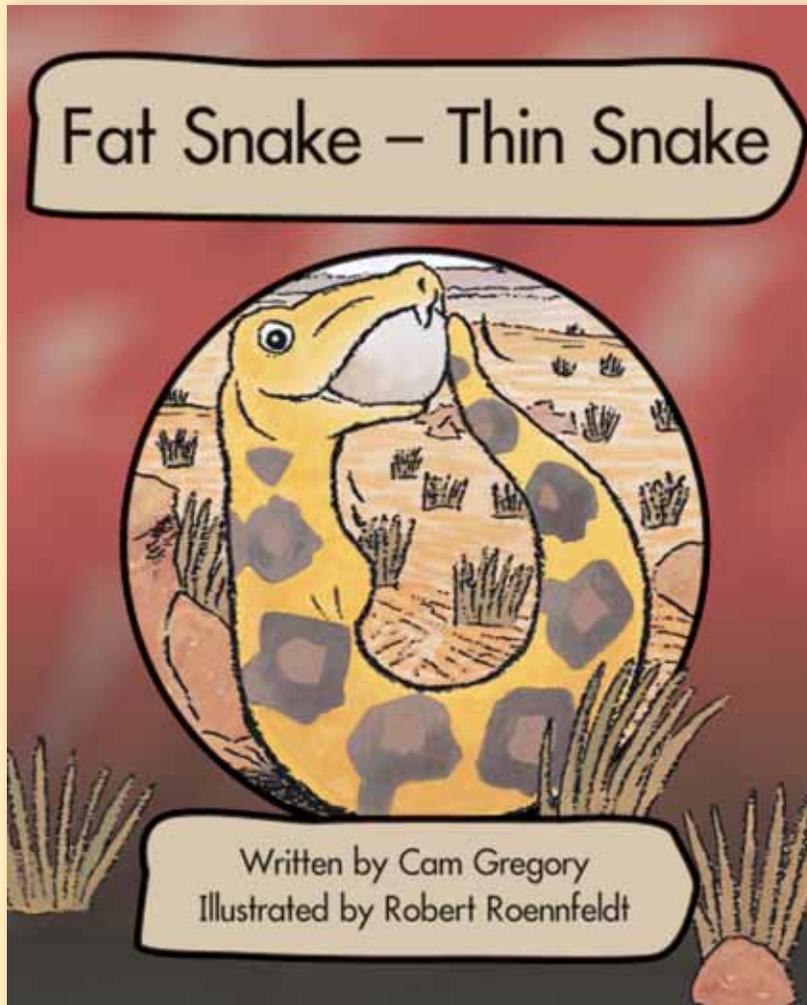




Level 16

Book e



Level	16
Word Count	364
Text Type	Literary recount
High Frequency Word/s Introduced	



MACMILLAN

A Garden in a
Bottle

All About Meat

Fat Snake -
Thin Snake

Harry's Great Big
Burp

Kakadu

Polly Perkins's
Pictures

The Blank Sheet of
Paper

Three Naughty
Ostriches

We have designed these lesson plans so that, if you wish, you can have the plan in front of you as you teach, rather than a copy of the book. Each page of the book is illustrated in the plans together with some suggestions for teaching. These have been divided into questions and discussion that you may have before the children read the book and after the children have completed the reading. This is not an arbitrary division. Some of you may prefer to explore the meaning and the language in more detail before the children read. Your decisions will depend on the gap between the children's current knowledge and the content, vocabulary, and language of the book they are about to read. Remember that the more information the children have up front, the easier it will be for them to read the text. However, this does not mean that you should read the text to them first.

We have addressed four areas that we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of children being able to analyse and use the texts they read. The symbols below guide you to the type of question or discussion.

