



# Springboard



## Bound into reading *Sant the ant is mad!*

In this book... *Sant the ant has a tantrum.*

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, *Sant the ant is mad*.

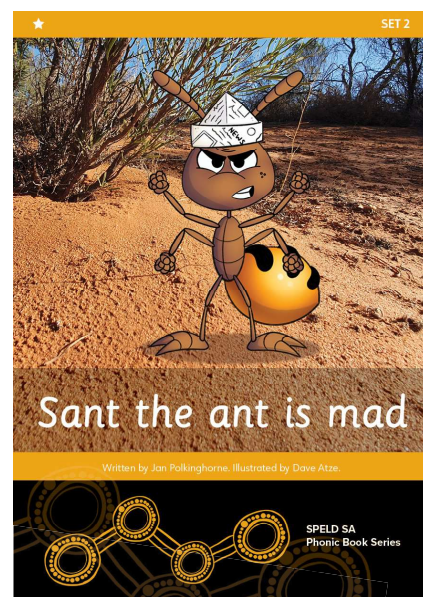
Refer to the SPELD SA Instructional Handbook Overview for strategies and explanations of how to deliver the activities.

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### Worksheets and games

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



**Sant the ant is mad**  
Written by Jan Polkinghorne.  
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 *Sant the ant is mad* for additional words and definitions. Vocabulary cards are provided in Resources and games.

#### mad

Adjective: very angry.

Usages: madness, maddening.

Synonyms: grumpy, angry, furious, annoyed, cross, fuming, riled, ticked off, seeing red, irate, upset.

#### Activity

- Model being mad (angry) with facial expressions and body language.
- Role-play being mad.

#### Other meanings

Adjective: crazy, silly.

Adjective: very enthusiastic about something e.g. He is a mad football fan

#### stamp

Verb: place foot down heavily, making a noise (a stamping noise).

#### Discuss

- *Show me how you stamp.*
- *Have you ever stamped on something before? What did you stamp on? Are there some things you shouldn't stamp on? Explain.*
- *What would you say if you stamped on someone's foot? Why?*
- *What are some words that rhyme with stamp?* For example, damp, ramp, clamp.

#### Other meanings

Noun: a postage stamp, placed on an envelope or package to pay for postage.

Noun: a rubber stamp or hand stamp, sometimes used with an ink pad, sometimes self-inking.

#### rest

Verb: to lay down and relax, to sleep, to nap.

Synonyms: bask, snooze, lounge, unwind, put your feet up.

Sayings: have a rest, rest up.

Compound words: restroom, restless, restful, restlessness, rest-stop.

#### Other meanings

Noun: the remaining, the others, what is left over.

Noun: an object to support something, e.g. arm rest.

Expressions: give it a rest, come to rest, the rest is history, put your mind at rest.

### 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.

#### Emotions

##### Activity

- Model different emotions on your face. Discuss with students what they observe. What is each expression showing? Discuss – facial expression, actions, sounds, volume.
- *What are the main clues that someone is happy?*
- *What are the key clues that someone is feeling mad/angry?*
- Brainstorm a range of emotions.
- In pairs: partner A acts an emotion; partner B uses clues to infer the emotion. Swap roles.

### Feeling happy

Discuss (Think-Pair-Share)

Feeling happy is an emotion.

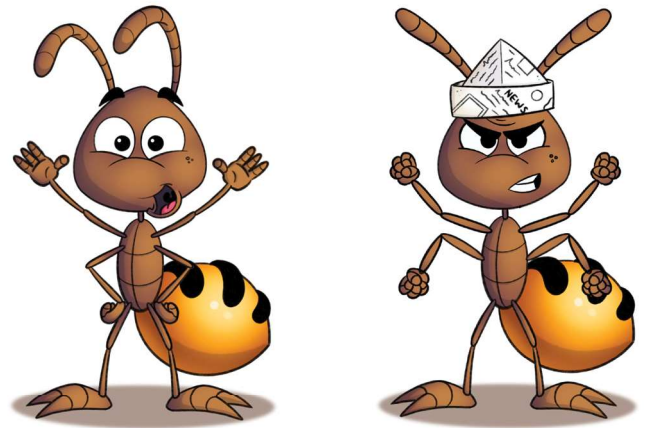
How do you react when you are happy? What do you feel inside your body when you are happy? In what types of situations do you find yourself feeling happy? What are the key triggers for your happiness?

