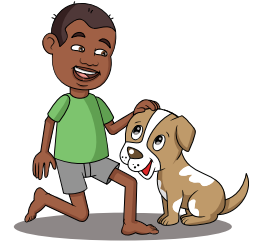


Springboard



Spring into reading *Tan-Tan sits!*

In this book... *Tan-Tan* is learning to sit.

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, *Tan-Tan sits*.

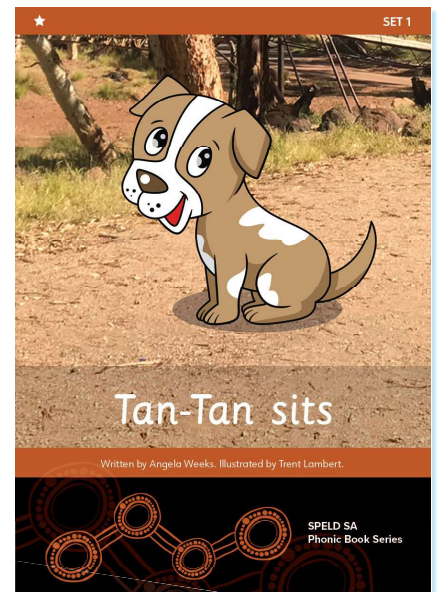
Refer to the SPELD SA Instructional Handbook Overview for strategies and explanations of how to deliver the activities.

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 1, go to *Resources and games*



Tan-Tan sits

Written by Angela Weeks
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 *Tan-Tan sits* for additional words and definitions. Vocabulary cards are provided in *Resources and games*.

sit/sits

Verb: to rest on bottom with back upright.

Usages: sit down, sit up, sit across, sit by, sit with, sit under, sit on, sit in, sit near.

Take note of verb endings when pairing present tense verbs with nouns and personal pronouns – sit, sits. Use sits with a singular noun, e.g. Tan-Tan sits. He sits. For plural nouns use sit, e.g. Tan-Tan and Nat sit. They sit.

Activity

Aim: to practise singular and plural nouns with the verb to sit.

The students to move around an area. Call out a command. *Sit Tommy!* As he sits down the group says, "Tommy sits". *Stand up, let's try it again.*

Sit, Pete and Maddie! As they sit down the group says, "Pete and Maddie sit". *Stand up, let's try it again.*

Variation: students use pronouns I, he/she, they, we, for example, *Sit, Everyone!* The students say,

"We sit". *Sit Maggie!* The students say, "She sits". *Sit, Gavin!* The student says, "I sit".

pat/pats

Verb: lightly stroke / strokes with a hand.

Present tense verbs change when paired with different personal pronouns.

Use the verb pats with he / she / it, e.g. He pats Tan-Tan.

Use the verb pat with pronouns I / you / we / they, e.g. I pat Tan-Tan.

Use pats with a singular noun, e.g. Nat pats Tan-Tan. For plural nouns use pat, e.g. Nat and Pip pat Tan-Tan.

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 different animals.

Discuss (Think-Pair-Share)

- *What is a pet?*
- *Which animals would be good as pets and which ones might not be good as pets? Why/why not?*
- *Do you have a pet at home? Does your pet do what you tell it to do? What types of things do you tell your pet to do? When you tell a dog to sit, stand, or shake hands, that is a command. Why do you think we teach animals to follow commands?*

If appropriate in your community, students could show their pet to others, or photos of their pet, and talk about how they look after it.

Patting Animals

Discuss (Think-Pair-Share)

- What animal do you like to pat? Why?
- What does the animal skin or fur feel like?
- Do all animals like to be patted? Which ones enjoy being patted?
- Which animal would you never pat? Why not?

Demonstrate patting an animal using a soft toy. Approaching animals to pat them is a skill that not all children are taught. Talk with students about how to do that safely and how to know when to stop patting.



