

# Springboard

## Spring into reading Sit!

In this book... are single words to practice using the sounds s, a, t, i, p, n.

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, *Sit*.

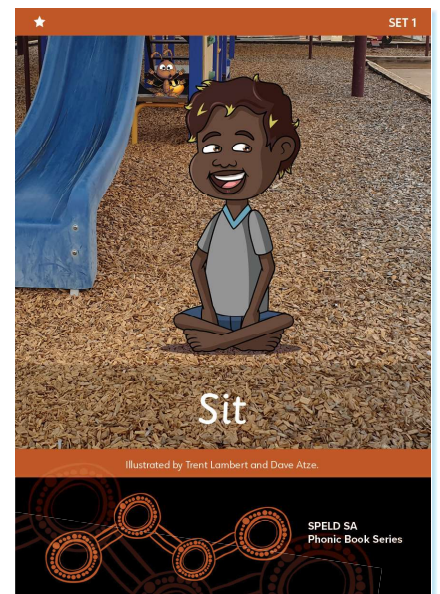
Refer to the SPELD SA Instructional Handbook Overview for strategies and explanations of how to deliver the activities.

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### Worksheets and games

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



Sit

Illustrated by Trent Lambert  
and Dave Atze.

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

#### sit

Verb: to rest on bottom with back upright.

#### Discuss

Where can we sit? Why do we sit? How do you sit?

Present tense: verbs change when paired with different personal pronouns.

Use the verb sits with he / she / it, e.g. She sits.

Use the verb sit with pronouns I / you/ we/ they, e.g. We sit. I sit.

Past tense: verbs remain the same when paired with different personal pronouns. Use the past tense verb sat with all personal pronouns.

#### nap

Verb: to sleep for a short time, usually during the day.

Usage: she naps in the afternoon; they nap when they are tired.

Discuss verb endings and tense changes when pairing verbs with nouns and personal pronouns – nap, naps, napped, e.g. Nat and Pat nap.

They nap. Pat naps. She naps. Nat napped. He napped. They napped.

#### Activity

Students act out the difference between napping and sleeping.

#### Other meanings

Noun: a very short sleep, usually during the day.

Usage: she will have a nap; a nap is refreshing.

#### pat

Verb: lightly tap or stroke with a hand.

Usage: pat the dog, I pat down my hair.

Discuss verb endings and tense changes when pairing verbs with nouns and personal pronouns – pat, pats, patted, e.g. I pat, he pats, I patted.

#### Other meanings

Noun: a small, gentle tap.

Usage: give the dog a pat; they gave him a pat on the back.

#### spat

Verb: past tense of spit – to force something out of the mouth.

#### Discuss

Do other creatures spit? e.g. camels, scorpions, spit fire caterpillars.

### 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.

#### Pets

Resources: photos of students' pets. Photos of pets from the internet.

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

*In some societies, people have pets, e.g. a dog or cat.*

- *Why is this?*
- *Why do you think people call a pet dog man's best friend?*
- *With your partner, list as many animals as you can that you know can be pets.*

#### Imagine you are a pet dog.

- *How do you think it feels to be a pet dog?*
- *How do you think a pet dog feels when his/ her owner pats them?*
- *Imagine your owner patting you. Share with your partner how you feel about your owner patting you and playing games with you.*
- *What does the owner's patting communicate to you?*
- *How would you feel if the patting was not gentle but more like hard hits? What would you do then?*

Role-play owning a pet dog and caring for your dog. Show how you treat your dog, what you do with your dog. Include patting your pet dog.

## Eating watermelons

### Activity

Create with students, a list of adjectives to describe watermelons. For example, big, red, messy, sticky, juicy, delicious. Consider providing an experience of eating watermelons to help with thinking of adjectives. Display the list for future reference.

### Discuss (Think-Pair-Share)

- What are the different parts of a watermelon? What is each part for?
- Name the colour of each watermelon part.
- Is watermelon a fruit or vegetable?
- How do you eat watermelon?
- Do you like eating watermelon? Explain why or why not.

- Do you consider watermelon to be a healthy food? Explain why or why not.

