

Springboard

Spring into reading *Sant the ant!*

In this book... *Sant*, the funny honey ant, sits in different places.

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*.

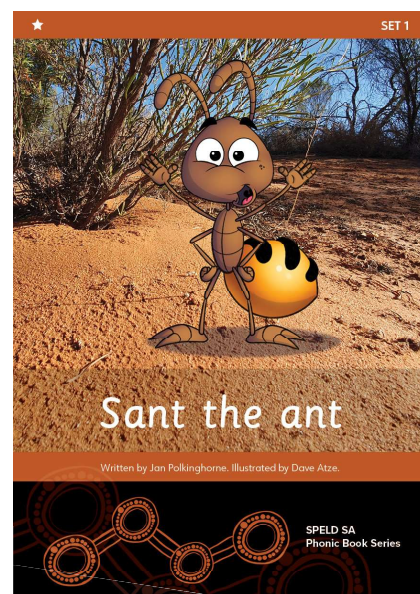
Refer to the SPELD SA Instructional Handbook Overview for strategies and explanations of how to deliver the activities.

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Worksheets and games

For more worksheets and games for Set 1, go to *Resources and games*



Sant the ant

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

sat

Verb: past tense of sit – rested on bottom with back upright.

Usages: sat down, sat on, sat with.

Verbs in past tense remain the same when paired with different personal pronouns. Use the past tense verb *sat* with all personal pronouns.

in

Preposition: inside or enclosed by a container, place or area.

Words containing *in* – into, inside, in-between, within.

tin

Noun: a metal container for storage.

Other words: can.

Adjectives: metallic, rusty, broken, strong.

tap

Noun: a tool to let liquid out of a container, e.g. water from a tank, sap from a tree trunk, honey from a container.

Other meanings

Verb: a light touch or hit.

Usage: tap with finger, tap her/his shoulder.

pin

Noun: a small, metal tool with a sharp point to join things together.

Other words: sewing pin, safety pin, drawing pin.

Verb: to attach something on or to something with a pin, e.g. I will pin it on the wall.

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.

sit / stand

Act sit and stand and compare their meanings.

Prepositions

Discuss

Compare meanings for in and at / on and under / between and by / behind and in front of.

Talk about location – in / on / at / under / by / between.

Activities

- Students hide an object and then describe where it is hidden.
For example:
I put it under ...
I put it at ...
I put it on ...
I put it behind the...
I put it in...
I put it near...
I put it between...
I put it in front of...

- Students act out the preposition and others observe and infer which preposition is being acted, explaining reasoning.



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* for phonological awareness practice

Syllabification			Onset/rime	2-3 phoneme words	4+ phoneme words
1 syllable	2 syllables	3 syllables			
squat	standing	peekaboo	a-nt	at	Sant
sharp	hiding	exclaiming	t-in	ant	pant
twigs	waving	safety-pin	t-ap	tin	
trees	crouching	antenna	p-in	tap	
dry	shouting		s-at	pin	
wood	running		s-it	sit	

Rhyme			
Rhyming pairs			Rhyme production
tin / pin	sit / pit	fan / pin	tin / pin / spin / fin / chin / win / shin
tap / ant	cap / tap	sit / fit	tap / rap / clap / cap / slap / wrap / strap / clap
sat / mat	sit / sat	tin / run	sat / mat / cat / chat / flat / rat

Substitution and Deletion				
Substitution			Deletion	
Initial	Final	Medial	Initial	Final
pin / tin	pan / pat	sip / sap	tin / in	ant / an
sit / (k)nit	tin / tip	tin / tan	tap / app	
tin / pin	sit / sip	pin / pan	spin / pin	
tap / sap	tap / tan	spit / spat	sit / it	
sat / pat	spin / spit	spin / span	sat / at	
Word chains				
Sant / ant / pant / Sant				
tin / tan / tap / tip / sip / sap / tap / tip / tin				

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: sit/sat, pin/pan. Emphasise the vowel as you sound out the word.

Vocabulary

Revisit vocabulary introduced in previous sessions.

Decoding

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

Reading the book

Book introduction

Talk about cartoon characters you know from books, magazines, TV programs or movies.

Why do you like them? How do you know they are imaginary (not real)? Allow time to share experiences.

Sant the ant is a honey ant character from Central Australia. He is a funny ant and sits in different places - in something, on something and at something. I wonder where Sant sits? 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. *S-a-n-t. S-a- nt. S-ant. Sant.* *Read it aloud again.* Wait for the student to read. *Sant.*

The next word is a high frequency word we practised on the Practice Page. Do you know what the word is? Wait for the student to respond. *The word is 'the'. Repeat the word after me, the.* Wait for the student to respond.

