



# Springboard



## Bound into reading *Simon Says!*

In this book... kids play *Simon Says* at school.

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, *Simon Says*.

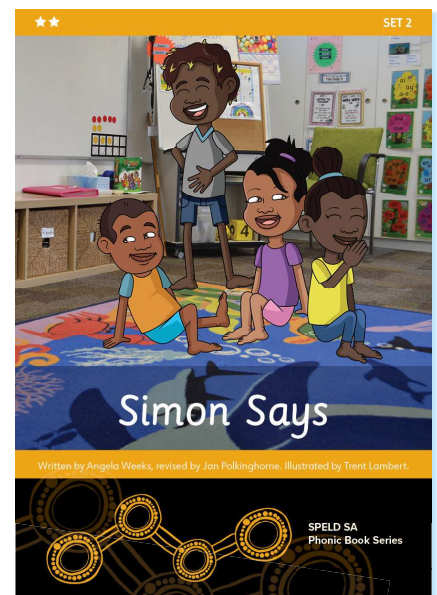
Refer to the SPELD SA Instructional Handbook Overview for strategies and explanations of how to deliver the activities.

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### Worksheets and games

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



### *Simon Says*

Written by Angela Weeks,  
revised by Jan Polkinghorne.  
Illustrated by Trent Lambert.



# 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 *Simon Says* for additional words and definitions.

Vocabulary cards are provided in Resources and games.

#### **mess**

Noun: untidy, dirty, messy or chaotic state.

Synonyms: muddle, disorder, heap, shambles, tangle, turmoil.

Usages: mess up; mess around; I look a mess.

#### **Other meanings**

Verb: to make untidy/dirty; to create disorder/chaos.

Adjective: messy, untidy, dirty.

Noun: a confusing situation.

Noun: a building where people in the defence forces eat.

#### **stamp**

Verb: step heavily/stomp feet; to walk with heavy footsteps; stomp; tramp; crush with feet.

#### **Other meanings**

Noun: symbol on envelope or parcel showing postage has been paid; logo, motto, trademark; impression on paper.

#### **rest**

Verb: to take a break, calm down, lay down, relax.

#### **Other meanings**

Noun: a break; a breather.

### 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.

#### **Acting out verbs**

Do the following steps with these verbs – tap, spin, stamp, kick.

- Call out one of the above verbs. Students act out each.
- Brainstorm when people use each of these actions.
- Students think of a person or animal who uses the action and act it out, for example, kick/footballer; spin/ballerina; tap/tap dancer; stamp/an elephant.

*Can someone guess who you are?*



### Simon Says game

Play a game of 'Simon Says' with the focus actions: tap, spin, stamp, kick.

Model first, after which students take turns to give the instructions. Teach the rules if students do not know the game.

After playing, discuss:

- the rules.
- the feelings the game evokes - fun? fear? a mixture of reactions? Encourage students to explain their feelings.

### Games

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

- *What is a game? Why do we play games? Why do games have rules?*
- Brainstorm different types of games, e.g. board games, outdoor games, card games, movement games, team games.
- Think of examples of each game type. Choose one of these games. Discuss equipment or materials required for the game and rules of the game.

## 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 *Simon Says* for phonological awareness practice

| Syllabification |             |             | Onset/rime | 2-3 phoneme words | 4+ phoneme words |
|-----------------|-------------|-------------|------------|-------------------|------------------|
| 1 syllable      | 2 syllables | 3 syllables |            |                   |                  |
| stamp           | Simon       | calendar    | t-aps      | tap               | rest             |
| chair           | laughing    | entertain   | k-ids      | mess              | spin             |
| dice            | classroom   | containers  | sp-in      | kick              | kids             |
| mess            | crouching   | amazing     | r-est      | kid               | taps             |
| speech          | noisy       | amusing     | st-amp     |                   | stamp            |
|                 | tiptoes     | tiptoeing   | st-and     |                   | stand            |

