

Teacher Edition



alphakids

Two Snakes

Retold by Edel Wignell Illustrated by Marjory Gardner



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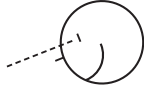
How to use this book

Before reading: Talkthrough



Talk through the book with the children. Encourage them to predict the text from the cover and the pictures, and to think about the information they provide. Direct the children's attention to aspects of the text that may challenge them. Support the children to deal with these challenges by asking the Talkthrough questions on each page.

During reading: Observe and support



Observe the children as they read. Encourage them to monitor their own reading as they comprehend the text. As needed, support the children by helping them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Interruptions to the children's reading should be minimal and focused on specified learning needs.

After reading: Comprehension, returning to the text, responding and writing links



To further develop children's understanding of the text, select from activities found on page 16 and the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with planning for further teaching.

Text highlights

- The use of direct speech.
- Humour is used in both the text and the illustrations.

Vocabulary

egg, first, hissed, hungry, lunch, mine, second, slithered, snakes, swallowed, tail, two, yum

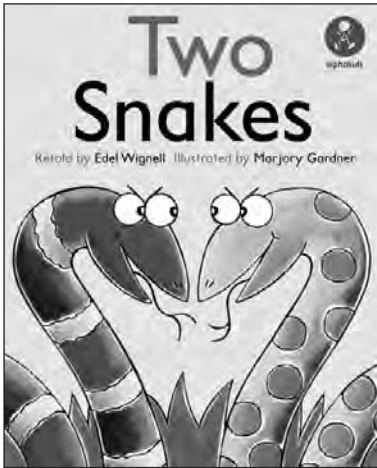
Setting the context

You may like to talk about how snakes are portrayed in stories.

Have you ever read any stories with snakes in them? What are the snakes like in these stories?

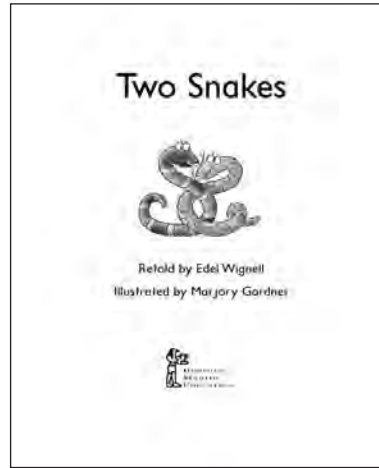
Introducing the book

The book we are going to read is a retelling of a story about two snakes and an egg. It is told in a funny way, and there is a moral to the story. Who knows what a moral is?



Front cover

This book is called Two Snakes. Do you think it is a fiction or non-fiction book? Why do you think this?



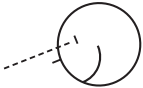
Title page

This story has been retold by Edel Wignell. What does retold mean? Why might someone want to retell a story?



Talkthrough

*These snakes look very happy. What are they doing?
How would you describe the way the snakes are moving?
What have they found?*



Observe and support

Do the children use all of the information on the page to solve problems when reading?

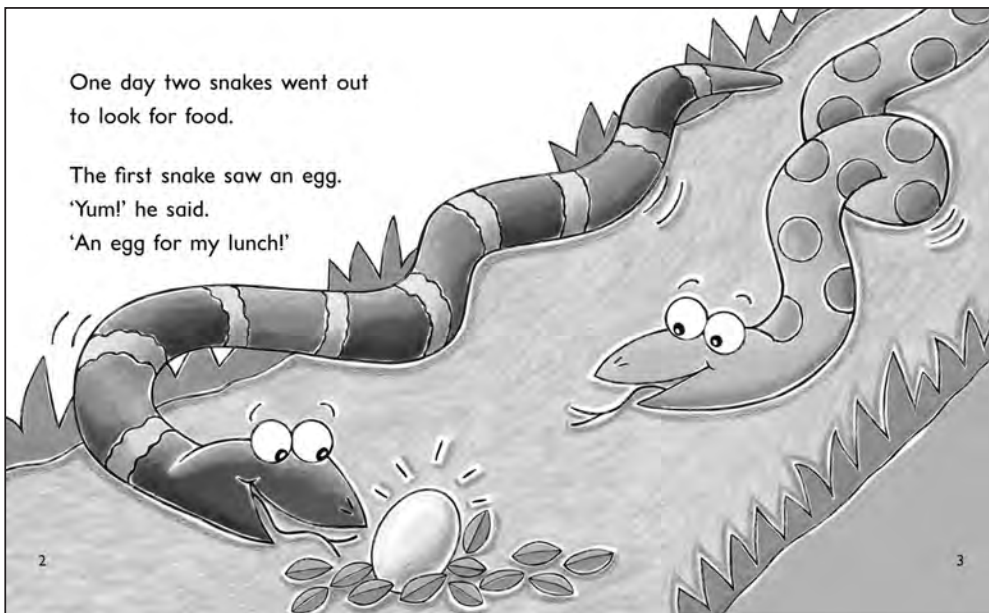
How did you know that word was 'egg'?