### Feeling mad

Discuss (Think-Pair-Share)

Feeling mad or angry is an emotion.

How do you react when you are angry? What do you feel inside your body when you are angry? In what types of situations do you find yourself feeling mad? What are the key triggers for your anger?



## 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 *Sant the ant is mad* for phonological awareness practice

Syllabification			Onset/rime	2-3 phoneme words	4+ phoneme words
1 syllable	2 syllables	3 syllables			
Sant	paper	newspaper	S-ant	is	Sant
mad	angry	furious	h-at	hat	kicks
blocked	body	honey-ant	h-im	mad	rest
hiss	glaring	accident	st-amp	rip	rips
hands	bending	instructing	st-and	ant	ants
blocks	standing	disappoint	st-ack		hats

Rhyme			
Rhyming pairs			Rhyme production
mad / sad	stick / kick	rips / sips	rest / best / test / chest / lest / vest / west / pest
rest / best	hat / ant	chest / rest	mad / sad / bad
rip / tap	rest / mess	rib / rip	rip / tip / hip / sip / ship / slip / whip / skip

Substitution and Deletion				
Substitution			Deletion	
Initial	Final	Medial	Initial	Final
Sant / pant	sand / Sant	mad / mid	Sant / ant	ant / an
rips / sips	mad / man	rip / rap	hat / at	kicks / kick
rest / best	rip / Rick	hat / hit		

Word chains
rest / pest / pet / pit / pick / peck / Beck / bet / best / rest
kick / sick / sip / nip / snip / snap / snack / stack / stick / tick / 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 sounds in words from the book using the Phonological awareness table. When practising substitution and deletion, help the student to hear the difference between the words: ant/and; hat/had; rip/rap; Sant/sand.

##### Vocabulary

Revisit vocabulary introduced in previous sessions.

##### Decoding

Use the Practice page in *Sant the ant is mad* to practise sounds, blending and any high frequency words.

#### Reading the book

##### Book introduction

*Have you ever been mad or angry? It is a very strong feeling. Stronger than feeling sad or disappointed. How did you react or what did you do when you were angry?* Allow time to share experiences. *Sant the ant is angry in this book. I wonder why Sant is mad. Let's read the book and find out.*

##### Front cover

*Here is the title. Let's read the first word:* Wait for the student to read. *Sant.*

*Read the next word. It is a high frequency word. Do you know what the word is?* Wait for the student to respond. *The word is the.*

*Read the next word.* Wait for the student to read. *Ant. Let's read it again.* Student re-reads the word.

*Re-read the first three words in the title.* Wait for the student to read. *Sant the ant.*

*Well done, let's read the next word in the title. It is a high frequency word. Do you know what the word is?* Wait for the student to respond. *The word is, is. Sant the ant is.*

*Let's read the last word:* Wait for the student to read, *mad.*

*Read the whole title.* Wait for the student to read. *Sant the ant is mad.*

##### Discuss

*Look at the picture on the front cover. Who is the character? Sant the ant. Look at his face and body language. How do you think he is feeling? I wonder what he is angry about.* Discuss possible reasons for Sant to be angry. *Let's keep reading.*

##### Page 1

*Let's read.* 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. *Sant the ant is mad.*

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

*Describe Sant's eyes, mouth, forehead and arms in this picture. How do they each show us that he is feeling 'mad'?*

##### Page 2

*Let's read the words.* Wait for the student to read. Student re-reads the words. *Sant is mad at his dad.*

##### Discuss

*What happened and why is Sant angry with his dad?*

##### Page 3

*Let's read the words.* Wait for the student to read. Student re-reads the words. *Sant kicks a tin.*

##### Discuss

*Look at the picture. Sant is kicking a tin. What else is he doing to the tin? Why do you think Sant kicks a tin?*

##### Page 4

*Let's read the words.* Wait for the student to read. Student re-reads the words. *Hiss! Stamp! Rip! Sant rips his hat.*

*Look at the mark after the words 'hiss', 'stamp' and 'rip'. What is this punctuation mark? Wait. An exclamation mark. What does it mean? An exclamation mark tells you to stress these words as you read them. Listen as I read the page again.* Model the use of expression as you read the words. *Hiss! Stamp! Rip! Sant rips his hat.* Student re-reads the words.

