

Springboard



Spring into reading *The tins sit*!

In this book... Sant and a friend build a tower with tins.

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, *The tins sit*.

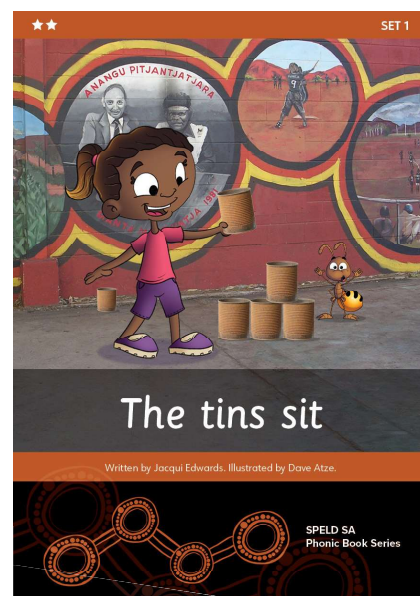
Refer to the SPELD SA Instructional Handbook Overview for strategies and explanations of how to deliver the activities.

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*



The tins sit
Written by Jacqui Edwards
Illustrated by Dave Atze.



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

tin

Noun: A metal container for food or drink.

Other words: can, container, drum, barrel.

Activity

Collect and display a series of tins. Discuss their uses.

at

Preposition: next to, by, located at that spot.

Usage: at the shop, at the movies, at the beach.

Discuss (Think-Pair-Share)

Discuss places students go to and create sentences together using the word at, e.g. Max was at the shop; Jon was at footy; Marie was at the clinic; Anne was at the concert; Pamela was at the creek.

pats

Verb: lightly strokes with a hand.

spins

Verb: turns quickly on the spot.



tips

Verb: turns over.

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

Use the verb tips with he / she / it, e.g. He tips the pan.

Use the verb tip with pronouns I / you / we / they, e.g. You tip the pan.

Activity

Add 's' to singular present tense verbs.

Create simple activities practising the use of verbs with names, adding an 's' to the verb when necessary. For example

- Pete pats. Nat and Pat pat.
- Ann spins. Sant and Tan-Tan spin.
- The can tips. The boxes tip.

Practise using verbs with pronouns. See 3.6 Grammar: Oral practice for further explanation.

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.

Tins

Resources: display a variety of tins.

Discuss (Think-Pair-Share)

- What are tins? What is their purpose? What else can tins be used for?
- Can tins vary in size or shape?
- What are they made of?
- What are rusty tins? What causes tins to become rusty?

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 *The tins sit* for phonological awareness practice

Syllabification			Onset/rime	2-3 phoneme words	4+ phoneme words
1 syllable	2 syllables	3 syllables			
tins	tipping	balancing	N-at	tin	tins
Sant	over	pyramid	S-ant	top	Sant
tip	picture	disaster	sp-in	pat	spins
Nat	playing	observing	t-in	sat	crash
ant	challenge	competing	t-ip	up	pant
fun					

Rhyme			
Rhyming options			Rhyme production
tin / bin / ban	plan / an / ant	skip / tip / top	spin / tin / kin / pin / in / bin
ant / run / Sant	lips / wet / flips	pop / up / cup	sit / it / fit / bit / kit / hit / lit / wit
spin / spot / fin	chat / cat / up		

Substitution and Deletion				
Substitution			Deletion	
Initial	Final	Medial	Initial	Final
tips / lips	sat / sap	pat / pet	Sant / ant	spins / spin
at / it	in / it	sat / sit	trip / rip	pant / pan
sat / pat	snap / snack			

Word chains
up / cup / cap / sap / slap / slip / slick / sick / suck / puck / pup / up
tin / bin / pin / pink / sink / sank / bank / tank / tan / 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: it/at; pats/pits; tin/tan; tap/tip; spins/spits; spat/span.

Vocabulary

Revisit vocabulary introduced in previous sessions.

