



Level 16

Book e

Colourful Snakes



Written by Bill Bindmarsh
Illustrated by Murray Dewhurst

Level	16
Word Count	362
Text Type	Narrative
High Frequency Word/s Introduced	



Making a
Worm Farm

Humphrey - World
Champion Camel Spitter

Seasons in
the Serengeti

The Biggest
Fish Ever

Colourful Snakes

Don't Let the Mice
Drive the Bus!

Market Tools

The Grey Wolf

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. 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)



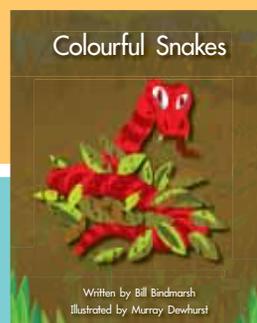
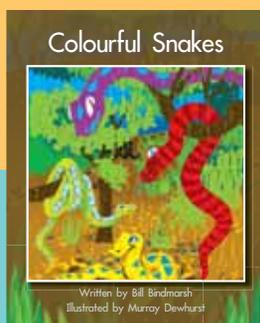
This symbol relates to use (text user)

BEFORE READING

Cover & Title Page



Ask the children to describe the cover and title page of this book. Can the children tell you what kind of animals these are? What is special about these snakes?



Ask the children to predict what might happen in this story. Have they seen or touched a snake before? What did it look like? Where do snakes live?



Encourage the children to think about their reading. Discuss the strategies they use to decode an unfamiliar word.

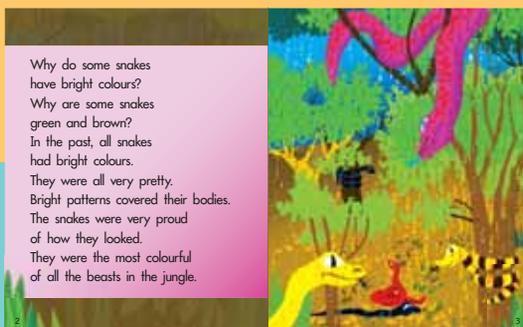
AFTER READING

BEFORE READING

2/3

Ask the children to look at the picture and find out how many snakes there are. What is special about these snakes? What makes these snakes different from most snakes?

Explain that this book is a narrative and that a narrative has a problem that is resolved by the end of the story. Ask them to think about what the problem might be as they read.



AFTER READING

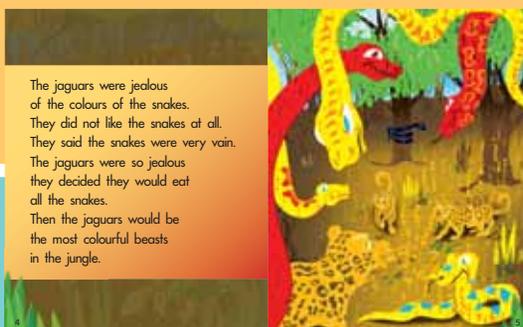
Ask the children what all snakes were like in the past, according to the story. Have the children refer to the text for the information.

Ask the children to point out the word *all*, then place it in their own sentences to share with the group. Ask the children to find the *ea* word *beasts*. Can they find the *le* word *jungle*? What other *le* words can they think of?

BEFORE READING

4/5

Ask the children to identify these new animals in the story. Are these animals friends of the snakes? What can the children tell from the expressions on their faces?

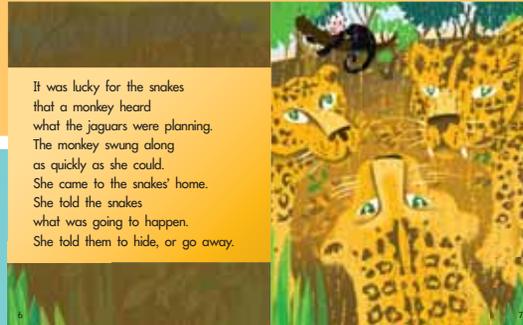


AFTER READING

Ask the children what they know about jaguars and what animal family they come from. Why are these jaguars jealous of the snakes?

Ask the children to find the word *would*. Have them place this word in their own sentences to share with the group. Can the children find the word *eat* with its *ea* vowel digraph? Can they find the other word with this sound?

Can the children see what the problem in this narrative could be? See if the children can predict what might happen.

