



Springboard

Bound into reading Yes/No!

In this book... read then look for clues.

Answer the question with yes or no.



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, *Yes/No*.

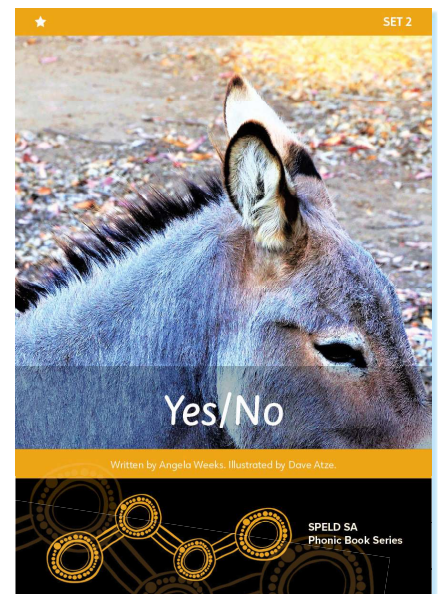
Refer to the SPELD SA Instructional Handbook Overview for strategies and explanations of how to deliver the activities.

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Worksheets and games

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



Yes/No

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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 *Yes/No* for additional words and definitions. Vocabulary cards are provided in Resources and games.

man

Noun: a male adult.

Plural: two or more men.

Extension

A female adult is a woman (wo-man).

One woman; two or more women (wo-men).

A person is a human (hu-man); two or more are humans.



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.

Questions and answers

Activity 1

When someone asks a question, the other person gives an answer or reply.

Discuss, teach and practise

- Questions may start with words like these. What? Who? Where? When? Why? Is? How?
- Share some examples. What is? What is your name? What colour is my hair?
- Brainstorm a list of things we might ask questions about.
- Explicitly model the asking and answering of questions.
- The student practises asking simple questions with a partner. Partners answer.

Activity 2

Practise the question/answer structure that is used in the book.

Resources: some objects to ask questions about.

- 1 Model the question/answer structure, using this example. Show a pan. Tell students they can only answer yes or no.

Ask the student: *Is it a jug?*

Student: *No.*

Practise this structure asking other questions about the same object several times. Include questions that the student can answer yes to.

- 2 Model the question/answer structure again, this time with a complete sentence answer.

Question: *Is it a mug?*

Answer: *No, it is a pan.*

- 3 The student practises answering in complete sentences. Show another object and ask a question.

For example, show a football.

Question: *Is it a tennis ball?*

Answer: *No, it is a football.*

Include examples when the answer will be 'Yes, it is a'.

If in a class, practise as a group, then in pairs with students practising the question/answer pattern 'Is it a? Yes/No, it is a!'

Questions marks

Show a question mark on the board. A question mark is used in writing at the end of a question, just like a full stop. It tells the reader that the sentence is a question and to read it like we would ask a question. When we ask a question, we raise the tone of, or inflect, our voice at the end of the question. This is called inflection. Provide time for students to practise asking questions, adding inflection.

Animal quiz

Activity

Player 1 thinks of an animal and gives three clues. Player 2 guesses the animal.

If Player 2 doesn't guess correctly, they can ask 5 questions to get more clues.

Player 1 can only answer 'Yes' or 'No'.

Players change roles.



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 **Yes/No** for phonological awareness practice

Syllabification				Onset/rime	2-3 phoneme words	4+ phoneme words
1 syllable	2 syllables	3 syllables	4 syllables			
yes	donkey	safety-pin	corrugations	r-at	an	packs
spout	handle	kitchen-tiles		m-an	it	stack
sink	eyebrows	four-legged		y-es	cat	pens
tongue	stony	attacking		p-ack	rat	cats
eye	fuzzy	silently		t-ap	ant	ants
rough	giggling	gurgling		p-en	man	

Rhyme			
Rhyming pairs			Rhyme production
pit / hit	it / fit	can / an	an / man / van / pan / ran / Stan / ban / Gran / frypan
tank / bank	ran / man	rat / cat	rat / cat / bat / hat / fat / flat / sat / spat / slat / gnat
and / end	tap / map	an / van	it / pit / sit / wit / fit / flit / spit / slit / skit / nit / admit

Substitution and Deletion				
Substitution			Deletion	
Initial	Final	Medial	Initial	Final
man / pan	ant / and	tap / tip	rat / at	ant / an
cat / rat	rat / ran	man / men	man / an	
tap / nap	tap / tan			

Word chains

men / hen / ten / tin / tip / tap / map / man / men

tap / cap / cat / scat / spat / spit / spin / span / pan / pant / ant / an / 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: ant/and; rat/ran; cat/rat; man/men; tap/tip; at/it; it/in; at/an.

