



Level 11

Book a

The Snail Race



Written by Monique Martin
Illustrated by Helen Casey

Level 11

Word Count 223


Text Type Narrative


High Frequency


Word/s Introduced


We have designed these lesson plans so that, if you wish, you can have the plan in front of you as you teach, rather than a copy of the book. Each page of the book is illustrated in the plans together with some suggestions for teaching. These have been divided into questions and discussion that you may have before the children read the book and after the children have completed the reading. This is not an arbitrary division. Some of you may prefer to explore the meaning and the language in more detail before the children read. Your decisions will depend on the gap between the children's current knowledge and the content, vocabulary, and language of the book they are about to read. Remember that the more information the children have up front, the easier it will be for them to read the text. However, this does not mean that you should read the text to them first.

We have addressed four areas that we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of children being able to analyse and use the texts they read. The symbols below guide you to the type of question or discussion.

 This symbol relates to comprehension (meaning maker)

 This symbol relates to decoding (code breaker)

 This symbol relates to critical analysis (text critic or analyser)

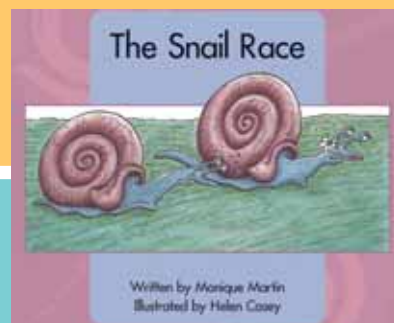
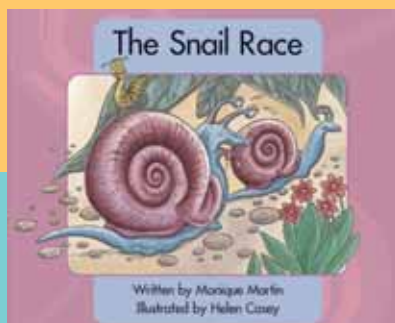
 This symbol relates to use (text user)

BEFORE READING

Cover & Title Page



Have the children look at the picture on the cover and the title page. Ask them who the story will be about. What clues are there that tell them what the characters will be doing in the story?



AFTER READING



The children should have read the title now. Ask them what the story is about. How does this match their earlier predictions of what the story might be about?

Ask the children why a race might be run. What could cause two people to have a race? What are these snails doing? What are they saying to each other? What would they say to start the race?

Have the children scan the text for the word *faster*. Ask them how many times it appears.



Ask the children what the two snails' names are. Who claims to be faster than who?

Ask the children if the book makes clear what the reason for the race is.

Ask the children what Sam and Sarah are doing now. Do they think Sam will race?

Have the children scan the text for the word *fast*. Ask them how this is different from the word *faster*. What has changed? How is the meaning different?



Ask the children if Sam thinks he will win the race. How fast do he and Sarah each say they will go?



Discuss with the children who they think will win the race, then show them the picture. Ask them who seems to be winning on this page.



Have the children scan the text for the word *fast*. Ask them what Sam would have to do to overtake Sarah. How would the word *fast* change?



Ask the children what Sarah and Sam raced on. What question does Sam ask himself? Why does he ask himself this question?



Have the children think about what they have been reading. Ask them how they can tell Sam is coming in second.



Ask the children how the illustrator helped them understand which snail is Sarah.



Have the children scan the text for the word that means quicker than fast. How can they make the word *fast* from this word?



Ask the children what Sam and Sarah have raced to so far. Does Sam think he will win? Ask the children to explain their answers to this question.



Discuss with the children what the author has the snails saying. Ask the children how the direct speech helps them understand what Sam is thinking.

BEFORE READING 10/11



Have the children look at this picture. Has Sam taken the lead yet? Ask the children why not.



Have the children scan the text for the word that means quicker than fast. How can they make the word *fast* from this word?



AFTER READING



Ask the children what Sam and Sarah were racing on. Who was winning? What does Sarah say to Sam?



Ask the children what the illustrator has drawn in the picture to show them that Sam is trying very hard.

BEFORE READING 12/13



Have the children look closely at this picture. What is about to happen? How will this affect the race? Will it make any difference?



Ask the children to think about the words *fast* and *faster*. Ask them what a person who is faster than everyone else is called. What ending does *fast* have then?



AFTER READING



Ask the children what Sam wants. What is coming? Why does this bother Sarah?



Ask the children if this is Sam's chance to catch up. Look at the picture. What has happened? Who will win the race now?



Have the children scan the text for the word *fast*. Ask them what endings can be added to *fast*. How do they change the meaning of the word?



Ask the children what Sam thinks of the rain. What will he do in the rain? Why does Sam think he will win the race, now?