Let's re-read from the beginning.

Wait for the student to read. *Sant the... Well done.*

Let's read the next word in the title. Wait for the student to read, *a-n-t, ant.*

Let's read the whole title now. Wait for the student to read. *Sant the ant.*

Look at the last three letters in Sant. Wait. *Look at ant. Sant has the word ant in it - at the end.*

Let's re-read the title. Wait for the student to read. *Yes, the book is called Sant the ant.*

Discuss (Think-Pair-Share)

- *Look at the picture on the front cover. Who can you see? What do you think his name is? Yes, Sant the ant is our character in this book. What is he doing on the front cover?*
- *Look at the background in the picture. Where do you think Sant is?*

Let's read the book Sant the ant to find out what Sant might be 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. *S-a-n-t Sant. Sant the a-n-t ant. Sant the ant.*

Wait for the student to re-read. *Sant the ant.* *Yes, these are the same words as the title.*

Discuss

Where is Sant? What is he doing?

Page 2

Turn the page and look at the picture. Look, where is Sant?

Let's read the words. Wait for the student to read. *S-a-n-t Sant.* Wait for the student to read. *s-a-t, Sant sat.* Wait for the student to read. *i-n, in, a, Sant sat in a.* Wait for the student to read, *t-i-n tin.* *Let's read from the start again.* Wait for the student to read. *Sant sat in a tin.*

Discuss

What did Sant do in the tin?

Wait for the student to re-read. *Sant sat in a tin.*

Page 3

Let's read the words. Wait for the student to read. *Sant sat at the tap.*

Student re-reads the words. Wait. *Sant sat at the tap.*

Discuss

What do you think Sant might be thinking in this picture? Explain.

Page 4

Let's read the words in the sentence under the picture. Wait for the student to read.

Student re-reads the words. *Sant sat on a pin.*

Point to the speech bubble. *This shape is a speech bubble. It shows us what Sant is saying. Let's read.* Wait. *Sant is saying the sound /a/, a-a-a!* Read it again. Wait, a-a-a!

Discuss

Oh, poor Sant! No wonder he is saying a-a-a! How do you think he is feeling? Why do you think he said a-a-a? How would you feel if you sat on a pin? What might Sant do now?

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* to practise sounds and blending.

Review the storyline of the last reading session.

In our last reading session, we read *Sant the ant*. What can you remember about the story?

Suggested questions

Share your thoughts about Sant. What do you like or not like about Sant?

Let's see if we can remember what Sant did.

- Where was Sant first? What was he doing?
- Where was Sant hiding? Describe the tin.

- What did Sant do at the tap?
- Sant was hurt. How did he get hurt? How do you think he felt and why do you think this?

What a great memory you have.

Let's read the book again.

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**

- How do you think Sant is feeling? Explain your thinking.
- What is the environment like where Sant is?
- What type of weather do you think it is? Explain your reasoning.
- Think of a time you have been in a similar environment to Sant. Where were you? What was the place like? What did you do there?

Page 2

- Why might Sant be hiding in the tin?
- What foods do you have at home that are stored in tins?
- What do you do with the used tins when they are empty?
- What are the dangers of stepping on a rusty tin?

Page 3

- The tap is running quite fast. Why do you think the tap is running?
- Where do you think the water is running to?
- What can you do to save water?

Page 4

- Where do you think the pin might have come from?
- What would you do to help Sant?
- Have you ever sat on a pin? Describe your experience.

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*

Write, read, draw!

What's missing?

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

Handwriting sheets

3.2 The book and beyond!

Launch into deeper questioning, connection and comprehension with these suggestions!

Is Sant safe?

Discuss (Think-Pair-Share)

Read the story again and talk about whether Sant the ant is safe. Students discuss why Sant is safe or not. Students could think of different places that Sant could sit or stand that would be safer.

Page 1: Is Sant safe here?

- Can you see any unsafe places to stand or sit?
- Sant might also like to sit. Where might he sit? Why do you think he would choose that place to sit?

Page 2: Is Sant safe here?

- Explain why you think Sant is safe or not.
- Can you see any other unsafe places to stand or sit?
- Point to some places that would be safer for Sant to sit. Why would that place be safer?

Page 3: Is Sant safe here?

- Is Sant safe sitting at the tap? Explain. Would it be safe for you to sit there?
- What could happen if the tap is left on?
- Is it safe to leave the tap on? What can you do if a tap is running and you can't turn it off?

Page 4: Is Sant safe here?

