

SNAILS AND SLUGS

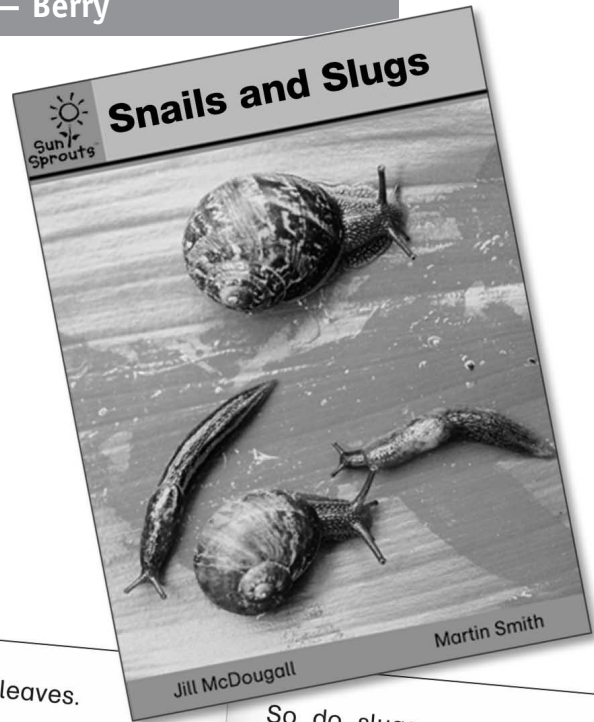
SunSprouts™ Level — Berry



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Summary

This simple report explores things that are the same and different about a snail and a slug.



Snails eat leaves.



4

So do slugs.



5

Use *Snails and Slugs* to introduce and practice the following skills and strategies:

Comprehension: Compare and Contrast Information

Phonemic Awareness: Phoneme Isolation /s/

Phonological Awareness: Syllables

Phonics: s and sl blends

High-Frequency Words: do, no, so

GRL	DRA	EI	Word Count	Text Type
D	6	6	54	report; compare and contrast

GRL = Guided Reading Level

DRA = Developmental Reading Assessment Level

EI = Early Intervention Level

ETA 204067
ISBN 0-7406-2306-0

BEFORE READING

Build Background Knowledge

- Share pictures of snails and slugs in their natural habitat. Use descriptive words as you talk about each of the animals. Encourage children to share any personal experiences with snails or slugs.

Introduce the Book

- Read the title and the names of the author and photographer. Draw children's attention to the front cover photograph. Let children know this book tells factual information about snails and slugs. *Who has seen a snail or slug? Where did you see it? What did it look like? How did it move?*
- Use the introduction and photographs on the back cover to create interest. Guide children through the story. Use prompts or questions that encourage children to use words they will read in the text. Have them point to special words on each page such as *snails, slugs, feelers, and same*.

DURING READING

Guide the Reading

- Ask children to return to the beginning of the story. If necessary, provide support for the first reading. Have children find the part of the text that repeats over and over: *So do slugs*.
- Draw attention to details in the photographs that match the text. For instance, on page 6, ask children to point to the feelers. Then have them point to the word *feelers*.

AFTER READING

Discuss and Respond to the Book

- Allow children to share what they learned about snails and slugs. *What is the same about snails and slugs? In what ways are snails and slugs different? What were the most interesting details you learned?*

Reinforce the Reading

- Allow time for children to reread the text on their own or with a partner.
- Place copies of the book in a science center for independent reading.
- Set up a listening center. Have children read along with the audio recording. Afterward, have them list one interesting fact about snails and slugs.

ASSESS UNDERSTANDING

Informal Observation

- Observe children as they read independently. Are they using the photographs as clues to meaning in the text?

Record of Oral Reading

- To gain insight about children's strategies and to identify next steps for instruction, you may wish to use the Record of Oral Reading form at the end of these notes. After administering this assessment, count the number of errors and use the following chart to determine whether this book is at an appropriate level for the student.

Word Count	Error Tally		
	0-2	3-5	6+
54	Easy	Instructional	Hard

Detailed directions for using this type of assessment can be found in a comprehensive *SunSprouts™ Teacher's Resource Guide*, at our website, or in professional resources such as *An Observation of Early Literacy Achievement* by Marie Clay.

Download instructions for using the Record of Oral Reading at www.etaquisenaire.com

SKILLS AND STRATEGIES

Comprehension Strategies

- Label one column of a chart *Snails* and the other column *Slugs*. Work with children to list the most important details from the book. Ask volunteers to use the information in the chart to make true statements in their own words.

