



Running words: 41

Book Summary

A boy and his father prepare a habitat (called a “vivarium”) for some snails.

Building Basic Skills

High-frequency words – We, in, the

Content words – Snails, soil, pebbles, rocks, leaves, grass, sticks, water, snails

Repeated phrase – We put in the

Phonics and phonemic awareness – p (put, pebbles), S (Snails), s (soil, sticks, grass, snails), W (We), w (water); plural “s” on content words

Punctuation – periods, capital letters, exclamation point

Special Feature

Procedural text

Skills and Strategies

Snails can be used to introduce and reinforce:

- retelling the sequence of the story using own words
- pointing one-to-one at each word to ensure an appropriate match
- reading a variety of simple, high-frequency words in context

B writing labels for a specific purpose.

Materials

- copies of words and punctuation for this book from page 89, cut and ready for use
- copies of BLM, scissors, glue, markers, pencil
- snail, mirror
- play dough

Snails

by Don Long

photographs by Kate Handley

Introducing the Text

Capture children’s interest by observing a snail sliding across a mirror. Discuss children’s prior experiences with snails. *Who has found a snail before? Where did you find it? Where do snails like to live? Why?*

Discussion Model

Using only the teacher’s copy, discuss each page of the book with the group. Ensure that content words are integrated naturally into the discussion.

Cover – *In this book, we find out more about the kinds of things snails need in their homes.*

Page 3 – *Who do you think these people are? What do you think they are doing?*

Page 5 – *Why do you think they are putting pebbles on top of the soil? What do you think they will put in next?*

Page 7 – *Were you right? What are they putting in on this page? Why?*

Page 9 – *How is this picture different from the others? (It is close-up to provide detail.)*

Pages 11 and 13 – Discuss the pictures and draw attention to the common sound in the words “grass” and “sticks.”

Page 15 – Encourage children to identify and name the water and to identify the capital and lowercase “w” on page 14.

Page 16 – *What has been placed on top of the snail house? Why?*

Reading the Text

Hand one book to each child. Together, read the title and the names of the author and photographer on the cover and title page.

Page 2 – Clarify where to start reading and encourage children to point to each word as you quietly read aloud together.

Page 4 – Point to the first word together and encourage children to read quietly to themselves. Observe accuracy of one-to-one matching

Pages 6–16 – Encourage children to read the remaining pages quietly to themselves. Note the exclamation point on the last page and encourage expressive rereading of this page. If children encounter difficulties, ask questions that encourage using reading strategies such as attempting the initial sound in a word, rerunning, and checking the picture.

Revisiting the Text

- Discuss the sequence of the boy’s and his father’s activities to clarify the order in which they made the snail’s habitat.
- Ask children to identify the high-frequency words “We,” “in,” and “the” from a variety of pages in the book. Count how many times these words appear altogether.
- Using the words and punctuation for this book from page 89, reassemble the sentences with children.

Following Up

- B** Children cut and paste the labels on the BLM opposite.
- In pairs, children retell the sequence of the story to each other. They should use their own words and take turns, sentence by sentence.
- Use play dough to make capital and lowercase “p,” “w,” and “s.” Extend the activity by including the high-frequency words “in,” “the,” and “We.”