Rick kicks in the story. Name them. How many things does he kick?*

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 *Rick* to practise sounds and blending.

Review the storyline or content of the last reading session.

In our last session, we read the book Rick. What do you remember about Rick?

- *Who is Rick? Where is he?*
- *What was Rick doing?*
- *Name some of the things Rick kicks.*

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**

Describe Rick.

Page 2

Imagine how Rick is feeling as he kicks. What feelings do you think he experiences?

Page 3

*Describe the hat that Rick kicks.
How far do you think he kicks the hat?*

Page 4

*Describe the mat.
Do you think Rick kicks the mat further than the hat? Why do you think this?*

Page 5

*Describe the cap. What type of cap is it?
Which object do you think Rick kicked the furthest? Why do you think this?*

Page 6

*How would you feel if you kicked a tank?
What might happen to you if you kick a rainwater tank very hard? How would you feel?*

Page 7

Why do you think Rick has returned to the sand?

Page 8

*Do you think Rick follows the tracks?
If so, where might they lead? If not, what might Rick do next?*

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 Rick

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.

Tracks

Discuss (Think-Pair-Share)

- Go outside and play in the sand.
Can you make tracks in the sand? Can you make any animal track? What kinds of tracks did you leave with your feet? Were they tracks you could follow, or just tracks that showed something was there? Explain your thoughts.
- Discuss drawing in the sand.
Is this a track?
- *What does sand look like after a strong wind? What might happen to tracks in a strong wind? How long do tracks last for in dry sand or wet sand? Or in mud?*

Activities

- Go outside on a track hunt. See what tracks you can find. Photograph, video or sketch the tracks. Record and share your findings. Note size, who has made them, where you found them.
- Look at a kangaroo foot in a photo. Make tracks that you think a kangaroo would make in the sand. What did you use? Did everyone's kangaroo tracks look the same or different?
- Find an animal track and try to make a plaster mould of it. It is easier in damp sand or mud. Alternatively, make a footprint in damp sand, pour plaster into the track and let it dry.
- Create a hunt. Make a trail or track (pavement chalk, sticks, messages) that students follow, finding clues along the way. Discuss how they followed the tracks and clues to find what they were looking for. Link to other subjects that students are learning about.

Kangaroo

Activity

Research kangaroos.

- Draw a kangaroo. Identify its body parts.
- Where do kangaroos live? Do any types live in your area?
- What other animals are similar to kangaroos? Research them.
- How are they similar to kangaroos? How are they different? Extension: record this information on a Venn Diagram.
- Kangaroos can kick with their legs to protect themselves and 'box' with their arms. Watch a documentary on kangaroo behaviour.

Games

- Have kangaroo races or sack races.

Rick

Discuss (Think-Pair-Share)

- *The word mischievous means a little bit naughty and a little bit fun at the same time. How do we know that Rick is being mischievous?*
- *Describe Rick's personality. Is he friendly, nice, cheeky?*
- *What would you do if you were Rick?*
- *Think of a time you were mischievous and share this with your partner.*

- What questions would you ask Rick if you could interview him? What could his answers be? Students can roleplay the interview.

Kicking

Discuss (Think-Pair-Share)

- Name things you kick.
- What things do you not like to kick? Explain why.
- What things should not be kicked? Explain why.
- What would be the consequences of kicking something?

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: mat, cap, kick/kicks, sand, track.

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

These activities are to be done orally, but if students are ready for written practice – go for it!

Focus: prepositions in/on

Activity

Resources: A series of objects, placed *in* a container (e.g. a jar) and *on* a surface (e.g. a desk).

- Demonstrate the difference between in and on by moving an object to be on (the desk) or in (the jar). Make a sentence, e.g. The toy is on the desk; The toy is in the jar.
- Students take turns moving an object and making a sentence to describe the location of the object, e.g. The pen is in the jar.

Use your surroundings to demonstrate in/on. Students place their hand, foot, leg or arm on/in and make a sentence e.g: Elijah's hand is on the bag. Sam's hand is in the bag. My foot is in my shoe.

Students look in their surroundings for things that are on and in and record (in picture form) on a chart. Share the charts and what students discovered.

Challenge students to look for things that are in/on items at home and to share their new learning with their family.

3.5 Word and vocabulary extension

Discuss (Think-Pair-Share)

- Brainstorm a list of verbs that describe what kangaroos do and how they move, e.g. jump, kick, lay, stand, eat.
- Think of adverbs that can describe the verbs, e.g. kick high, jump quickly, stand confidently, eat quietly.
- Role play what a kangaroo looks like as it moves. Students say a sentence, using adverbs, describing the movement. For example, I am a strong kangaroo and I stand confidently; I am a shy kangaroo and I eat quietly; I am a scared kangaroo and I jump quickly.

3.6 Connections to literature

Spring into wider reading!

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

Kick with my left foot by Paul Sedan and Karen Briggs, 2015

Remember

Revise, revise, revise!

Reading mastery takes time and practice.

Talk about it! Connect!

Make the book more than words on the page.