If a child is having difficulty with a word, ask the following questions:

What can you see in the picture? What letter does the word start with? What sound does this letter make?

One day two snakes went out
to look for food.

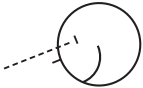
The first snake saw an egg.
'Yum!' he said.
'An egg for my lunch!'





Talkthrough

*Look at the snakes' faces. How is the striped snake feeling?
How is the spotted snake feeling? How can you tell this?*



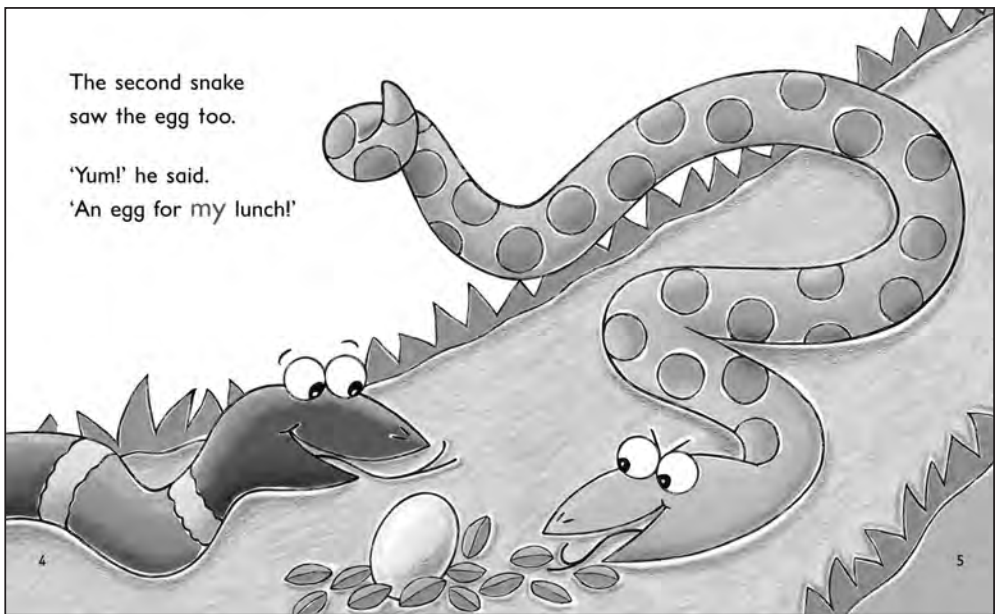
Observe and support

*Do the children understand the text at a literal level?
Do they read to gain meaning?
What were the two snakes looking for? What did they find?
What did they say when they found the egg?*

The second snake
saw the egg too.

'Yum!' he said.

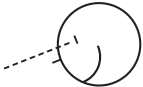
'An egg for my lunch!'





Talkthrough

These two snakes want to eat the egg. Have you ever wanted exactly the same thing as someone else? What happened? What might happen next in this story?



