

FOR VISUAL READERS
TOON BOOKS®

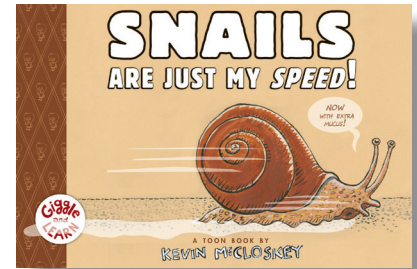
Snails Are Just My Speed!

by *Kevin McCloskey*

ISBN: 978-1-943145-27-0

F&P Reading Level = M

by Lotus Fragola,
 Elementary school English teacher



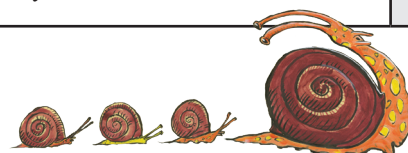
ELA COMMON CORE STANDARDS

KEY IDEAS AND DETAILS	
<p>What are two ways snails avoid being eaten by other animals?</p> <p>How do shells help snails and other animals that live in them?</p> <p>Why do you think we shouldn't eat raw snails? [Some snails have parasitic worms that can make us sick.] What other animals' meat should we not eat raw?</p>	<p>RL.K.1 RL.1.1</p>
<p>What is "mucus"? Where can you see it on page 7?</p> <p>Why is the snail on page 12 excited? What doesn't he know?</p>	<p>RL.K.2 RL.1.2</p>
<p>At the beginning of the book, one of the kids seems to think snails are gross. Which kid is it? [Look at page 7.] Now look at how the expressions on her face change from pages 10 and 11 to pages 17 and 19. How do you think she feels about snails by the end of the book? Why do you think she changed her mind?</p>	<p>RL.K.3 RL.1.3</p>

INTEGRATION OF KNOWLEDGE AND IDEAS	
<p>Which of the animals on page 4 is the fastest? How does the illustration help you figure it out?</p> <p>What do you think snails eat? Can you remember what the snails were eating in any of the illustrations in the book?</p> <p>Look at the picture of Cupid on page 17. Has anyone seen this character before? Can anyone tell us the story of Cupid and his arrows?</p> <p>What are the person's hands on page 19 doing? Have you ever made shadow puppets with your hands? Can anyone make a dog or a rabbit hand shadow puppet?</p>	<p>RL.K.7 RL.1.7</p>

CRAFT AND STRUCTURE	
<p>What do the words "prey" and "predator" on page 5 mean? In this illustration, which animals are predators and which are prey? Which animal do you think the bird will eat?</p>	<p>RL.K.4 RL.1.4</p>
<p>Who wrote this book? Is it the same person who drew the illustrations? How do we know? Where do we look to find out?</p> <p>How do you think the author feels about snails? What makes you think that?</p> <p>Who is asking "What eats snails?" on page 6? How can you tell? Do you think it's a kid or a grown-up? What clues help you to guess?</p>	<p>RL.K.6 RL.1.6</p>

SPEAKING AND LISTENING / WRITING	
<p>After reading, have students sit in pairs or small groups and discuss:</p> <p>Have you ever seen a snail outside? Where was it and what was it doing? Did it look like any of the snails in the book? Have you ever eaten a snail? If you haven't seen a snail, tell about another animal you have seen that is like a snail in some way. Ask a few students to relate their experiences to the class.</p> <p>Before we read this book, did you know what mucus was? This book taught us that snails use mucus in many ways. Work together to see if you can remember 3 or 4 different things snails use mucus for. Then have students share with the class what they learned. (You may want to show transparencies of pages 7, 8, 9 and 10 to jog students' memory.)</p>	<p>SL.K.1 SL.K.2 SL.1.1 SL.1.2 SL.K.4 SL.1.4</p>
<p>On the Activity Sheet, draw and write about some of the ways snails are like other animals.</p>	<p>W.K.2 W.1.2</p>