Decoding

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

Reading the book

Book introduction

Have you ever played the game of putting tin cans on top of each other and knocking them down? Did you sit the tins on top of each other and build a tall tower? How did you play it?

Allow time to share experiences.

In this story, a girl and Sant the ant find some tins and decide to put them on top of each other to play. I wonder how many tins they will find? I wonder if they will knock them down?

Let's read and find out.

Front cover

Here is the title. Let's read the first word. It 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. Well done.

Let's read the next word in the title. Wait for the student to read, t-i-n-s, tins. Let's read it again.

Wait for the student to read, tins.

Read the third word. Wait for the student to read, s-i-t, sit. Let's read it again. Wait for the student to read, sit.

Let's read the whole title now. Wait for the student to read. The tins sit.

Read the title again. Wait for the student to read. Yes, the book is called **The tins sit**.

Discuss (Think-Pair-Share)

Look at the picture on the front cover. Who can you see?

It is Nat and Sant the ant. What do you think they are doing with the tins?

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.

Let's read again. Student re-reads the words. It is a tin.

Discuss

Who has the tin? What is she going to do with the tin?

Page 2

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

Student re-reads the words. A tin, a tin, a tin.

Listen to how I read it smoothly in the same way as I talk. A tin, a tin, a tin. Your turn. Wait. Good reading.

Discuss

How many tins can you see? What do you think Sant and Nat are doing with the tins?

Page 3

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

Student re-reads the words. The tins sit.

Discuss (Think-Pair-Share)

- What does it mean when it says, the tins sit? Talk about it.
- The tins are on the ground, and one is on top of the next one. Nat has one row of tins. Now she is beginning to put tins on top. Why do you think she is doing this? I wonder what she might be building.

Page 4

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

Student re-reads the words. Sant is at the tins.

Discuss

- Nat built a tower with the tins. How many tins did she use?
- Oh no! What is Sant doing? Why do you think he is jumping on the tins? What might happen?

Page 5

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

Student re-reads the words. Sant pats.

Discuss

Look, the tower is standing still. How does Sant look? Why do you think he is patting the tins?

Page 6

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

Student re-reads the words. Sant spins.

Discuss (Think-Pair-Share)

Oh! Why do you think Sant is spinning? Look at his face. Describe his expression.

Page 7

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

Student re-reads the words. Sant tips the tin.

Discuss

What has happened? How many tins can you see now? Where are the others? What do you think Sant is thinking?

Page 8

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

Discuss (Think-Pair-Share)

- Look, Sant is standing on Nat's arm. But look at his face. How is he feeling and why do you think this is?
- What do you think Nat and Sant are saying? How is Nat feeling? What might they do next?

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 *The tins sit* to practise sounds and blending.

Review the storyline of the last reading session.

In our last reading session, we read *The tins sit*. What can you remember about the story?

Suggested questions

- Who are Nat and Sant? What were they doing?
- Why do you think they were building a tower with the tins?
- What happened to the tower? How did this happen?
- How did the story end?

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 do you think Sant and Nat are playing? What clues are there?

Page 2

Where do you think Nat and Sant found the tins? Look at the paintings on the wall. What do you think these paintings are about? Why do you think they are on this wall?

Page 3

Why do you think Nat is putting the tins on top of one another? How does she get them to balance on one another? What else could you build into a tower?

Page 4

Describe Sant in the picture. How do you think he is feeling? Explain.

Page 5

What do you think Sant is thinking? What might he be thinking or planning?

Page 6

Do you think he is deliberately knocking the tins over or is it an accident? Why do you think this?

Page 7

Do you think Sant could rebuild the tower? If not, could he get help? Who could help him? How could they build the tower?

Page 8

What do you think Sant is upset about? How could Nat help Sant solve his frustrations? What else could Sant and Nat use the tins for? How do you feel about the story?

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 *The tins sit*

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

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.

Story map

Create a story map for the story. Use the template in Resources and games.