BLM Use Worksheet 1 to identify details that are the same and those that are different.

Fluency

- Read the text aloud to model fluency. Reread the text as a choral reading. Have children read the part that tells about the slug.

Sounds, Letters, and Words

Focus on Sounds

- Ask children to listen as you say the word *slug*. *How many syllables did you hear in slug? Let's say the word together and clap for each beat you hear.* Repeat the activity with other story words: *snail, shell, feelers, slimy*.
- Ask children what sound they hear at the beginning of *snails*. At the beginning of *so*. At the beginning of *slugs*.

Focus on Letters

- Write the word *so* on the board or on chart paper. *What is the first letter of this word? What sound does it make?*
- Write the word *slug* on the board or on chart paper. Draw children's attention to the letters *sl*. *What sound do the s and the l make together? Can you find another word in the book that begins with the same initial blend? [slimy]* Use letters from the Reading Rods® Alphabet and Phonemic Awareness Kit or magnetic letters to spell *slug* and other words that begin with *sl*, such as *sleep, slip, sled, slipper, and slide*.

Focus on Words

- Write these words on cards: *do, no, so*. Place the words in a pocket chart. Say a word. Have a volunteer find the word and use it in a sentence. Talk about the letters in each of the words. Discuss what's the same and what's different.

Vocabulary

- Discuss how the words *damp* and *dark* are used in the book. Use props to help children understand the meaning of the words. Shut the lights off to make the room dark. Pass around a damp sponge.

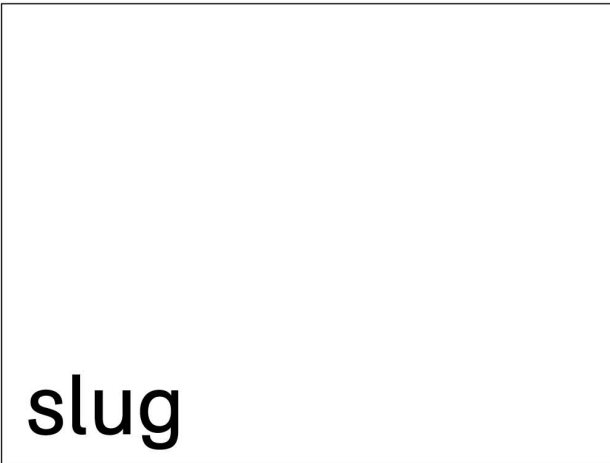
Writing

Interactive Writing

- Work with children to list other animals that have shells. Use the list to make a wall chart. Ask children to create labels and illustrations for the chart. As you write the animal names, draw attention to beginning, middle, and ending sounds.

Independent Writing

BLM Use Worksheet 2 to write simple reports. Brainstorm other animals that are similar but different, such as butterflies and moths, frogs and toads, or dolphins and porpoises. Bring in simple resources to learn about the animals. Ask children to select an animal to complete the report.
Example: This is a frog. This is a toad. Frogs have two eyes. So do toads.

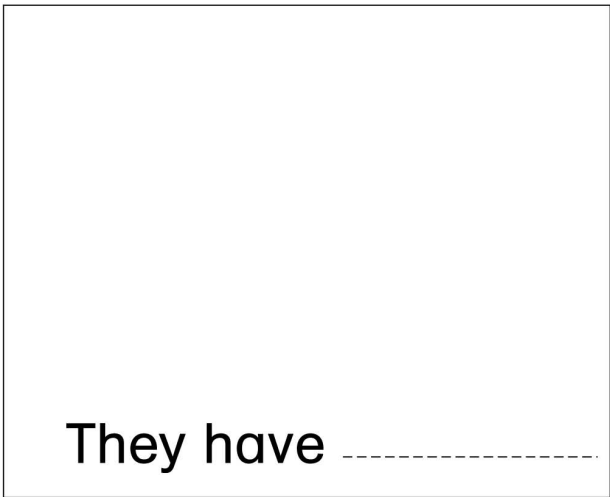
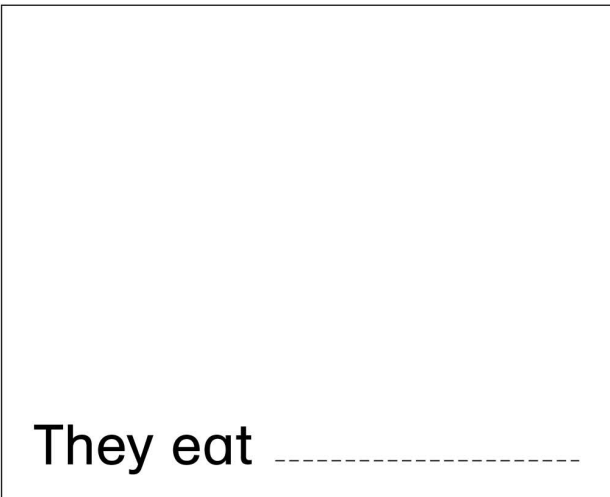


This is a slug.

