The Snake and the Drake

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<table>
<thead>
<tr>
<th>Focus phonics</th>
<th>Skills, concepts and knowledge covered by the Teaching Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Long vowel sound: <em>ai</em> as in <em>train</em> (made by <em>ai</em>, <em>ay</em>, <em>a–e</em>, and <em>a</em>)</td>
<td>Skills – Hear and identify long vowel sounds in words; Blend sounds together to read words with long vowel sounds; Segment words with long vowel sounds into their individual sounds for writing</td>
</tr>
<tr>
<td></td>
<td>Concepts – A sound in a word can be represented by one letter or by more than one letter; There can be more than one way to represent a sound; The same spelling pattern can represent more than one sound</td>
</tr>
<tr>
<td></td>
<td>Knowledge – Focus phonics</td>
</tr>
</tbody>
</table>

Example phonic words:
- rainy tail raisins wait waited waiting day away way okay lay
- drake lake snake came cake make makes Raven Raven’s grapes dates shame a

High frequency tricky words:
- come one to said some what you

Challenge words:
- can’t every

Letters and sounds:
- Phase 5
  - A sound in a word can be represented by one letter or by more than one letter;
  - There can be more than one way to represent a sound;
  - The same spelling pattern can represent more than one sound

Introducing the phonics

**W** Spot the rhyme words

Display words with the long *ai* vowel sound, some of which rhyme (*snail, nail; paint, faint; spray, tray; lake, snake; gate, plate; again, cave, frame*). Ask one child to find and read two words that rhyme. Everyone else puts their thumbs up if they agree. Read the words by sounding out and blending.

**W** Look at the rhyme words. Ask the children to tell you what sound is the same in all these words (the long vowel sound *ai*). Ask the children to draw a sound button under each letter pattern and highlight the letter pattern in each word that makes the sound *ai*. Ask all the children to sound out the letter patterns as you point to them and blend them together again to read each word. Point out that in some words the two letters that make the vowel sound are separated by a consonant and both should be highlighted (e.g. *lake*)

Group or guided reading

**W** Before reading

Ask the children to think of some animals with long *ai* sounds in their names (*ape, whale*). Remind them of *snail* and *snake* from *Spot the rhyme words* game, and introduce them to the birds *raven and drake*.

**C** (Clarifying) Look at the cover and ask the children what animals are in this story (*snake, drake, raven*). Explain that it is important when blending together the sounds in a word, to check to see if it sounds like a real word as some words are less regular.
Remind the children of the context words (see page 5, or the inside back cover of *The Snake and the Drake*) by writing them on a whiteboard. Read these words and point out the letters that make the usual sound in each word (e.g. the s in *said*). This will help the children to remember these words.

**Strategy check**
Ask the children to tell you the long vowel sound made by each letter pattern in the box on the back cover of their books. Tell the children that some of the words in this book use these letter patterns so they should look out for them as they read, remembering to sound out and blend words they do not recognise.

**Independent reading**
Encourage each child to read the whole book at his or her own pace, sounding out and blending words he or she does not recognise. Listen in to each child reading and provide lots of praise and support.
- Praise the children for sounding out and blending sounds to read words they do not recognise.
- Praise the children for recognising familiar words.

**Assessment**
Observe the children to check that they can:
- confidently give the sound for all the focus letter patterns
- successfully blend all the sounds for the word *away* together
- successfully blend the sounds of the longer multi-syllabic word *raisins* together by blending the sounds in each syllable together first.

Emphasise and model these skills for any child who needs help.

**Returning to the text**
Ask the children to:

- **(Prediction)** Say why the snake is still waiting. (He thinks the drake will return with some yummy cake.)
- **(Questioning)** Say who they think is the cleverest: the drake or the snake? Say why. (Drake because he manages to escape.)
- Find all the words on page 14 with a long *ai* vowel sound (*okay, wait, snake, drake, away*). Then read the words by sounding out and blending. (Do they think the word *said* has a long vowel sound in it?)
- Reread the sentence saying *said* with a long vowel sound to see if it makes sense. (Explain that this is an irregular frequent word.)
- Segment the words into their separate sounds and write them on a whiteboard.

**Underline the letter patterns which make the long *ai* vowel sound. Point out that the letter pattern *ay* usually occurs at the end of words.**

**Assessment**
Observe the children to check that they can:
- follow the meaning of the text, going beyond the literal
- use context to read words, making sure text makes sense
- analyse the letter patterns used to write the long vowel sound *ai*.

Model the appropriate responses for children who need help. Follow this up with further practice using the Blending Activity, Letter Pattern Activity and Segmenting Activity for *The Snake and the Drake* on the eSongbirds CD-ROM, as well as additional practice reading *The Snake and the Drake* using the Talking Story version.
Where next?

Further phonic practice

**Word sort**
Make five columns, four columns labelled with a different spelling pattern for the long vowel sound *ai* (*ai, ay, a–e, a*) and one column labelled *unusual*. Find words from the text containing the long vowel sound *ai*. Segment each word into its separate sounds and write it in the appropriate column. Tell the children to look out for new words to add to the columns.

Extension phonic work

**Imagining** Ask the children to design and write instructions for making Yummy Raven’s Cake. Discuss the different features of stories and instructions.