Discuss with the children what the author has made us think by writing that Sarah went inside her shell.



Ask the children who it is that finally wins the race. How do they think Sam feels about this? Have them look at the picture for clues about this. Have the children think back to the reason for the race. Did Sam win the race because he was the fastest? Why did Sam win the race? Who would have won if it had not rained? Who is the faster snail?



Have the children read the book independently. Ask them to read with expression when they are reading direct speech.



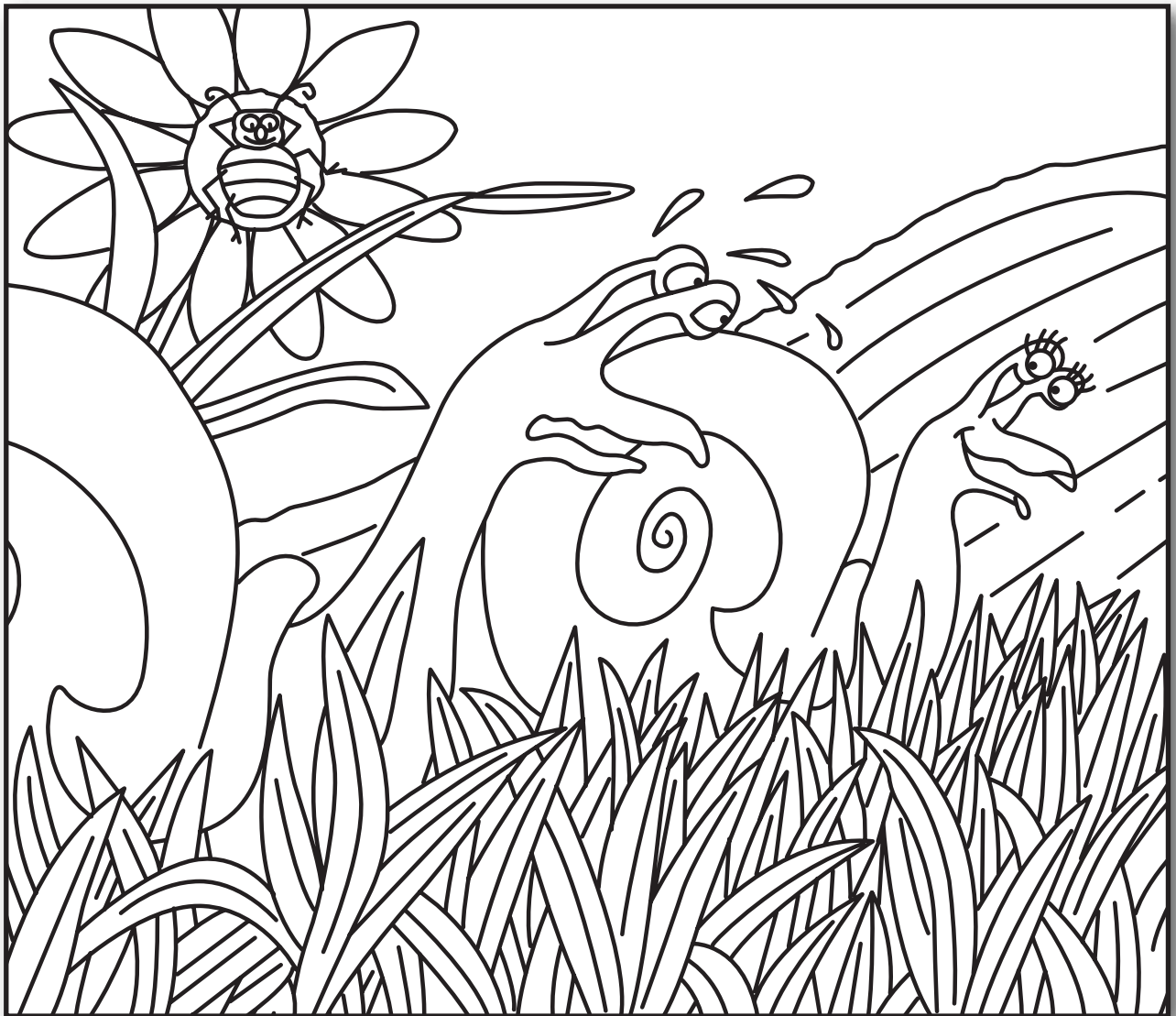
Discuss with the children if there is a message in the story they can use in their lives.

11 a The Snail Race

Name _____

1. Complete the following sentence. Then colour the picture.

I am very fast. But Sarah is fast__ __ than me.
She is the fast__ __ __ snail in the world.



11 a The Snail Race

Name _____

1. Select from the list the things that Sam and Sarah race on and past. Then colour the picture.

Path mailbox grass daisy
water track metal

