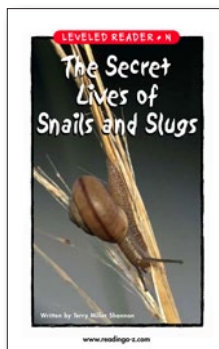


Lesson Plan

The Secret Life of Snails and Slugs



About the Book

Text Type: Nonfiction/Informational Page Count: 16 Word Count: 637

Book Summary

Just mention the word *slime* and you are likely to have the attention of many early readers. *The Secret Lives of Snails and Slugs* not only mentions slime, it discusses the many fascinating purposes of slime in the lives of snails and slugs. This informative book also examines these animals' body parts, how they move, what they eat, and how their young are born. Captioned photographs of a wide variety of snails and slugs are sure to delight readers who love all things slimy.

About the Lesson

Targeted Reading Strategy

- Ask and answer questions

Objectives

- Use the reading strategy of asking and answering questions
- Identify main idea and details
- Identify spellings for s-family blends
- Recognize the naming part of a sentence (subject)
- Identify synonyms

Materials

Green text indicates resources available on the website

- Book—*The Secret Lives of Snails and Slugs* (copy for each student)
- Chalkboard or dry erase board
- Main idea and details, s-family blends, synonyms worksheets
- Word journal (optional)
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

- Content words: *gastropods*, *mollusks*, *tentacles*

Before Reading

Build Background

- Ask students what they know about snails and slugs. Create a KWL chart on the board. Review or explain what each letter stands for. Give students the [main-idea-and-details worksheet](#) (KWL worksheet) and have them fill in the first column with things they know about snails and slugs. Discuss their responses.

Preview the Book

Introduce the Reading Strategy: Ask and answer questions

- Tell students that asking questions about a topic before reading and looking for the answers as they read will help them understand and remember what they read.

Lesson Plan *(continued)*

The Secret Life of Snails and Slugs

- Show students the front and back covers of the book. Ask them to read the title. Ask what they think the book will be about. Model how to ask questions using the pictures on the covers and write the questions on the KWL worksheet.
Think-aloud: Let's look at the front cover. I see a snail climbing on a piece of grass. I wonder if a snail is as slimy as I think it is. I'll write that question on the worksheet. On the back cover I see a very strange creature that looks like it might be underwater. I wonder how it moves around. I'll write that question on my chart, too.
- Have students write questions about snails and slugs in the second column on the worksheet. Tell them that as they read, they will be looking for answers to the questions they wrote.
- Show students the table of contents. Explain or review that the table of contents lists the big ideas about snails and slugs that are covered in the book. Tell students that they can use the section titles to think of other questions about snails and slugs. Model by adding a question such as "Are snail bodies and slug bodies alike?" Have students add their questions to their worksheets.
- Show students the title page. Talk about the information that is written on the page (title of book, author's name, illustrator's name).
- Show students the glossary and index. Explain the purpose of each.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary

- Go through each page of the book with students. Talk about the illustrations and use the vocabulary they will encounter in the text. Ask students to talk about what they see in each picture. Provide opportunities for students to say the new vocabulary words, talk about their meanings, and use the words in sentences.
- Reinforce new vocabulary and word-attack strategies by pointing to an object in the picture. For example, ask students to point to the illustration of the snail on page 6. Ask students to say the name of the animal and tell what sound they hear at the beginning. Ask students to find the word on page 6 and explain how they know that the word is *snail*. Ask students to look at the picture and decide if the word *snail* makes sense. Repeat with other vocabulary words if necessary. Remind students to look at the beginning and ending sounds in words and/or recognizable parts to help them sound out the words.
- Encourage students to add the new vocabulary words to their word journals.

Set the Purpose

- Have students read the book to find answers to their questions about snails and slugs.

During Reading

Student Reading

- **Guide the reading:** Give students their book and direct them to read to the end of page 7. Tell students to reread the pages if they finish before everyone else.
- Have students underline answers to any of the questions they've written on their worksheets. Model answering a question on the KWL worksheet.
- *Think-aloud: I didn't find the answer to the first question I wrote on my KWL worksheet, but I did find the answer to the second one. I wanted to know how snails and slugs move. I read on page 6 that they move by crawling on one foot. I didn't know snails and slugs have a foot! I'll write this on the KWL worksheet in the section titled "How They Move."*
- Read the headings under the "What I Learned" section of the worksheet. Ask students which, if any, of their questions were answered. Have them circle the questions that were answered, and help them decide under which heading to write the information.
- Ask students if they had other questions as they read the pages. Have them add the questions to their worksheets.

Lesson Plan *(continued)*

The Secret Life of Snails and Slugs

- Tell students to read the remainder of the book, continuing to look for information that will answer the questions written on their worksheets.



Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- **Word-attack:** Ask students what words were difficult for them. Ask how they figured out the words. Reinforce any strategies used, such as sounding out the word and verifying by context and/or picture clues. For example, have students look at the last sentence on page 9. Ask how they know that the second word is *disgusting*. Ask what sound it begins with and what sound it ends with. Ask what other words around it might give students a clue about the word and its meaning. Ask if the word *disgusting* fits in the sentence.
- Discuss additional strategies students used to gain meaning from the book.
- **Comprehension:** Reinforce that asking questions before and during reading and looking for the answers while reading keeps students interested in the topic, encourages them to keep reading in order to find the answers to their questions, and helps them understand and remember what they have read.