Observe and support

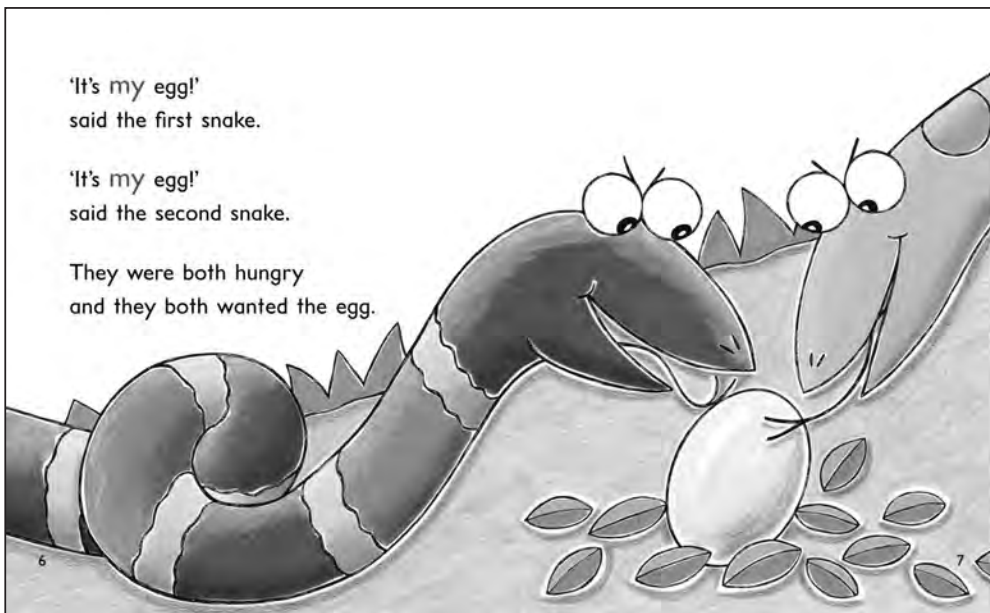
Do the children monitor their own reading? Do they recognise when they have made a mistake?

I noticed that when you made a mistake you re-read the sentence and then tried to work out what the right word was. How did you know you had made a mistake? What things did you do to work out the right word?

'It's my egg!'
said the first snake.

'It's my egg!'
said the second snake.

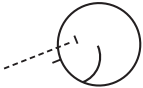
They were both hungry
and they both wanted the egg.





Talkthrough

*Now the snakes are arguing. What do you think the snakes are about to do? Why are they going to do this?
What would you do if you were one of the snakes?*

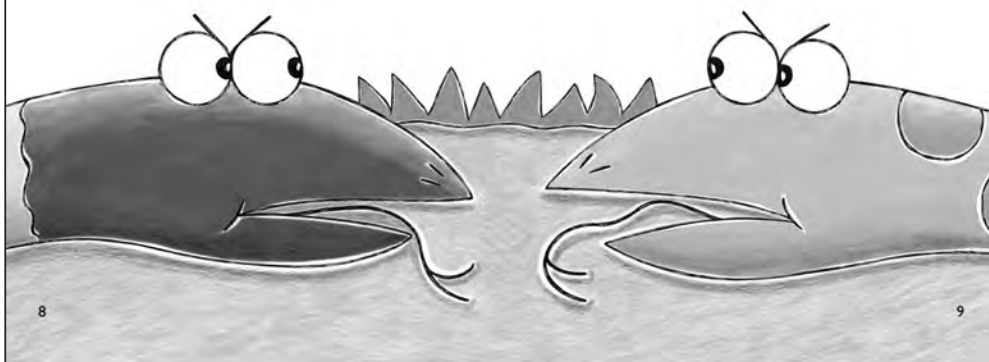


Observe and support

*Do the children read with expression?
How are the snakes feeling? How might they say, 'It's mine!'
What does an exclamation mark tell us about how we read a sentence?*

'It's mine!' said the first snake.

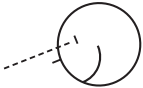
'It's mine!' said the second snake.





Talkthrough

The snakes are slithering around the egg. Which one will end up getting the egg? Which one should have the egg? Why?