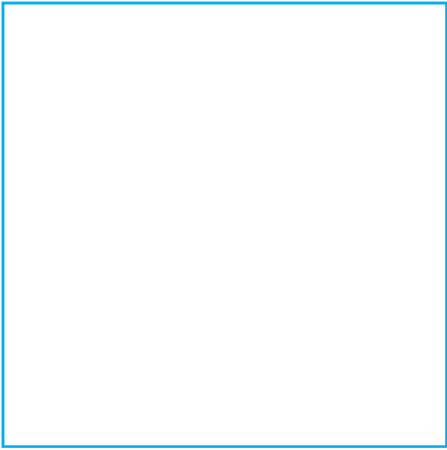
Now that you've brought this book to life, which book is next....



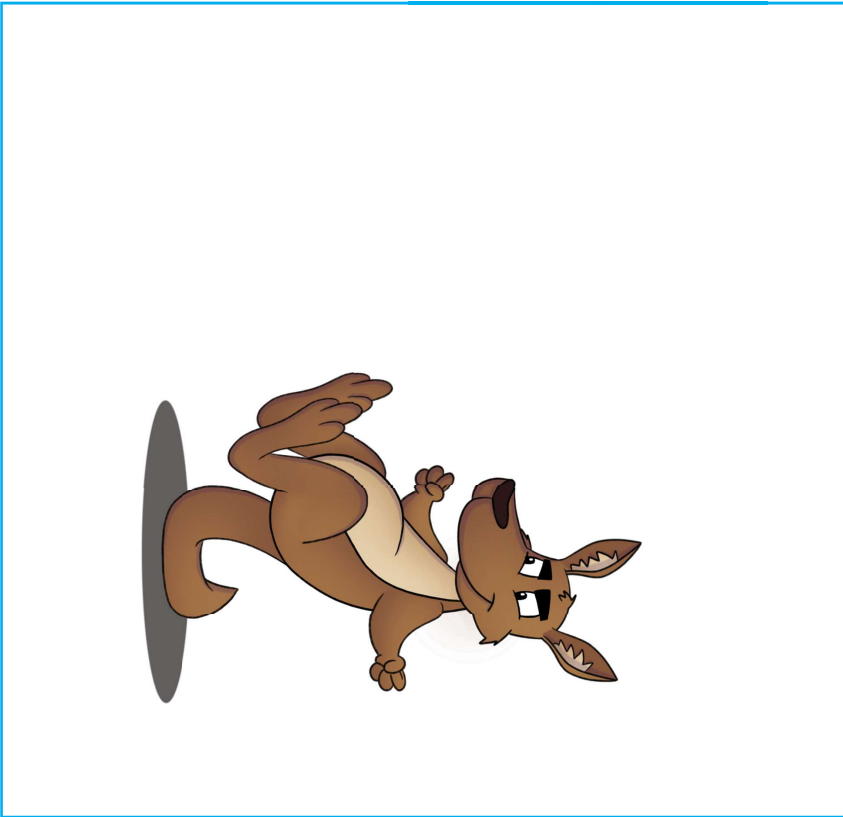
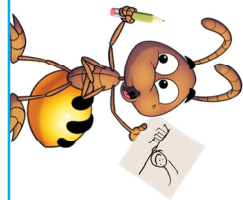
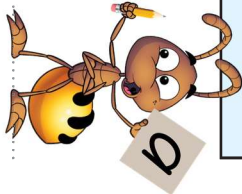
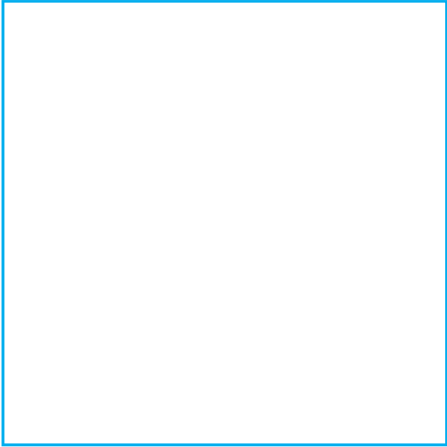
Name:

Date:

Rick



tank



Rick kicks a cap.

Write, read, draw

Instructions: Read the book *Rick* to complete these activities.

Words for writing: Look at the picture and fill in the missing sounds.

Words for drawing: Read the words or sentence and draw a picture for each word or sentence.

Name: _____

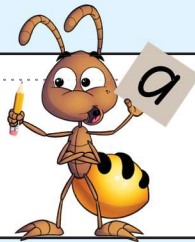
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kicks mat track is sand



Rick kicks a _____.



Rick _____ a tank.



Rick ___ on the _____.



A _____ is in the sand.

What's missing?

Instructions: Read the book *Rick* 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: _____

Rick kicks a tin.



Rick kicks a mat.



Rick sits in a pan.



Rick kicks a mat.



A trick is in the sand.



Rick kicks a cap.



Thumbs up / thumbs down

Instructions: Read the book *Rick* 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.



He kicks
a hat.

