

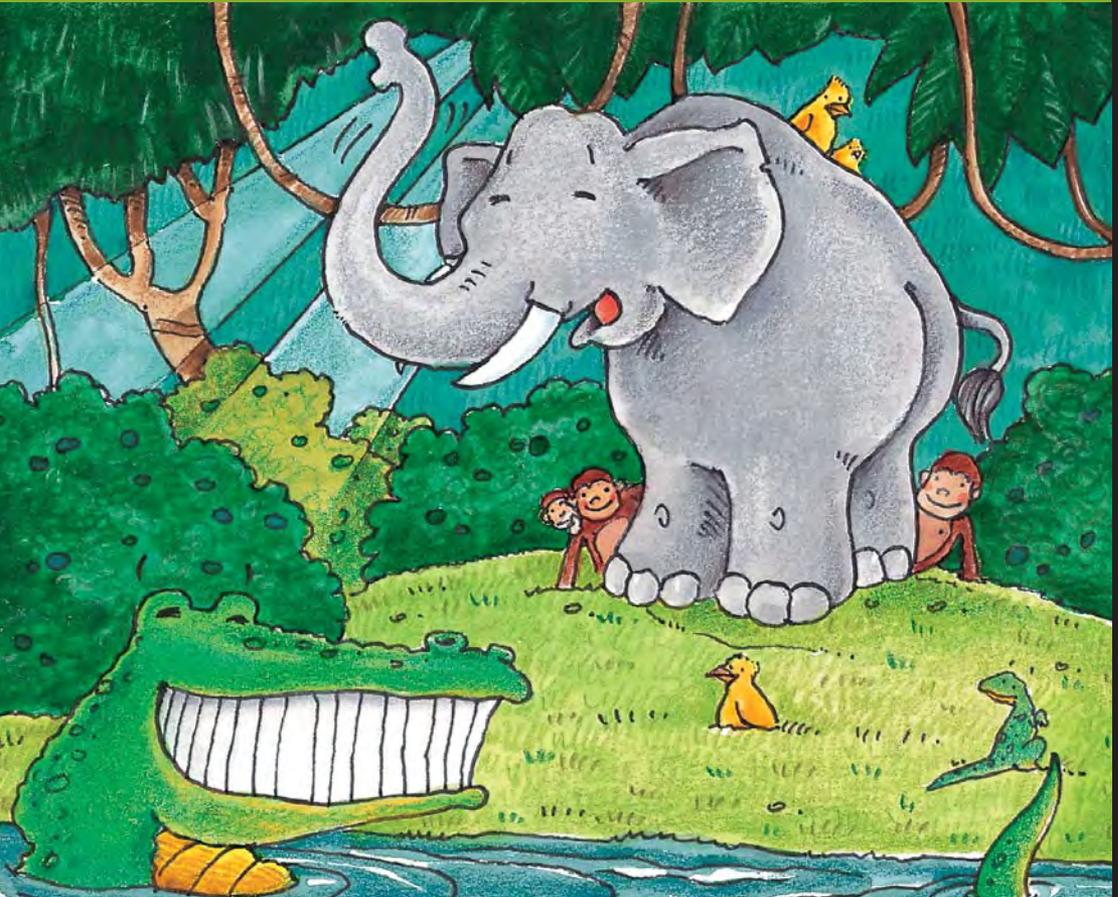
Teacher Edition

Snip! Snap!



alphakids

Written by Lynette Ind Illustrated by Peter Paul Bajer



Horwitz Education
A Division of Horwitz
Publications Pty Ltd
55 Chandos Street
St Leonards NSW 2065
Australia

Horwitz Gardner
Education
Unit 53, Cressex
Enterprise Park
Lincoln Road
High Wycombe,
Bucks, HP12 3RL,
United Kingdom

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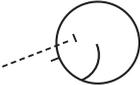
How to use this book

Before reading: Talkthrough



Talk through the book with the children. Encourage them to predict the text from the cover and the pictures, and to think about the information they provide. Direct the children's attention to aspects of the text that may challenge them. Support the children to deal with these challenges by asking the Talkthrough questions on each page.