### Related discussion topics:

- spitting watermelon seeds/pips
- eating healthy foods for recess and lunch



## 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 *Sit* for phonological awareness practice

Syllabification			Onset/rime	2-3 phoneme words	4+ phoneme words
1 syllable	2 syllables	3 syllables			
sit	napping	balancing	n-ap	lt	spat
nap	sitting	antenna	s-at	at	spit
ant	cheeky	riverbed	s-it	ant	
sap	resting	cross-legged	p-at	nap	
slide	background	honey-ant	sp-at	sat	
bush	water			sit	

Rhyme			
Rhyming pairs			Rhyme production
sit / lit	nip / nap	pant / ant	it / pit / sit / fit / knit / flit / spit
pat / pin	trap / nap	rat / sit	at / cat / bat / fat / hat / sat / scat / chat / flat
fat / pat	spat / spin		

Substitution and Deletion				
Substitution			Deletion	
Initial	Final	Medial	Initial	Final
sit / nit	sit / sip	sip / sap	sit / it	pans / pan
pan / nan	nap / nan	pan / pin	pan / an	
sap / tap	pan / pat	sit / sat	pat / at	
	sap / sat			

Word chains
it / at / pat / spat / spit / spin / pin / pit / it
sap / sip / nip / nap / snap / snip / sip / tip / tap / sap

## Sitting

Resources: pictures from pages 8, 10 and 12 of the book, *Sit*.

### Discuss (Think-Pair-Share)

- *Where do you sit?*
- *What are some different ways to sit?*
- Show page 8. *Look at this picture. Is this ant sitting or standing? Explain your reasoning.*
- Show page 10. *Look at the picture. The boy is kneeling to pat the dog. Show someone how you kneel.*
- Show page 12. *Look at the picture. How is the boy sitting? This is called sitting cross-legged. Sit like this as you talk together. Do you find this style of sitting comfortable? Explain your thoughts.*

## 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, sit/sits, pat/pats, tin/tan.

#### Vocabulary

Revisit vocabulary introduced in previous sessions.

#### Decoding

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

#### Reading the book

##### Book introduction

*Have you ever seen ants before? Describe what they look like. How do they move? Where do they live?* Allow time to share experiences.

*This book has some single words to practise using the sounds s, a, t, i, p, n. Sound out and blend*

*the word, then turn the page for the picture. See if you are right! Can you find Sant the ant in the picture? What is Sant doing?*

##### Front cover

*Here is the title. Let's read it. Wait for the student to read. s-i-t, sit. Can you see anyone sitting in the picture?*

##### Page 1

*Let's read the word.* Student reads the word, with a finger moving under the word left to right as they sound out and blend. Wait for the student to read, s-i-t, sit. *The word is sit.*

Student re-reads the word. Wait for the student to read, s-i-t, sit. *The word is sit. Turn the page and see if the picture matches this word.*

##### Page 2

*Is this the right picture for the word you read? The boy has his legs crossed and is on the ground. We call that action sit.*

*Let's read the word.* Wait for the student to read. Student re-reads the word, s-i-t, sit.

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

*Who might the boy be? Where do you think he is? Why do you think this?*

##### Page 3

*Let's read the word.* Wait for the student to read. Student re-reads the word. Wait for the student to read, s-a-p, sap. *What is sap? Turn the page and we can talk about it. See if the picture matches this word.*

##### Page 4

*Is this the right picture for the word you read?*

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

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

*Where is the sap in this picture? What is sap? Where is it from? What does it look like? What do you think it may feel like? What else do you notice?*

Student re-reads the word. Wait, s-a-p sap.

##### Page 5

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

Student re-reads the word. Wait, n-a-p, nap.

*Do you know what a nap is? Turn the page and we can talk about it. See if the picture matches this word.*

**Page 6**

Is this the right picture for the word you read?

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

**Discuss**

- What do you do when you nap? Yes, you have a little sleep.
- Who is having a nap in the picture? Yes, the ant is having a nap.

Now read the word again. Student re-reads the word, *nap*.

**Page 7**

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

Student re-reads the word. Wait, *a-n-t ant*. Will you see an ant on the next page?

**Page 8**

Is this the right picture for the word you read?

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

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

Look at the picture of the ant. Where is the ant? What is the ant doing?

**Page 9**

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

Student re-reads the word. Wait, *p-a-t pat*.

**Page 10**

Is this the right picture for the word you read?

Let's read the word. Wait for the student to read, *p-a-t pat*.

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

Look at the picture. Who is with the puppy? Wait. A boy.

- What is he doing to the dog? Yes, patting.
- Does it look like the boy likes to pat the dog? Do you think the dog likes the boy to pat him? Why or why not?

Student re-reads the word. Wait, *p-a-t pat*.

**Page 11**

Let's read the word. Wait for the student to read, *s-p-a-t, spat*.

Student re-reads the word. Wait, *s-p-a-t, spat*.

Do you know what spat means? Turn the page and we can talk about it. See if the picture matches this word.

**Page 12**

Is this the right picture for the word you read?

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

Student re-reads the word. Wait, *s-p-a-t, spat*.