 This symbol relates to comprehension (meaning maker)

 This symbol relates to decoding (code breaker)

 This symbol relates to critical analysis (text critic or analyser)

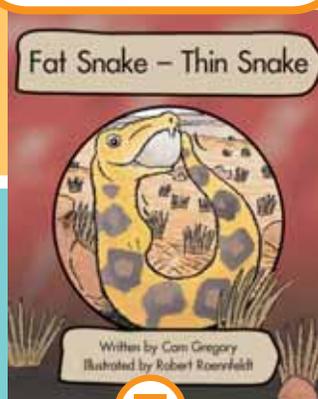
 This symbol relates to use (text user)

BEFORE READING

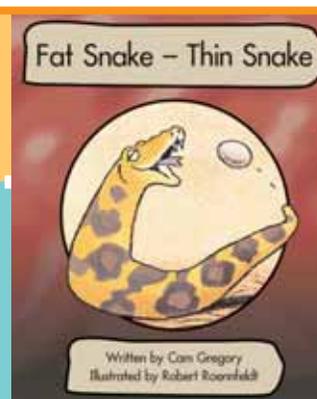
Cover & Title Page



Invite the children to read the title and look at the cover illustration. Using these clues, invite them to predict what the story is about.



Explain to the children that they are going to be reading a literary recount. Explain how a literary recount has a series of events that are in chronological order. Discuss chronological order with the children.

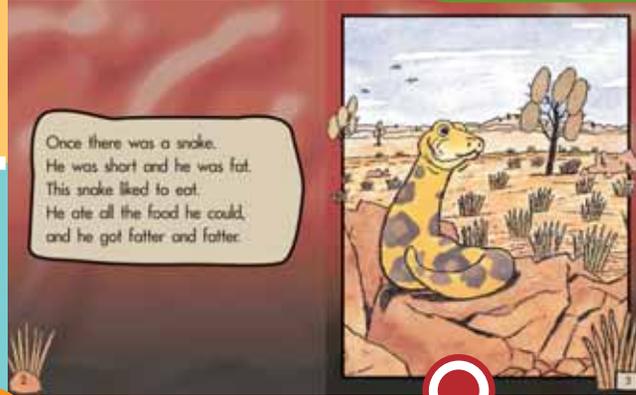


Ask the children to respond to the book. From reading the text, do they think the author could have used a different title? Invite the children to suggest other titles. Have them justify their answers.

AFTER READING

Discuss with the children their own personal experiences with snakes. Have they seen one or touched one? What did it look like? Where do snakes live?

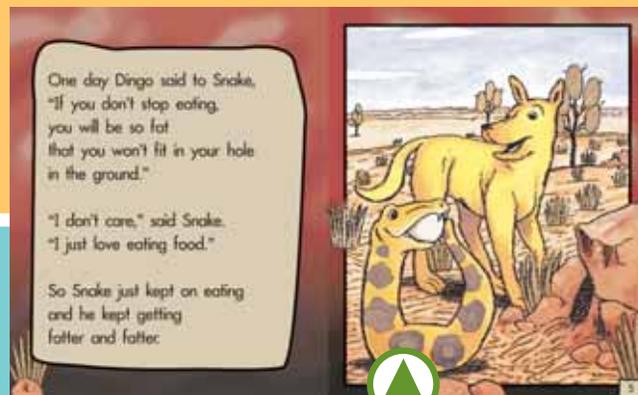
Discuss with children the use of adjectives in a story. Explain that the adjective base word can have an ending added for comparison. Write *fat*, *fatter*, and *fattest* on the board and discuss.



Discuss with the children what is happening to the snake. What will happen if he continues to eat?

Discuss with the children the habitat of the snake in the story. Compare its habitat to a snake that might live in the bush or in water. How are they the same/different?

Invite the children to look at the picture. What is happening? Ask them to predict what could happen in the story.