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 *Tan-Tan sits* for phonological awareness practice

Syllabification			Onset/rime	2-3 phoneme words	4+ phoneme words
1 syllable	2 syllables	3 syllables			
Pip	tunnel	instructed	s-it	in	pats
Nat	playground	rewarding	t-an	at	sits
smile	wagging	contented	s-ip	sit	
tree	ladder	excited	p-at	tan	
bridge	Tan-Tan	behaving	P-ip	pin	
leaves	friendly	shoelaces	N-at	pat	

Rhyme			
Rhyming pairs			Rhyme production
pats / rats	sap / sip	van / tan	pip / tip / rip / whip / slip / ship / skip / snip / trip
man / tan	skin / spin	tan / tap	Nat / pat / rat / fat / mat / hat / spat / chat / that / flat
rip / sip	skip / pip	at / mat	

Substitution and Deletion				
Substitution			Deletion	
Initial	Final	Medial	Initial	Final
pat / sat	pat / pan	sat / sit	pin / in	ant / an
sit / nit	sit / sip	tin / tan	tin / in	sits / sit
sap / tap	sat / sap	pat / pit	sit / it	pats / pat
sat / pat			sat / at	
			sits / its	

Word chains
pat / Nat / at / it / sit / spit / spat / pat
sits / pits / pit / pin / tin / tip / nip / nap / snap / sap / sip / sips / sits

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 *Tan-Tan sits* to practise sounds, blending and any high frequency words.

Reading the book

Book introduction

Do you have a pet? What do you feed your pet? Where does your pet sleep? Do you take your pet anywhere with you?

Allow time to share experiences.

Sometimes if a dog is someone's pet, the owner teaches the dog to sit. Does your dog sit when you ask it to, or have you seen a dog sit for its owner? Some dogs are also very friendly, and you can pat them gently.

In this story, a woman and her son are teaching a dog to sit. Will the dog sit for both of them? Is the dog friendly? Let's read the story and find out.

Front cover

Here is the title. Let's read the first word. Wait for the student to read, T-a-n, Tan. T-a-n, Tan.

Note it has a little line between the two word-parts. This is called a hyphen. It is joining the two word-parts together so that you know it is working as one word. Tan-Tan. Read it aloud again. Wait for the student to read. Tan-Tan.

Read the second word. Wait for the student to read, s-i-t-s. sits. It is the word sit with an 's' at the end. Let's read it again. Wait for the student to read, sits.

Let's read the whole title now. Wait for the student to read. Tan-Tan sits.

Read the title again. Wait for the student to read. Yes, the book is called Tan-Tan sits.

Discuss (Think-Pair-Share)

- Who can you see in the picture? What do you think his name is?
- Yes, Tan-Tan. Tan-Tan is a puppy. He is the main character in this book.
- What is he doing? Look at the background in the picture. Where do you think Tan-Tan is?

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. Nat, Pip, Tan-Tan. These are the names of the characters in this book.

Discuss (Think-Pair-Share)

- Which one do you think is Nat? Why you think this.
- Which character in the picture do you think is Pip? Why do you think this?
- Who is Tan-Tan? Wait. Yes, Tan-Tan is the puppy.
- Why do you think Tan-Tan is with Nat and Pip?

Page 2

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

Student re-reads the words. "Sit, Tan-Tan."

Discuss (Think-Pair-Share)

- Why do you think Nat is saying this? How would she say it if she is training the puppy? Yes, she would use a firm but kind and clear voice and say it smoothly.
- Listen to me as I read her instruction to Tan-Tan again; "Sit Tan-Tan."
- Read it again, trying to read it smoothly with expression like you would say it to a puppy or another pet. Wait for the student to read. Good reading. "Sit, Tan-Tan."

Page 3

Let's read the words. Wait for the student to read.
Student re-reads the words. *Tan-Tan sits.*

Discuss

Look, Tan-Tan sits. He did what Nat asked him to. He obeyed Nat's instructions. How do you think Tan-Tan feels? Why do you think this?

Page 4

Let's read the words. Wait for the student to read.
Student re-reads the words. *Nat pats Tan-Tan.*

Discuss

- *Why do you think Nat pats the puppy?*
- *How do you think Tan-Tan feels now?*

Page 5

Let's read the words. Wait for the student to read.
Student re-reads the words.
"Sit Tan-Tan, sit." Tan-Tan sits.

Discuss

- Point to the quotation marks. *What do you notice before and after these words?*
- *There are little marks that look like little 2 little sixes coloured in before the words. After the words, there are two little marks that look like two little nines coloured in. These are called speech marks or quotation marks. These marks show the exact words someone is saying.*
- *Let's look at the picture. Who is talking to Tan-Tan? Yes, Pip. He is giving an instruction to Tan-Tan. What is he telling Tan-Tan to do? Yes, he is saying, say with expression – use a character voice, "Sit, Tan-Tan, sit."*

As we read aloud, it is important to model how to use your voice when people are speaking.

Let's re-read the first sentence again, using Pip's voice. Wait for the student to read.
"Sit, Tan-Tan, sit." Well done.