*Good use of expression!*



**Discuss**

Look at Sant. Talk about what is happening.  
Describe Sant's reaction.

**Page 5**

Read the words in the speech bubble first.

Wait for the student to read.

Student re-reads the words. *No, no, no!*

See the exclamation mark. It shows that Dad is emphasising or stressing the word 'no'. Model the use of expression. 'No, no, no!' Read it again.

Student re-reads the words. *Good use of expression.*

Read the words under the picture. Wait for the student to read.

Student re-reads the words. *Dad is mad at Sant.*

**Discuss**

Why is Dad mad? What does Dad want Sant to learn?

**Page 6**

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

Student re-reads the words. *Sant's dad pats him.*

**Discuss**

Why does Dad pat Sant? How does this help Sant to feel?

**Page 7**

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

Student re-reads the words. *Sant is not mad.*

**Discuss**

Why did Sant's mood change? What happened?

**Page 8**

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

Student re-reads the words. *Sant has a rest.*

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

Why do you think Sant needs a rest? How will this help him? What else helps Sant? What might he do after his rest?

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 *Sant the ant is mad* to practise sounds and blending.

Review the storyline or content of the last reading session.

In our last reading session, we read *Sant the ant is mad*.

- Who were the characters in the book?
- At the beginning of the story Sant was mad. What is another word for 'mad'? Show me what you look like when you are 'mad'.
- What had happened that annoyed Sant?
- How did the story end?

**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:** What are some things that you get mad about?

**Page 2:** Do you think Dad knocked the blocks down on purpose? What really happened? Do you think he apologised? What other reaction could Sant have had?

**Page 3:** Sant kicks, jumps and stamps on the can. What do you do when you are angry?

**Page 4:** Sant tore up his paper hat. How sad! Do you ever tear or throw items when you are angry? Give an example.

**Page 5:** Dad is mad. He is disappointed that Sant threw a tantrum. What do you think he says to Sant?

**Page 6:** Dad was angry but now he pats Sant's shoulder. Explain why. How does it feel when you are angry, and someone reassures you?

What helps you calm down when you are angry? In what way can others help you?

**Page 7:** Do you think it takes you a long time to calm down or do you get over your anger quite quickly?

**Page 8:** Have you ever had a rest after you have been angry or disappointed? Did it help? Explain. What other things best help you after you have been upset?

### 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 *Sant the ant is mad*

Write, read, draw!

What's missing?

Thumbs up/thumbs down

Sequence the story

Read it, mix it, make it sentences

Sant the ant's calm down toolkit

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 reflection

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

- What was the main idea of the story? Did it have a message for the reader? If so, what is the message?
- Do you think getting angry is okay?
- What are your thoughts about the way Sant behaved?
- If you were Sant's dad, what would you have done?
- How would you help Sant?

##### Activity

Create a comic strip of the story but create a different ending.

##### Emotions

##### Activity

Photograph students in class showing different emotions.

Create class emoticons for the emotions or students can create their own.

##### Calm down toolkit

Resource: Sant the ant calm down toolkit worksheet

Students discuss ways they calm down when they are angry or upset. Share experiences. These ideas can be 'tools' students can use.

Use the template to develop a 'calm down toolkit' for Sant. Students suggest 5 'tools' that Sant can use when he needs to calm down. While these are suggestions for Sant, they are also reminders for the students.

#### 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:** mad, rip, kick / kicks, rest / rests

### 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: Question/answer structure

#### Activity

Resource: a large exclamation mark on a piece of card.

- Turn to page 4 of the book and point to the exclamation marks. Ask students what these are showing.
- *When we are reading and we see this mark, an exclamation mark, we say the words in a stressed way.* Explain that an exclamation mark in writing is like the expression in your voice when you speak. If the character is happy, they are very happy. If they are mad, they are very mad.
- *We read that Sant is mad. When we read and see the exclamation mark, we understand that he is very mad. The exclamation mark adds a stronger feeling to how we read the words.*
- Model use of expression in your voice, saying the same words with and without stress. Use expressions that grab your students' attention. While modelling the use of stress, hold up the exclamation mark card. Do this several times.
- Say short sentences or exclamations. Students indicate whether the statement does or does not need an exclamation mark. For example, I love my cat so much\_; Music is cool\_; Watch out\_ A kangaroo\_. 