- Explain why you think Sant is safe or not.
- Is it safe to leave a safety pin open and on the ground? Explain.
- Have you seen anything sharp on the ground that could hurt you?
- How can we make the area safer for Sant to sit?

Safety for children

Discuss (Think-Pair-Share)

- Which places at home are safe for you to sit? To play?
- Where is it safe to sit at school? Where is it unsafe to sit at school? Explain your reasoning.
- Name some safe places to play at school. Name some unsafe areas to play at school.
- Think about community areas. Name some safe areas for play in the community.
- Are there times some of these might not be safe? Why do you think this?
- Name some places that are not safe play spaces in the community. Why do you think this?

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: tin, pin, ant, sat.

3.4 Grammar

Written practice

Focus for Set 1: writing simple sentences

Sentences from the Set 1 books are used as a model for students to write their own.

Use the Building sentences worksheet.

Oral practice

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

Focus: creating five-word sentences.

Resources: make up sets of cards with one of the words listed below per card and full stop cards.

Sant / sat / in / a / tin / the / at / tap / on / a / pin

Activity 1

Provide students with a set of word cards and a full stop card, that will make one sentence, e.g. Sant/ sat / in / a / tin / .

Students make a sentence with the cards.

Teach students to self-check, using these prompts.

Carefully read the sentence you have made.

Listen to what you read out loud.

Does the sentence make sense?

The sentence can be jumbled up and given to another student.

Students can then do another sentence e.g. Sant / sat / at / the / tap.

Activity 2

Provide students with a copy of the pictures from pages 2-4 in *Sant the ant*. Students choose from the card set to make sentences for the pictures.

Activity 3

Provide students with a complete card set. Students use cards to make their own sentences. Students read each sentence and check it makes sense.

3.5 Word and vocabulary extension

Focus: developing an understanding of prepositions

Activity

Barrier game: Where is Sant the ant?

Preparation

- Print, cut out and laminate a Sant the ant character from the book.
- Make several word cards with the prepositions *at*, *in* and *on*.
- Collect two of the same type of object that students can put Sant in, at or on, like a box.

Instructions

- 1 Play in pairs. Each player has an object that Sant can go in, at or on, and a picture of Sant the ant. Players sit back-to-back.
- 2 Player A takes the top card from the word card pile. He/she reads the card and places Sant the ant character in that position.
- 3 Player A gives very simple and clear instructions as to where Player B needs to place his/her Sant, e.g. Sant is on the box.
- 4 Player B places their Sant in that position also, using their object.
- 5 Players reveal and compare the location of Sant.
- 6 Players swap roles.

Variations

- Each player has two Sant the ants and 2 or more objects.
- Play in small groups, with each player taking a turn to give instructions.

3.6 Connections to literature

Spring into wider reading!

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

Hey little ant by Hannah and Phillip Hoose, 1998 . Available as a read aloud online.

Song: *The ants go marching one by one*. Search for a recording online.

Remember

Revise, revise, revise!

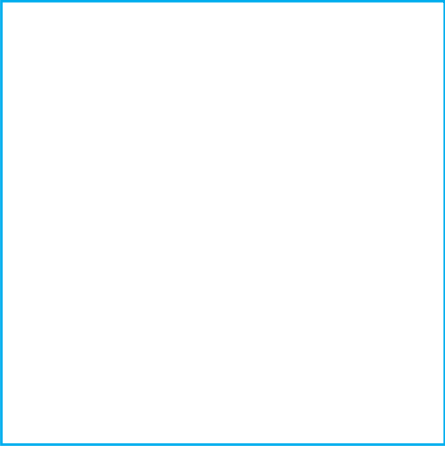
Reading mastery takes time and practice.

Talk about it! Connect!

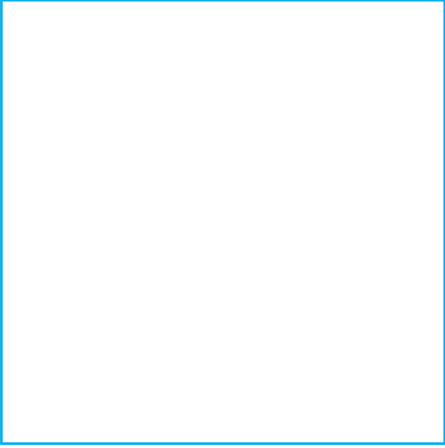
Make the book more than words on the page.