| Rhyme                 |                        |   |
|-----------------------|------------------------|---|
| Rhyming options       |                        | Rhyme production  |
| Pat / an / at         | Dan / pan / rat        | tap / cap / lap / nap / map / rap / sap / slap / snap / zap                             |
| impress / guess / its | recess / press / ant   | mess / less / yes / guess / chess / recess / press / stress / bless / address / impress |
| ships / pin / pips    | stress / bit / address |   |
| chair / bear / chat   | helmet / pet / pot     | stamp / lamp / camp / ramp / cramp / damp / champ / clamp / tramp / revamp              |
| sick / kick / wink    |                        |   |

| Substitution and Deletion   |               |             |            |              |
|---|---------------|-------------|------------|--------------|
| Substitution  |               |             | Deletion   |              |
| Initial   | Final         | Medial      | Initial    | Final        |
| kids / lids   | spin / spill  | mess / miss | spin / pin | kids / kid   |
| rest / pest   | stand / stank | tap / tip   | spit / pit | stand / Stan |
| mess / less   | kick / kiss   | mess / mass |            |              |
| Word chains   |               |             |            |              |
| <b>kick</b> / lick / tick / stick / stack / Stan / tan / tank / tack / tick / <b>kick</b>                   |               |             |            |              |
| <b>mess</b> / met / mat / mad / bad / band / hand / had / has / his / hid / kid / kiss / miss / <b>mess</b> |               |             |            |              |

## 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: tap/tip, spin/span, spin/skin, Stan/stand, spin/pin.

##### Vocabulary

Revisit vocabulary introduced in previous sessions.

##### Decoding

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

#### Reading the book

##### Book introduction

*Have you played the game Simon Says? Are you good at playing by the rules? Can you remember how you get out?* Allow time to share experiences. *In this story some kids are playing the Simon Says game. I wonder who will get out first?*

##### Front cover

*Here is the title. Let's read the first word. It is a high frequency word we practised on the Practice page. Can you read it?* Wait for the student to respond. *The word is Simon. Read it aloud again, Simon.*

*Read the second word, Says. We practised this high frequency word on the Practice page too. It's difficult to sound this word out so you need to practise it and remember it. Let's read it again, Says.*

*Let's read the whole title now.* Wait for the student to read. *Simon Says.*

*Read the title again.* Student re-reads the words. *Yes, the book is called Simon Says.*



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

- *Look at the front cover. Who can you see? Where are they?*
- *What do you think they are doing?*
- *Why do you think they are laughing?*

#### Page 1

*Let's read the words in the speech bubble.*

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. *"Simon says stand." Who is saying this?*

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

Student re-reads the words. *"Simon says stand." The kids did it*

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

- *Who is giving the instructions?*
- *What do you think the children are thinking as they wait for the instructions?*
- *What do you think the next instruction might be?*

#### Page 2

*Let's read the words in the speech bubble.* Give the student time to read the words. Student re-reads the words. *"Simon says tap."*

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

Student re-reads the words. *"Simon says tap." The kids did a tap.*

#### Discuss

*Look at the picture. Where are the children tapping themselves? They all choose the same spot, their shoulder. Can you tap your shoulder? Where else could you tap?*

**Page 3**

Let's read the words in the speech bubble. Wait for the student to read.

Student re-reads the words. "Simon says stamp."

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

Student re-reads the words. "Simon says stamp". Stamp, stamp, stamp.

**Discuss**

Look at the speech bubbles on pages 2 and 3. Which words are the same?

Explain the action the children do when they stamp. What do they stamp with?

**Page 4**

Let's read the words in the speech bubble. Wait for the student to read.

Student re-reads the words. "Simon says spin."

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

Student re-reads the words. "Simon says spin". The kids did a spin.

**Discuss**

Are the kids spinning an object like a toy top, or are they spinning their own bodies? Show me how the children spin.

**Page 5**

Let's read the words in the speech bubble. Wait for the student to read.

Student re-reads the words. Kick.

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

Student re-reads the words. "Kick." Nick did a kick. He was out.

**Discuss**

Why was Nick out?

