

Name: _____

Date: _____

Day 1

Read and Think

First, read the text out loud with proper phrasing. Then answer each question in a complete sentence. Underline the evidence for your answers in the text and draw a line to the question it answers.

Snakes are reptiles. They are in the same family as lizards and crocodiles. Like lizards and crocodiles, snakes have backbones and scales, but snakes are different because they do not have legs.

1. What family of animals do snakes belong to? _____

2. In what way are snakes the same as lizards and crocodiles? _____

3. In what way are snakes different from lizards and crocodiles? _____

4. Did you underline the evidence in the text? yes no



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Day 1, continued

Connecting Spelling to Meaning

First, read each example from the book. Next, find the word in **bold** in the example. Then, write the base word in the “base noun” column. After that, write the word sum. Finally, circle the pronunciation of the ending. Tell if it sounds like an **s** or a **z**, or **iz**. The first one is done for you.

Example from the book	Base noun	Word sum	Pronunciation of ending
Snakes are reptiles . They are in the same family as lizards and crocodiles .	snake	snake + s → snakes	<div>(s) /z/ /iz/</div> <div>/s/ /z/ /iz/</div> <div>/s/ /z/ /iz/</div> <div>/s/ /z/ /iz/</div>
Like lizards and crocodiles, snakes have backbones and scales , but snakes are different because they do not have legs .			<div>/s/ /z/ /iz/</div> <div>/s/ /z/ /iz/</div> <div>/s/ /z/ /iz/</div>

Parent Signature _____



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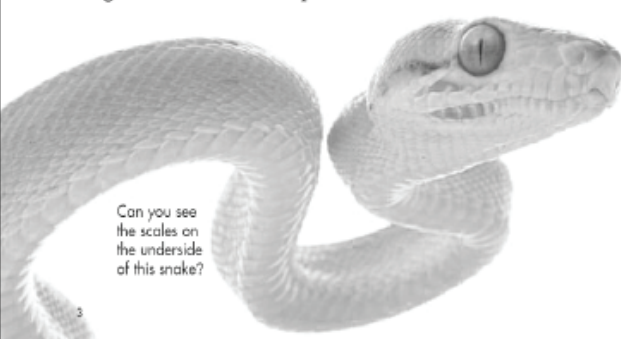

Name: _____

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Day 2

Text Features

1. Draw a rectangle around as many boldface headings as you see.
2. Circle as many captions as you see.

<p>Snakes are legless</p> <p>If a snake has no legs, how can it go from here to there?</p> <p>A snake uses scales on its underside to glide in a wavelike pattern.</p>  <p>Can you see the scales on the underside of this snake?</p> <p>3</p>	 <p>Can you see this snake's side-to-side track as it slithers over the sand?</p> <p>4</p>
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Day 2, continued

Connecting Spelling to Meaning

First, read each example from the book. Next, find the word in **bold** in the example. Then, write the base word in the “base verb” column. After that, write the word sum. Finally, circle the pronunciation of the ending. Tell if it sounds like an **s** or a **z**, or **iz**. The first one is done for you.

Example from the book	Base verb	Word sum	Pronunciation of ending
Do you think a snake’s skin feels slimy?			/s/ /z/ /iz/
Every snake sheds its skin. When a snake sheds, it stops eating for a day or two and hides in a safe spot. The snake’s top skin separates from the skin under it. The top skin splits and the snake slithers from it.			/s/ /z/ /iz/ /s/ /z/ /iz/ /s/ /z/ /iz/ /s/ /z/ /iz/ /s/ /z/ /iz/

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Day 3

Spell the Words

Spell the words in the sound boxes. There will not always be a sound to fill in every box in the grid.

bite _____

globe _____

home _____

size _____

slime _____

case _____

safe _____

hope _____

time _____



Day 3, continued

Read and Think

First, read the text out loud with proper phrasing. Then answer each question in a complete sentence. Underline the evidence for your answers in the text and draw a line to the question it answers.

The globe is home to over 2000 different snakes. They come in every size. The littlest snakes are about the same length as your hand. Big snakes can be as big as a truck!

1. How big can a snake be? _____

2. How little can a snake be? _____

3. How many different kinds of snakes are there? _____

4. Did you underline the evidence in the text? yes no

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Day 4

Rabbit Word Strategy

Map and divide the words on the Rabbit Word Strategy map. Use the Rabbit Word Strategy checklist to help you. The first one is done for you.

Words: legless, reptiles

Rabbit Word Strategy



- 1. First, map the word in the white grid boxes. Then, find the vowels. Make the red dots.**

rabbit

- 2. Connect the dots with a line.**

rabbit

- 3. Label the vowels "V".**

rabbit

- 4. Label the consonants between the vowels "C".**

rabbit

- 5. See the VCCV pattern. Make a line between the consonants.**

rabbit

- 6. Make a loop under each syllable.**

rabbit

- 7. Read each syllable.**

rab/bit

- 8. Blend the syllables to read the word.**

rabbit

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Day 4, continued

Sort Words by Vowel Pattern

Sort the words into the syllable columns on the chart below. Use the checklist at the top of the chart to help you.

Words: snake, same, scales, glide, skin, feels, slime, shed, hides, safe, splits, moles, feed, bite, globe, home, size, hope, time, fact



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Open Syllable Checklist (V)	Closed Syllable Checklist (VC)	Silent e Syllable Checklist (VCe)
<p>Look</p> <ol style="list-style-type: none"> How many vowels do you see? (one) Do you see a consonant after the vowel? (no) <p>Listen</p> <ol style="list-style-type: none"> Do you hear a long vowel sound, the same as the letter's name? (yes) <p>Then it is an open syllable</p>	<p>Look</p> <ol style="list-style-type: none"> How many vowels do you see? (one) Do you see a consonant after the vowel? (yes) <p>Listen</p> <ol style="list-style-type: none"> Do you hear a short vowel sound? (yes) <p>Then it is a closed syllable</p>	<p>Look</p> <ol style="list-style-type: none"> How many vowels do you see? (two) Do you see a consonant after the first vowel? (yes) Is there the letter e after that consonant? (yes) Do you see a VCe pattern? (yes) <p>Listen</p> <ol style="list-style-type: none"> Do you hear a long vowel sound for the first vowel? (yes) Is the letter e after the consonant silent? (yes) <p>Then it is a silent e syllable.</p>
Open syllable	Closed syllable	Silent e

Date: _____

Think and Write

What is the most amazing thing you learned about snakes from this book? You can use more paper to write if you need to.

[illegible]

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