

Springboard



Spring into reading Tap!

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, *Tap*.

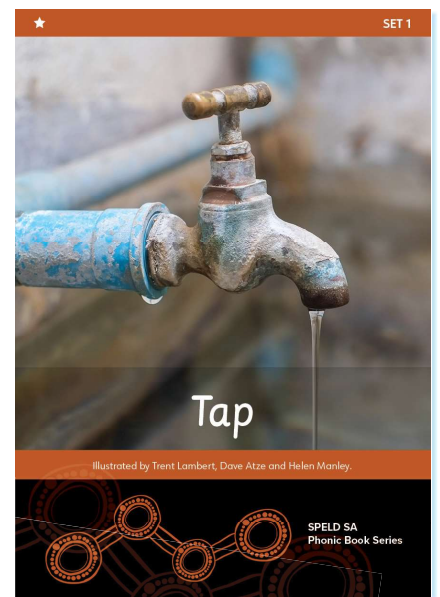
Refer to the SPELD SA Instructional Handbook Overview for strategies and explanations of how to deliver the activities.

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Worksheets and games

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



Tap

Illustrated by Dave Atze and Helen Manley.



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

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: to pat or lightly touch something.

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

Usage: tap dance – a type of dancing where the dancer makes a click sound as they tap their feet. Tap dancers wear special shoes with a metal plate on the sole to make a metallic tapping (or clicking) sound. Demonstrate tap dance. Search the internet for photos and videos of children tap dancing.

tin

Noun: a metal container for storage.

Other words: can.

Adjectives: metallic, rusty, broken, strong.

Activity

List items that are stored in tins.

pip

Noun: a seed.

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.

spin

Verb: to turn quickly on the spot.

Usages: twirl around in circles (person spins), twirl something in circular motion (person spins something like a spinning top).

Activity

Students act out spinning.

List objects that spin and discuss why they spin, e.g. top, washing machine, dryer, wheels, fan.

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.

Taps

Resources: pictures of different types of taps e.g. cold water, hot water, kitchen, bathroom sink, shower, garden, laundry, water tank, tree tap (for sap).

Discuss (Think-Pair-Share)

- What are taps for?
- What other types of taps are there aside from taps for letting out water?
- Show taps – real taps and pictures of taps. Use words to describe the taps. For example, old, outside, blue, shiny, long, hot, cold, kitchen, laundry.

Pans

Resources: pots and pans, pictures of pots and pans being used.

Discuss (Think-Pair-Share)

- Discuss different types of pans, e.g. frypan, saucepan.
- Discuss the use of pans.
- List ways people use these for cooking, e.g. stove, campfire, barbecue, gas cooker.



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 *Tap* for phonological awareness practice

Syllabification			Onset/rime	2-3 phoneme words	4+ phoneme words
1 syllable	2 syllables	3 syllables			
drip	bushes	balancing	t-ap	in	spat
white	rusty	riverbed	p-an	an	span
fire	campfire	cross-legged	t-in	tap	Stan
cook	twirling	honey-ant	p-ip	pan	pans
stone	sticky	happily	p-in	tin	taps
stick	melon	gracefully	sp-in	pip	pins

Rhyme			
Rhyming pairs			Rhyme production
pin / spin	tap / top	spin / spit	in / fin / win / pin / chin / skin / kin / spin
pip / top	lap / tap	pan / van	Pip / hip / tip / dip / nip / sip / skip / ship / slip / lip / strip / trip / whip / zip
hip / pip	win / tin		

Substitution and Deletion				
Substitution			Deletion	
Initial	Final	Medial	Initial	Final
pin / tin	pan / pat	sip / sap	pin / in	taps / tap
sat / pat	tin / tip	tin / tan	tin / in	
nip / sip	snap / snack	pin / pan	pat / at	
sap / tap	spin / spit	spit / spat	sit / it	
		span / spin	spit / pit	

Word chains
pip / tip / tap / sap / sat / spat / pat / pan / pin / pip
tap / tip / pip / pit / pits / spits / spit / spin / pin / pan / tan / tap

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 *Tap* to practise sounds, blending and any high frequency words.

Reading the book

Book introduction

sit/sat, sit/sits, pat/pats, tin/tan

Where have you seen taps? Describe them.

Why do some taps leak or drip?

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!

Front cover

Here is the title. Let's read the word.

Wait for the student to read, t-a-p, tap.

Discuss

- *What is on the cover? Can you see a t-a-p?*
- *Look at the background in the picture. Where is the tap?*

Let's read the book Tap.

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.

Student reads the word, t-a-p, tap.

What is a tap?

Turn the page and see if the picture matches this word.

Page 2

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, t-a-p, tap.