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

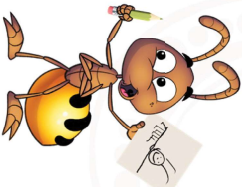
pin



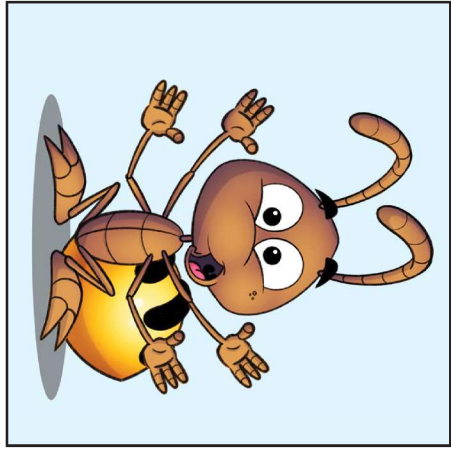
Sant



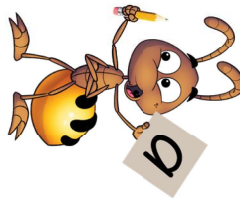
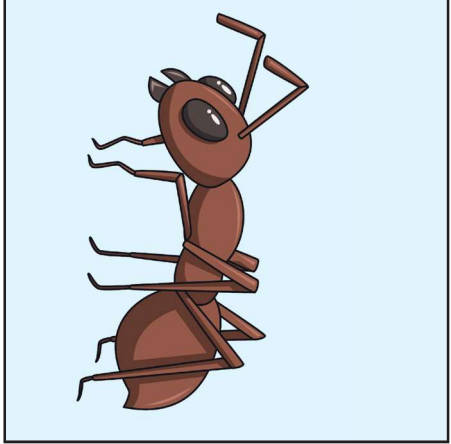
Sant sat on a tap.



s a







Name:

Date:

Write, read, draw

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

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

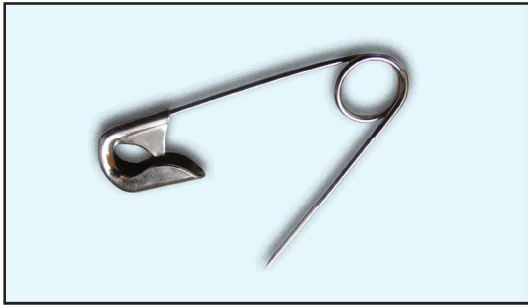
Words for drawing: Read the words or sentence and draw a picture for each word or sentence.

Name: _____

Date: _____



t - n
ti -
- in



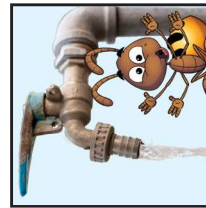
p - n
pi -
- in



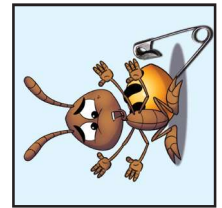
t - p
ta -
- ap



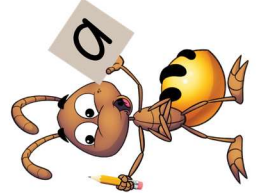
Sant sat in a _____. (tin, pin)



Sant _____ at the tap. (tap, sat)



Sant sat on a _____. (pin, tap)



What's missing?

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

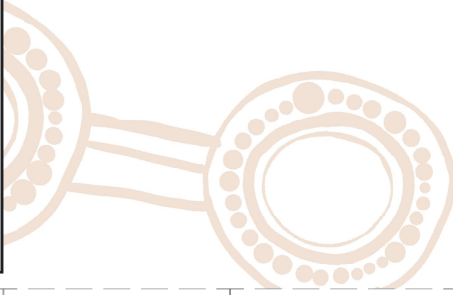
What sound is missing? Fill in the missing sounds. Use the picture to help.

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

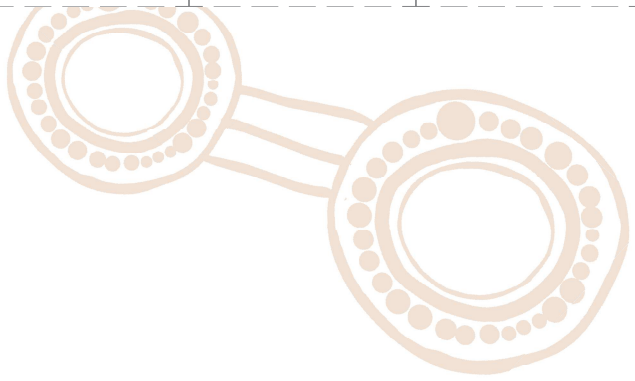
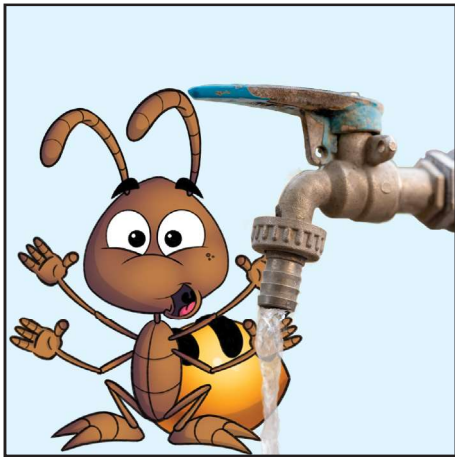


Name:

Date:



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Sant sat in a tin .

