

Dad's Snore

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Overview

In this humorous narrative Dad's snore is affecting everyone in the household. This text is available as a big book, and there is an audio version on the Ready to Read CD *Readalong 2010*.

Suggested purposes

This book supports the comprehension strategies of making connections, forming and testing hypotheses, and analysing and synthesising. It encourages expressive reading and provides opportunities for exploring vocabulary and practising decoding strategies.

Text features

(This information is intended as a prompt for teachers rather than as a list of teaching points.)

- the clear narrative structure (setting the scene on page 2, the series of events, and the humorous ending)
- the repetition in the text which supports prediction (forming hypotheses)
- the rich descriptive language:
 - the vivid verbs – “boomed”, “bounced”, “howled”, “roared”, “rolled”, “rumbled”, “yelled”, “yowled”
 - the adjective “terrible”
 - the onomatopoeia – “yowled”, “howled”
- the prepositional phrases – “along the hallway”, “down the stairs”, “round the corner”, “over the cat's basket”, “out to the dog's kennel”
- the visual language features (the characters' facial expressions, the speech bubbles, and the “z”s to convey the journey of the snore), which help to clarify meaning and add to the humour
- the possessive apostrophes in “cat's”, “Dad's”, “dog's”
- the initial consonant blends in “Grandma”, “snore”, “stairs”, “stop”,
- the irregular past-tense verb “woke”
- the compound words – “Grandma”, “hallway”
- the “ou” digraph in “bounced” and “round”.

Introducing the text

Show the children the front cover and have them use the title and illustration to predict what the book will be about. Check that they realise that the “z”s indicate the sound of Dad's snore. Encourage them to share any experiences they have of someone snoring. If necessary, demonstrate what a snore sounds like. (In order to understand the story, it's essential that the children realise how disturbing a snore can be when other people are trying to sleep!) Include the word “terrible” in the discussion. *Let's read this story to find out how the rest of the family feel about Dad's snoring ...*

The first reading

These notes are suggestions for using this book for guided reading. If you're using the big book for shared reading, encourage the children to read along with you, and increase the level of support.

Read the names of the author and illustrator.

Title page – Listen to the children reread the title. Briefly explain the use of the possessive apostrophe to show that the snore belongs to Dad. Ask the children to predict why the illustration shows a cat and a dog. Draw out the idea that they're part of the family. *How are they feeling? What makes you think that?*

Remind the children of the particular strategies you want them to focus on during the reading. For example: *We are learning to use clues in the text and illustrations to help us predict what will happen next*, or *We are learning to use what we know about letters, sounds, and word meanings to help us work out new words*.

Listen to them read the text themselves, providing support and feedback as necessary.

Page 2 – *What is this page telling us about Dad? What clues here tell you how Mum is feeling?* Encourage the children to read Mum's dialogue expressively.

Page 3 – Encourage the children to share the strategies they used for decoding the first line, for example, noticing the "rum" in "rumbled" or the two shorter words inside "a-long" and "hall-way". You could write the word "rumbled" and cover up the "d" to show the root word "rumble". If necessary, write a few other familiar words as well, such as "gobble" and "little", to clarify the sound of the "le" ending.

I'm wondering if there is anyone else who will be disturbed by the snore ... Ask the children to predict what will happen next. Check if they're noticing the pattern of the text. For example, you would expect their predictions to include ideas about other family members (including the pets), about the movement of the snore through the house, and/or the phrase "Stop that noise".

Pages 4 and 5 – Prompt the children use the illustrations to check their predictions. They could trace the movement of the snore with their fingers to assist them with working out the prepositional phrases "down the stairs" and "round the corner". Encourage them to draw on their phonics knowledge to decode "bounced". If necessary, clarify the "ow" sound of the "ou" digraph. Observe if the children notice the same digraph in "round".

Together, recap (summarise) where the snore has been and who has been affected. Have the children think, pair, and share their predictions about who will be affected next.

Pages 6 and 7 – Use the illustrations to clarify that the snore has moved outside. Draw out the idea that the speech bubbles are the pets version of "Stop that noise"! Support the children with decoding as necessary. You may need to reassure them about the "or" sound for "oar" in "roared". You could prompt them to draw on their knowledge of "how" or "now" to help them decode "yowled".

Discuss the cacophony of sounds that has built up. Have the children think, pair, and share their predictions about the end of the story.

Page 8 – *Is this what you thought would happen?* You may need to explain that "woke" is the past-tense form of "wake". Discuss the humour in the tables being turned on Dad. *Do you think this will make Dad do anything about his snoring? Is there anything he **can** do?*

Ideas for revisiting the text

(Choose only one or two per session.)

Listen to the children reread the text, observing their use of decoding strategies and their use of expression.

Have the children work with a partner about a word they found difficult and the strategies they used to work it out. Listen in to the discussions to see if there are any particular words, features of words, or decoding strategies that you may need to follow up on. For example, you could focus on any initial blends or digraphs that caused difficulty; or you could show how identifying familiar chunks (or whole words, in the case of compound words) within words makes decoding easier.

Identify the narrative structure (the introduction, the recurring problem, and the humorous ending). Discuss how the illustrations helped the children understand what was happening and how the characters were feeling.

Discuss the writer’s rich use of descriptive language and how her choice of words helped the children understand and enjoy the story. You could explore and build vocabulary further by:

- recording some vivid verbs, and associated adjectives from the text and adding more examples over time;

What the snore sounded like		How the snore moved
(adjective)	(verbs)	(verbs)
terrible	boomed	bounced
	roared	rolled
	rumbled	

- exploring word meanings, for example, how a “boom” is different from a “roar”, or what it looks like to “bounce” or “roll”;
- working together to place verbs from the text, including “yowled” and “howled”, plus the children’s own examples, on a continuum (or cline) from quietest to loudest;
- focusing on word structure. List the verbs on the whiteboard. Identify the root word and add other endings (“boom”, “booms”, “booming”, “boomed”). You could have the children work in pairs, choosing one of the sets of words and using them to create oral sentences.

Review the use of the possessive apostrophe in “cat’s”, “Dad’s”, and “dog’s”.

Suggestions for further tasks

Have the children listen to and read along with the audio version on the CD *Readalong 2010*.

Use the text for Readers’ Theatre, encouraging expressive reading.

Read or reread the Ready to Read poem card *Bedtime Cat*, or the big book version of *Greedy Cat*, which also includes the words “howl” and “yowl”.

Reuse the prepositional phrases in shared writing about another journey, for example, of a different sound or a smell or a character.

Read or reread other Ready to Read texts that include prepositional phrases, for example, *My Bike and The Race* (Red) and *Walking the Dog* (Yellow).