Discuss (Think-Pair-Share)

Look at the picture.

Where might you find this tap, outside or inside? The tap has patches of white and blue. Why might this be?

Page 3

Let's read the word.

Wait for the student to read.

Student re-reads the word, p-a-n, pan.

What is a pan?

Turn the page and 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.

Student re-reads the word, p-a-n, pan.

Discuss

- *Where is the pan in this picture?*
- *Someone is putting the pan onto the ashes of a campfire. What might the person cook in the pan?*

Let's read the word again.

Student re-reads the word, p-a-n, pan.

Page 5

Let's read the word.

Wait for the student to read.

Student re-reads the word, t-i-n, tin.

What is a tin? Turn the page and 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.

Student re-reads the word, t-i-n, tin.

Discuss

- Describe the tin. Where is it?
Why might the tin be here?
- Another word for tin is can. Which word do you use?

Page 7

Let's read the word.

Wait for the student to read.

Student re-reads the word, p-i-p, pip.

What is a pip? Turn the page and see if the picture matches this word.

Page 8

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, p-i-p, pip.

Discuss

Look at the picture. How many pips can you see?
Let's count: 1 pip, 2 pips, 3, 4

Page 9

Let's read the word.

Wait for the student to read.

Student re-reads the word, p-i-n, pin.

What is a pin?

Turn the page and see if the picture matches this word.

Page 10

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, p-i-n, pin.

Discuss (Think-Pair-Share)

- What type of pin is this?
- Where do you think this pin is?

Page 11

Let's read the word.

Wait for the student to read.

Student re-reads the word, s-p-i-n, spin.

What does it mean to spin? Can you show me?

Turn the page and 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, s-p-i-n, spin.

Discuss (Think-Pair-Share)

The girl in this picture is spinning around.

- Do you think she likes to spin? Why do you think this?
- Do you like to spin? How does it make you feel? Explain.

Let's read the word again.

Students re-read the word. s-p-i-n, spin

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 *Tap* to practise sounds and blending.

Review the storyline of the last reading session.

In our last reading session, we read Tap.

What can you remember about the book?

Can you remember some words you read?

Suggested questions

- *What objects were in Tap?*
- *There was a tap. Describe the tap.*
- *Where was the pan?*
- *Describe the tin.*
- *There were some pips. What is another word for pip? What fruit was the pip in?*
- *A pin was on a mat. What type of pin was it?*
- *A girl was on the last page. Can you remember what she was doing?*

Now we are going to 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 2

- *Why do you think the tap might be running?*
- *Have you ever seen a tap that looked a bit like this tap? Where was this?*
- *Describe another tap you have seen.*

Page 4

- *What might the person do with the pan?*
- *What types of pans do you have at home?*
- *Describe a time when you used a pan.*

Page 6

- *What do you think the tin was used for?*
- *What do you think should be done with the tin now? Why do you think this?*
- *Why do you think the tin might be dangerous?*
- *What do you use tins for?*
- *What foods do you have at home that are stored in tins?*
- *What do you do with the tins once they are empty?*

Page 8

- *What do you think will happen to each pip next?*
- *Do you like to eat watermelon pips? If not, what do you do with the pips when you are eating watermelon?*

Page 10

- *Why do you think the pin is lying on the mat?*
- *What might this pin be used for?*
- *What types of pins have you used?*

Page 12

- *Where is the girl?*
- *Why do you think she is trying to spin?*
- *Do you like to spin? 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 *Tap*

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!

Thinking routine

Use the thinking routine See, Think, Wonder for some pictures in the book. Refer to the Thinking routine section in the *Overview*.

Show the student the picture, then ask a question to discuss. Use the picture of the girl spinning and the tin.

What do you see?

What do you think is going on?

What does it make you wonder?

Watermelon pips

Research watermelons and their pips (seeds).

Find out:

- where watermelons grow.
- why some watermelons have seeds/pips and others do not.
- the uses of watermelon pips.
- the nutritious value of watermelon pips and how they help your body and health. Some people roast watermelon seeds and eat them as a snack. Having researched this, do you think you would eat or spit out the seeds?

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: tap, pan, pip, spin.

3.4 Grammar

This Springboard has no grammar activities.

3.5 Word and vocabulary extension

This Springboard has no Word and vocab extension activity

3.6 Connections to literature

Spring into wider reading!

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

The watermelon seed, by Greg Pizzoli, 2016. Available as a read aloud online.



Remember

Revise, revise, revise!

Reading mastery takes time and practice.

