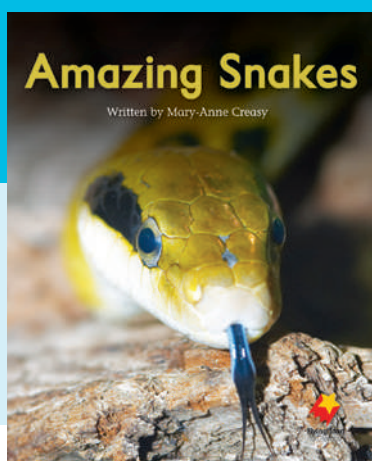


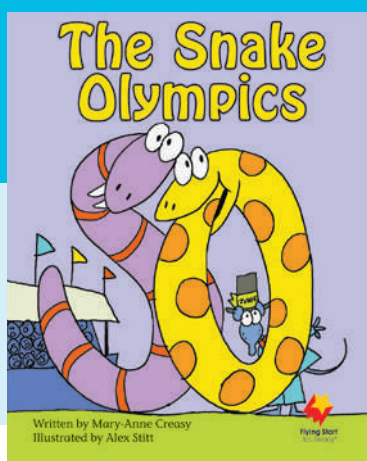
Lesson Plans



Amazing Snakes explains how a range of snakes catch, kill and eat their prey.

Running words: 452

Text type: Explanation



The Snake Olympics is a humorous narrative about a group of snakes that compete in a range of events at the Snake Olympics.

Running words: 524

Text type: Narrative

Content vocabulary

bodies catch death adder ears eat experiments fangs food gaboon viper green tree snake hearing heat-sensing hunt hunters jaws kill king cobra organs poison puff adder python rattlesnake scientists sense sight slither/ed snakes squeezing venom vibrations worm

Phonics

- Identifying the long /e/ sound as in *ear, hear, nearby*
- Identifying the long /e/ sound as in *sneered*

Text features

Amazing Snakes

- Contents page, chapter headings and sub-headings
- Photographic summary chart

The Snake Olympics

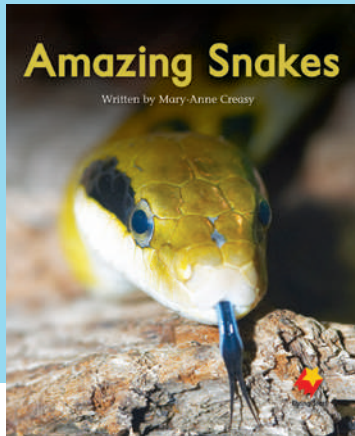
- Dialogue
- Humorous, cartoon-style illustrations support the plot

Reading strategies

- Connecting information
- Using letter clusters to decode, scanning through words from beginning to end

ELL support	Key concepts	Curriculum link
• Explanations of how snakes catch, kill and eat prey are accompanied by supportive photographs. • Headings support students' reading and their understanding of the information.	• Snakes catch, kill and eat animals. • Different types of snakes catch, kill and eat their prey in different ways.	• Biological sciences: Living things – plants, structure and function

Lesson 1 Amazing Snakes



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Ask each student to work with a partner to brainstorm a list of facts they know about snakes. Use this information to fill in the first column of a KWL chart with the headings *What we know about snakes*, *What we want to know about snakes* and *What we have learnt about snakes*. Ask: *What things would you like to find out about snakes?* Fill in the second column.

★ Students could look at factual books about snakes, then draw a picture of a snake and sit knee-to-knee with a friend, taking turns to talk about their picture.

Vocabulary building

★ Use the summary chart on page 24 to introduce the students to the snakes in the book. Ask: *What do you know about snakes?* Record the vocabulary the student use on a chart (e.g. *poisonous*, *venom*, *fangs*).

