

# click®

## S-s-s-snakes

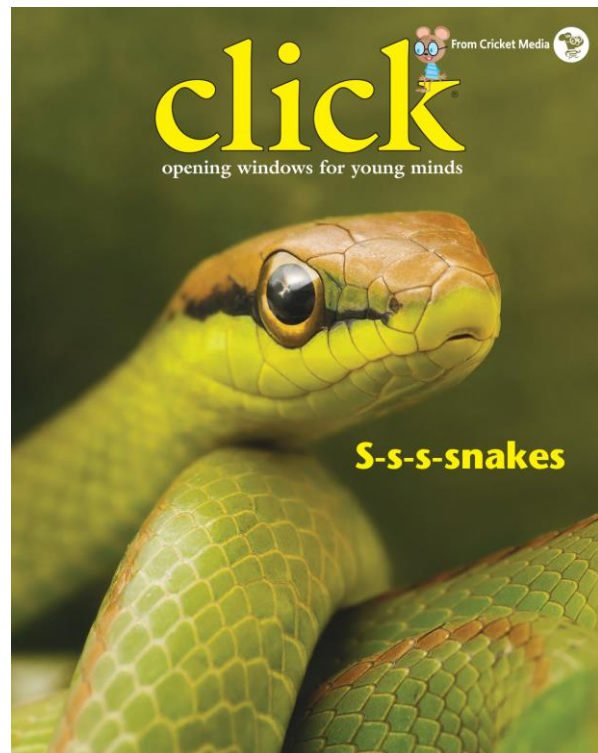
Slippery, sneaky, spectacular snakes! This issue of *Click* contains beautiful photographs and interesting articles that teach young readers about a variety of snake species and their environments. Slide into this month's magazine and learn how these legless creatures eat, move, and survive in the wild.

## CONVERSATION QUESTION

Why are snakes such special creatures?

## TEACHING OBJECTIVES

- Students will learn about the different body parts of a python.
- Students will learn how snakes protect themselves in the wild.
- Students will learn the different ways that snakes move from place to place.
- Students will compare and contrast the body of a human to the body of a snake.
- Students will collect evidence from a science-based text.
- Students will obtain information from a nonfiction text.
- Students will illustrate and label the parts of a python.
- Students will create rhymes.
- Students will locate various snake habitats on a map.



In addition to supplemental materials focused on core STEM skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

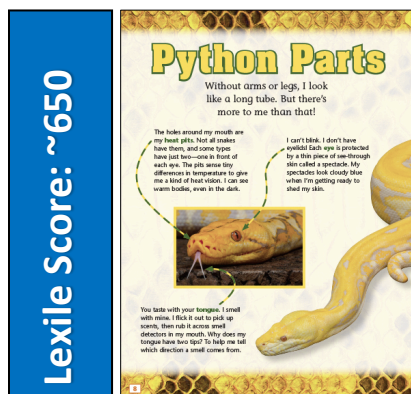
## SELECTIONS

- **Python Parts**  
Expository Nonfiction, ~650L
- **Sneaky Snakes**  
Expository Nonfiction, ~850L
- **Slithering Snakes**  
Expository Nonfiction, ~450L

## Python Parts

pp. 8–11, Expository Nonfiction

Slide into this article and discover many interesting facts about the physical attributes of a python, in addition to gaining knowledge about a snake's habits and senses.



## RESOURCES

- Perfectly Peculiar Parts

## OBJECTIVES

- Students will learn about the different body parts of a python.
- Students will compare and contrast the body of a human with the body of a snake.
- Students will illustrate and label the parts of a python.

## KEY VOCABULARY

- **detectors (p. 8)** sensors used to find the presence of something
- **protective (p. 11)** keeping something safe from harm
- **sense (p. 8)** the ability to recognize or react to something

## ENGAGE

**Conversation Question:** Why are snakes such special creatures?

Distribute long strips of paper to the students and allow time for them to design their own snakes. Advise the students that you want them to create a “realistic” replica of a snake and discuss what that means. Allow children to “slither” around the room to view the finished work of other students. (If possible, hide some rubber snakes around the room to create high interest before reading!)

## INTRODUCE VOCABULARY

Post and discuss the key vocabulary terms and definitions. Display the title page of the article, “Python Parts.” Challenge the students to verbally predict the content of the article using the key words in their forecasted explanations.

## READ & DISCUSS

Read aloud the following questions prior to reading the text. Advise the students to note where in the article these answers are found. Discuss responses to the questions as a post-reading activity.