During reading: Observe and support



Observe the children as they read. Encourage them to monitor their own reading as they comprehend the text. As needed, support children by assisting them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Interruptions to the child's reading should be minimal and focused on a specified learning need.

After reading: Comprehension, returning to the text, responding and writing links



To further develop children's understanding of the text, select from activities found on page 12 and the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with planning for further teaching.

Text highlights

- Direct speech used throughout
- A range of punctuation: full stops, speech marks, question marks, exclamation marks and commas

Vocabulary

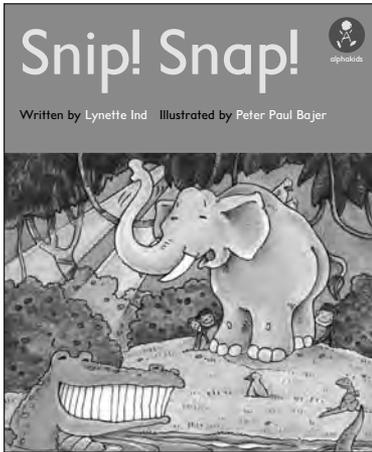
elephant, trunk, branches, crossly, careful, crocodile, bother, snip, snap, monkeys, lizard, smoke, bird, babies, nest, river, squirted

Setting the context

Ask: *What are elephants like? What do they use their trunks for? What might happen in the jungle if an elephant had a very long, long trunk that kept getting in the way?*

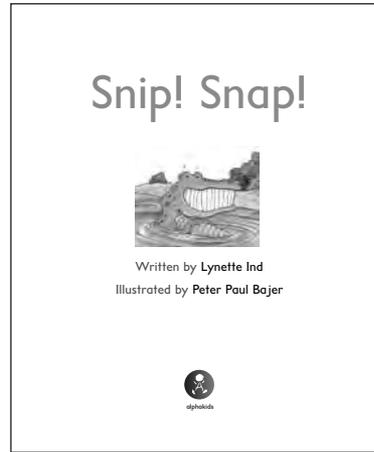
Introducing the book

This book is called 'Snip! Snap!' It is about an elephant with a long, long trunk who is always getting into trouble. But one day the elephant's long, long trunk saves the day.



Front cover

Show the children the front cover.
What kind of book do you think this will be? How do you know? What do you think will happen to the elephant and her long, long trunk?



Title page

What does this page tell us about the elephant and her long, long trunk? Why is there an illustration of a smiling crocodile? What do you think the crocodile will do in the book?



Talkthrough

Turn to pages 2–3.

What does Elephant do with her trunk? What kinds of problems might it cause?

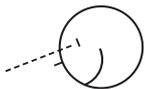
Turn to pages 4–5.

Elephant was very sorry. What do you think she said?

Crocodile smiled and offered to snap off Elephant's trunk.

What do you think Elephant said? What do you think

Elephant will do next with her long, long trunk?



Observe and support

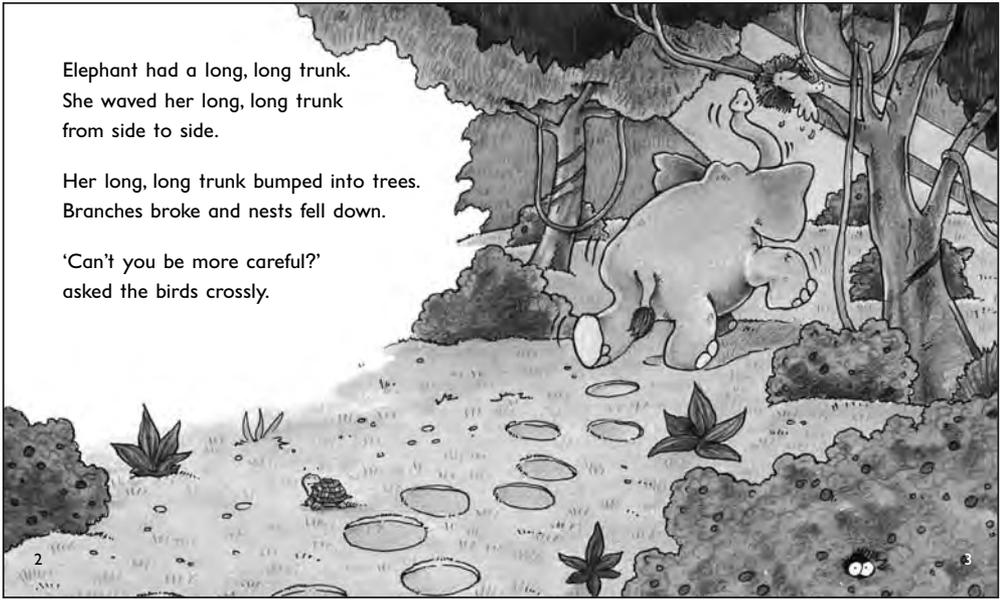
Does the child integrate information on the page to solve problems? At the point of difficulty:

What can you see that would help you work it out? What can you see in the illustration? What would make sense? What letter does it start with?

Elephant had a long, long trunk.
She waved her long, long trunk
from side to side.

Her long, long trunk bumped into trees.
Branches broke and nests fell down.

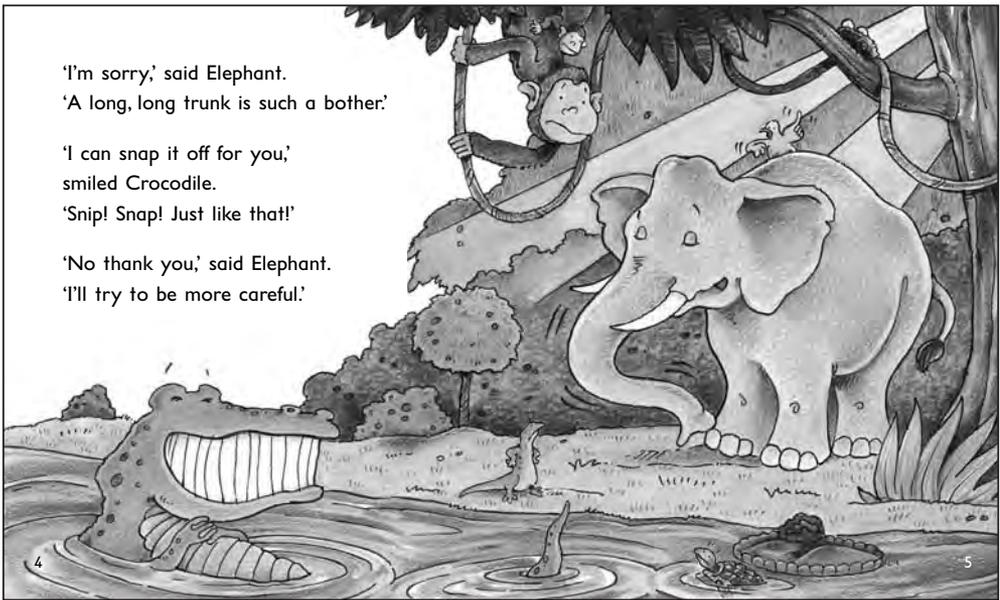
'Can't you be more careful?'
asked the birds crossly.



'I'm sorry,' said Elephant.
'A long, long trunk is such a bother.'

'I can snap it off for you,'
smiled Crocodile.
'Snip! Snap! Just like that!'

'No thank you,' said Elephant.
'I'll try to be more careful.'





Talkthrough

Turn to pages 6–7.

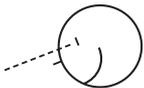
Did Elephant do what you expected? What do you think the monkeys will say? What will Crocodile say?

Model the form of the text: ‘A long, long trunk is such a bother’ and ‘I can snap it off for you. Snip! Snap! Just like that.’

What do you think will happen next? Will Elephant really be careful?

Turn to pages 8–9.

What has Elephant done now? What will Lizard say? What will Crocodile say?



Observe and support

Does the child read the text with expression, as if they were each character in the book?

Can you read it so that it sounds like Elephant is talking?