Compare what the boy says in the speech bubbles on pages 4 and 5.

Why did the boy only say "Kick"?

Why didn't he say, "Simon says, kick"?

**Page 6**

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

Student re-reads the words. Nick sat and had a rest.

**Discuss**

Why has Nick sat on the mat?

How do you think he feels?

**Page 7**

Let's read the word in the speech bubble. Wait for the student to read.

Student re-reads the words. "Simon says stand, tap, stamp, spin, kick."

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

Student re-reads the words. "Simon says stand, tap, stamp, spin, kick."

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

The children must stand, tap, stamp, spin and kick! Do you think they find it easy to do all these actions? Will they stay balanced? Do you think they can do these quickly?

**Page 8**

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

Student re-reads the words. A mess!

**Discuss**

Look again. What is the punctuation mark at the end of the sentence? What do you think it is telling you?

What is the author meaning when she writes 'A mess!' What is she referring to? What is a mess?

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 *Simon Says* to practise sounds and blending.

Review the storyline or content of the last reading session.

In our last session, we read *Simon Says*.

- Who was playing Simon? Is Simon his name or part of the game?
- Explain the rules of the game *Simon Says*.
- Who got out? Explain how he got out.
- How did the story end?
- Do you think the children enjoyed playing *Simon Says*? Explain your thinking.

### 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

The second sentence says, 'The kids did it'. What did the kids do?

How do you think they feel as they are playing? Why do you think this?

##### Page 2

The kids tapped their shoulders. Tap your knees, your head, your hips and your nose.

Is it better to only tap yourself or tap someone else?

Can you tap only using your hands or can you tap with your feet?

##### Page 3

Show me how you stamp your feet. Wait for the student to stamp. Can you stamp in another way?

Do you think some children may find the noise of stamping too loud or scary? Why do you think this?

How is stamping different from tapping?

##### Page 4

Try to spin safely.

Do you think that it could be dangerous for the children to be spinning in the room? Can you suggest some ways to make it safer?

What rules do you think would be good to keep everyone safe?

##### Page 5

What does the sentence 'He was out.' mean? Who was out?

When a player is out, what happens next?

Have you been out in a game? Which game? How did you get out and what happened next?

##### Page 6

What do you think the other children did while Nick had a rest? Why do you think this?

##### Page 7

How many verbs are there in the instruction? Count on your fingers: stand, tap, stamp, spin and kick.

How can you help yourself remember each of these actions? Try it.

What strategy would you suggest to the kids to help themselves remember these instructions?

##### Page 8

How do you think the kids are feeling at the end of the story? Why do you think this?

What did you think of this story? What was your favourite part? What was your favourite action? Why?

Think of a different ending for this story. Why do you think this would be a great ending?

### 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 *Simon Says*

Write, read, draw!

What's missing?

Thumbs up/thumbs down

Sequence the story

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.

#### Simon Says reflection

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)

- *Do you like the game Simon Says? What do you like about it? What parts do you not enjoy? Are the rules fair? Is it better being the part of Simon or doing the actions?*
- *Why do you think people play Simon Says? What are the challenges of the game?*
- *Is it hard to keep up when Simon changes the commands quickly? What strategies do you use to try to get players out?*

#### Sharing games

Students each think of a game they enjoy, then share the following:

- the name of the game.
- the type of game.
- a description of the game and an explanation of the rules.

Students learn to play the games.

#### Creating games activity

Students work in pairs to create a game with movements. They develop rules and instruct their classmates how to play. Play as a class or in groups.

### 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:** mess, stamp, did, stand, revise words from previous books or set 2

### 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: speech and speech bubbles

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

- Using the book *Simon Says*, draw attention to how the words in the speech bubbles and the words within the speech marks are identical. Explain that these words are the actual words spoken.
- Remind students that speech marks are used in text. They are written like a little 66 and a 99 sitting above the line. The 66 goes before the first word spoken and the 99 at the end of the last word spoken.
- Go through the book together, page by page, identifying the exact words spoken, looking firstly at the speech bubble and then at the text.

