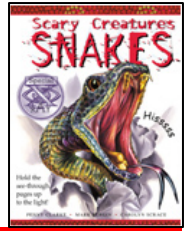




# Snakes Alive




DATE: **[Insert Day/Date Here]**  
SESSION 1


OVERVIEW: Preview book, discuss snakes, read, and make snakes from clay.


## MATERIALS LIST:

Books, clay, toothpicks, cardboard base or box, hand wipes  
Computers for alternate online activity

	<p><b>PREVIEW BOOK</b> Pass out <i>Snakes Alive</i> to each student. Tell students they will be learning many interesting facts about snakes.</p>
<p>🕒 10 - 15 min.</p>	<p><b>DISCUSSION</b> Let students flip through pages of the book. Start a group discussion by asking the following questions:</p> <ul style="list-style-type: none"> <li>★ What do you know about snakes?</li> <li>★ Describe any snakes you have seen.</li> <li>★ What type of animal is a snake? (reptile)</li> <li>★ Why are most people afraid of snakes?</li> <li>★ What kinds of things do you think you will learn by reading this book?</li> </ul>
<p>🕒 5 - 10 min.</p>	<p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>★ <b>amphibian</b> (am FIB e en) a cold-blooded animal that can live in water or on land, but breeds in water; <i>The science class was studying frogs and other amphibians.</i></li> <li>★ <b>evolve</b> (e VOLV) to develop gradually over thousands or millions of years; <i>Scientists think that birds evolved from one group of dinosaurs.</i></li> <li>★ <b>extinction</b> (ex TINK shun) when a plant or animal species no longer exists; <i>Many animals in the rain forest are near extinction.</i></li> <li>★ <b>molt</b> (molt) to shed old hair, skin, or feathers as new ones grow; <i>Snakes cannot grow unless they molt their skin.</i></li> </ul>
<p>🕒 5 - 10 min.</p>	<p><b>PARTS OF THE BOOK</b></p> <ul style="list-style-type: none"> <li>★ Point out the table of contents, noting that the headings summarize the contents of each chapter. Ask students to browse through the book. Point out that each chapter heading is a question, which is answered in the text contained in that chapter.</li> <li>★ Using the index on the last page of the book, ask students to refer to the pages indexed for lungs and tell what interesting fact they learned about constrictors.</li> <li>★ Let students know that key vocabulary words are shown in bold throughout the book. They should refer to the Glossary on page 31 to look up any words they are not familiar with.</li> </ul>

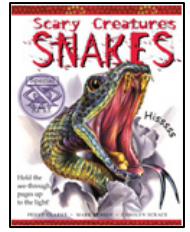
 20 – 25 min.	<p><b>READING</b>  <b>PAGES 4 - 13</b></p> <ul style="list-style-type: none"> <li>★ When reading aloud (instructor or students), model think aloud strategies. After reading a page or two of text, pause and ask “does this make sense?” “Can you say what the important points were in your own words?” If yes, continue to read. If no, go back to figure out where the problem is (vocabulary, concentration, meaning) and use an appropriate strategy to fix the problem.</li> <li>★ When reading interesting facts, captions or passages, pause to further explore by asking students related questions on the topic.</li> </ul>
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 30 – 40 min.	<p><b>CREATE CLAY SNAKES</b></p> <ul style="list-style-type: none"> <li>★ Provide each student with a slab of clay along with a cardboard base. Demonstrate to students how to roll clay on the table to form the snake’s body. They can choose to coil their snake in a striking position, or make a long, slithering snake. Refer to illustrations in the book for markings and provide toothpicks for etching scales, diamonds or other designs into the snake’s skin. Let students know they will be painting the snakes during the next session. Store where clay can air dry.</li> </ul>
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 30 – 40 min.	<p><b>ALTERNATE ONLINE ACTIVITY</b></p> <ul style="list-style-type: none"> <li>★ If online resources are available, have students visit the American Museum of Natural History’s Web site “Lizards and Snakes Alive” by following the path below:</li> <li>★ Go to: <a href="http://goafterschool.grolier.com">http://goafterschool.grolier.com</a>  Click on the <b>Science Explorations</b> button on the right  Scroll over the lizard picture and click to open the <b>Lizard and Snakes</b> page  Under the American Museum of Natural History heading, click on <b>Lizards and Snakes Alive</b>  Click on the <b>GO</b> button when prompted  Click on <b>Snakes</b> on the left column  Tell students to read the information displayed, clicking on interactive displays as they are presented, and clicking the Next button to continue viewing the exhibit.</li> <li>★ Ask students if they can locate answers to these questions:  How large are the fangs (in inches) of a Gabon Viper?  What snake is almost identical to the Campbell’s Milk Snake? What is the difference between them?</li> </ul>
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# Snakes Alive



DATE: **[Insert Day/Date Here]**  
SESSION 2

OVERVIEW: Review, read, discuss, complete snake models

## MATERIALS LIST:

Books, tempera or acrylic paint, paint brushes, water, paper towels, index cards  
Computers for alternate online activity