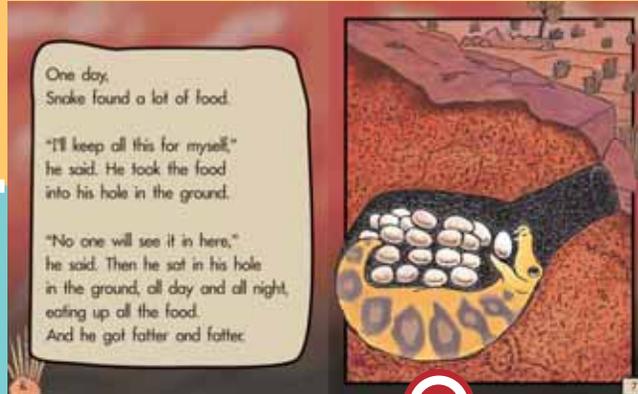


Discuss with the children the advice Dingo gave Snake. Did Snake listen to Dingo's advice? Invite the children to share any experiences where they were given advice. Did they use it?

Explain to the children that the word *kept* is a verb. Discuss how the tense of a sentence will always depend on the verb form used. Locate the word *kept* on p.4 and discuss its use.



Explain to the children that as they read they will come across the word *keep*. As they read the sentence have them think about the tense the word is in.



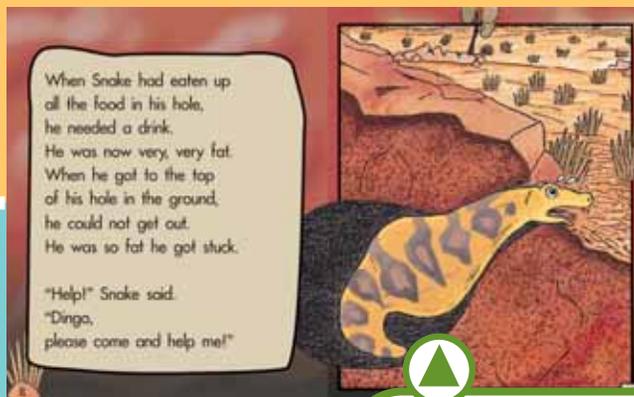
Have the children take a more in-depth look at the character of Snake. What is he like? How would they describe him?



Invite the children to analyse the text on p.6. After discussing the character of Snake, how would they compare him to the Dingo? How are they the same/different?



Invite the children to look at the illustrations. What has happened to Snake? How is he going to get out of the hole?



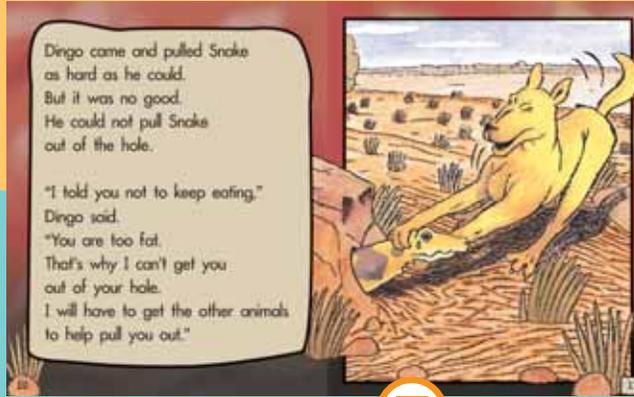
Invite the children to come up with some solutions to Snake's problems. How would they get Snake out of the hole?



Explain to the children that exclamation marks are often used at the end of a word or sentence to show a command or at the end of an exclamation. Write some examples on the board.

BEFORE READING 10/11

Invite the children to look at the pictures. What is Dingo doing? What will happen to Snake?



Have the children look for other verbs on p.10. Write them on the board. With the children, discuss the base word and add an ending to the word.

Discuss with the children the events on p.10. Why does Dingo have to get the others? Who might the others be? What would happen to Snake if he could not get out ?