How might she feel? How might her voice sound? How would Lizard sound? What about Crocodile?

Elephant walked with her trunk up over her head. But she couldn't see very well and she knocked some monkeys out of a tree.

'Can't you be more careful?' yelled the monkeys.

'Oh dear,' said Elephant.
'A long, long trunk is such a bother.'

'I can snap it off for you,' smiled Crocodile.
'Snip! Snap! Just like that!'



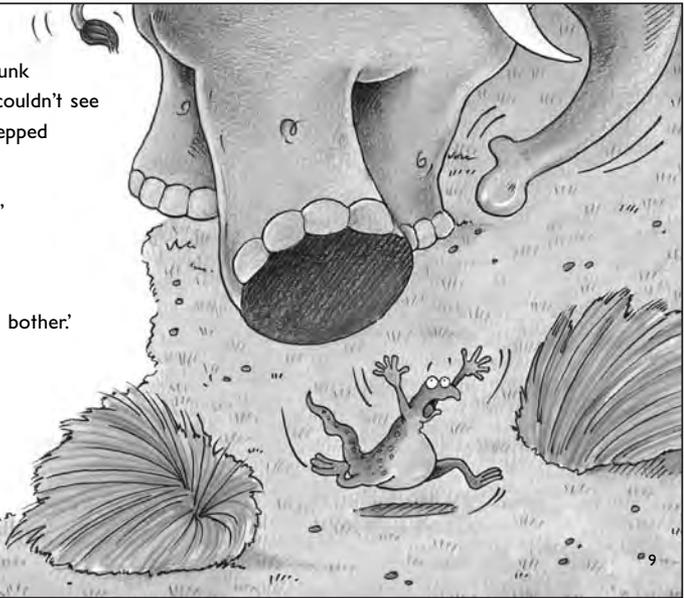
6

Elephant walked with her trunk out in front of her. But she couldn't see very well and she almost stepped on Lizard.

'Can't you be more careful?' asked Lizard crossly.

'Oh dear,' said Elephant.
'A long, long trunk is such a bother.'

'I can snap it off for you,' smiled Crocodile.
'Snip! Snap! Just like that!'

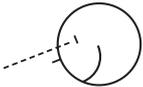


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Talkthrough

Now something terrible has happened. The jungle is on fire. Bird's nest is on fire and Monkey can't carry her babies. What will the animals say and do now? How could Elephant help Bird and Monkey?



Observe and support

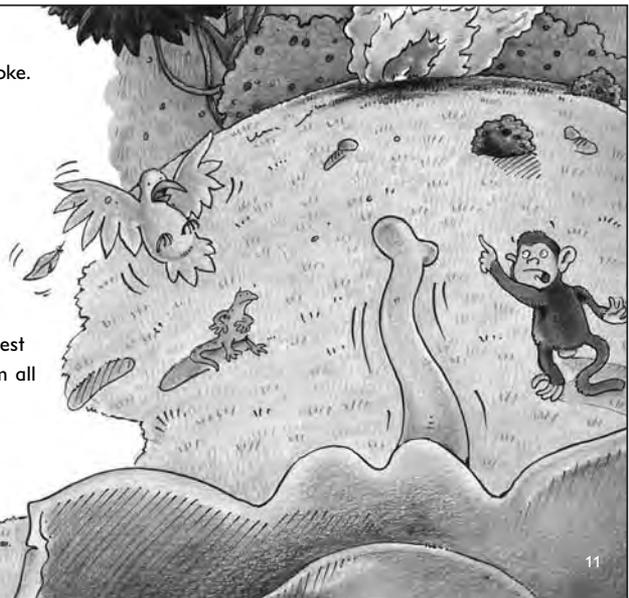
*Can the child make inferences about the text?
Why did the animals ask Elephant for help?*

Suddenly, Elephant could smell smoke.
The jungle was on fire!

'Help! Help!' cried Bird.
'My nest is on fire.'

'Help! Help!' cried Monkey.
'I can't carry my babies.'