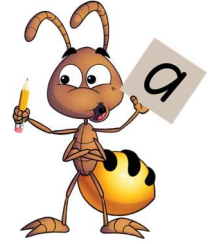
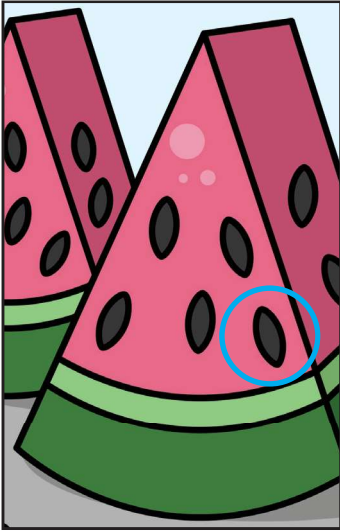
Talk about it! Connect!

Make the book more than words on the page.

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

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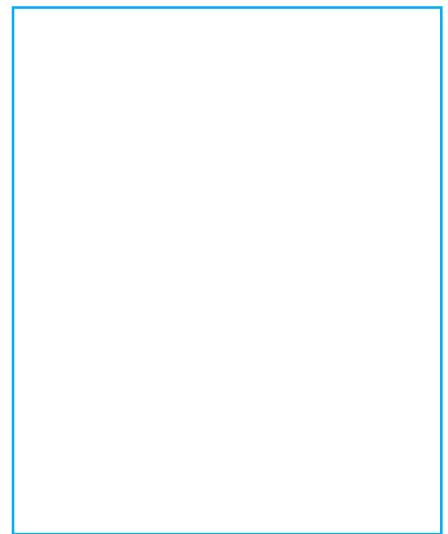
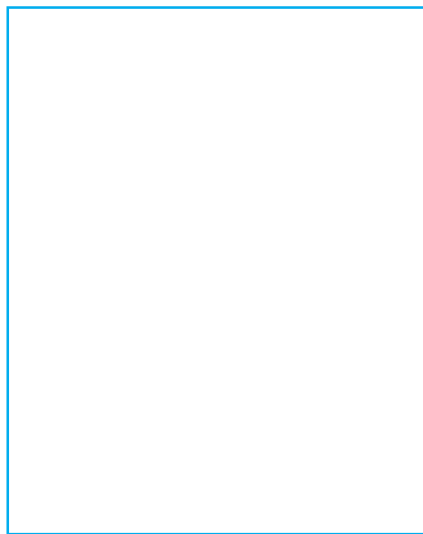
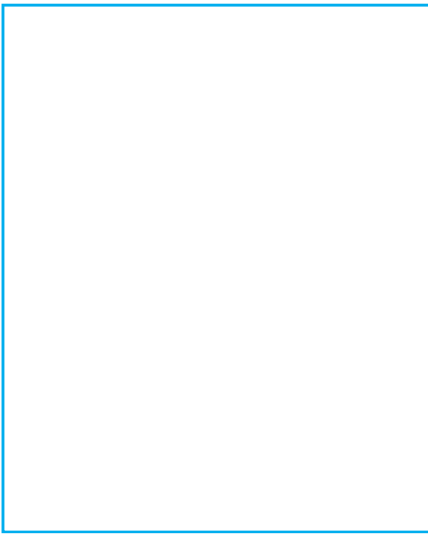
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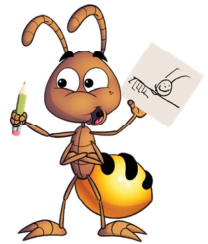
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tap

pan

tin



Write, read, draw

Instructions: Read the book *Tap* 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 on or in each object.



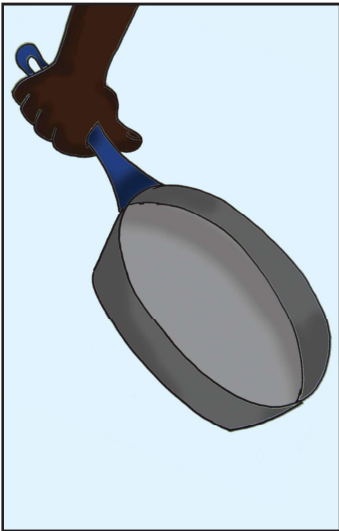
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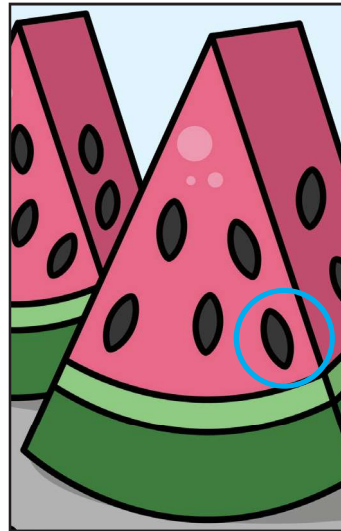
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p _ n

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sp _ n

spi _

_ pin

What's missing?

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

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