Introducing the book

Give each student a copy of the book *Amazing Snakes* and have them read the title. Say: *This book is an explanation about how snakes catch, kill and eat other animals. It explains how different types of snakes do these things in different ways.* Refer students to the contents page. You could say: *The book is organised into three chapters with the headings Catching food, Killing food and Eating food.* Talk through the book, discussing the photographs. For example, on pages 6 and 7 you could say: *This chapter is about catching food. The sub-headings are Using sight, Using hearing, Sensing heat and Trapping animals. Do you think snakes catch their food in different ways? What sort of things might help snakes to catch their food?*

During reading

Ask each student to read the text independently. Monitor students as they read and support them as needed. If necessary, ask them to stop reading and remind them to use the reading strategy you are focused on. For example, are they connecting the information in the chapter and throughout the book? Ask: *How does the information in this chapter fit together? What is the amazing thing about this snake?*

After reading

Talking about the book

Ask the students to talk about the book. Promote discussion by choosing questions that are appropriate for your students. Ask them to support their answers by referring to the photographs and the text in the book. *What is amazing about the king cobra's sight? How do snakes hear? Why does the death adder lie still and wiggle its tail? What different ways do snakes use to kill animals they want to eat? How do snakes need to eat their food? Why?* (Literal) *Why do snakes have fangs of different shapes and sizes? Why do they have different ways of catching animals to eat?* (Inferential) *What is the same about all snakes? How do they differ from each other?* (Synthesising) *How does this book make you feel about snakes? Why?* (Critical)

Return to the KWL chart started in the *Before reading* section. Ask: *What information have we learnt about snakes?* Add this new information to the last column on the chart.

Reviewing reading strategies

Encourage students to identify what they did to help themselves as readers. Ask: *What are some of the things you did that helped you make sense of this book?* If appropriate, comment on how well the students connected the information in the book. For example, you could say: *I noticed how you linked the information in each chapter.*

Returning to the book

Provide multiple opportunities for the students to read and interact with the book again – with teacher support, with a partner and independently. Choose activities that are appropriate for your students.

Developing fluency

Students could sit knee-to-knee with a partner and take turns to read a page from the text. When finished, they could then give a positive comment on their partner's reading, e.g. *I liked the way you read the words smoothly. It was easy to hear and understand what you were reading about.*

Word work

Phonics

Write the word *ear* on the board. Say: *What sound do you hear in this word?* Ask students to turn and talk with a partner about other words with the long /e/ sound represented by “ear”. Students could then look through *Amazing Snakes* and other familiar texts to find words with this letter/sound combination.

Exploring words

Students could use the word cards created during the Vocabulary building section to make sentences. Working with a partner, they could choose one word card at a time and take turns to say a sentence with that word in it. Pairs could then continue to choose new word cards and say sentences.

Writing

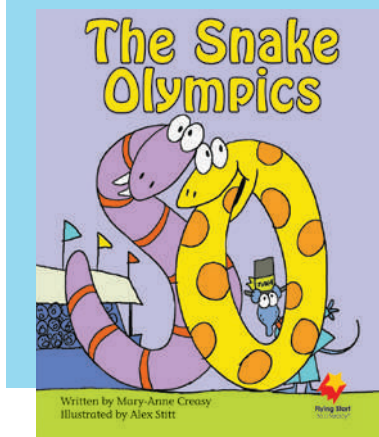
★ Ask: *What amazing facts did we learn from reading this book?* Record some of the facts that the students suggest on a chart.

Have each student make a snake fact book with illustrations. Encourage them to refer to the chart and other sources of information to complete their book.

Sharing and presenting

Students could take turns to share their snake fact books with a partner.

Lesson 2 The Snake Olympics



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Ask students to talk with their partner about the Olympics and the events that competitors can participate in. Share students' responses, then say: *Imagine there is an Olympics for snakes to compete in. What sorts of events could snakes participate in?* Make a list.

★ Support students by explaining what the Olympics are. Say: *The Olympics are a big sporting competition where people from all over the world come together to compete in many different events. What else do you know about the Olympics?* Discuss students' responses.

