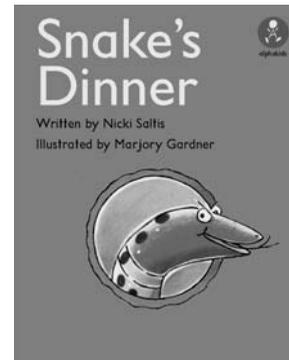


Snake's Dinner

Written by Nicki Saltis

Illustrated by Marjory Gardner



Getting ready for reading

Talk about any pets the children may have at home. You might ask: *What do you feed your pets? How do your pets let you know they are hungry?*

Talking through the book

Show children the book and read the title. Ask: *What type of book do you expect this to be?* (factual? fictional? recipes? ...) *What makes you think this? What do you think we will learn from this book?* Record children's predictions

You might then say: *This is a book about a hungry snake.* (Turn through the book talking about what the children are seeing on the page.) *The snake wants to know what's for dinner. Who does he ask first? What does he eat? Who does he ask now? What does he eat? What do you think the mother says about this? What does she do?*

Reading the book

Children read the book independently while the teacher observes the children's reading behaviours.

Teaching opportunities

Select the most appropriate teaching focus for the learning needs of the group.

Being a meaning maker

Children can discuss the following questions – supporting their point of view with evidence from the book.

Which things did the snake eat?

Was the snake very smart? Why? Why not?

Did the snake learn from his experience?

Are real snakes confused about what to eat?

Being a code breaker

Vocabulary

- High-frequency words: *for, the, can, I, you, no, me, said, so, where, is, them, by, out, came*
- Word families: a_e – *snake, cage, ate*

TEXT FEATURES

- **This is a simple narrative about a confused snake who is looking for his dinner.**
- **There is some repetitive text.**
- **Uses the structures 'What's for dinner?' asked the snake. 'Can I eat you?' 'No, you can't eat me,' said the _____.**
- **Text supported by colour illustrations.**
- **Line breaks support phrasing.**
- **Up to six lines of text to a page.**

Sounds and letters

- Hearing words: Children clap for each syllable in a sentence.

* * * * *

What's for dinner? asked the snake.

- Hearing sounds: long /a/ – *snake, cage, ate*

Writing conventions

- Punctuation: question marks, quotation marks
- Usage of punctuation inside quotation marks
- Possessive apostrophe: *bird's, cat's, dog's, boy's*
- Grammar: use of *What's, Can* and *Where* to indicate questions.
- Contractions: *can't, what's*

Being a text user

Return to the predictions children made about the book before reading and discuss how accurate they were.

Ask: *What did we find out about snakes?*

What would a person learn from reading this book?

Being a text critic

Discuss:

Do snakes really eat cages, bones, cat dishes and lunch boxes?

Why do you think the author says they do?

Who do you think the author was writing this book for?

What did the author want readers to get from the book?

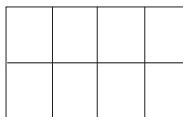
Literacy learning centres

Interactive literacy centre

Children make stick puppets of the characters in the story and practise and perform a puppet play for the class. See Blackline Master 6 for instructions on making simple stick puppets.

Writing centre

Children draw a cartoon strip of the story using speech balloons for the dialogue between characters. Provide paper folded into eighths for this.



Word centre

Children find and record words in the book with the 'a_e' pattern. They use these words to build new words.

snake, bake, take, rake, lake

ate, date, fate, gate, hate, late, mate, rate, plate, state, grate

cage, age, wage, sage, page, rage

Keeping track

Quick informal records of reading behaviour can be collected during independent reading sessions. Any areas of concern can be followed up later with a full record of reading behaviour.