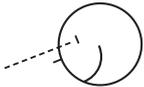
Elephant put her long, long trunk
into the trees. She picked up the nest
and the monkeys and carried them all
down to the river.





Talkthrough

What has happened to Lizard and Crocodile? What does Elephant do to help?



Observe and support

Does the child use an understanding of letter/sound relationships to check words?

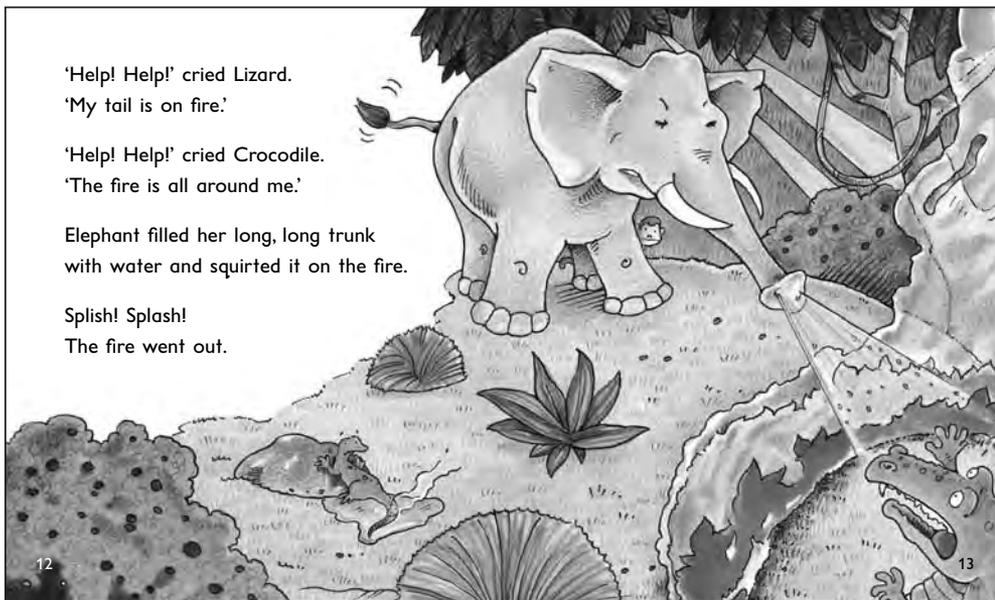
You read 'Splish! Splash!' How did you know that each word was different? What did you look at? What did you think about?

'Help! Help!' cried Lizard.
'My tail is on fire.'

'Help! Help!' cried Crocodile.
'The fire is all around me.'

Elephant filled her long, long trunk
with water and squirted it on the fire.

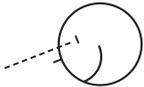
Splish! Splash!
The fire went out.





Talkthrough

Now the animals are safe. They cheer Elephant and her long, long trunk. But what happens to Elephant and her long, long trunk? What do you think Elephant will say now? What do the animals say to her?



Observe and support

Can the child interpret the text?

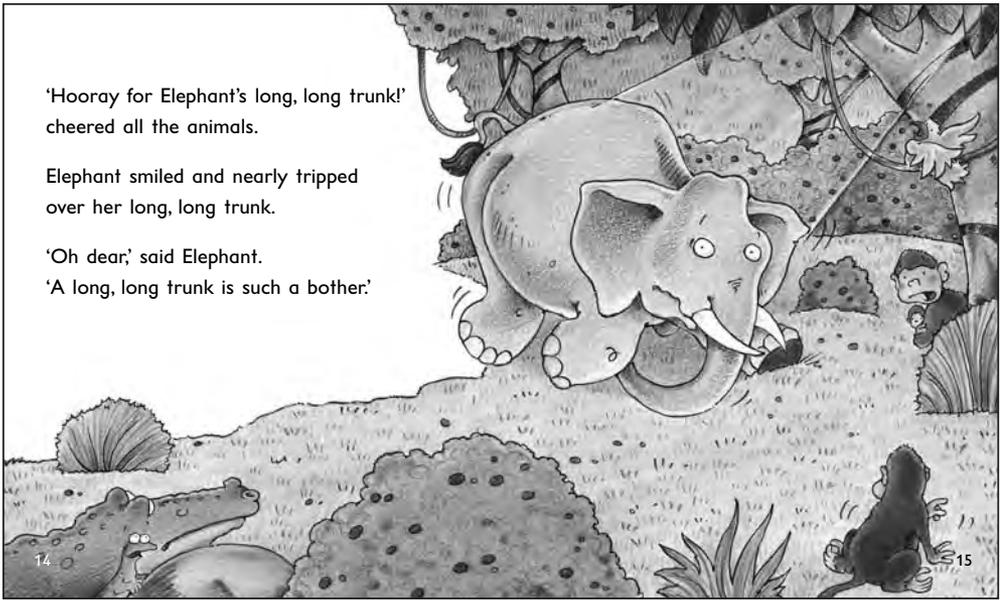
Why did Elephant nearly trip over her trunk? Would Elephant really be more careful and less clumsy in the future?