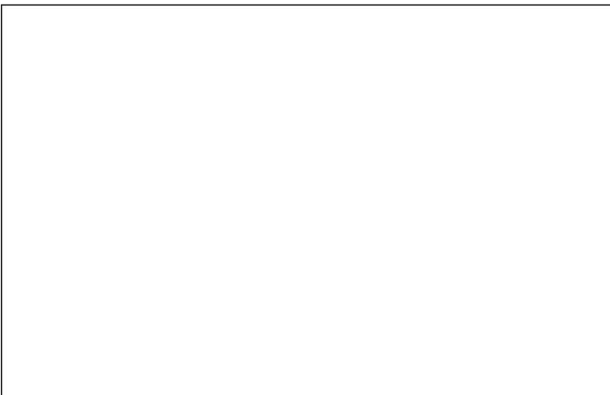


This is a snail.

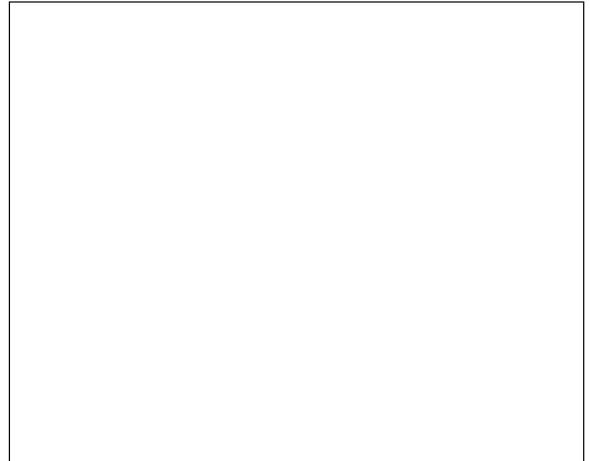
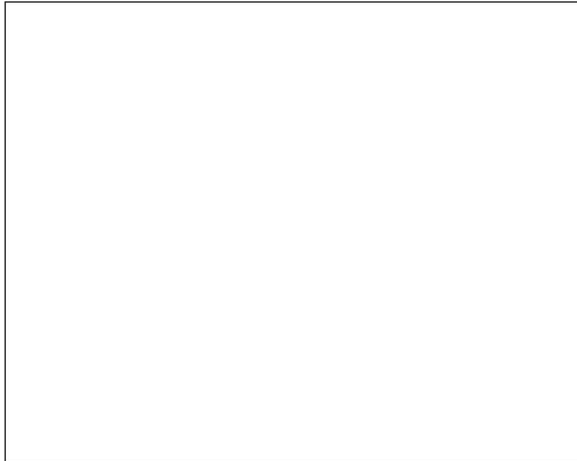
These things are the same for slugs and snails.



Snails have a shell.



This is different.



This is a _____. This is a _____.

_____ have _____.

So do _____.

Are _____ and _____ the same?

Snails and Slugs			Record of Oral Reading	Date:
GRL D	DRA 6	EI 6	Word count: 54	Student:
Accuracy: %		Self-correction rate: 1:		Easy Instructional Hard

Comment on the sources of information and reading strategies

Fluency _____

For detailed directions on using this form, refer to a comprehensive *SunSprouts™ Teacher's Resource Guide*, or download instructions from www.etacuisenaire.com.

* SC=Self-correction

Page	Text	Error Tally	SC* Tally	Error Analysis	SC* Analysis
2.	This is a snail.				
3.	This is a slug.				
4.	Snails eat leaves.				
5.	So do slugs.				
6.	Snails have four feelers.				
7.	So do slugs.				
8.	Snails leave a slimy trail.				
9.	So do slugs.				
10.	Snails like damp places.				
11.	So do slugs.				
12.	Snails like dark places.				
13.	So do slugs.				
14.	Are snails and slugs the same?				
15.	No.				
16.	Snails have a shell.				