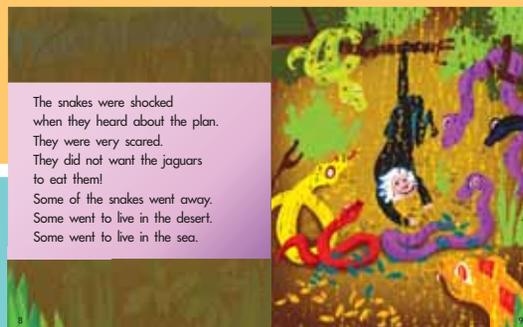


Ask the children what the monkey has done that is helpful to the snakes. What advice did she give them? Talk about animals in the jungle that eat other animals.

Ask the children to find the word *hide*. Talk about the irregular past tense of this verb and place the words *hid* and *hide* in different sentences to clarify use and meaning.

Ask the children to cover the text and tell you what they can see. What are the monkey and the snakes doing? What might they be talking about?

Remind the children that their reading needs to make sense. Encourage them to check that it sounds right.



Ask the children what the snakes did after their conversation with the monkey. Did the snakes listen to the monkey's advice? Name the two places some of the snakes fled to.

Have the children identify *scared* and put it in sentences. Ask them what verb it comes from – *to scare*. Discuss the suffix *ed* that is added when the *e* is removed. Can they think of other verb endings that behave in this way?

BEFORE READING 10/11

Ask the children to cover the text and tell you what is happening in this picture. Where might all the snakes be going?

Ask the children to predict some text to go with this picture, using a similar style and vocabulary to that of the author. Encourage the children to think about what the animals may be saying to each other.



AFTER READING

Ask the children where the snakes that stayed in the jungle hid. Encourage them to refer to the text for the answer.

Ask the children to find the words *bark* and *leaves*. Explain that these words are called homographs. They can have more than one meaning. Talk about the two meanings of *bark*. Place them in sentences to clarify meaning and use. Do the same for the word *leaves*.

BEFORE READING 12/13

Cover the text and ask the children to locate all the animals in the picture. What has just started to happen?



Ask the children to find the word *just* and place it in sentences to clarify meaning and use. Find the word *water* and see if the children can spell it without looking at the text. Can the children find the *r*-controlled word *storm*?

AFTER READING

Making a Worm Farm

Humphrey - World Champion Camel Spitter

Seasons in the Serengeti

The Biggest Fish Ever

Colourful Snakes

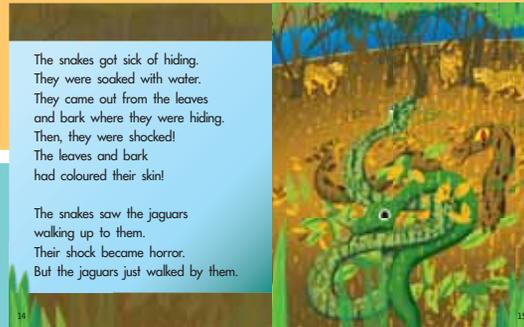
Don't Let the Mice Drive the Bus!

Market Tools

The Grey Wolf

Ask the children what is happening in this picture. Do they think the jaguars are going to find the snakes? Why or why not?

Ask the children what they think of this story so far and why. Do they think the author has come up with a good idea for a story?



Ask the children what the bark and leaves have done to the snakes' skin. Will this protect them from the jaguars? Discuss camouflage and other animals that are protected by camouflage.

Ask the children how the snakes are probably feeling now. Do they have to worry about being eaten by jaguars now? Why or why not?

Have the children think back to the problem in the story. Was the problem solved?



Ask the children to discuss any words they found difficult. What strategies did they use to decode these words?

Ask the children what they liked most about this book and whether they might recommend it to their friends.

Use the words to complete the sentences.

Word Bank

hide

shocked

their

jealous

looked

leave

The jaguars were _____

of the colours of the snakes.

She told them to _____, or go away.

The snakes were _____

when they heard about the plan.

Some snakes didn't want to _____ the jungle.

The leaves and bark had coloured _____ skin!

The snakes _____ like the leaves and bark
of the jungle!

16 e Colourful Snakes

Name _____

Write two sentences for each of the words.

Use the two different meanings of each word.

leaves

bark

Place the **ou** and **ow** words in the boxes.

brown

proud

hours

about

down

know

how

out

ou words	ow words