Vocabulary

Revisit vocabulary introduced in previous sessions.

Decoding

Use the Practice page in *Yes/No* to practise sounds, blending and any high frequency words.

Reading the book

Book introduction

Have you ever done a quiz?

Allow time to share experiences.

This book asks a question you need to answer and gives a picture clue. Read the question, then answer it with either yes or no. Let's play!

Front cover

Here is the title. Both words are high frequency words that we practised on the Practice page. Do you know what the words are?

Point to each word as you say them. *Yes/No.*
Read the words. Wait for the student to read.

See the line between the words. It is called a forward slash and shows that you choose either of the words. In this book, when a question is asked, the answer will either be yes or no.

When you read the text aloud, you do not say the slash. Just read the words Yes, No.

Re-read the title. Wait for the student to read.
Yes/No.

Discuss (Think-Pair-Share)

Look at the picture on the front cover.

Is the animal a rat?

No, what is it? Wait for the student to respond.

Yes, it is a donkey.

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.

Read it again. Student re-reads the words.

Is it a tap?

Discuss (Think-Pair-Share)

What is at the end of the question? Yes, a question mark. What is that telling us?

Let's read it again using an inflection as we ask the question. Is it a tap? Your turn.

Good reading.

What is the answer to this question? What clue can you see? Discuss. Can you see a tap? Yes. So, what will the answer be to the question?

Page 2

Let's read the words. Give the student time to read the words. Student re-reads the words.

Yes, it is a _____.

Discuss

Yes, it is a _____. Fill in that gap to make the sentence make sense. You need to say the answer. What word belongs here?

Read it again and finish the sentence.

Wait for the student to read. *Yes, it is a tap.*

Page 3

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

Student re-reads the words. *Is it a cat?*

Is this a question or an answer? How do you know? Did you add inflection to your voice as you asked the question? Read it again.

Discuss

Look at the picture. Can you see a cat?

What can you see?

Page 4

Let's read the words. Wait for the student to read.
No, it is a _____.

Well done, you finished the sentence. Read it again.

Student re-reads the words. *No, it is a (dog).*

Discuss

What is the dog doing? Where may he be going?
Why do you think the dog's tongue is hanging out? How do you think he is feeling?

Page 5

Let's read the words. Wait for the student to read.
Student re-reads the words. *Is it a rat?*

I liked your use of inflection as you read the question. Good reading.

Discuss

What is it? *Is it a rat? Would you say yes or no?*

Page 6

Let's read the words. Wait for the student to read.
No, it is a _____.

Well done, you finished the sentence. Read it again.

Student re-reads the words. *No, it is a (donkey).*

Discuss

It is a donkey. Where have we seen that donkey before? Yes, on the cover of this book.

Page 7

Let's look at the words. One line is a question.
Can you point to the question mark? The other line is the answer. Read the words on the first line. Wait for the student to read. *Is it an ant?*

Student re-reads the words. *Is it an ant?*

Now read the next line. Wait for the student to read. *Read it again.* Student re-reads the words. *Yes, it is an ant.*

Read the whole page. Wait for the student to read. *Good reading and use of inflection.*
Is it an ant? Yes, it is an ant.

Discuss

What is the ant doing? Where might it be going?
What is the real size of the ant? How big do you think that ant is really?

Page 8

Have a look at the words. Where is the question mark? Think about how you will read those words. Let's read the words on the first line.

Wait for the student to read.

Student re-reads the words. *Is it a man?*

Read the next line. Wait for the student to read.
No. It is a _____.

Student re-reads the words. *No. It is a (baby).*

Discuss

What mood do you think the baby is in?
What might the baby be thinking?

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 *Yes/No* to practise sounds and blending.

Review the storyline or content of the last reading session.

In our last reading session, we read Yes/ No.

What do you remember was in the book?

What type of book was it? It was like a mini quiz, with questions and clues. What were some of the questions in the book?

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**

Think of another question for this page.

Page 2

If the question was 'Is it a tip?', how would you answer the question?

Page 3

Think of another question for this page.

Page 4

If the question was 'Is it a dog?', what answer would be written on this page?

Page 5

Think of another question for this page.

Page 6

If the question was 'Is it a kangaroo?', would there be different words on this page?