Observe and support

Can the children use a range of strategies to work out new vocabulary, such as ‘slithered’ or ‘hissed’?

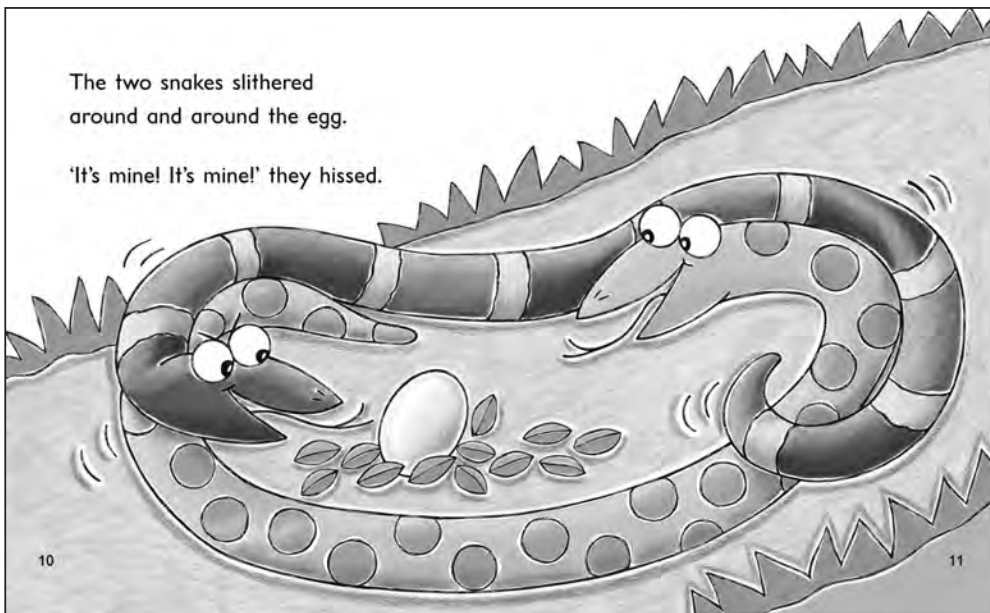
How did you know that word was ‘slithered’?

If a child is having difficulty with a word, ask the following questions.

What are the snakes doing? What sort of word would make sense here? What letters does the word start with? What sound do these letters make? What word would fit here?

The two snakes slithered
around and around the egg.

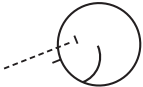
'It's mine! It's mine!' they hissed.





Talkthrough

The snakes have grabbed each other's tails. Is this a good way to solve the problem? What could they do instead? What will happen next?



Observe and support

Can the children use their understanding of letter-sound relationships to support their reading?

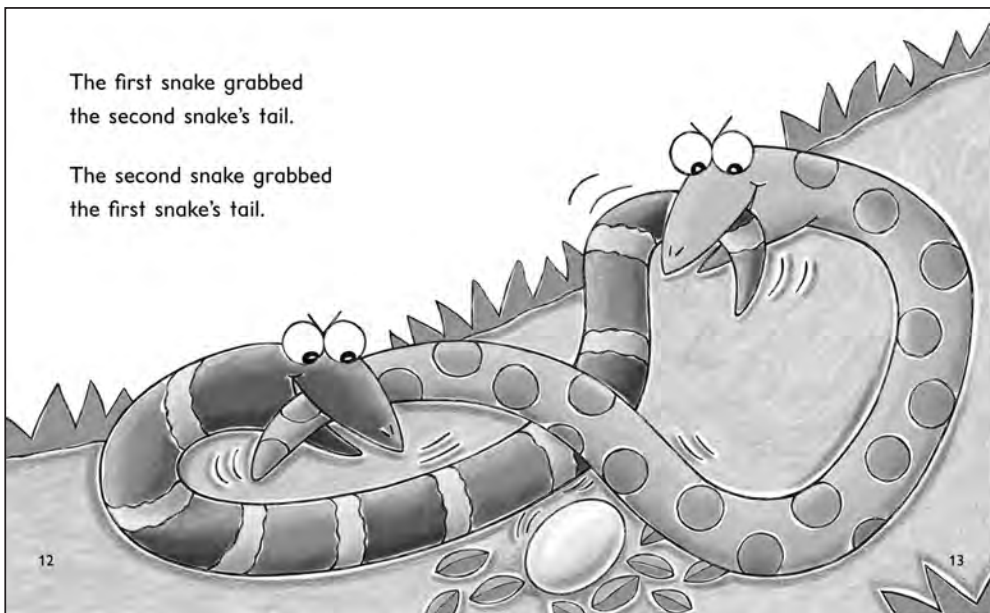
How did you know that word said 'grabbed'?