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

*Think of times when you have been shocked, surprised, angry, or excited. Think about what you would say when you feel that way.*

*Decide whether you would need to use an exclamation mark (and why/why not) if writing down what you say. Hold up your own exclamation mark when giving an example to your partner.*

### 3.5 Word and vocabulary extension

#### Focus: emotions - shades of meaning

Resources: sample colour paint chips with different shades of the same colour.

This paint chip activity shows that there are different intensities of emotion and helps students recognise and describe how they are feeling.

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

- Explore the word happy. Are there other words we can use to describe feeling happy?
- Make a list of the words with students e.g. laughing, smiling, glad, joyful, cheerful. When you have a few different options, ask the students to think about which one would be the happiest of happy. It is the most intense feeling of happy, so it is written on the most intense or darkest colour on the paint chip. Ask them which would be the next way to describe happiest. Write that on the middle colour. And then add happy to the lightest colour.
- Repeat the exercise for feeling sad (unhappy, miserable, blue) and feeling calm (relaxed, quiet, still, sleepy). Encourage students to use these words to better describe their feelings. When they say they are sad, ask them, 'How sad are you?'

### 3.6 Connections to literature

#### Spring into wider reading!

Make connections to *Sant the ant is mad* by reading other books to the student with similar themes.

*When I am angry* by Michael Gordon, 2019

*Grumpy Monkey* by Susan and Max Lang, 2018

## Remember

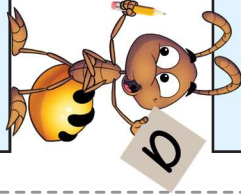
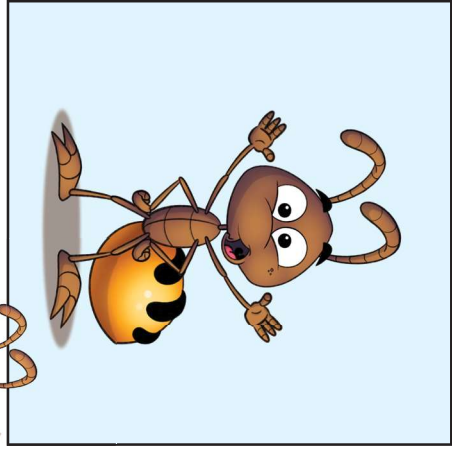
### Revise, revise, revise!

Reading mastery takes time and practice.

### Talk about it! Connect!

Make the book more than words on the page.

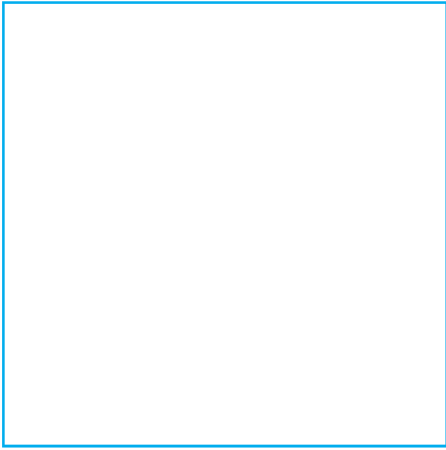
*Now that you've brought this book to life, which book is next....*



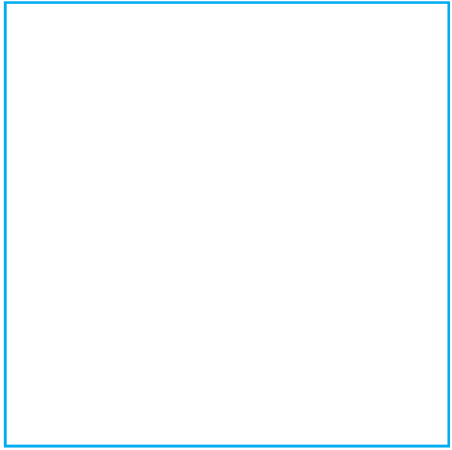
Name: .....

Date: .....