Now let's read the second sentence again. Wait for the student to read. *Tan-Tan sits.*

Discuss

What does this sentence tell us? Yes, Tan-Tan obeyed Pip. This means the dog did what he was told. Isn't it exciting? Tan-Tan is learning to sit when told.

Page 6

Let's read the words. Wait for the student to read.
Student re-reads the words. *"Pat Tan-Tan."*

Discuss

- Point to the speech marks.
What are these speech marks showing us? Wait. Yes, they show that Nat is speaking.
- *Why is Nat telling Pip to pat Tan-Tan? Wait. Yes, Nat wants Pip to pat Tan-Tan to reinforce his good behaviour; he sat when he was asked.*
- *When people train a puppy, it is important to reinforce or reward it when it obeys you. Nat patted Tan-Tan. Dogs love to be patted by people they like. This is their reward.*

Read the words again using a voice for Nat.
Wait for the student to read. *"Pat Tan-Tan."*

You are doing great work. Let's read the next page.

Page 7

Let's read the words. Wait for the student to read.
Student re-reads the words. *Pip pats Tan-Tan.*

Discuss (Think-Pair-Share)

How do you think it makes Tan-Tan feel when Pip pats him?

Page 8

Let's read the words. Wait for the student to read.
Student re-reads the words. *Tan-Tan sits.*

Discuss (Think-Pair-Share)

Describe Tan-Tan in this picture. What do you notice about what he is doing? How do you think he is feeling?

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 *Tan-Tan sits* to practise sounds and blending.

Review the storyline of the last reading session.

In our last reading session, we read Tan-Tan sits. What can you remember about the story?

Suggested questions

- *Who is Tan-Tan? Describe him.*
- *Who are the other characters in the book?*
- *What is the main idea of the story? What is the story about?*
- *How did Nat and Pip train their pet to sit?*

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

Where are Nat, Pip and Tan-Tan? Describe the place.

Page 2

Why do you think Nat is pointing as she speaks?

Page 3

How do you think Nat feels when Tan-Tan sits? Explain.

Page 4

Why do you think Nat kneels as she pats Tan-Tan? How does this help Tan-Tan?

Page 5

Notice that Pat looks at Tan-Tan when he tells him to sit. Why does he do this?

Page 6

Why do you think Pat is looking at Nat? Why is Tan-Tan looking at Nat?

Page 7

Do you think Tan-Tan might listen to Pip's instruction in the future? Explain your thinking.

Page 8

- *How do you think each character is feeling at the end of the story? Why do you think this?*
- *Have you ever trained a pet? If so, explain what you did. Did you reward your animal when it obeyed you as you trained it? If so, how?*

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 *Tan-Tan sits*

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

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.

A day in the life of _____

Discuss (Think-Pair-Share)

What would it be like to be the characters in the story? Students discuss the following in groups or pairs:

- a day in the life of Tan-Tan.
- a day in the life of Nat.
- a day in the life of Pip.

Interesting pets

Discuss (Think-Pair-Share)

- *What other pets do people have? Can you think of any interesting or unusual ones?*
- *What would be the positives and negatives for having those animals as pets? Put your ideas in a chart.*

Looking after animals

Discuss (Think-Pair-Share)

What would you need to do to look after an animal? All animals need food and shelter. How can you find out how to look after your animals or pets?

Choose some animals to research together. Look at books in the library, videos, and choose an appropriate website. Students can draw pictures about what is needed to keep their pet safe and happy. Collect information under the headings of Food, Shelter and Environment.

For information about how to look after their own pets at home, students could ask adults at their home. Bring information together from your research and share.

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: sits, pats, Tan-Tan, Nat

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: speech bubbles.

Activity 1

Role-play the story, with a narrator speaking the story, characters saying the direct speech and of course Tan-Tan being a good dog! If students have a copy of the book to write on, they can highlight their part and present it like a play.

Activity 2

Resources: page 2, 5 and 6 of *Tan-Tan sits*, to write on.

Revisit the concept of speech bubbles.

The words someone says are referred to as speech. A speech bubble has the words written in it that a character says. This is how speech is shown in a picture. The picture shows who is speaking by the speech bubble pointing to the speaker. Refer to the book *Nana* for other examples of speech bubbles.

Speech is written in-between speech marks in the text of a story. Speech marks are written like a little 66 and a 99 sitting above the line. The first speech mark goes before the first word spoken and the other at the end of the last word spoken. *Tan-Tan sits* is the first book in Set 1 that has speech marks. Discuss the representation of speech on pages 2, 5 and 6.