Tin towers

Resources: 10 stacking blocks or tins

Discuss (Think-Pair-share)

- How many tins were used to build the tower in the story?
- If the tower had four levels, how many tins would be used?

Activity

Use the tins to create a tower like Nat and Sant did.

- How many levels can you successfully build?
- What can you do to stop the tins from falling? How can you stabilise your tower?
- Can you think of a way to alter the pattern so you can build it higher?

Activity

Games with tins.

Tins can be used for many games and activities, such as skittles, kick the can, tin stilts, tin telephones, tin can toss, tin can bowls and tin drums. Students research these or other games they can develop with tins.

Collect clean tins with no sharp edges. Students can decorate the tins and develop scoring systems for the games.

Play and have fun!



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: pat / pats, spin / spins, tip / tips

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: when to add 's' to simple present tense verbs

Simple present tense is about an action that is happening now, e.g. sit/s, pat/s, tip/s, spin/s, skip/s.

Add 's'

- When we refer to one person or thing, by a name or personal pronoun, we add 's' to the present tense verb, e.g. Mike sits, the tin sits, she sits, he sits, it sits.

Do not add 's'

- When we refer to more than one person or thing, by names or a personal pronoun, we do not add 's' to the present tense verb, e.g. Tom and Harry sit, they sit, we sit, the tins sit.
- When we use the pronouns I and you, talking about ourselves or directly to a person or people, we do not add an 's' to the present tense verb, e.g. I sit or you sit.

Activity 1

A classroom game

Ask students to stand up one by one. As a student stands up, say: (Name of student) ___ stands up, ask the students to repeat '___ stands up'. The child then sits, and you call out another child's name. Everyone has a turn standing up and class saying, '___ stands up'.

Once students understand adding 's' to the action when one student stands up, change the game, calling out two students' names. When the students stand, the class says '___ and ___ stand up'. Start changing the verb action they are asked to do, e.g. pat your head, sit down, clap.

Once they have been introduced to both concepts, you can start making the game more complex by varying whether one or two students stand up. Then explore the same concept with pronouns.

Activity 2

An outside movement game

Use the same concepts that were taught in the class activity above. Use verbs suitable for outside such as walk, hop, skip, spin, sit, run, shoot the ball.

Students move around. Call out: *freeze!* Choose a student and say (student's name) _____ hop!

The student hops. The rest of the students say '_____ hops'. Then ask all the students to hop, everyone says 'we hop'.

Call out: *freeze!* Students stop moving. Choose another student and another action.

As students understand when to add 's' for a single student, start to add more complexity to the game. Call out two students names and ask them to hop. The rest of the students say: '_____ and _____ hop'.

3.5 Word and vocabulary extension

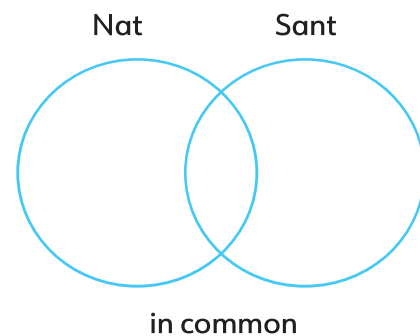
Focus: similarities and differences

Nat and Sant character study

Discuss (Think-Pair-Share)

List the similarities and differences between Sant and Nat.

Teacher/Instructor can record these on a Venn Diagram, modelling its use and purpose.



3.6 Connections to literature

Spring into wider reading!

Make connections to *The tins sit* by reading other books to the student with similar themes.

Kick with my left foot by Paul Sedan and Karen Briggs, 2015

Remember

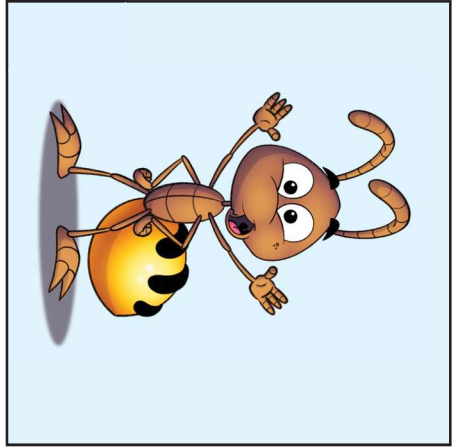
Revise, revise, revise!