Vocabulary building

★ Show the students a list of the names of the snakes from the book (*green tree snake, python, death adder, puff adder, gaboon viper, rattlesnake*). Say: *These are the names of the snakes in the book. Ask: What do you know about snakes?*

Introducing the book

Give each student a copy of *The Snake Olympics* and have them read the title. Say: *This is a story about a group of snakes who participate in the Snake Olympics to see which snake is the best at hiding, which snake has the longest fangs and which snake is the smartest hunter.* Talk through the book, discussing the pictures. For example, on pages 4 and 5 you could say: *Here are the judges and here are the snakes that are going to compete. Do you think the snakes want to win? Why?*

During reading

Ask each student to read the text independently. Monitor students as they read and support them as needed. If necessary, ask them to stop reading and remind them to use the reading strategy you are focused on. For example, are the students using letter clusters to decode words? Do they scan through the word from beginning to end? Say: *What letters did you look at? How did this help you to decode the word?*

After reading

Talking about the book

Ask the students to talk about the book. Promote discussion by choosing questions that are appropriate for your students. Ask them to support their answers by referring to the illustrations and the text in the book.

What events did the snakes compete in? Who won each event? (Literal)

Why was the judge who judged the longest fang competition nervous?

Why was the rattlesnake judged to be the smartest hunter? (Inferential)

What did you learn about snakes by reading this book? (Synthesising)

What other types of animals could the author have used to write a story like this one? (Critical)

Reviewing reading strategies

Encourage students to identify what they did to help themselves as readers. Ask: *What are some of the things you did that helped you make sense of this book? What strategies did you use?*

Returning to the book

Provide multiple opportunities for the students to read and interact with the book again – with teacher support, with a partner and independently. Choose activities that are appropriate for your students.

Developing fluency

In groups, students could make an audio recording of the book. Encourage students to read with fluency and expression.

Word work

Phonics

Refer students to page 18 and read the sentence: ‘*“You won’t catch anything that way,” sneered the python.*’ Ask: *What does the word sneered mean?* Discuss students’ responses. Ask: *What letters make the /ear/ sound in this word?* Write other words on the board with the letters “eer” making /ear/ (*cheer, deer, career*).

Exploring words

Students could choose five words from the book and write each one on a card. Sitting knee-to-knee with a partner, students explain the meaning of one word at a time to their partner (without saying the actual word on the card). Students keep giving clues until their partner can guess the word. Students then change roles.

Writing

★ Ask: *What would it have been like to be a judge in this story?* Have students refer to the book and choose one part of the story. Ask: *If you were the judge what would you have been thinking and feeling?*

Have students choose a part of the story and rewrite the story as if one of the judges was telling the story.

Sharing and presenting

Students could sit in a small group and take turns to read their stories to each other.

Talk about the pair

Ask: *What amazing facts have you learnt about snakes?*

What things surprised you? What do you still want to know?

In small groups students could fill in a T-chart:

Things that amazed us about snakes . . .	What we now wonder about snakes . . .

Students could work further with these books by completing the Activity card.

Blackline master

The Snake Olympics gold medallists!

Use *The Snake Olympics* as a reference to fill in the data chart below.

Name of the event	Who won this event?	What did the snake do to win this event?

Assessment

Can the student understand what information is needed to complete the data chart?

Can the student find the relevant information in the text?

Activity card

Interview with a panel of snake experts



You will need: safety pins for name cards, props (dress-ups and construction materials to make microphones, charts, etc).

What to do:

1. In your group of four, decide who will take on each role, cut out the name tags below and write your names on them.
2. Write questions and answers for the interview.
3. Prepare any props (dress-ups, make microphones, organise seating, etc).
4. Practise your interview and present it to an audience.



**Snake Expert
Professor**

Expert on how snakes catch their food

**Snake Expert
Professor**

Expert on how snakes kill their food

**Snake Expert
Professor**

Expert on how snakes eat their food

Interviewer

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