Set 2 Rick



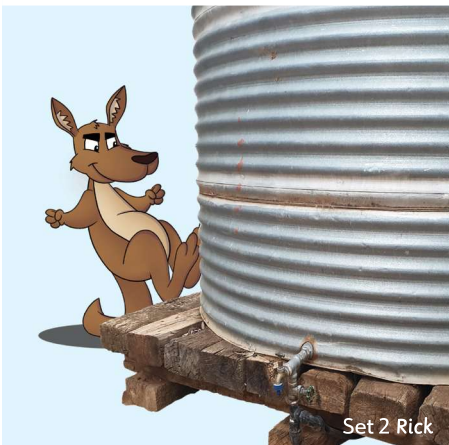
He kicks
a mat.

Set 2 Rick



Rick kicks
a cap.

Set 2 Rick



Rick kicks
a tank.

Set 2 Rick



Rick is on
the sand.

Set 2 Rick



A track
is in the
sand.

Set 2 Rick

Match the words and pictures

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



Name: _____

Date: _____

Rick	kicks	a	tank	.		
A	track	is	in	the	sand	.

1					
2					

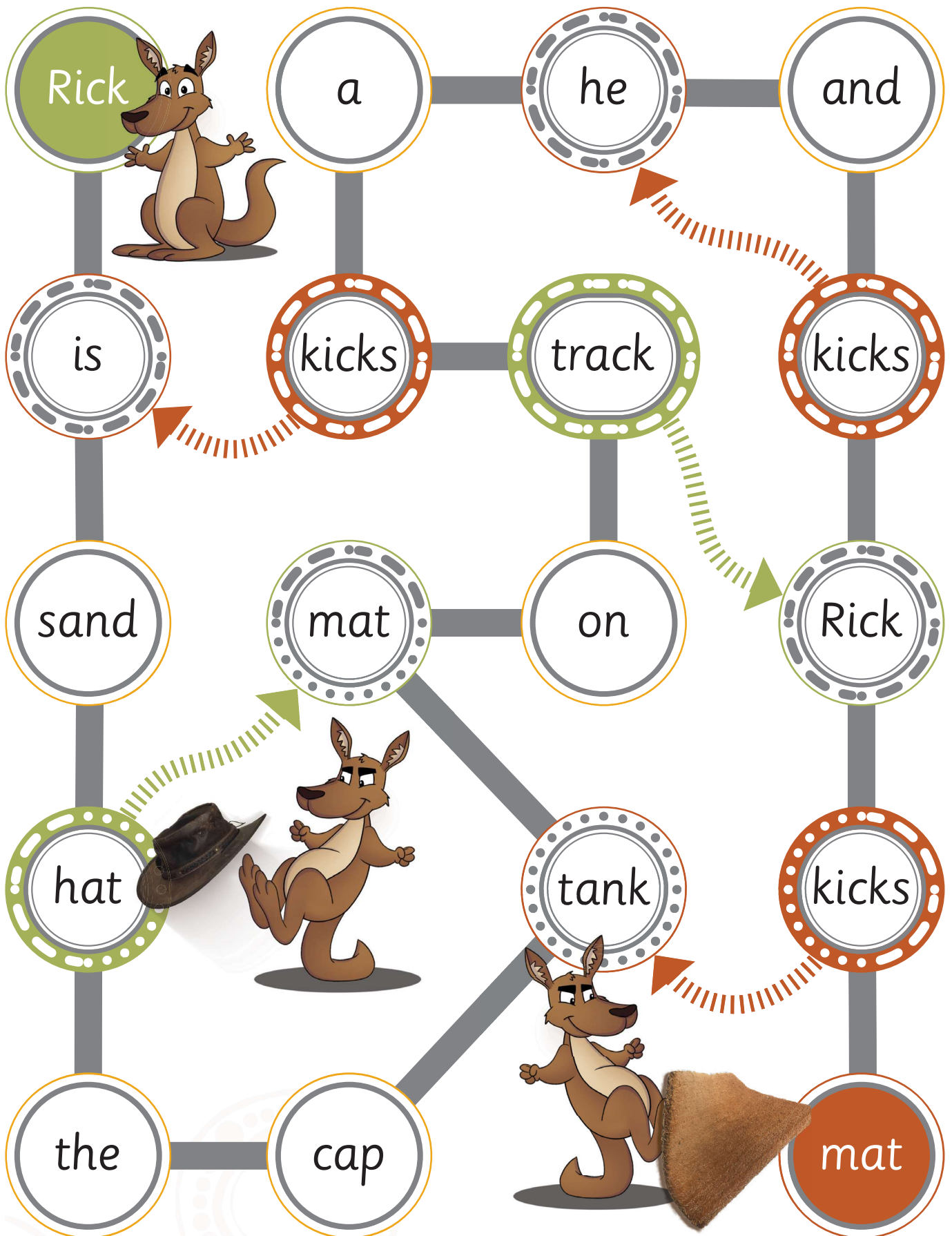
Read it, mix it, make it

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.





Rick – 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.