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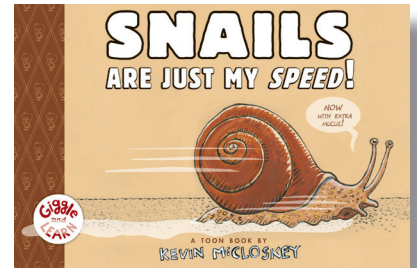
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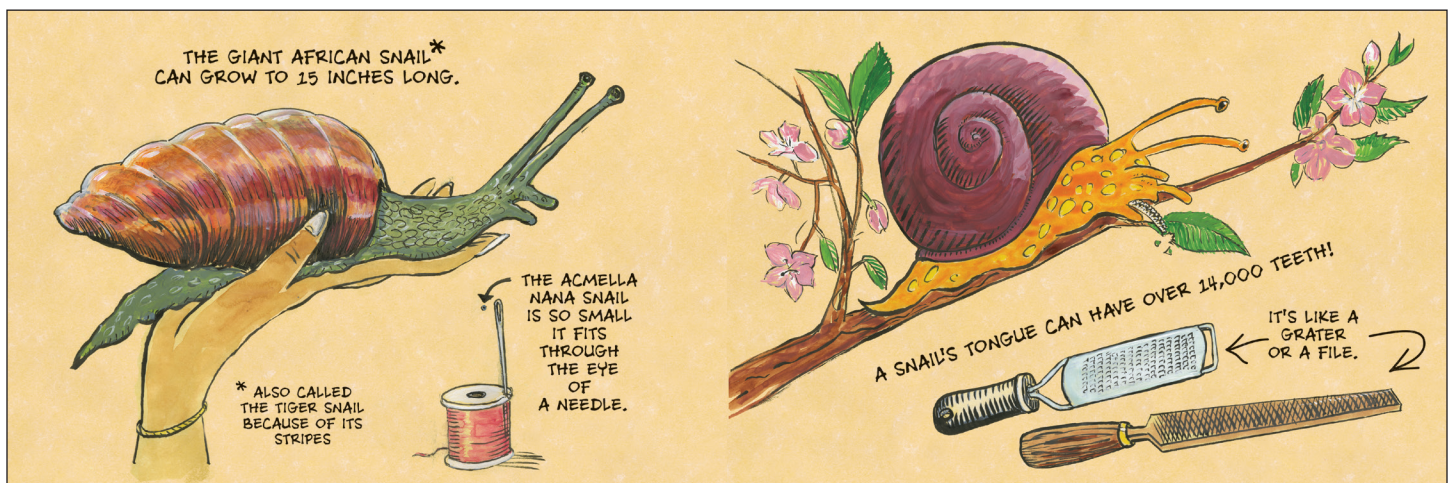
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Guided Reading Lesson Plan

Before Reading	<i>Snails Are Just My Speed!</i> introduces children to the wonderful world of snails through Kevin McCloskey’s humorous and engaging writing and illustrations. In this lesson, students will compare snails with other animals, looking at how their speed, habitat, diet and predators make them similar to and different from other animals. Students will also have the chance to reflect on how things that we may first think of as gross (like mucus and snails) can also be useful, interesting and fun to learn about.
Subject	English Language Arts
Grade Level	Kindergarten – 1st Grade
Suggested Time	1 hour
Materials	Pencils, markers, activity sheets, (optional) a snail shell and seashell or pictures of each
Objectives	Students will learn about snails and how to draw them. They will also explore similarities and differences among animals.
Before Reading	If you can find an (empty) snail shell and a seashell, bring them to class and let students pass them around. Alternatively, photos of the two kinds of shells could be displayed or handed around. How are these shells different from one another? How are they alike? Can you guess what animal lived in each one? Show the cover of the book and invite students to share what they already know about snails. How fast do they move? What do they eat? Where do they live? Ask students to guess about the different sizes of snails. We will learn lots of things about snails in this book, including how tiny and how huge they can be. Listen and look carefully and at the end let’s see who can tell me how big two of the snails in this book - the Giant African snail and the Acmeella Nana snail - are.