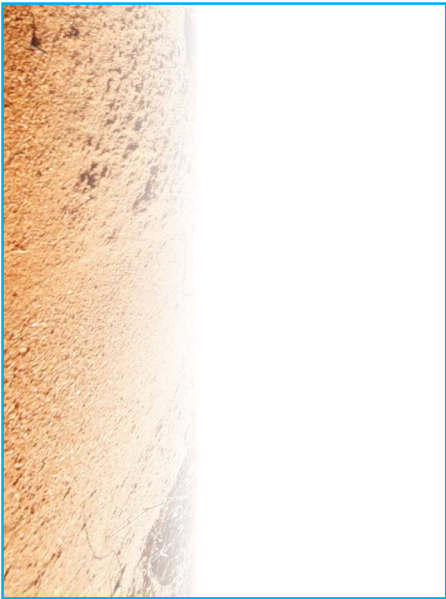
Dad



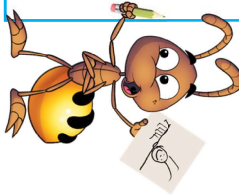
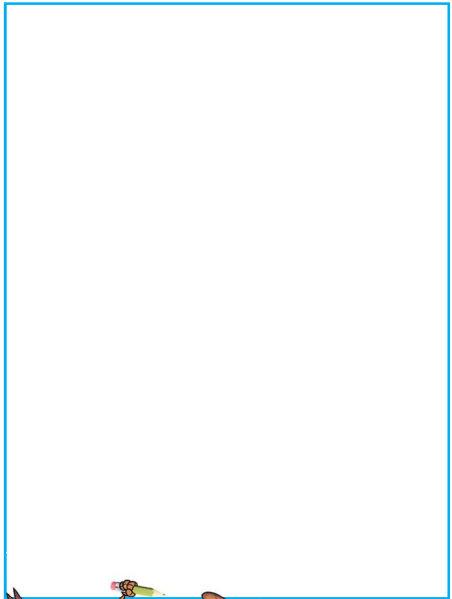
a hat



Sant has a rest.



Sant rips his hat.



## Write, read, draw

**Instructions:** Read the book *Sant the ant is mad* to complete these activities.

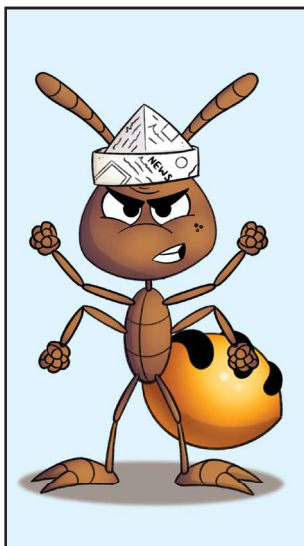
**Words for writing:** Look at the picture and fill in the missing sounds.

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

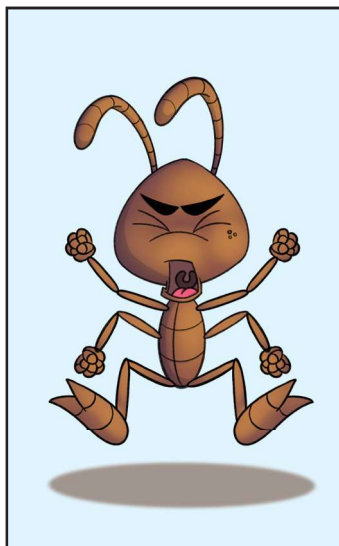


Name: \_\_\_\_\_

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

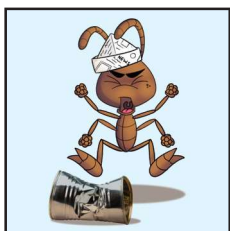


\_\_ a d  
m \_\_ d  
m a \_\_  
\_\_ \_ \_

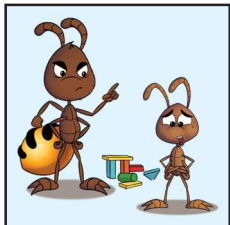


s t a m \_\_  
\_\_ t a m p  
s t \_\_ m p  
s t \_\_ \_ \_

rest      Sant      pats      tin



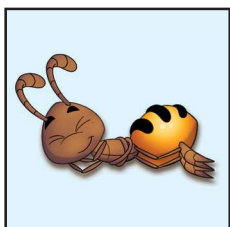
Sant kicks a \_\_\_\_\_.



Dad is mad at \_\_\_\_\_.



Sant's dad \_\_\_\_\_ him.



Sant has a \_\_\_\_\_.

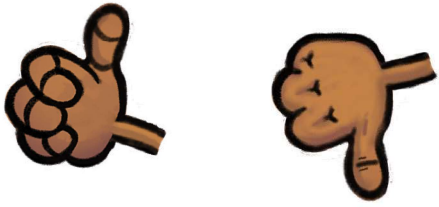
### What's missing?