#### Activity

Prepare a copy of the book with speech marks removed. Have an enlarged copy of the book available on the whiteboard to model, plus each pair of students have a copy.

Explicitly model one person saying the words in the speech bubbles and another writing in the speech marks in the text around the words spoken. Students take turns in saying the words in the speech bubbles. Their partner writes in the speech marks for the exact words spoken.

For page 8, students think about what one of the characters might say at the end of the game. They create a speech bubble for at least one of the characters and either write or have their words scribed.

### 3.5 Word and vocabulary extension

#### Activity

Verbs that describe how animals move – a fun and meaningful way to extend vocabulary.

- Brainstorm verbs that describe how animals move.
- Call out one of the verbs. Students think of an animal that uses the action and act it out. Can someone guess what animal you are?
- Students take turns to call out verbs. Other students name a relevant animal and role-play the animal using that action.

Examples of verbs: wiggle, squirm, fly, run, hop, jump, flutter, swim, dive, snap, pounce, gallop, slither, wallow, burrow.

### 3.6 Connections to literature

#### Spring into wider reading!

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

*Simon Says* by Shen Roddia, 2001



## Remember

### Revise, revise, revise!

Reading mastery takes time and practice.

### Talk about it! Connect!

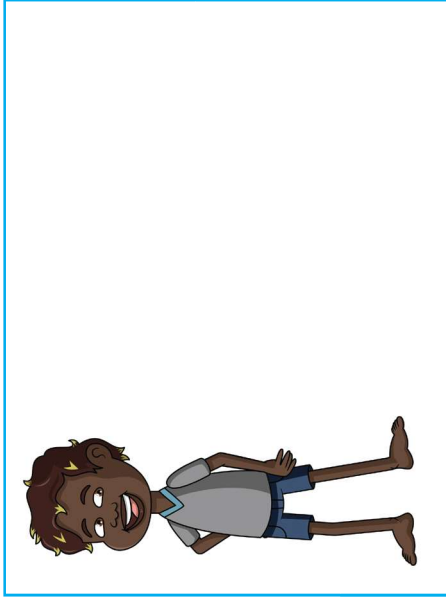
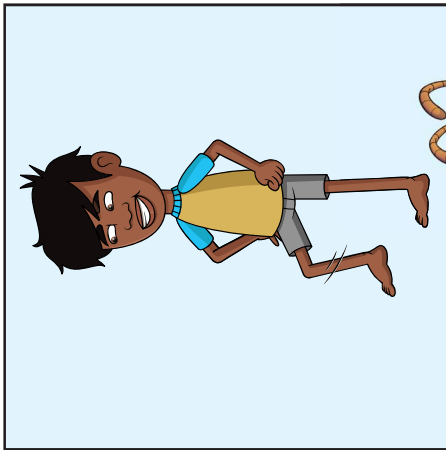
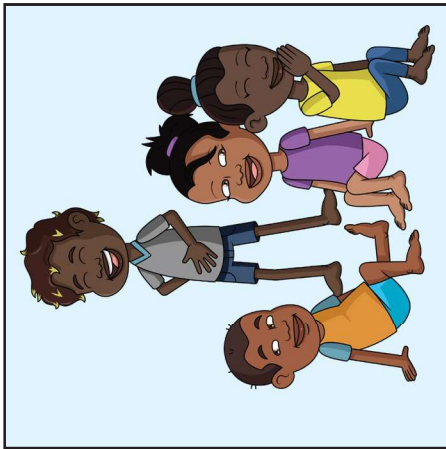
Make the book more than words on the page.