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

- Who spat the pips? Where to? Why do you think he spat the pips?
- Have you ever spat watermelon pips? Explain.

**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 *Sit* to practise sounds and blending.

Review the storyline of the last reading session.

In our last reading session, we read *Sit*. What can you remember about the book? Can you remember some words you read?

**Suggested questions**

- Where did Sant sit?
- There was sap on the tree. Who could see the sap on the tree?
- Who had a nap? Where did he nap? What is a 'nap'?
- What were some things that the ant did in the book?
- What did the boy do to his puppy? Do you think the puppy liked the boy patting him? Why do you think this?
- What did the boy do while he was eating the watermelon? Yes, he spat the pips. Where do you think he spat the pips?

## 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 2

Can you see anyone else in the picture? Who? What is he doing?

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

- Have you ever sat on wood chips? What does it feel like?
- What surface do you think should be on the ground of a playground? Why do you think this?

##### Page 4

Look closely at the picture. Do you think the sap might drip on the ant? If it does, how do you think the ant may feel? Why?

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

- Talk with students about their experience with sap. Ask them about its look, colour, feel and where they saw it.
- Why do you think trees produce sap?

##### Page 6

Where is the ant having his nap? Do you think he is comfortable, hot or cool? What makes you think this?

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

Would you be comfortable napping on a sandhill? Why or why not?

##### Page 8

How do you think the ant is feeling in this picture? Why might he be feeling this way? Where do you think the ant is?

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

What sort of day do you think it is? What clues are you using to help you think this?

##### Page 10

Do you think the puppy and the boy are friends? Why might this be? Where are they? Where is the ant? What is the ant doing? How do you think the characters are feeling? Why do you think this?

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

Do you have a pet? What do you do to show your pet you like being with him/her? How do you spend time together?

##### Page 12

When eating watermelon, have you ever spat out the pips? Explain.

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

Do you think people should spit the pips out on the ground? Why or why not?

## 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 *Sit*

Write, read, draw!

What's missing?

##### Resources and games for the set

Elkonin boxes

Roll and read game

Vocabulary cards

Handwriting sheets

#### 3.2 The book and beyond!

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

##### Nap

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

- When do you nap?
- Where do you like to nap?
- Do you think a nap is the same as a sleep? How is it similar? How is it different?
- What do you think are the benefits of napping?

##### Pat

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

- Do you like to pat animals? Explain why or why not?
- Why do you think animals like to be patted?

- What do you think people are communicating to dogs and puppies when they gently pat them?
- How do you feel if someone gently pats you on the shoulder?

### Sap

Hunt for tree sap outside. While you are hunting, encourage students to think of their own questions about sap. Do all trees give out sap? Can sap be used for anything? Does all sap feel the same? Why and when does sap come out of trees?

Talk about the varied uses of tree and plant sap in Aboriginal culture. Find out about the uses of sap that is special for your area. Are there other uses for sap in your culture and area?

### Watermelon

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

- How do you think the boy might have been feeling before he ate the watermelon?
- Do you think he is enjoying eating the watermelon? Why do you think this?
- Why do you think the boy has red around his mouth?
- Why do you think he spat the watermelon pips?
- What is another word for pips?
- Do you spit pips out or do you eat them? Explain why.
- Do you prefer watermelon with pips or the seedless ones? Why?
- What shape are the pips? Draw a sketch of a watermelon pip.

### 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:** sit, sap, nap, pat.

### 3.4 Grammar

This Springboard has no grammar activities.

## 3.5 Word and vocabulary extension

**Focus:** action words – verbs.

### Activity 1

Use the pictures in the book to start a discussion about what each character is doing. Brainstorm other words that could be used to describe the actions, e.g. for nap, other words could be sleep, doze, lie down.

### Activity 2

#### Statues game

Students move around the space they are in. You call out an action. The students mime that action, e.g. “nap” – students lie down and make out they are napping. If you call out “Statue!”, students freeze on the spot until you call out, “Move!”

Use some of the words from your brainstorm in Activity 1. Players swap roles.

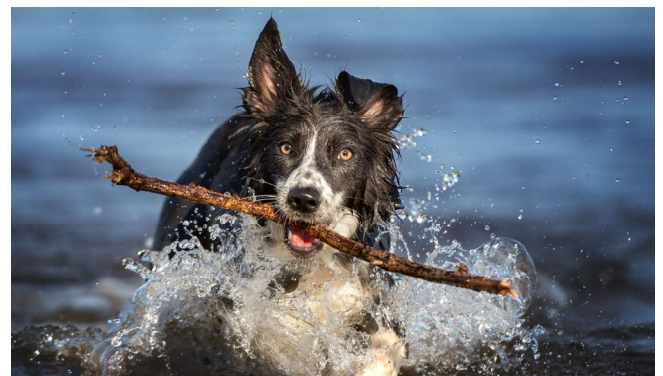
## 3.6 Connections to literature

### Spring into wider reading!

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

*Dog Training for Kids* by Vanessa Estrada Marin, 2020.

