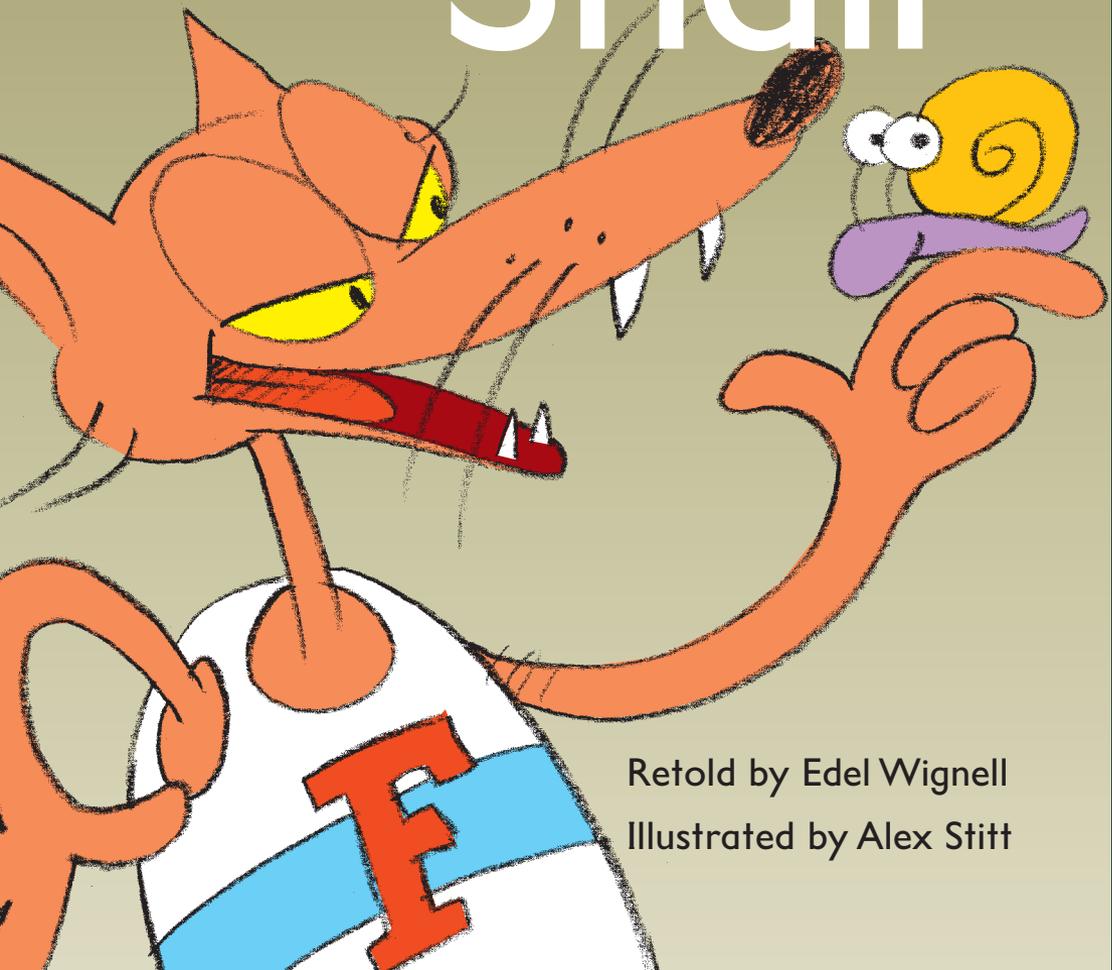


Teacher Edition

The Fox and the Snail



alphakids



Retold by Edel Wignell

Illustrated by Alex Stitt

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Consultant: Susan Hill
Designed by
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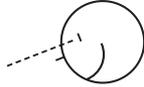
How to use this book

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 the children by helping 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 children's reading should be minimal and focused on specified learning needs.

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 16 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 is used throughout.
- A play on the word 'slow' is included.

Vocabulary

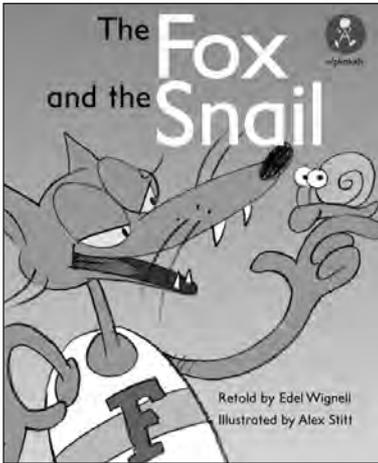
fast, fox, laughed, race, river, slow, snail, tail

Setting the context

What animals do you know that can move very quickly? What animals are very slow? How about a fox? And a snail?