Sant sat at the tap .

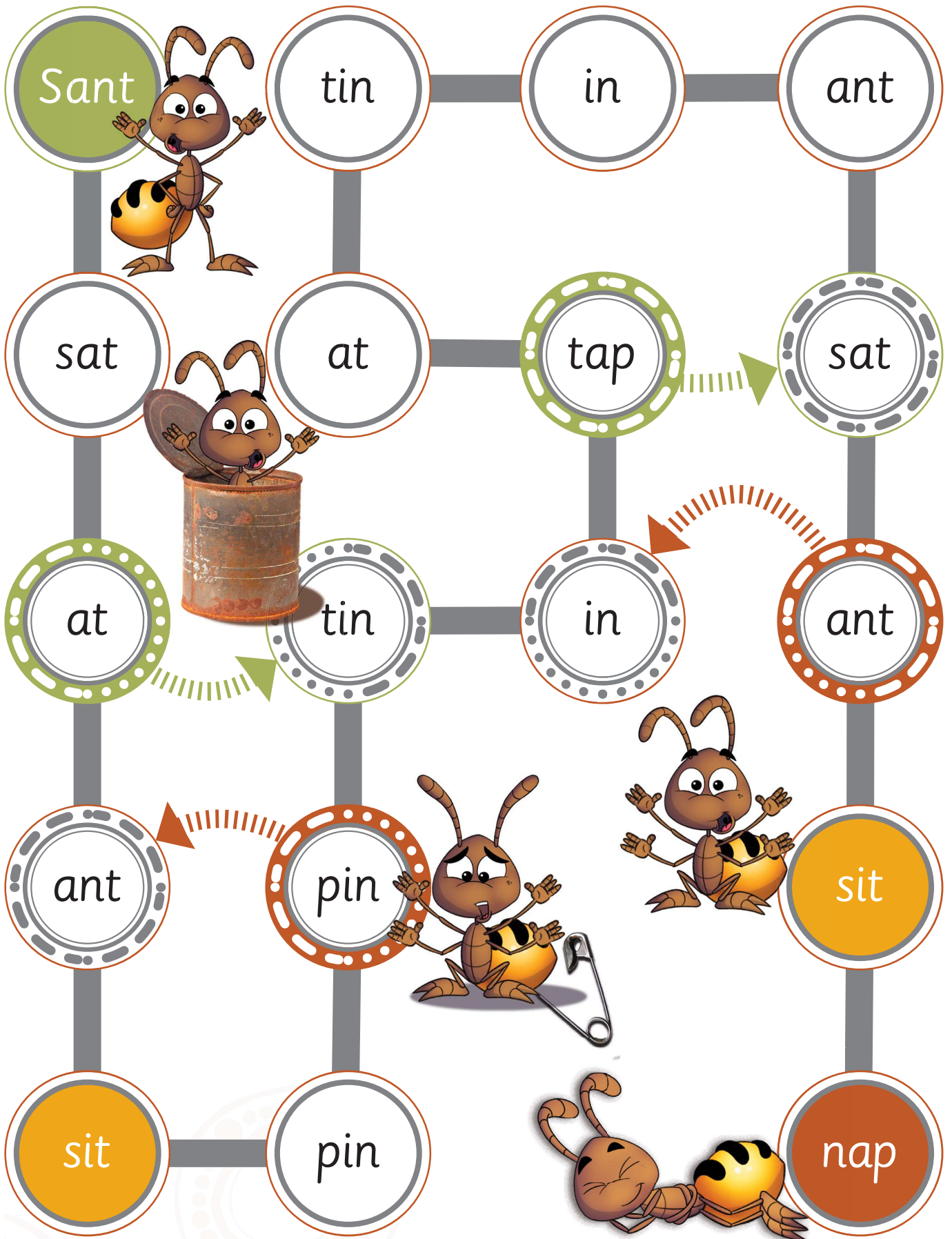
Read it, mix it, make it



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 the ant – 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. **Variation:** If during the game 1 player lands on a 'sit' space they miss a turn.