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Guided Reading Lesson Plan Continued

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Reading	<p>Encourage students to make comparisons and find similarities among animals throughout your reading of the book:</p> <p>Page 3: Who can name any other animals that live in shells? [Clams, oysters, crabs and turtles are good examples.]</p> <p>Page 4: Which other animals move very slowly? Very fast?</p> <p>Page 5: What other ways can animals avoid predators? [Fun examples include possums playing dead, squid squirting ink and stink bugs releasing a terrible odor.]</p> <p>Page 8: Can you think of other animals that follow one another's trails or eat together? [Ants make scent trails. Flamingos and gorillas like to eat in groups.]</p> <p>Page 13: Snails live in many different parts of the world, both in the ocean and on high mountains...what other animals can live both in water and on land? [Turtles, frogs, beavers and ducks are examples.]</p> <p>Page 15: We saw a drawing of a person's body on page 11. Can anyone name some of the body parts that both snails and humans have? Do these parts look the same on a human and a snail?</p>
After Reading	<p>Ask students if they remember how big the Giant African snail and the Acmella Nana snail are. What other new things did you learn about snails? Did you learn anything that surprised you? Did you think any parts of the book were funny? Which ones?</p> <p>To integrate movement into the lesson, divide the class into groups of 3. Assign one student in each group to be a snail, one a tortoise and one a fly. Ask the class which of these 3 moves the slowest, fastest and in between. Then give the class various activities to mime in their groups: the snails doing it very slowly, the tortoises miming it faster, and the flies acting it out the fastest. Activities could include eating a sandwich, brushing your teeth, waving hello to a friend and jogging in place.</p>



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SNAILS ARE JUST MY SPEED!

ACTIVITY SHEET: DRAW YOUR OWN SNAIL

NAME _____

Kevin McCloskey thinks snails are fun to draw. See if you agree! Follow his directions to draw your own snail. Then, draw a speech balloon for your snail and fill it in with your own words.

...SNAILS ARE FUN TO DRAW!

Start with a 6.

Circle around a few times.

Close up the shell.

Draw the body and eyes.

Don't forget the mucus!

The trick with snails is to draw...
S-L-O-W-L-Y!

Lovely!

DRAW YOUR SNAIL BELOW!

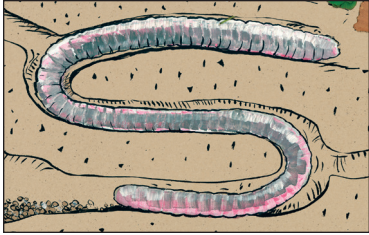


SNAILS ARE JUST MY SPEED!

ACTIVITY SHEET: WHAT DO THESE ANIMALS HAVE IN COMMON?

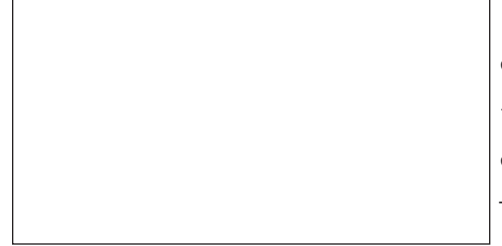
NAME _____

What do these animals have in common with snails? Write and draw what is the same about them. The first one is done for you.



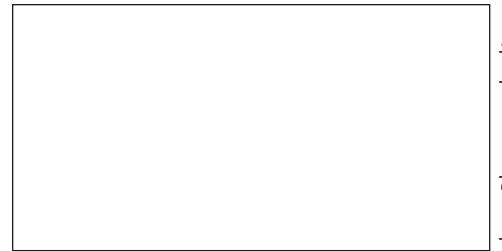
Worms and snails

They both are eaten by
birds.



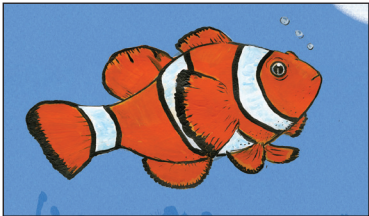
Crabs and snails

They both _____
_____.



Turtles and snails

They both _____
_____.



Fish and snails

They both _____
_____.



Caterpillars and snails

They both _____
_____.



Humans and snails

They both _____
_____.