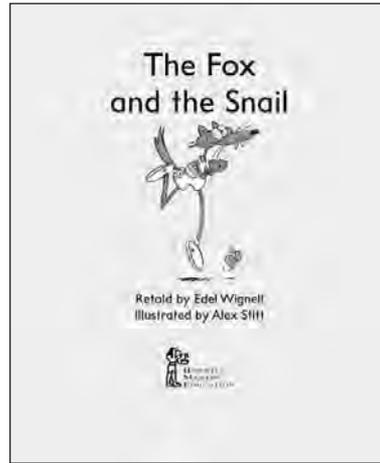
Introducing the book

This book is called *The Fox and the Snail*. It is a traditional tale, which means it is a story that has been told over and over again for a long time. Do you know any other traditional tales?



Front cover

Show the children the cover of the book. If these two animals had a race, which one would win? Why?



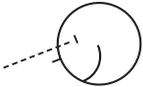
Title page

What do you think the fox and the snail might do in this story? What kind of clothing is the fox wearing? Does this provide any clues?



Talkthrough

*The fox and the snail are very different. How are they different?
What is the fox doing? What is the snail doing?*



Observe and support

Do the children integrate information on the page to solve problems?

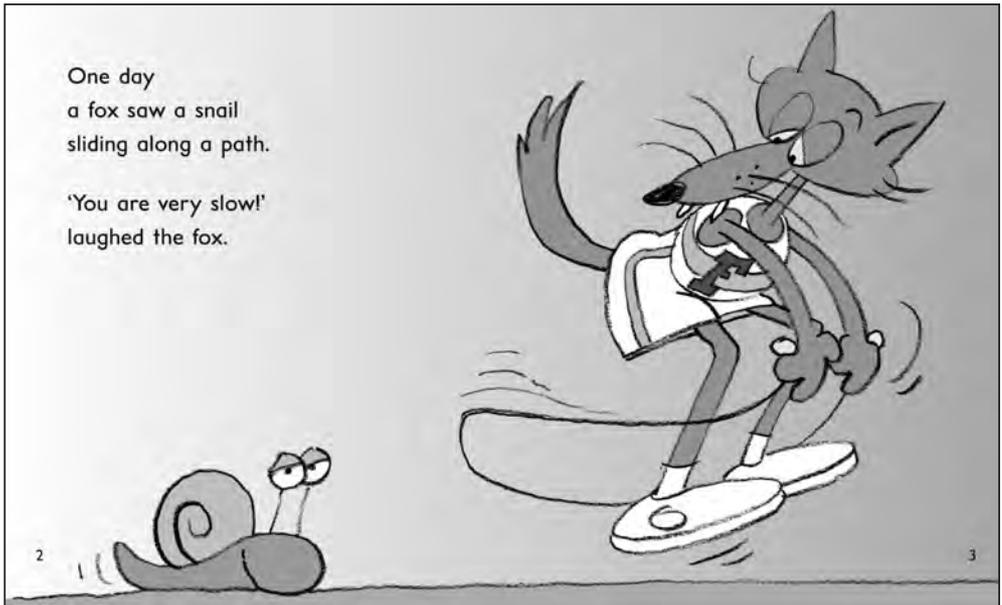
How did you know that word said 'path'? How did you work it out?

If a child has difficulty with a word, ask the following questions.

What letter does the word start with? What is happening in the picture? What word would make sense here?

One day
a fox saw a snail
sliding along a path.

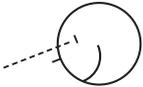
'You are very slow!'
laughed the fox.





Talkthrough

The fox has long legs and big feet. Why do you think he is showing his feet to the snail? How does the snail feel? What do you think will happen?



Observe and support

Do the children use their knowledge of punctuation to read with expression?

Point to the quotation marks. What do they tell us?

Point to the exclamation marks on this page. What do they tell you about how you should read these sentences? How might your voice sound when the fox says, 'You are very slow! You are a snail!'?



'I am not slow,' said the snail.

'You are very slow!

You are a snail!' said the fox.

'I am very fast. I am a fox.'

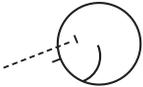
'All right,' said the snail.

'Let's have a race to the river.'



Talkthrough

The fox looks like the fastest animal. Does the snail think the fox will win the race? Why is the fox laughing?



Observe and support

Do the children understand the literal meaning of the text?

Who laughed and laughed and laughed? Why did he do this?

Does the fox think the snail is fast or slow?

'I will get to the river before you do,'
said the fox.

'Maybe,' said the snail.



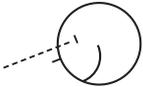
The fox laughed and laughed
and laughed.





Talkthrough

The fox and the snail are getting ready to race. Who do you think will win the race? Has the snail got any hope of winning? How could the snail beat the fox?



Observe and support

*Do the children use a range of strategies to work out new vocabulary?
How did you work out the word 'shouted'? Can you see another word in 'shouted'? What sound does /sh/ make?*

The fox and the snail
got ready to race.



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'Get ready.
Get set.
Go!' shouted the fox.