AFTER READING

A Garden in a Bottle

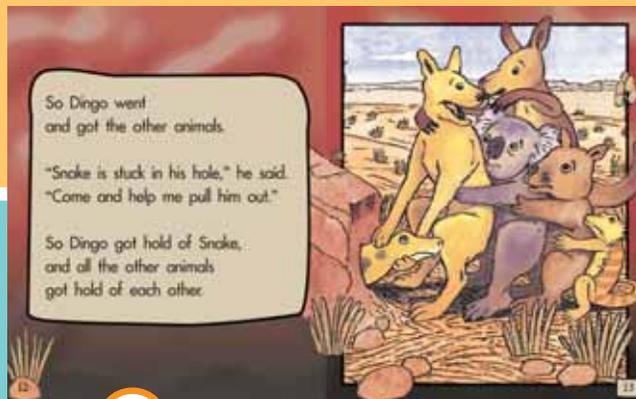
All About Meat

Fat Snake - Thin Snake

Harry's Great Big Burp

BEFORE READING 12/13

Invite the children to look at the picture. Who did Dingo get to help him? What can they tell us about these animals? Ask the children to share their experiences with these animals.



Invite the children to share their own experiences of being stuck somewhere. How did they get stuck? How did they feel? What did they do to get out?

AFTER READING

Kakadu

Polly Perkins's Pictures

The Blank Sheet of Paper

Three Naughty Ostriches

Have the children look at the picture. How might Snake be feeling right now? How would they feel if they were in that situation?

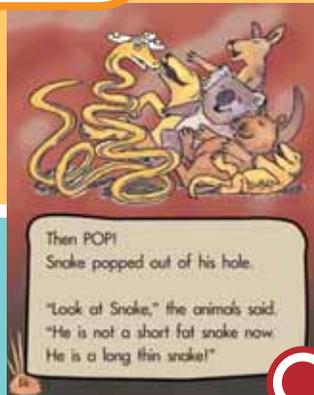
Discuss with the children why *pulled* is repeated. What difference does the repetition make to the story?



Ask the children to look back at the title of the story. Using the information from p.14 have them predict what will happen to Snake.

Invite the children to look at the final illustration. Explain that a literary recount often ends with a conclusion. How do they think the story will conclude?

Remind the children that their reading needs to make sense, look right and sound right.



Discuss with the children the sequence of events leading up to the conclusion. Relate the events of the story and the title of the story. Do they think it is a story? Have them justify their answers.

Ask the children to analyse the story. Discuss how the traits of Snake impacted on the conclusion of the story. Would the story have ended differently if Snake wasn't greedy? Have them explain their answers.

16 e Fat Snake – Thin Snake

Name _____

1. Use numbers to place the sentences in chronological order. The first one is done for you.

- 1 Snake was short and fat. He liked to eat. He got fatter and fatter.
- 2 Snake ate all the food. He went to get a drink but couldn't get out of his hole. He was too fat.
- 3 Dingo said to Snake that if Snake didn't stop eating he would be fat and won't fit into his hole.
- 4 Snake found a lot of food. He kept it for himself and took it to his hole.
- 5 Dingo came and pulled Snake. But he could not get him out as Snake was stuck.

2. Match the items in column A to column B.

A	B
Snake	A marsupial with a large tail that travels by leaping on its back legs.
Dingo	A small marsupial that is like a small kangaroo.
Kangaroo	A reptile with a long, slender body.
Wallaby	An Australian dog with a sandy coloured coat.

16 e Fat Snake – Thin Snake

Name _____

1. Complete the table. Use the words to help with spelling.

fat	fatter	fattest
small	_____	smallest
big	bigger	_____
round	_____	roundest
longer	_____	longest
light	_____	lightest
dark	darker	_____
bright	_____	brightest

2. Select the words from the word bank to help make the sentence correct.

Word bank

keep keeping kept

1. The butcher _____ his knives sharp.
2. If you _____ eating you will get big.
3. Are you _____ fit and strong for soccer?
4. If you _____ getting wet in the puddle you will get a cold.