

Level 16 Book e

All About Meat

Fat Snake -Thin Snake

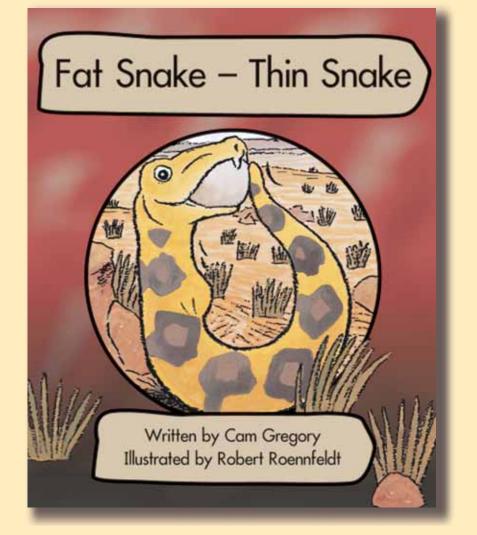
Harry's Great Big Burp

Kakadu

Polly Perkins's Pictures

The Blank Sheet of Paper

Three Naughty Ostriches



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



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)

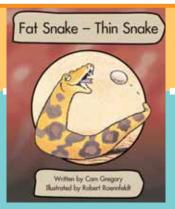


This symbol relates to use (text user)

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.

BEFORE READING

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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.

Once there was a snake. He was short and he was fat. This snake liked to eat. He ate all the food he could, and he got fatter and fatter.

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?

4/5

AFTER READING

2/3

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

One day Dingo said to Snake, "If you don't stop eating, you will be so fat that you won't fit in your hole in the ground."

"I don't care," said Snake. "I just love eating food."

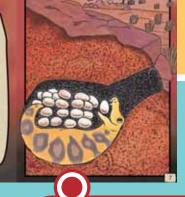
So Snake just kept on eating and he kept getting fatter and fatter

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.

One day. Snake found a lot of food

"I'll keep all this for myself," he said. He took the food into his hole in the ground.

"No one will see it in here," he sold. Then he sot in his hole in the ground, all day and all night, eating up all the food. And he got fatter and fatter.



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?

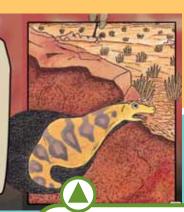
8/9

6/7

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

When Snake had eaten up all the food in his hole, he needed a drink. He was now very, very fat. When he got to the top of his hole in the ground, he could not get out. He was so fat he got stuck.

"Help!" Snake said. "Dingo, please come and help me!"



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.

AFTER READING BEFORE READI

AFTER READING

AFTER READING

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

Dingo came and pulled Snake as hard as he could But it was no good. He could not pull Snake out of the hole.

"I told you not to keep eating," Dingo soid. You are too fat. That's why I can't get you out of your hole will have to get the other animals to help pull you out."

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?

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AFTER 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.

So Dingo went and got the other animals

a is stuck in his hole," he sold Come and help me pull him out."

So Dingo got hold of Snake, and all the other animals got hold of each other

> 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?

> > 5

14/15

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?

"Pull" said Dingo. All the onimals started to pull. They pulled and they pulled, but Snake was still stuck.

"Pull harder!" said Dingo.

All the animals pulled and pulled. They pulled as hard as they could. They pulled, and pulled, and pulled some more.

> 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.



Then POPI Snoke popped out of his hole.

"Look at Snake," the animals said. "He is not a short fat snake now. He is a long thin snake!"

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.

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AFTER READING

16 e Fat Snake – Thin Snake

Name

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

- I Snake was short and fat. He liked to eat. He got fatter and fatter.
- Snake ate all the food. He went to get a drink but couldn't get out of his hole. He was too fat.
- Dingo said to Snake that if Snake didn't stop eating he would be fat and won't fit into his hole.
- Snake found a lot of food. He kept it for himself and took it to his hole.
- 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.

Α	В
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.

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16 e Fat Snake – Thin Snake Name

I. 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 b	<u>ank</u>		
keep	keeping	kept	
I. The butcher his knives sharp.			
2. If you eating you will get big.			
3. Are you fit and strong for soccer?			
4. If yougetting wet in the puddle you will get			
a cold.			
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