Page 7

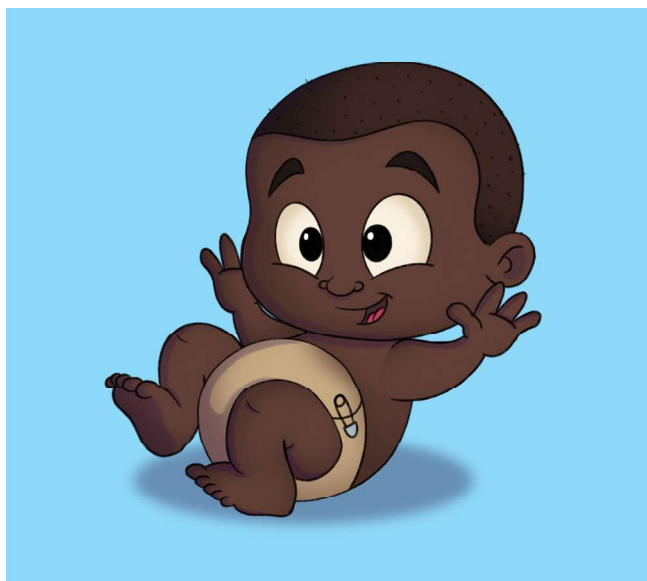
Look at the words. What is the word that comes before ant? The word is an. Can you think why?

Ant begins with the vowel 'a'. When a noun starts with a vowel – a, e, i, o, u – we say 'an' before the noun. Here we say, 'an ant'. Let's read the page again.

Page 8

Look at the words. When we say man, we say 'a man', not 'an man'. Why is this? The word 'man' does not begin with a vowel. 'M' is a consonant, so we say, 'a man'.

Share your thoughts about this book and the quiz with a partner. Would it be an easy book to write?



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 Yes/No

Write, read, draw!

Read it, mix it, make it sentences

Yes/No quiz

Stepping track game with cards

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!

Cats

Discuss (Think-Pair-Share)

- Types of cats – pets (tame), wild.
- Pros and cons for cats being kept as pets.
- Cats in the wild and their effect on wildlife.

Rodents

Discuss (Think-Pair-Share)

- Types of rodents, e.g. rats, mice, guinea pigs, squirrels, capybaras.
- What is a rodent?
- Research the capybara or another rodent.

Puzzles and quiz books

Read puzzle and quiz books such as 'Who am I' books. Pay attention to the types of clues they give. Students create a 'Who am I?' puzzle.

Creating Quizzes

Use the 'Is it a?' question/answer pattern to provide a simple structure for students to create their own quiz. Students create 5 questions about one or several items/photos. Build on their previous experience from asking and answering questions orally in the Build Experience section of this Springboard.

Extension: provide a new question pattern, e.g. Am I a ...? Yes, I am a..../No I am not a

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: cat, man, rat, an

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: Question/answer structure

Activity

- Using the book *Yes/No*, ask different questions when showing the pictures. Children answer with a thumbs up/thumbs down (under chin) and say the correct sentence. For example, showing the picture of the ant, ask, *Is it a dog?* Students should reply, 'No. It is an ant.'
- Students can use pictures from other books to ask questions with the same structure.
- Students take photos of interesting items. They then create quiz questions, e.g. Is the bat on the tin? Encourage students to extend their questions to use prepositions like on, in, under, at.

3.5 Word and vocabulary extension

Quizzes

Develop questioning skills for a quiz with target question words. What? When? How?

Discuss (Think-Pair-Share)

- *What is a quiz? Do you enjoy quizzes?*
- *What is a quiz night? Have you ever attended one? If so, tell me about it.* Explain what a quiz night is.

Ask a few simple and fun quiz questions as an example and allow to students to answer. Ask students which question word is used.

- How many legs does a spider have?
- How many months have 28 days in them?
- What type of fish is Nemo?
- When do leaves turn yellow?

Activity

With a partner, students brainstorm two interesting facts they could ask in a quiz. The facts need to be commonly known to the group they are working in. They work together to create a question using one of the target question words: what, when or how. The answers need to be well-known or factual and not opinions. Students share and check with the class to see if the answers are known.

3.6 Connections to literature

Spring into wider reading!

Make connections to *Yes/No* by reading other books to the student with similar themes.

What am I? by Kim Dale, 1977, 2000

Remember

Revise, revise, revise!

Reading mastery takes time and practice.

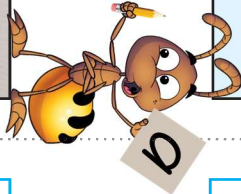
Talk about it! Connect!

Make the book more than words on the page.