*Can you see speech marks on this page?
Which words are in-between the speech marks?
Which character is saying those words?
What is the character saying?*

Draw or insert a speech bubble on the page from the character who is speaking. Demonstrate writing the words that are in the speech marks into the speech bubble. Note that the speech marks are not written into the speech bubble, but other punctuation is.

Model the process for pages 5 and 6 if needed or allow students to try writing words in speech bubbles themselves.

3.5 Word and vocabulary extension

Simple commands and directions

Explore a range of different commands and directions that we use in different daily activities. Make a list of common directions you use in different circumstances that you would like to develop in your students.

Some commands you might use:

- school: line up, pay attention, listen, clean up, one at a time, wash your hands, pair up.
- dog: sit, lie down, stay, roll over, shake hands, come.
- actions: jump, sit down, stand up, walk forward, walk backwards, run, hop, touch your toes, turn right, turn left.
- directions: stop, start, freeze, pick up, come with me, get your bag, eat your lunch.

Activity 1

Following directions. Play the game 'Simon Says'. Students who don't obey commands that start with 'Simon Says' are out. For example, "Simon says line up." Students line up. "Hop!" Students who hop are out.

Activity 2

Brainstorm places we might use different commands. Discussion starters might include different places in the school, including the lunch shed, the playground, the library and the classroom.

Role-play how the commands are used in those areas. During the role-play, students should take special note how people react when spoken to in a firm voice.

3.6 Connections to literature

Spring into wider reading!

Make connections to *Tan-Tan sits* by reading other books to the student with similar themes.

Pet dogs, training a dog

Harry the dirty dog by Gene Zion, 1956, republished 2006

Other pets

Diary of a wombat by Jackie French, 2013

There's a Snake in my School by David Wallace, 2016



Remember

Revise, revise, revise!

Reading mastery takes time and practice.

Talk about it! Connect!

Make the book more than words on the page.

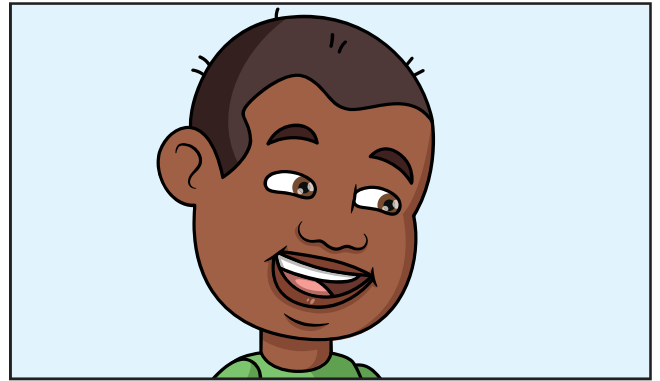
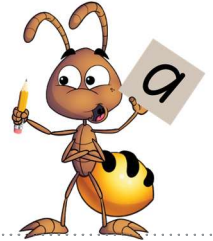
Now that you've brought this book to life, which book is next....



Name: _____

Date: _____

N _ _



Pip pats Tan-Tan.



Write, read, draw



Instructions: Read the book *Tan-Tan sits* to complete these activities.

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

Words for drawing: Read the words and finish the picture.

Name: _____ Date: _____



sit _

_ its

s _ ts



pat _

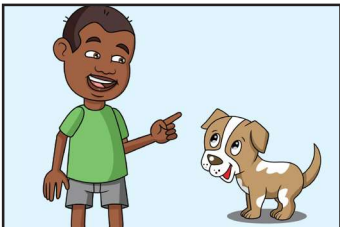
_ ats

p _ ts

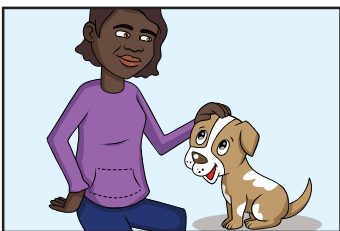
pats sit Pip Tan-Tan



Pip pats _____.



"Sit, Tan-Tan, _____."



Nat _____ Tan-Tan.



_____ pats Tan-Tan.

What's missing?

Instructions: Read the book *Tan-Tan sits* 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: _____



Pip pats Tan-Tan.



Tan-Tan pats Pip.



Nat pats Tan-Tan.



