

Snap! Splash!

by Jane Buxton

photographs by Nic Bishop



Book Summary

In this informational text, a heron stalks a crab. Predictably, there is a happy ending for only one of the creatures – but which one will it be?

Features of the Book

- The use of onomatopoeia – “plip,” “snap,” and “splash.”
- The use of large, bold type for effect.
- Creative placement of text for effect on page 9.
- The rhymes – “wriggle,” “jiggles” and “crab,” “grabs.”
- The blends – “cr,” “pl,” “gr,” “sn,” “wr,” “sl,” and “sp.”
- The use of ellipses to indicate anticipation.
- The range of verbs – “comes,” “walks,” “sees,” “grabs,” “wriggles,” and “jiggles.”
- The high-frequency words – “for,” “look,” and “out.”

Purpose

Snap! Splash! can be used in a guided reading setting to introduce and reinforce the following skills and strategies:

- S** predicting the meanings of new or unfamiliar words from the context of the story;
- S** hearing the individual sounds in a word;
- S** discussing several books that relate to the same theme;
- S** writing labels for a specific purpose.

Introducing the text

Look at the photograph on the cover.

- What kind of bird is this?
- Why would it need such a long, sharp beak?
- Can you tell where this bird lives?
- What kind of food do you think it eats?

Read the title and other cover information to the group. Point out the exclamation points.

- How would you say this?

Reading the text

- S** Predicting the meanings of new or unfamiliar words from the context of the story.
- S** Hearing the individual sounds in a word.
- S** Discussing several books that relate to the same theme.

Pages 2 and 3 – Look at these two animals.

- What are they doing?
- What could they be looking for?

Pages 4 and 5

- What kinds of movements is the heron making?
- Why is it moving so carefully?

Pages 6 and 7

- What has the heron seen?
- Why is the crab upside down?

Find the word that begins like “snow.”

- Why is it bigger than the other words?

Pages 8 and 9

- What is the crab doing? Why?

Pages 10 and 11

- What has happened? What sound has it made?
- What will the crab do now?

Page 12

- What might the crab be thinking now?

Children now read the book independently.

Revisiting the text

Identify some of the words in the text and ask the children to identify the root words from the modified form – “slow-ly,” “grab-s,” and “look-ing.”

The author has used three different words for sounds in the story.

- Can you find them?

Following Up

S Writing labels for a specific purpose.

 Write about some of the special features each of the creatures have and what they are for, for example, feathers and exoskeleton.

B Complete the blackline master opposite.