If a child is having difficulty with a word such as 'grabbed', ask the following questions.

What letters does the word start with? What sound do these letters make when they are together? What are the snakes doing? What word would fit here?

The first snake grabbed
the second snake's tail.

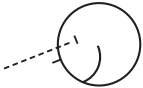
The second snake grabbed
the first snake's tail.





Talkthrough

What is happening to the snakes in this picture?



Observe and support

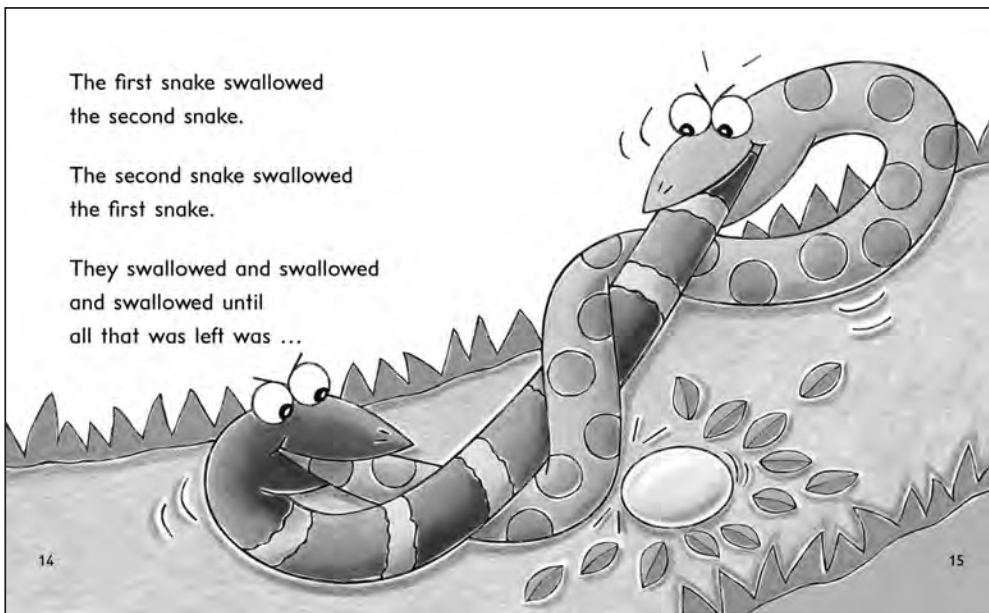
Can the children interpret the text?

What did the snakes want to eat? Did they eat the egg? Why not? What could the snakes have done instead?

The first snake swallowed
the second snake.

The second snake swallowed
the first snake.

They swallowed and swallowed
and swallowed until
all that was left was ...

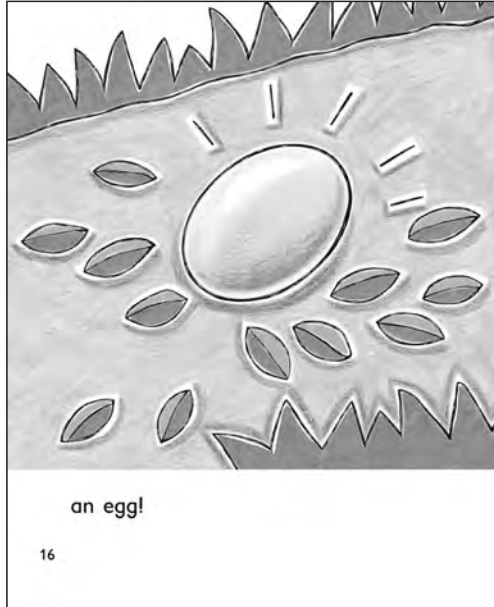




Talkthrough

What does this picture tell us?