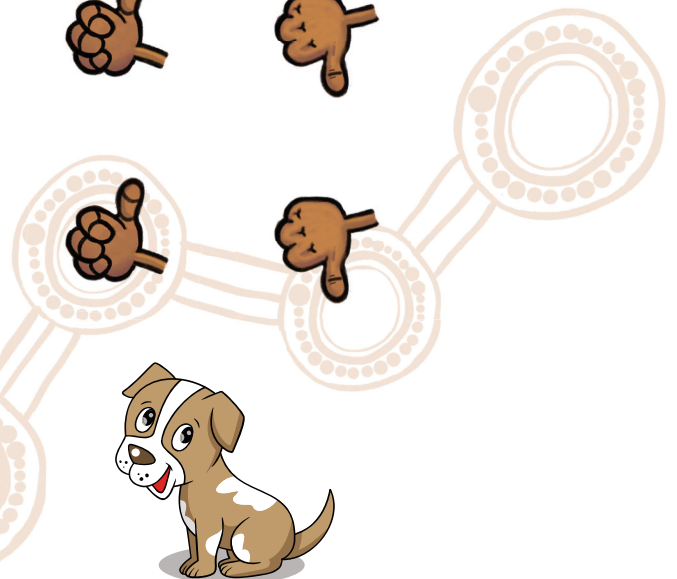
Tan-Tan pats Nat.



Tan-Tan sits.



Tin-Tin sits.



Thumbs up / thumbs down

Instructions: Read the book *Tan-Tan sits* to complete this activity.

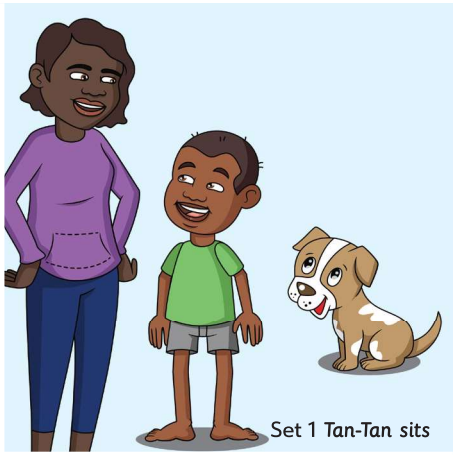
Read the sentence and decide if it is true or false in the story. Use the book to help.

Circle thumbs up for true and thumbs down for false.



Tan-Tan sits.

Set 1 Tan-Tan sits



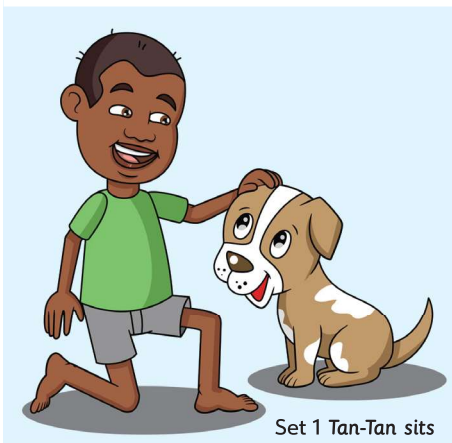
“Pat Tan-Tan.”

Set 1 Tan-Tan sits



“Sit Tan-Tan, sit.”

Set 1 Tan-Tan sits



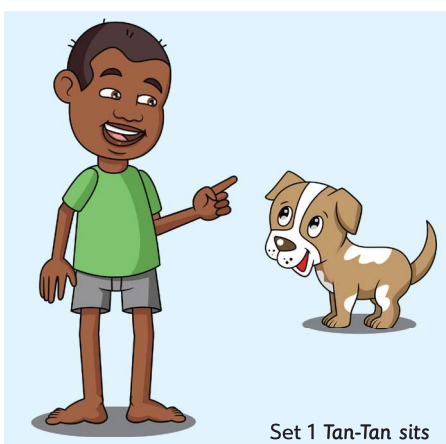
Pip pats Tan-Tan.

Set 1 Tan-Tan sits



Nat, Pip, Tan-Tan

Set 1 Tan-Tan sits



Nat pats Tan-Tan.