Reading mastery takes time and practice.

Talk about it! Connect!

Make the book more than words on the page.

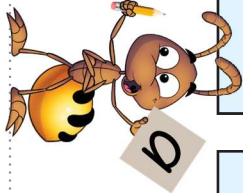
Now that you've brought this book to life, which book is next....



Name:

Date:

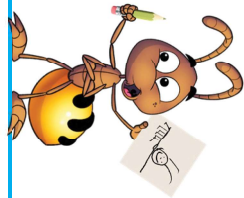
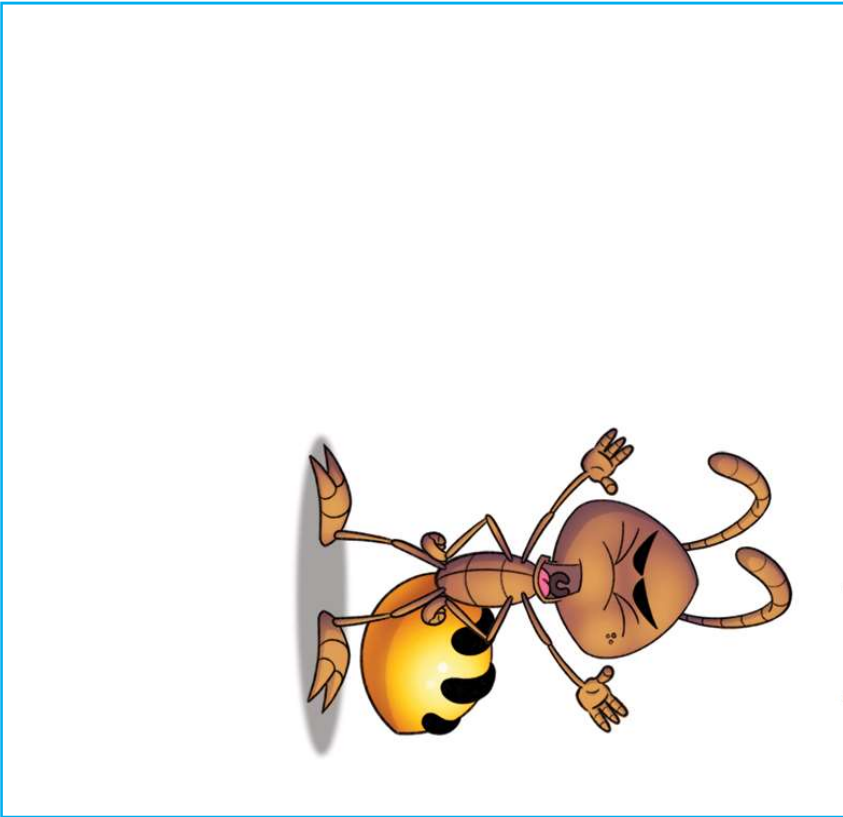
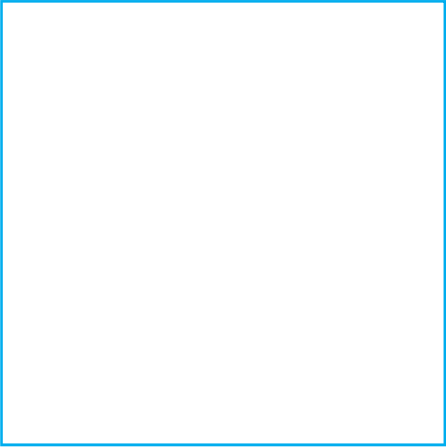
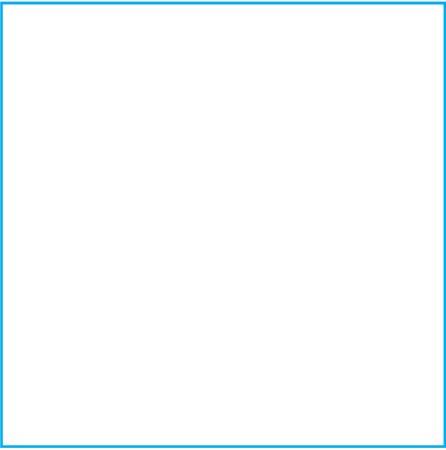
N