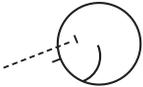


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Talkthrough

The fox is running very fast. Where is the snail? Why has the snail grabbed on to the fox's tail? Does the fox know the snail is hanging on to his tail? What do you think will happen?



Observe and support

Can the children use their knowledge of letter-sound relationships to support their reading? If a child has difficulty with a word such as 'river', ask the following questions:

What letter does that word start with? What sound might it make? Can you think of a word that starts with the /r/ sound that would fit here?

As the fox ran off
the snail grabbed
his tail.

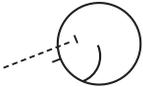
The fox ran as fast as he could
to the river.





Talkthrough

The fox is looking around. Who is the fox looking for? Does he find the snail? What does the fox think?



Observe and support

Can the children identify the possible motives behind a character's actions?

Why did the snail get on the fox's tail? Is it a fair race? Why or why not?

When the fox got to the river,
he looked for the snail.



He couldn't see the snail anywhere.

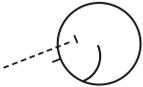
'Where are you?'
called the fox.





Talkthrough

How do you think the fox feels when he sees the snail in front of him? Is he surprised? How do you think the snail is feeling?



Observe and support

Can the children use contextual information to understand the inferences in the text? Do they understand the play on the word 'slow'?

Why did the snail say, 'I am not as slow as you think'? Is the snail slow? Why or why not? Is the fox slow? Why or why not? What are the different meanings of the word 'slow'? Do you know any other words that can have different meanings?

The snail let go of the fox's tail.

'Here I am,' said the snail.

'I'm here at the river.'



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'How did you get here so fast?'
asked the fox.

'I am not as slow as you think,'
said the snail.



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Talkthrough

Why is the snail laughing? Was this a fair race?



After reading

Being a meaning maker

Encourage the children to support their responses with evidence from the book as they discuss these comprehension questions.

Where did the fox and the snail race to?

How did the snail get to the river?

What did the snail say when he got to the river first? Why did he say this?

Who was the fastest animal?

Who was the smartest animal?

Being a code breaker

Explore the following language features:

- High-frequency words: a, am, for, get, have, he, here, I, not, of, said, saw, the, to, you
- Punctuation: the use of quotation marks and exclamation marks.

Being a text user

Refer to the text when discussing these questions:

What problem does the snail have? How does he overcome it?

What is the writer showing us in this book?

Being a text critic

What might the author think about people who are fast and strong?

What might she think about people who are slow and weak? Do you agree?

Responding to text



Have the children work in pairs to make play dough models of the fox, the snail and the river. These could be used for a re-enactment of the story.



Have the children draw the snail and the fox and write a character profile for each.



Ask the children to find and list alternative words for 'said'. They could add to their lists by browsing through other familiar books.

Writing

Ask the children to write their own story about two different animals having a race, such as a tortoise and a hare. Encourage them to think of unusual ways for one of the animals to win the race. These stories could be made into a class book.

Have the children work in small groups to list the main events of the story. They could then work together to retell each part of the story through writing and drawing on cards and putting these in order.

Assessment

Can the children:

- use punctuation to support expressive reading?
- use contextual information to discern grades of meaning within the text?



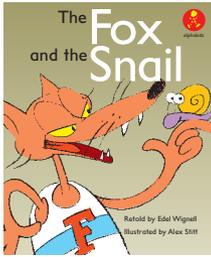
whole text activity



sentence activity



word activity



Teacher Edition

Topic: Traditional tales

Curriculum link: English

Text type: Narrative

Reading level: 9

Word count: 188

High-frequency words: a, am, for, get, have, he, here, I, not, of, said, saw, the, to, you

Vocabulary: fast, fox, laughed, race, river, slow, snail, tail

Possible literacy focus

Using punctuation to support expressive reading.
Using context to understand the different meanings of some words.

Summary

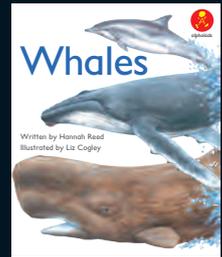
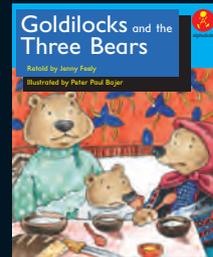
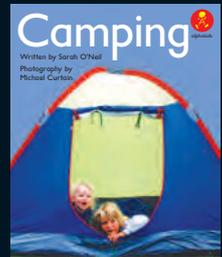
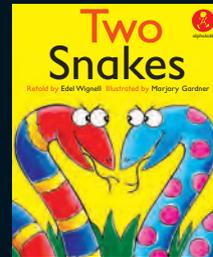
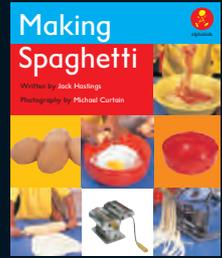
This book is a retelling of a traditional tale about a race between a fox and a snail.

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Other books at this level



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