'Hooray for Elephant's long, long trunk!' cheered all the animals.

Elephant smiled and nearly tripped over her long, long trunk.

'Oh dear,' said Elephant.

'A long, long trunk is such a bother.'



'Not at all,' said the animals.

'Hooray for Elephant's long, long trunk!'

Snip! Snap!

Being a meaning maker

Encourage the children to support their answers with evidence from the book as they discuss these questions:
What happened when Elephant walked with her trunk above her head?

How did Elephant's trunk save the other animals?

Is having a long, long trunk really a bother? Why?

Why did the other animals say, 'Hooray for Elephant's long, long trunk!'?

How else could having a long, long trunk help?

Being a code breaker

Children may like to explore the following language features:

- The blend 'sn': snip, snap.
- The rime 'ong': long, dong, gong, pong, wrong, song, strong, throng, thong.
- The punctuation for direct speech.

Being a text user

How did you know what type of book this was?

Did you like this book? Why?

Who would you recommend it to?

Being a text critic

In the story Elephant's long, long trunk is a real problem for the other animals. Then it saves them. Can things that are a problem end up being good in the end?

Responding to text

 Children could work in cooperative groups to make animal masks for the characters in the book. These could be used to practise and perform a readers theatre of the book. Encourage the children to use character voices and to add sound effects to their performance.

 Children could practise writing direct speech by retelling a conversation between the elephant and the crocodile.

 Children could work in groups to list adjectives to describe Elephant's trunk, instead of the word 'long'.

Assessment

Can the child:

- Discuss the use of the repetitive refrain?
- Read the text fluently?
- Discuss the characterisation in the book?

Writing links

Shared writing

Brainstorm some other scenarios where Elephant's trunk could be a bother. Determine what could go wrong and how it could be resolved.

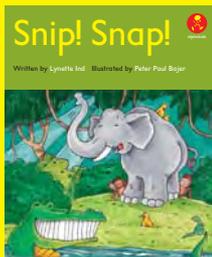
Independent writing

Children could write the next adventure of the elephant with the long, long trunk. These could be published as classroom books.

 whole text activity

 sentence activity

 word activity



Teacher Edition

Topic: Family life

Curriculum link: English

Text type: Narrative

Reading level: 14

Word count: 335

Vocabulary: elephant, trunk, branches, crossly, careful, crocodile, bother, snip, snap, monkeys, lizard, smoke, bird, babies, nest, river, squirted

Possible literacy focus

Recognising repetitive refrains in narratives.

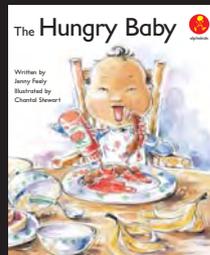
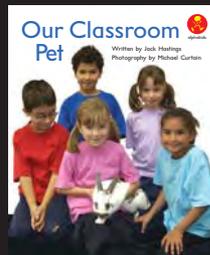
Reading punctuation to support fluency.

Exploring characterisation within the story.

Summary

This book is a humorous story about an elephant's long trunk and the problems it causes. But when fire threatens the other forest animals, the elephant uses her trunk to save the day.

Other books at this level



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