Did you expect the story to end this way?



After reading

Being a meaning maker

Encourage the children to support their responses with evidence from the book as they discuss these comprehension questions.

What did the snakes want to eat?

What did they end up eating?

Why did they eat each other?

What did the author want people to learn from this story?

Being a code breaker

Explore the following language features:

- High-frequency words: went, to for, the, saw, an, he, said, my, they, were, no, was.
- Word that rhyme with 'snake': bake, cake, fake, lake, make, quake, rake, sake, shake, stake, take, wake.

Being a text user

Refer to the text when discussing these questions.

What kind of story is this? How do you know?

You might like to spend some time talking about the features of tall tales.

Tall tales usually consist of exaggerated characters or unbelievable plots. These stories often have a moral, such as 'Greed will lead to a bad end' or 'Be happy with what you have'.

Being a text critic

Could this story really happen? Why or why not?

What have the author and illustrator done to make this book funny?

Would it have been as funny if the pictures were photographs?

Would the story have worked if the two snakes had let go of each other before they disappeared completely?

Assessment

Can the children:

- explain why the book is a 'tall tale'?
- interpret the text to explain why greed can be a problem?

Responding to text



Provide the children with black paper, coloured cellophane, kebab sticks and tape. Ask them to work in cooperative groups to make stick puppets to retell the text. The shadow puppet play could be shown using an overhead projector as the light source and a large piece of paper for the screen.



Have the children work in small groups to make a poster that depicts the moral of the story; for example, 'Greed will lead to a bad end'.



Ask the children to list all the words they know that rhyme with 'snake'.

Writing

Encourage the children to innovate on the text to write another tall tale. For example, what if two elephants saw the same peanut and both wanted to eat it?

The children could work in pairs to write their own retelling of the story. Their work could be illustrated and then collated to make a class book.



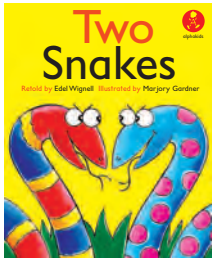
whole text activity



sentence activity



word activity



Teacher Edition

Topic: Greed

Curriculum link: English

Text type: Narrative

Reading level: 9

Word count: 134

High-frequency words: went, to for, the, saw, an, he, said, my, they, were, no, was

Vocabulary: egg, first, hissed, hungry, lunch, mine, second, slithered, snakes, swallowed, tail, two, yum

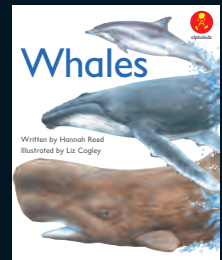
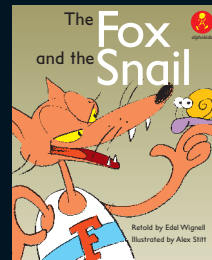
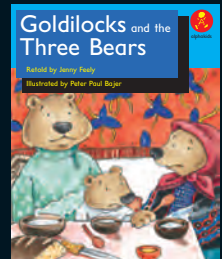
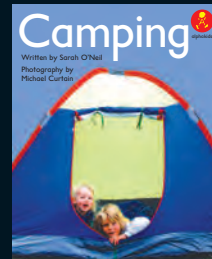
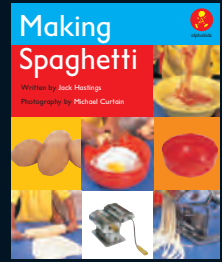
Possible literacy focus

- Exploring the concept of tall tales in writing.
- Interpreting the text to explore the consequences of being greedy.

Summary

This book is a humorous retelling of a story about two snakes fighting over an egg they both want to eat.

Other books at this level



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