Set 1 Tan-Tan sits

Match the words and pictures

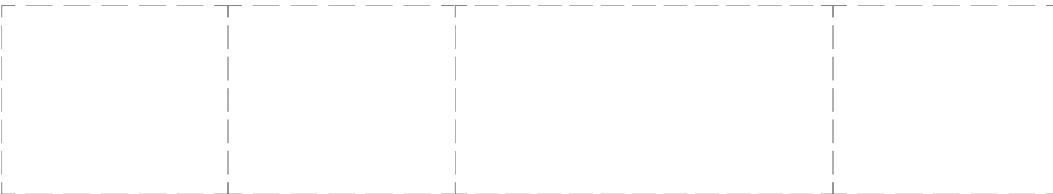
Instructions: Read the book *Tan-Tan sits* to complete this activity.
Cut out all cards. Match the words to the pictures.





Name:

Date:



Tan-Tan sits .

Nat pats Tan-Tan .

Read it, mix it, make it

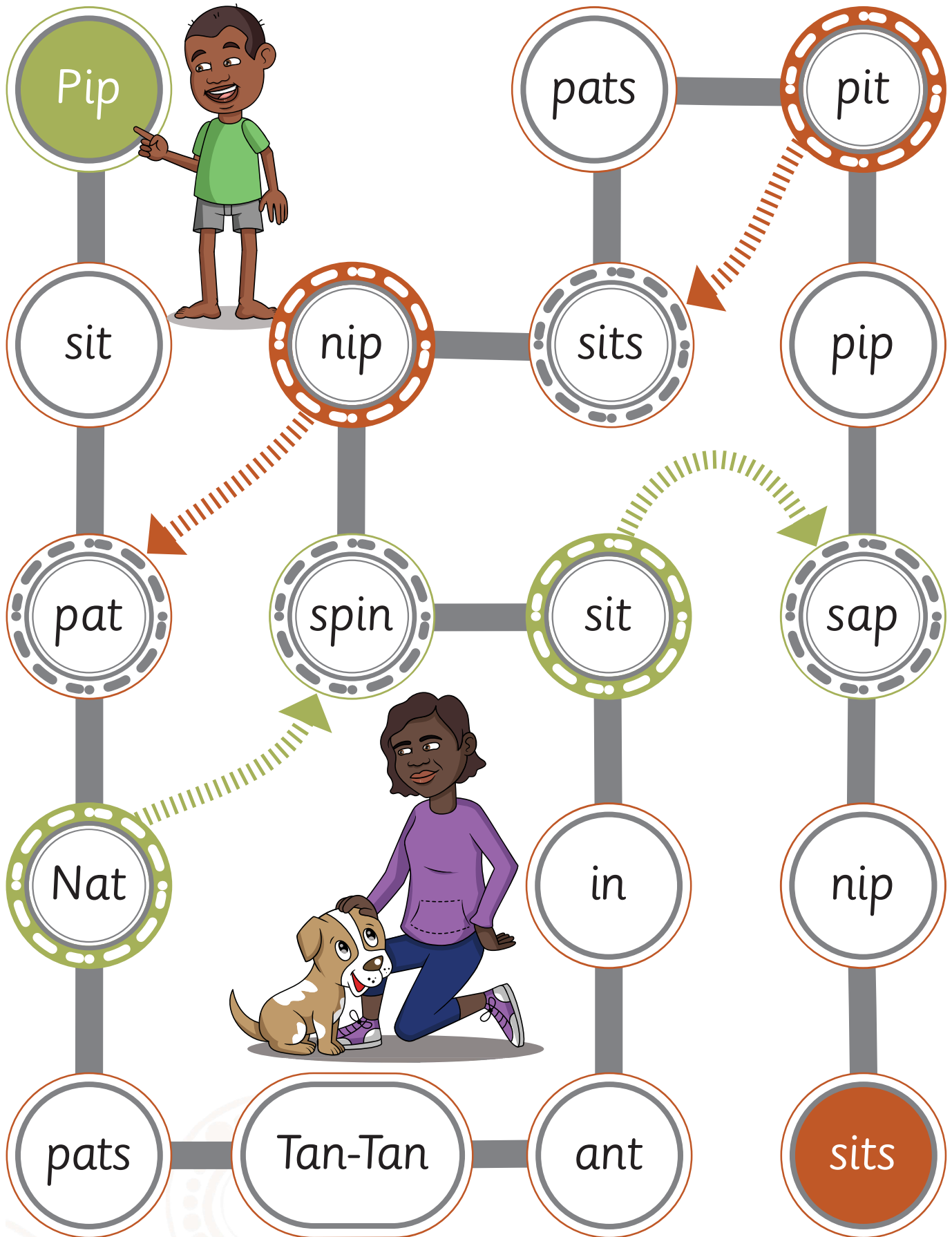
Instructions:

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.





Tan-Tan sits – 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.