 10 – 15 min.	<b>DISCUSSION</b> Review what was already covered in the book. Ask the following, adding additional questions based on students answers. <ul style="list-style-type: none"><li>★ What is a snake?</li><li>★ How do snakes move?</li><li>★ Do snakes have a backbone?</li><li>★ How do snakes see, hear and smell?</li><li>★ Why do snakes shed their skin?</li></ul>
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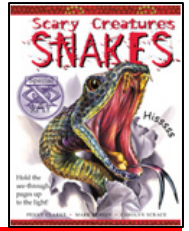
 20 – 25 min.	<b>READING</b> <b>PAGES 5 - 25</b> <ul style="list-style-type: none"><li>★ When reading aloud (instructor or students), model think aloud strategies. After reading a page or two of text, pause and ask “does this make sense?” “Can you say what the important points were in your own words?” If yes, continue to read. If no, go back to figure out where the problem is (vocabulary, concentration, meaning) and use an appropriate strategy to fix the problem.</li><li>★ When reading interesting facts, captions or passages, pause to further explore by asking students related questions on the topic.</li></ul>
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 30 – 40 min.	<b>PAINT CLAY SNAKES</b> <ul style="list-style-type: none"><li>★ Return clay snakes to students. Provide tempera or acrylic paint, brushes, water and paper towels. Have students paint their snake modeling species shown in the book, or use their imagination to create a color/design of their own. Provide an index card to each student and have them write the type of snake they painted and one or two characteristics of that particular species. Store snakes where they can dry.</li></ul>
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 30 – 40 min.	<b>ALTERNATE ONLINE ACTIVITY</b> <ul style="list-style-type: none"><li>★ If online resources are available, have students conduct research on one species of snake (boa constrictor, rattlesnake, viper, cobra, python, copperhead, etc.) they would like to learn more about by following the path below:</li><li>★ Go to: <a href="http://goafterschool.grolier.com">http://goafterschool.grolier.com</a> Click on the <b>Grolier Online Kids</b> button under Look it Up. In the Find it Fast box, type the name of the snake they would like to research and click on the <b>GO</b> button. Click on any of the articles that are returned on the search results page. Ask students to record interesting facts they find for using on a poster they will create.</li></ul>
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# Snakes Alive



DATE: **[Insert Day/Date Here]**  
SESSION 3

**OVERVIEW:** Read, discuss and summarize, complete crossword puzzle, exhibit snake models

## MATERIALS LIST:

Books, **Snake vs. Human Characteristics** reproducible (one for each student), **Snakes Alive Crossword Puzzle** reproducible (one for each student)

Alternate Activity: posterboard or paper, crayons, markers, colored pencils



15  
min.

### READING

#### PAGES 26 - 30

- ★ When reading aloud (instructor or students), model think aloud strategies. After reading a page or two of text, pause and ask “does this make sense?” “Can you say what the important points were in your own words?” If yes, continue to read. If no, go back to figure out where the problem is (vocabulary, concentration, meaning) and use an appropriate strategy to fix the problem.
- ★ When reading interesting facts, captions or passages, pause to further explore by asking students related questions on the topic.



25  
min.

### DISCUSS AND SUMMARIZE

- ★ Provide each student with a copy of the **Snake vs. Human Characteristics** reproducible. Working as a group and using the book for reference as necessary, guide students in a discussion about how snakes have much different characteristics than humans when comparing skin, smell, hearing, and winter activity. Have students complete the worksheet during the discussion.
- ★ Have each student choose one chapter he/she would like to summarize verbally. Tell them they should be able to answer the question at the top of the chapter page in their own words.
- ★ **NOTE:** Use the **Activity Assessment Grid** to record how well students presented their chapter summaries and participated in the overall discussion.



20  
min.

### COMPLETE SNAKE CROSSWORD PUZZLE

- ★ Provide each student with a copy of the **Snakes Alive Crossword Puzzle**. Allow them to use the book for reference if necessary to complete the crossword puzzle.
- ★ **NOTE:** Use the **Activity Assessment Grid** to record if student was able to complete the crossword puzzle in the time given.



15  
min.

### EXHIBIT SNAKE MODELS

- ★ Have students arrange snake models with index cards around the room for viewing. Ask each student to give a short explanation of their snake and read the characteristics from their index card. If time allows, also prompt students for interesting facts they learned about snakes.
- ★ Allow students time to walk around and view each other’s work.
- ★ **NOTE:** Use the **Activity Assessment Grid** to record how well students presented their model.



30 – 40  
min.

### **ALTERNATE ACTIVITY**

- ★ Have students create an informational poster about the snake they researched. The poster should contain an illustration of the snake and should indicate as many “creature features” as possible.
- ★ Have students present their poster to other students and explain why they chose the snake they did.
- ★ **NOTE:** Use the **Activity Assessment Grid** to record how well students presented their poster.