- How are a snake's senses different than our senses?
- Why does a snake's tongue have two tips?
- Why are snakes so “bendy”?
- How can a python swallow food bigger than its head?

## CONCEPT/SKILL FOCUS: Compare and Contrast

**INSTRUCT:** Elicit from the students that the main idea of this article is to discuss how humans and pythons perform the same body functions in very different ways. Review the information with the class and then distribute the *Perfectly Peculiar Parts* graphic organizer. Instruct students that they will be recording this data onto the chart. If necessary, you can adapt the chart to the level of your students by allowing children to illustrate answers instead of using words.

**ASSESS:** Encourage peer assistance if students need help locating specific information from the article. Circulate and guide conversations to reflect compare/contrast knowledge. Collect organizers for further evaluation.

## EXTEND

**Language Arts** Discuss the usage of graphic components (diagrams, photos, etc.) in nonfiction text. Review the sentences from the article, “Python Parts,” that are intended to relay specific facts about pythons. Have the students draw a detailed diagram of a python and accurately label its parts. Advise the students that their illustration should serve to inform the viewer without the need to read large amounts of text. Discuss why this can be a useful format for information, especially when displaying scientific data.

## Perfectly Peculiar Parts

*Use the chart below to record the similarities and differences between humans and pythons.*

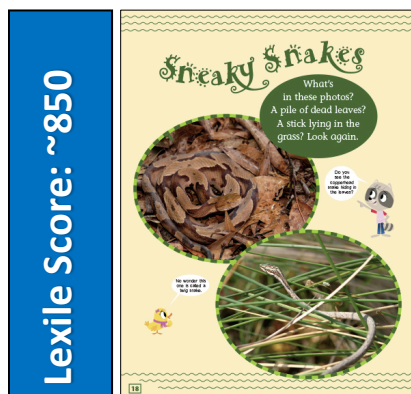
How do they...	Humans	Pythons
See		
Taste		
Hear		
Shed (Body Covering)		
How do they use ...	Humans	Pythons
Teeth		
Bones		

# Click® Teacher Guide: November/December 2018

## Sneaky Snakes

### pp. 18–21, Expository Nonfiction

Young readers will gain a *s-s-significant* amount of information regarding snakes in the wild. This article will help nature lovers of all ages to more easily identify a variety of common snake species.



## RESOURCES

- Sneaky Snake Sleuthing

## OBJECTIVES

- Students will learn how snakes protect themselves in the wild.
- Students will collect evidence from a science-based text.
- Students will create rhymes.

## KEY VOCABULARY

- **hood (p. 19)** covering around a snake's head for the purpose of appearing larger
- **startle (p. 19)** to cause an animal to be frightened
- **surroundings (p. 19)** conditions around an animal; environment

## ENGAGE

**Conversation Question:** Why are snakes such sneaky creatures?

Have students take a picture walk through the article to activate prior knowledge. Guide them to notice the colors of the snakes in the photographs and discuss the purpose of bright and dark colors in nature. This discussion will easily launch you into the reading of the article, "Sneaky Snakes."

## INTRODUCE VOCABULARY

Post and discuss the key vocabulary terms and their definitions. Draw attention to these words as they appear in the text. As a post-reading activity, have students use the key words in addition to seven other words from the article (for a total of ten) to create a word search puzzle. Redistribute the puzzles to other students to solve.

## READ & DISCUSS

Reinforce the facts studied in the article by using the following prompts to direct discussion.

- Why do most snakes have skin with different colors and patterns?
- How do snakes get their food?
- What are some of the ways that snakes keep themselves safe?

## CONCEPT/SKILL FOCUS: Collecting Evidence

**INSTRUCT:** This article presents the reader with an abundance of detailed information regarding various species of snakes. Tell students that they are going to be *Sneaky Snake Sleuthing* and collect evidence that will help them determine which snake a particular fact is referring to. They will need to consult the article to gather accurate information. Allow students to work with a partner if assistance is needed rereading the text. (You can do this activity orally for very young students.)

**ASSESS:** The objective of this lesson is to help students practice the skill of collecting evidence from a science-based text. Create dialogue as the students are working on their charts, and then collect organizers to evaluate individual understanding.

## EXTEND

**Language Arts** Reread the rhyme (page 20) that warns of dangerous snakes. ("Red touches yellow, can kill a fellow. Red touches black, friend of Jack.") Challenge students to create their own rhymes that warn of dangerous elements in nature. Provide a few examples if necessary ("Leaves of three, let them be.") and encourage students to be creative while also being sure to relay some accurate safety information.