tins

S

Sant



Sant tips the tins.

Write, read, draw

- Instructions:** Read the book *The tins 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 the picture.

Name: _____

Date: _____



p _ t s

_ a t s

p a t _



t i p _

_ i p s

t i _ s

t _ p s

sit at tin tips



It is a _____.



Sant _____ the tins.



The tins _____.



Sant is _____ the tins.

What's missing?

Instructions: Read the book *The tins sit* 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:

Sant sits.



The tins sit.



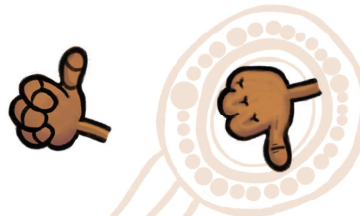
Nat pats the tins.



Sant pats the tins.



Nat spins.



Thumbs up / thumbs down



Instructions: Read the book *The tins sit* 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.



It is a tin.

Set 1 The tins sit



The tins sit.

Set 1 The tins sit



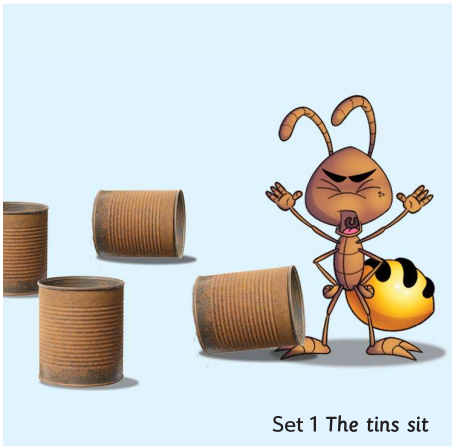
Sant pats.

Set 1 The tins sit



Sant spins.

Set 1 The tins sit



Sant tips the tins.

Set 1 The tins sit

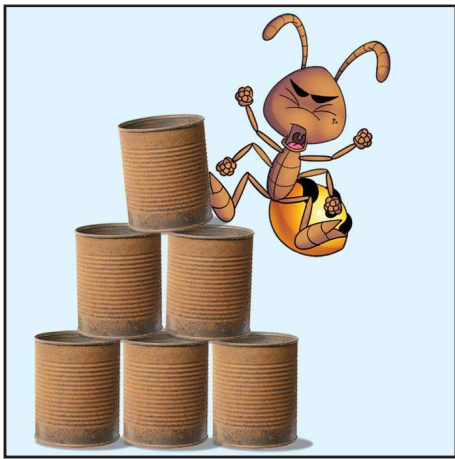


Nat pats Sant.

Set 1 The tins sit

Sequence the story

Instructions: Read the book *The tins sit* to complete this activity.
Cut out all cards. Match the words to the pictures and then put the events in order.



Name: _____

Date: _____

--	--	--	--	--	--



--	--	--	--	--	--

Sant	is	at	the	tins	.
------	----	----	-----	------	---

Nat	pats	Sant	.
-----	------	------	---

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.

The tins sit – stepping track game



Materials: 1 die, player tokens, game board. **For variation:** Blocks or something to stack.

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:** Make a tower! Sound out the word you land on and collect a block for each sound, for example i-t = 2 blocks; s-p-i-n-s = 5 blocks. Players stack the blocks then knock them down when they finish the game.