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



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

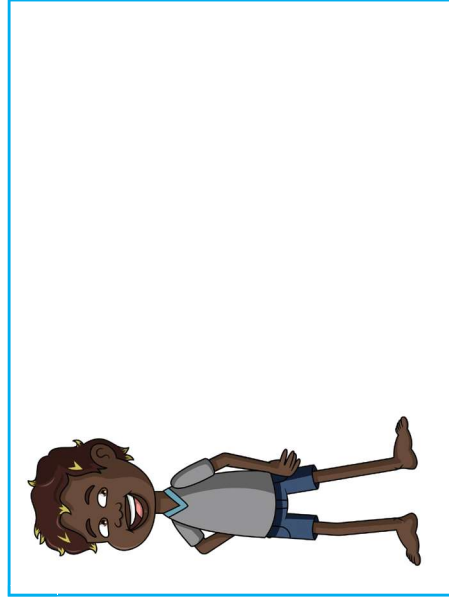
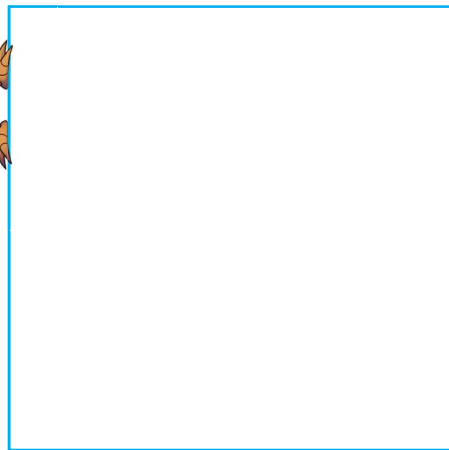
Date: \_\_\_\_\_



m \_ \_ \_

N \_ \_ \_

“Simon says stand.”



a rest

a spin

“Simon says stamp.”

## Write, read, draw

**Instructions:** Read the book *Simon Says* 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: \_\_\_\_\_

tap      kick      spin      sat



Simon says \_\_\_\_\_.



The kids did a \_\_\_\_\_.



Nick did a \_\_\_\_\_.



Nick \_\_\_\_\_ and  
had a rest.

|       |       |      |      |      |
|-------|-------|------|------|------|
| sat   | tap   | spin | rest | kick |
| stamp | stand |      |      |      |

### What's missing?



**Instructions:** Read the book *Simon Says* to complete these activities.

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

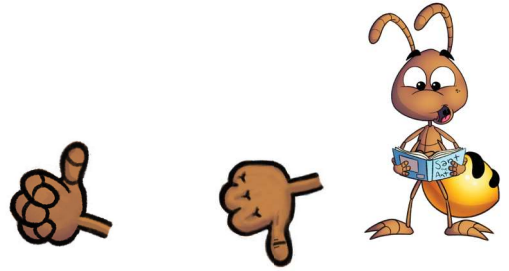
**Cut out the words:** Read *Simon Says* again and place the words in order that they happened in the story.



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

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

Simon sat and had a rest.



The kids did a tap.



Nick did a kick.



Simon says rest.



Simon says stand.



The kids did a spin.

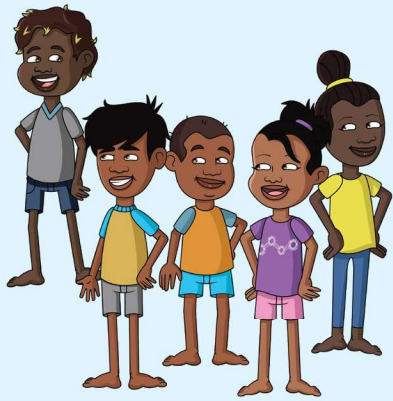


## Thumbs up / thumbs down

**Instructions:** Read the book *Simon Says* 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 Simon Says

“Simon says stand.”

Set 2 Simon Says



Set 2 Simon Says

“Simon says stamp.”

Set 2 Simon Says



Set 2 Simon Says

“Kick.”  
Nick did a kick.

Set Set 2 Simon Says



Set 2 Simon Says

Nick sat and had a rest.

Set 2 Simon Says



Set 2 Simon Says

“Simon says stand, tap, stamp, spin, kick.”

Set 2 Simon Says



Set 2 Simon Says

A mess!