## Sneaky Snake Sleuthing

Use your “sneaky snake sleuthing” strategies to collect evidence from the text to decide which snake the sentence is describing. Choose a snake from the boxes below and match it with one of the sentences. Write the correct snake name on the line.

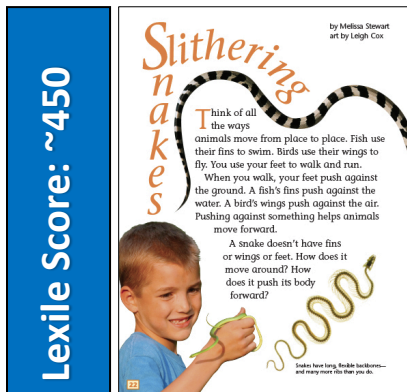
<b>twig snake</b>	<b>cobra</b>	<b>scarlet king</b>	<b>coral snake</b>
<b>rattlesnake</b>	<b>hognose snake</b>	<b>ringneck snake</b>	<b>garter snake</b>

- \_\_\_\_\_ Its tail makes a loud rattling sound that warns enemies to go away.
- \_\_\_\_\_ This snake might squirt stinky goo on you if you try to pick it up.
- \_\_\_\_\_ This snake can form a hood around its head to scare away its enemies.
- \_\_\_\_\_ This snake will pretend to be dead if an enemy comes too close.
- \_\_\_\_\_ This snake looks like a stick when it hides in the grass.
- \_\_\_\_\_ Its bite is NOT poisonous, but its bright colors trick enemies to stay away.
- \_\_\_\_\_ This snake turns upside down to show a bright yellow-orange belly to scare away enemies.
- \_\_\_\_\_ This brightly colored snake doesn't hide. Its bold colors tell enemies, “I’m dangerous! I can kill you!”

## Slithering Snakes

### pp. 22–25, Expository Nonfiction

Students will learn that snakes can do more than just slither. This article explores how snakes move about in our great, big world and how they use different motions to cross different surfaces.



## RESOURCES

- Shake, Rattle, and Roll

## OBJECTIVES

- Students will learn the different ways that snakes move from place to place.
- Students will obtain information from a nonfiction text.
- Students will locate various snake habitats on a map.

## KEY VOCABULARY

- **looping** (p. 24) forming a circle around something
- **wriggling** (p. 23) twisting and turning with quick movements
- **slither** (p. 24) to move smoothly over a surface with a twisting motion

## ENGAGE

**Conversation Question:** Why are snakes such special creatures?

Pose the question, “How do snakes move from place to place?” Generate a list of descriptive action words based on student responses. If possible, ask for student volunteers to demonstrate these actions. Reveal the title of the article, “Slithering Snakes,” and begin reading.

## INTRODUCE VOCABULARY

Post the three key vocabulary terms on the board and guide students to notice that they are all action words (verbs). Display the title of the article and ask how they think these words will apply to the text. Draw attention to these words as they appear in the article and post definitions on the board alongside the term.

## READ & DISCUSS

After reading the article as a whole class, divide the class into small groups to discuss the questions below. Reconvene the class and have groups share their responses.

- How do different animals move from place to place?
- Describe how “scutes” (page 23) help snakes move.
- How can snakes move in more than just one way?

## CONCEPT/SKILL FOCUS: Obtaining Information

**INSTRUCT:** Students will obtain information presented in the text. Distribute the graphic organizer, *Shake, Rattle, and Roll*. Have students reread the article with a partner and instruct them to focus on the variety of motions that snakes use to move along different surfaces. Tell them to highlight relevant information in the text and then to complete the chart.

**ASSESS:** Circulate to determine if students are able to accurately highlight the relevant information in the article. Collect the *Shake, Rattle, and Roll* graphic organizer to further evaluate their ability to obtain information.

## EXTEND

**Social Studies** Explore the different habitats (deserts, grasslands, etc.) in which snakes exist, as discussed in the article. Locate these areas on a map. Divide the students into groups and have them do a mini-research project to learn more about the environmental conditions and geographical locations in which the particular species of snakes discussed in the article exist. Encourage students to share their findings. (Depending on the level of your students, this can be done in written form, through illustrations, or dioramas.)

# Shake, Rattle, and Roll

*Use information from the article, "Slithering Snakes," to complete this chart.*

**How do snakes move across these surfaces?**

Grass	Sand	Water	Trees

***Draw a snake moving:***