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



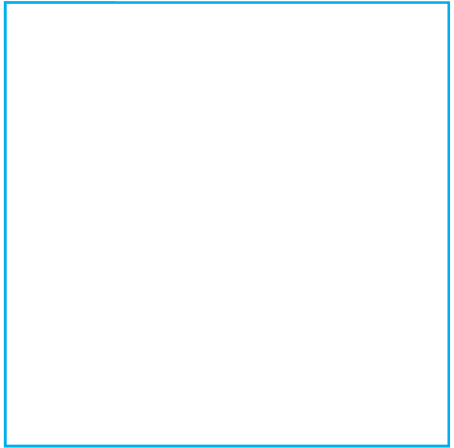
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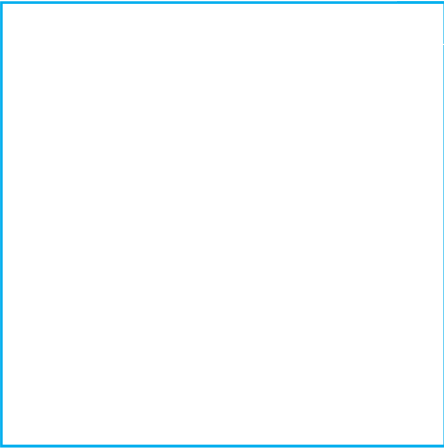
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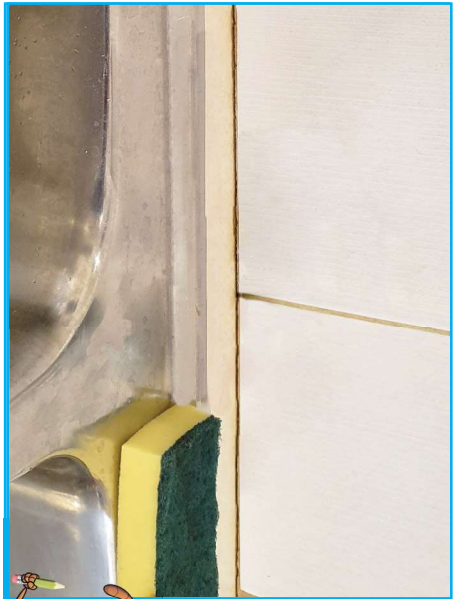
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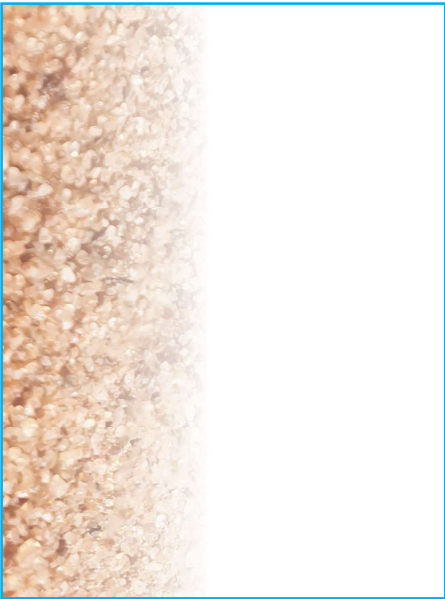
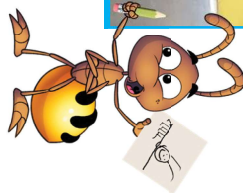
a man



an ant



It is a tap?



It is an ant?

Write, read, draw

Instructions: Read the book *Yes/No* 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:

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Is	it	a	cat	?	No
Is	it	an	ant	?	Yes

Read it, mix it, make it

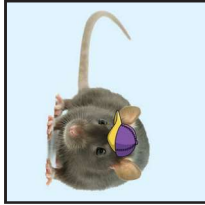
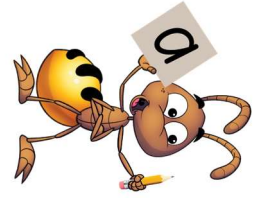


Instructions:

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.



tap ant cat rat pan hat pin tin

Name: Date:

Is it a tap? It is a

Is it an ant? It is an

Is it a cat? It is a

Is it a hat? It is a

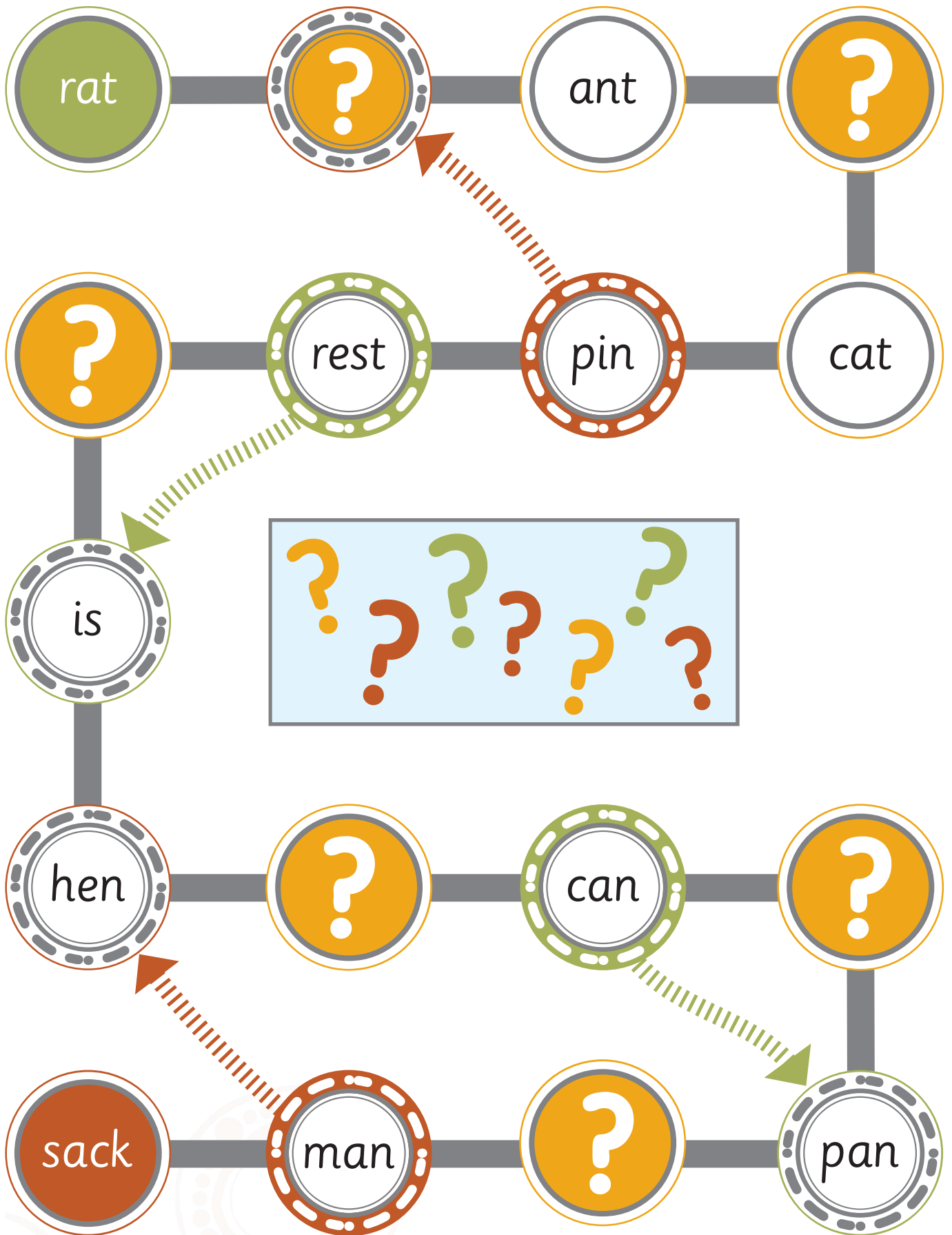
Is it a tin? It is a

Yes/No quiz

Instructions:

Look at the picture. Read the question and decide if it is true or false.
Circle thumbs up for true and thumbs down for false. Write down the correct answer





Yes/No – stepping track game



Materials: 1 die, player tokens, game board, question cards (see next page)

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 question mark they pick up a question card. Read the question and refer to the picture for the answer – yes or no. If the answer is ‘yes’ move forward 1 space. If the answer is ‘no’ stay where you are. Put the card on the bottom of the pack.



Is it a tap?
Yes/No



Is it a hat?
Yes/No



Is it a cat?
Yes/No



Is it a track?
Yes/No



Is it a rat?
Yes/No



Is a hat on
a hen?
Yes/No



Is it a man?
Yes/No



Is a rat in
a cap?
Yes/No



Is it an ant?
Yes/No



Is it a rat in
a sack?
Yes/No



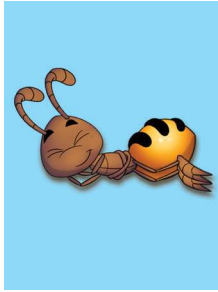
Is it a pan?
Yes/No



Is Dad mad
at Sant?
Yes/No



Is it a mat?
Yes/No



Can Sant rest?
Yes/No