

Ten Little Garden Snails

PM Level 13

Green

Text Type Narrative

Running Words 102



Preparing for Guided Reading

Orientation to the Text

- Ask students to bring some garden snails to school. Make a list of the places where the snails were found. Make conclusions from this list.

Prior Knowledge

- The life cycle of the snail is emphasised by the structure of this cyclic book which never truly ends (like the garden snail). The book is scientifically accurate as well as being fun.
- Explain to students that the information in this text is scientifically accurate. Ask students to predict what factual information might be in the text.
- Inform students that this text is in rhyme. Explain how this helps with prediction about the events.

Key Language Structures

- Adverbs and adverbial phrases add meaning to the nouns in the text, e.g. *in the sticks*, *in a secret spot*, *to page one*.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

dew, hidden, hiding, more, round, starts, there, were

Content Words

dew, hedgehog, page, secret, spotted sticks

Decoding

- Encourage automatic recognition of high-frequency words. Remind students that this allows them to focus on meaning.
- Build upon students' phonemic awareness and their knowledge of letter-sound relationships. Ensure they are transferring this knowledge when decoding or confirming unfamiliar words.

Fluency and Phrasing

- Observe the strategies students are using to integrate meaning, language structures and visual information as they read. Explicitly teach students who require further support to crosscheck, confirm or self-correct when meaning needs to be regained.

- Emphasise reading with fluency that encompasses understanding. Remind students to adjust the pace of their reading when they encounter new vocabulary.

Focusing on the Book – Guided Reading

- Students need to understand that snails have to remain moist. They will sometimes dehydrate and die in the sun even when they are locked away inside their shells.
- Read pp. 6–10. At night the hedgehogs hunt for snails as they both leave their hiding places. At dawn the thrush eats snails, cracking their shells open on a stone. Hens eat snails too.
- Snails are hermaphrodites as shown on pp. 12–16, and lay eggs a few centimetres underground. The eggs on pp. 1 and 16 are the same size as real snail eggs.
- Focus on these rhyming words and listen to their impact: *gate/eight*; *sticks/six*; *more/four*; *dew/two*; *sun/one*.
- Note that some nouns are preceded by two adjectives, e.g. *old grey gate*, *little garden snails*, *cold wet dew*, *round white eggs*.

Comprehension

- Where do hungry hens find snails? (*Literal*)
- Why do snails hide in sticks? (*Inferential*)
- What time of the day do spotted birds come out to find snails? (*Inferential*)

Follow-up Activities

- Increase students' knowledge of snails. Listen to snails eating cabbage. Observe the movement of snails. Place a snail on a glass plate and view it moving from above and below the plate. Encourage students to ask questions. Record these questions for discussion with the class or a group, as well as giving instant responses to individuals.
- Prepare individual project booklets for students to complete in a few days. Number the pages and include a contents page. Students could finish incomplete sentences. *Snails live ... Snails eat ... Snails are eaten by...*
- Find out about other animals which have a protective shell or a protective covering. Reinforce the importance of gathering information from a range of sources.
- Sing the verses of *Ten little garden snails* to the tune of the nursery rhyme *Baa baa black sheep*.

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Learning Intentions

- We are learning to use speed, volume and pitch to correctly interpret the text when reading aloud.
- We are learning to think beyond what we are reading.

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Success Criteria

- I can make changes to my speed, volume and pitch to indicate my understanding of the text.
- I can make predictions and justify them with evidence from the text and/or prior experiences.

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Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up