Teach the Comprehension Skill: **Main idea and details**

- **Discussion:** Review with students interesting information they learned while reading the book. Discuss any details they learned about snails and slugs.
- **Introduce and model:** Write the following list of words on the board: *baseball, football, basketball, soccer ball*. Ask students to tell what these words refer to (different types of balls). Point out that these words help to identify the main idea. (Different types of balls are used in sports.) The words *baseball, football, basketball, and soccer ball* are details that support this main idea.
- Point out to students that every book has an overall main idea, which is the most important thing the book is about. The main idea in this book is: *Snails and slugs are very similar*. The facts in the book are the details about this main idea. Point out that sometimes the amount of information, or details, about a topic is so large that the information is grouped into sections, and each section has its own main idea. Make two columns on the board. Write the heading *Main Idea* above one column and *Details* above the other column.
- Introduce and explain the **main-idea-and-details worksheet** to students. Model finding the main idea and details for the section "Snail and Slug Bodies."
Think-aloud: *The main idea is the most important idea in the section. In this book, each section tells us a way that snails and slugs are similar to each other. As I read the section "Snail and Slug Bodies," most of the sentences describe snail and slug bodies. They both have soft bodies covered by a shell. They both have similar tongues and tentacles, too. Based on what I read, I think the main idea of the section is: Snails and slugs have similar-looking bodies.*
- Write the main idea on the worksheet under the appropriate heading. Identify with students the details from this section of the book that support the main idea (both have soft bodies covered by a shell, both have similar tongues and tentacles, and so on.). Write these details on the worksheet next to the main idea. Point out how these details support the main idea.
- **Check for understanding:** Have students reread pages 8 and 9 with a partner. Have them write a main idea and details for this section on their worksheet. When students are finished, discuss as a group. Have students make corrections to their worksheet as needed.
- **Independent practice:** Have students complete the main-idea-and-details worksheet for another section of the book. If time allows, discuss their answers.

Build Skills

Phonics: S-family blends

- Write the words *snails* and *slugs* on the board and have students find and read the sentence in which the words are found on page 5. Ask students what sound they hear at the beginning of each word.
- Explain that in these words, the letter *s* combines with the letters *n* and *l* to form the blends *sn* and *sl*.
- Write the following words on the board: *snake*, *sled*, *snap*, *slap*. Have students read the words. Ask volunteers to come up and circle the blends.
- Write the word *squids* on the board and have students find and read the sentence in which it is found on page 5. Ask students what sounds they hear at the beginning of this word and what letters blend together to make the sounds. Point out that 3 letters blend together in this word. Ask a volunteer to come up and circle the letters that make the blend.
- Write the blends *sc*, *sl*, *sk*, *sm*, *sn*, *sp*, *squ*, *st*, and *sw* on the board. Have students brainstorm words they know that start with each of the blends. Write the words on the board under the appropriate blend as students say them.
- Explain the [s-family blends worksheet](#), go over the example provided, and instruct students to complete the worksheet. When completed, discuss their answers.

Grammar and Mechanics: Naming part of a sentence (subject)

- Direct students to the first sentence on page 5 of the book. Read the sentence and ask students what the sentence is about. Circle the words *Snails* and *slugs*. Tell students that this is the naming part of the sentence, and that it tells who or what the sentence is about. Explain that this sentence is about 2 things, snails and slugs.
- Have students read the last sentence on page 11. Ask them to tell what the sentence is about. Explain that the naming part of this sentence only tells about one thing.
- Write the following sentences on the board. Ask individual students to circle the naming part of each one.

This snail has a striped shell.
Some slugs and snails live in water.
Crops and gardens can be damaged by snails.
He likes to eat snails.
- Select sentences from the book and have students take turns finding the naming part of each.

Word Work: Synonyms

- Direct students to page 9 of the book. Have them find and read the sentence in which the word *awful* is found. Tell students that there are many words that mean the same thing. Explain that instead of using the same word all of the time, they can choose another word. Ask students to think of other words for *awful* (*terrible*, *horrible*, *bad*, and so on). Ask students if the new words make sense in the sentence.
- Check for understanding by having students read the last sentence on the page in which the word *disgusting* is found. Ask them to think of another word that means the same or almost the same as the word *disgusting* (*yucky*, *gross*).
- Introduce, explain, and have students complete the [synonyms worksheet](#).

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends.

Extend the Reading

Writing Connection

Have students write a story about the places “Sammy Snail” might visit during the day. Tell students that “Sammy” can be a he or she. Have students illustrate their stories with maps of the places “Sammy” visited. Have students share their stories with the group.

Visit [Writing A–Z](#) for a lesson and leveled materials on narrative writing.

Social Studies Connection

Provide resources for students to research other animals that have shells. Make a chart titled “We Have Shells” and post it in the room. Tell students to add to the chart as they find new animals. Encourage them to add pictures cut from magazines.

Skill Review

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- use the reading strategy of asking and answering questions to understand nonfiction text
- identify main idea and details in nonfiction text
- recognize s-family blends
- identify the naming parts of sentences
- identify synonyms

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)