**Instructions:** Read the book *Sant the ant is mad* 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: \_\_\_\_\_

Dad kicks a tin.



Sant's dad pats him.



Sant is mad at his dad.



Dad has a rest.



Sant rips his hat.



Sant stamps.



## Thumbs up / thumbs down

**Instructions:** Read the book *Sant the ant is mad* to complete this activity.

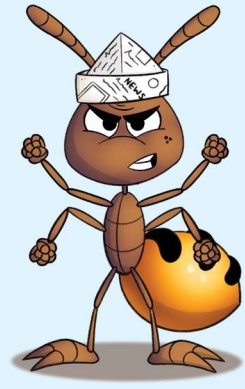
Read the sentence and decide if it is true or false in the story. Use the book to help.  
Circle thumbs up for true and thumbs down for false.



Set 2 Sant the ant is mad

Sant kicks  
a tin.

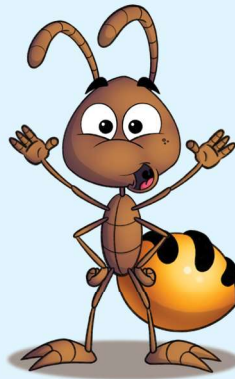
Set 2 Sant the ant is mad



Set 2 Sant the ant is mad

Sant the  
ant is  
mad.

Set 2 Sant the ant is mad



Set 2 Sant the ant is mad

Sant is  
not mad.

Set 2 Sant the ant is mad



Set 2 Sant the ant is mad

Sant is  
mad at  
his dad.

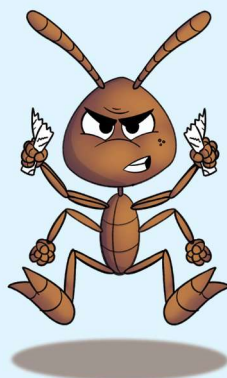
Set 2 Sant the ant is mad



Set 2 Sant the ant is mad

Dad is  
mad at  
Sant.

Set 2 Sant the ant is mad



Set 2 Sant the ant is mad

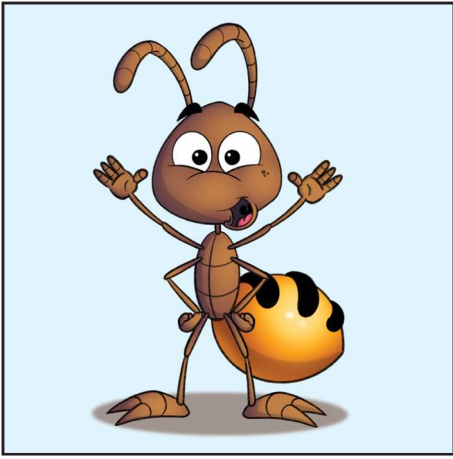
Hiss!  
Stamp!  
Rip!

Set 2 Sant the ant is mad

## Sequence the story

**Instructions:** Read the book *Sant the ant is mad* to complete this activity.

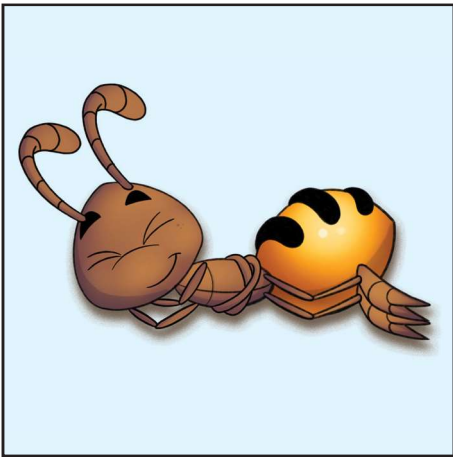
Cut out all cards. Match the words to the pictures and then put the events in order.



Name: .....

Date: .....

--	--	--	--	--



--	--	--	--	--

Sant	is	not	mad	.
Sant	has	a	rest	.

## Read it, mix it, make it

### Instructions:

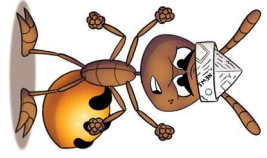
Read the sentence aloud to an adult or partner three times. Cut up and mix up the sentence.

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.







Sant is mad. Help Sant.

Name: .....

Date: .....