Set 2 Simon Says

## Sequence the story

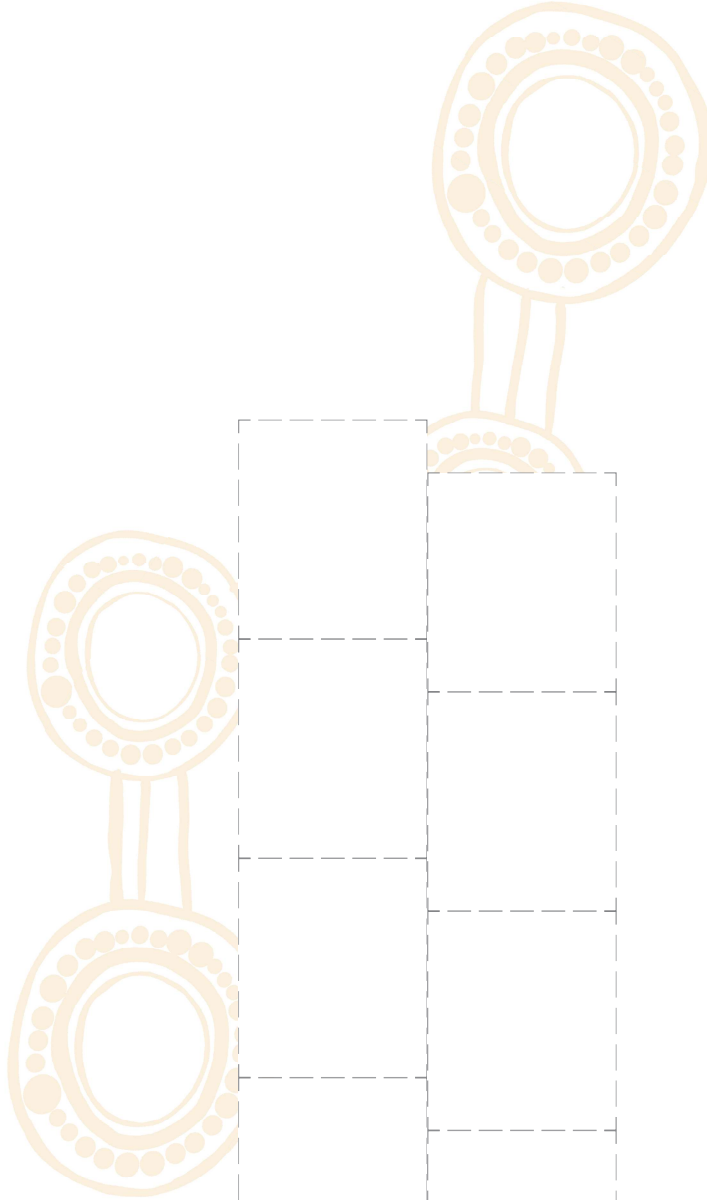
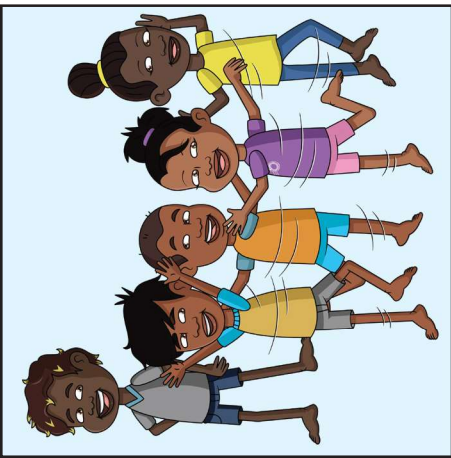
**Instructions:** Read the book *Simon Says* to complete this activity.