*Hello Goodbye Dog* by Maria Gianferrari, 2017



## Remember

### Revise, revise, revise!

Reading mastery takes time and practice.

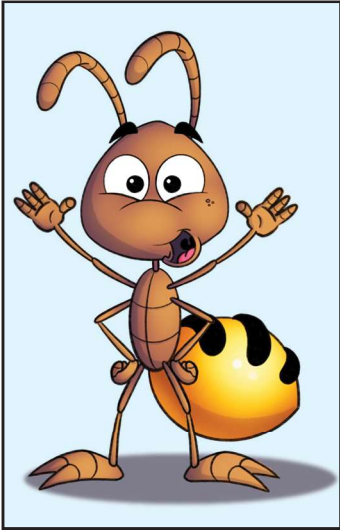
### Talk about it! Connect!

Make the book more than words on the page.

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

Name: .....

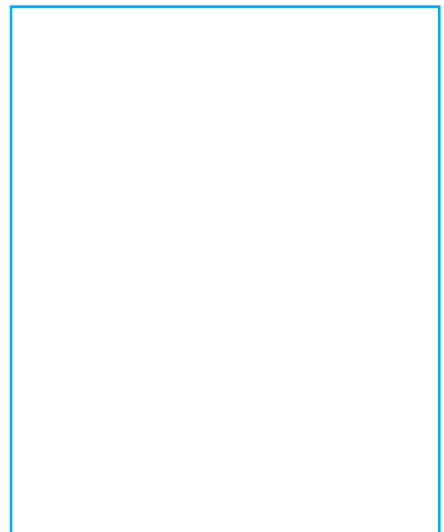
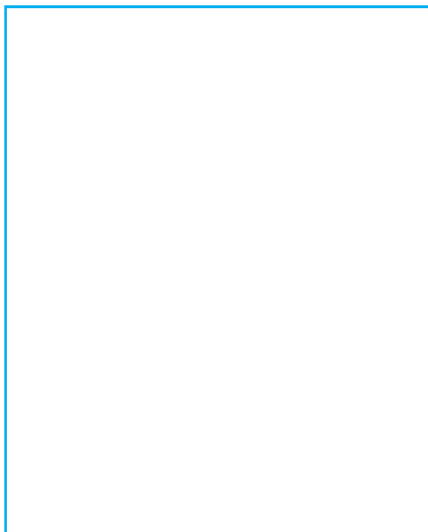
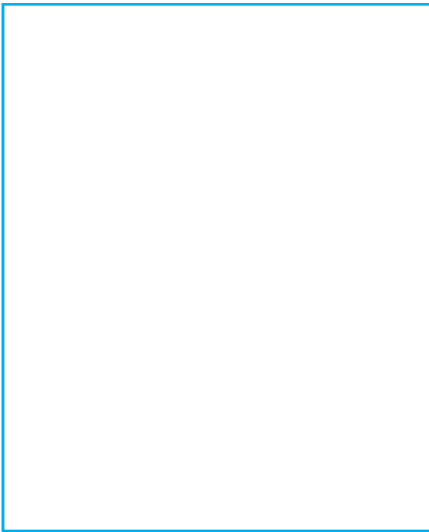
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a \_ t

\_ a p

\_ p a \_



nap

pat

sit



## Write, read, draw

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

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

**Words for drawing:** Read the words and draw a picture for each word. **Suggestion:** Draw Sant doing the actions.





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



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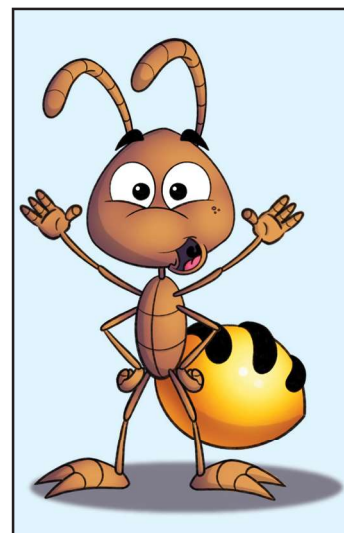
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## What's missing?

**Instructions:** Read the book *Sit* to complete this activity.

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