Sant is  
not mad.



Sant's kit

5

4

3

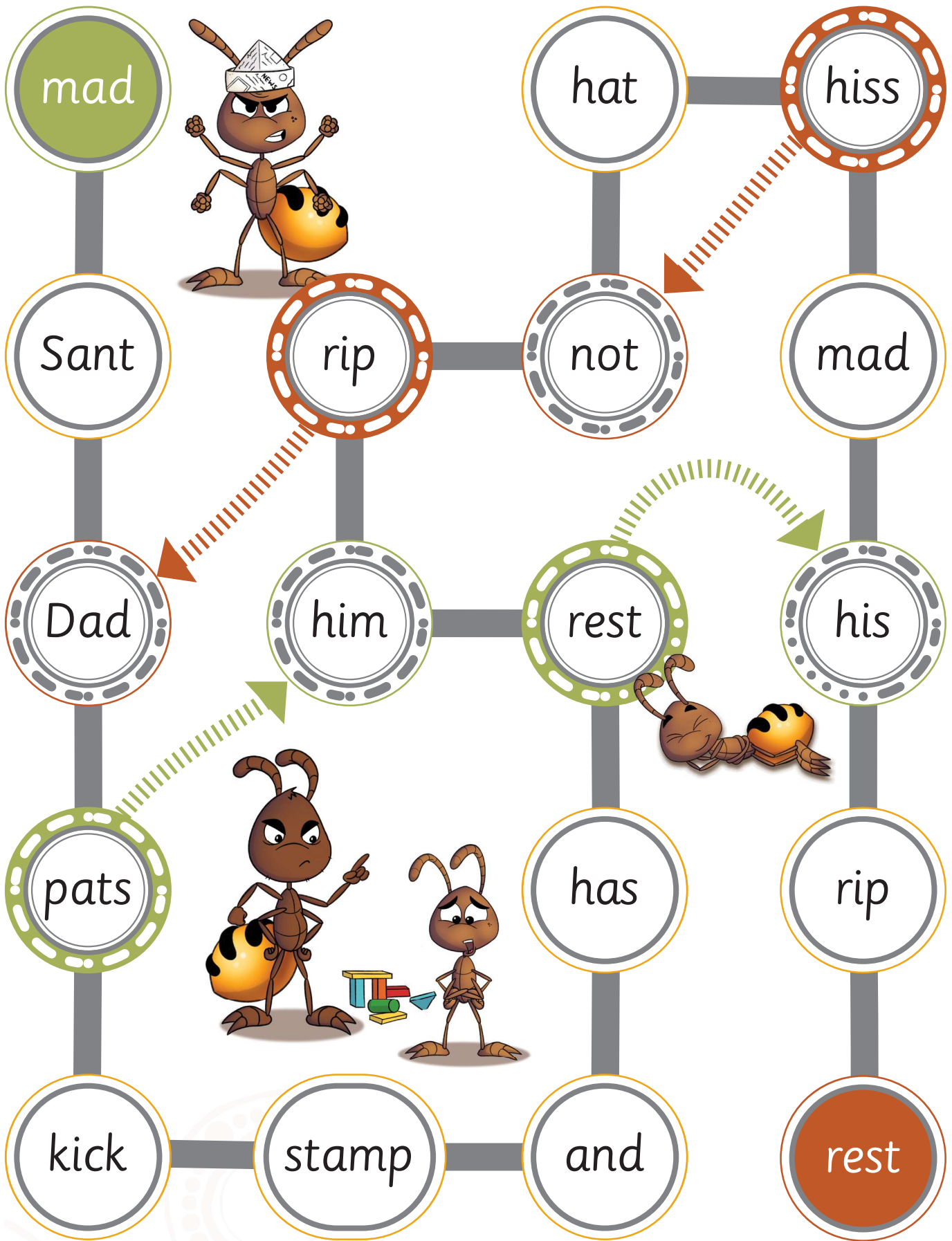
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### Sant's calm down tool kit



**Instructions:** A 'calm down toolkit' is a series of tools to help you calm when you are angry, upset or worried. These could include rigorous activity like running, kicking a ball or climbing a tree, or quiet activity like listening to music, singing a song or reading a book. Discuss and then list ways to calm down and share your tools with Sant. How can Sant calm down when he is mad? Draw 5 tools Sant could use to calm down.



## Sant the ant is mad – 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.