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



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

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



|  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |

|     |       |      |      |      |   |  |  |  |  |
|-----|-------|------|------|------|---|--|--|--|--|
| “   | Simon | says | spin | .    | ” |  |  |  |  |
| The | kids  | did  | a    | spin | . |  |  |  |  |

## Read it, mix it, make it

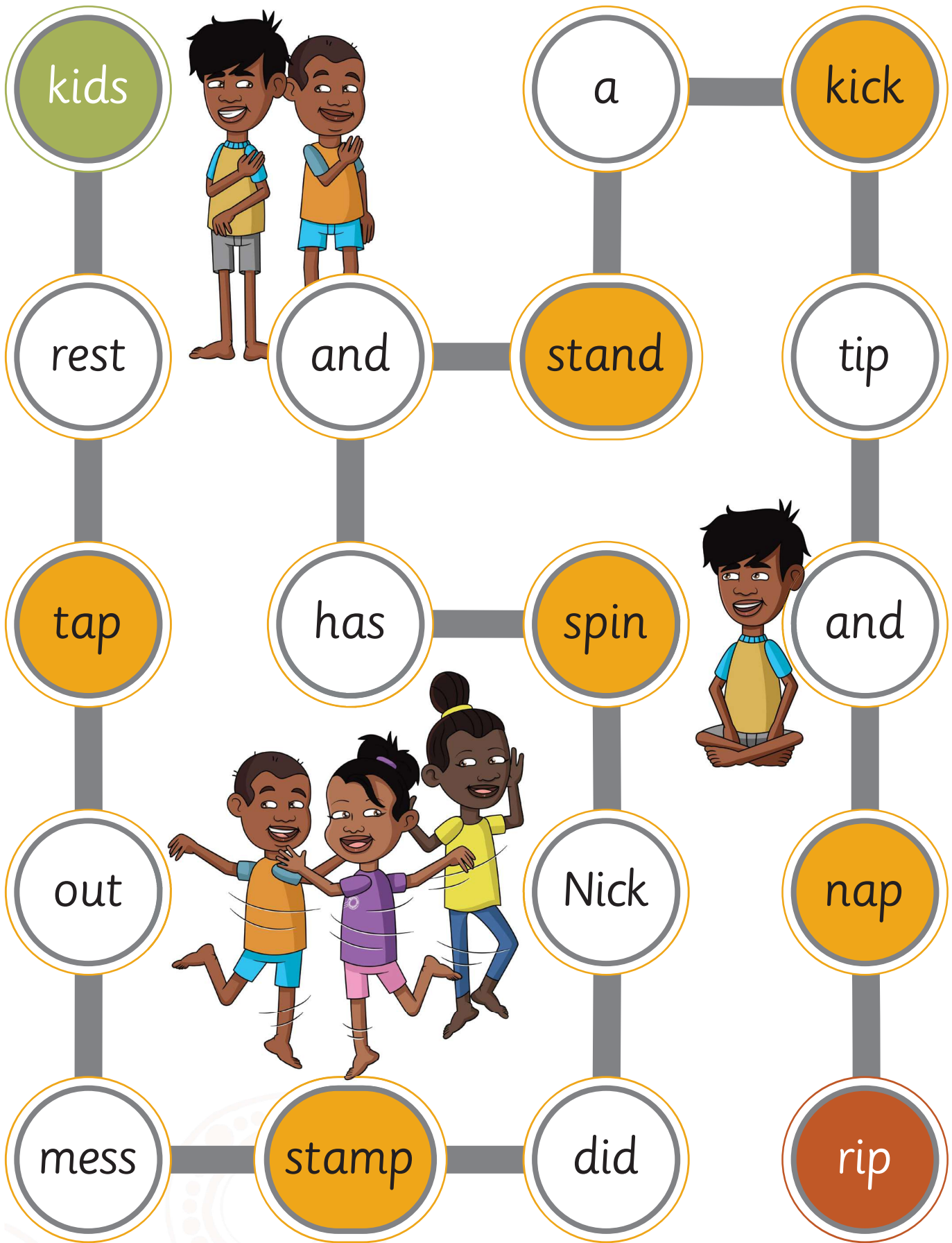
### Instructions:

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.





## Simon Says – stepping track game



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

**Instructions:** Players put 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. If they land on a yellow space on their turn, the player plays “Simon Says” with the word. The other players do the action if the words “Simon says” are used. If a player does the wrong action, they go back one space.