



Orientation

Ensure that you have read about using the plan in the Program Guide.

Book summary

Read the following summary to the student.

Rattlesnakes poison their prey and swallow them whole. So why do some people want to get close to these dangerous creatures?

Introduction

Foster interest and activate the student's background knowledge. Be concise – focus on motivating and involving the student. Encourage prediction by using the text and illustrations on the cover of the book. Discuss new vocabulary and remind the student to use the glossary (when applicable). Also remind the student to ask him/herself questions before, during and after the reading.

Ask what the student knows about snakes and rattlesnakes in particular. Establish that the rattlesnake has been hibernating in the winter, and now that it is spring, the rattlesnake is on the move. Draw the student's attention to the photographs on pages 10 and 11 and discuss what might be happening to the snake. Introduce the word "antivenin."

Conferencing

Check how well the student reads

When you are conferencing, the student reads all or part of the book to you. Then:

- praise, pause, and prompt appropriately;
- check for accuracy (by counting mistakes) and fluency;
- check for understanding by using one or more of the following methods:
 - asking the comprehension questions provided and any others that seem necessary;
 - asking the student to retell the story in their own words;
 - asking questions about and discussing aspects of the story, such as the theme, plot, main ideas, sequence and characters;
 - encouraging the student to confirm the predictions they made during the orientation.

Decide what the student does next

Next recommend that the student:

- practices some more on the same book, with or without the audio;
- completes one of the activities provided that is related to the book;
- practices with another book from the same level; or
- is assessed for promotion to the next level.

Comprehension questions

1. Why does the rattlesnake need to lie in the sun?
2. What causes the "rattle" that the rattlesnake makes?
3. How does the rattlesnake get its food?
4. What survival strategies does the rattlesnake have?
5. Why is it important for people to collect venom from snakes?

Answers to the Comprehension questions

1. The sun warms the rattlesnake so it can move fast enough to hunt.
2. The dry scales left on the tip of its tail after it sheds its skin.
3. The snake digs its fangs into the prey. The venom from its fangs paralyzes and kills the prey, and then the rattlesnake swallows the prey whole.
4. Answers will vary.
5. Answers will vary.

Supporting English Language Learners

The following are suggestions for optional lessons to take with your English language learners. See the overview chart in the Program Guide for a summary of the text features of this book.

Purpose

Understanding language that denotes the passing of time

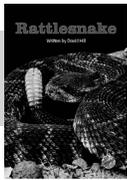
Introduce the concept and practice

Understanding language that denotes time features extends the student's awareness of correct English usage.

When the student is familiar with the text, read it through together identifying words and phrases that indicate time has passed. Draw the student's attention to page 2 and the phrases – a new day dawns, over winter, now spring has arrived. Record these.

Ask the student to reread the rest of the book, adding new time phrases and words to the list. Talk about the different ways time is expressed.





Name: Date:

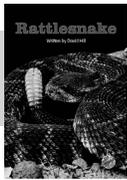
Introduction: Rattlesnakes poison their prey and swallow them whole. So why do some people want to get close to these dangerous creatures?

Errors M S

A new day dawns in the desert. Under a rock, something moves. _____ snake slithers out from _____ burrow: a diamondback rattlesnake _____ brown diamond-shaped patterns _____ its golden-brown back. It's _____ hibernating in its warm _____ over winter. Now spring _____ arrived, and the snake _____ come out to warm _____. Like all snakes, this rattlesnake _____ cold-blooded. Until it lies _____ the sun for a _____, it can't move fast _____ to hunt. The rattlesnake _____ three years old. It _____ born complete with fangs _____ venom in late summer. _____ snake started to change _____ after it was born. _____ eyes turned milky, and _____ scaly skin became dull. _____ a few days, it _____ its head against some rocks _____ its skin peeled off, _____ like a sock, leaving shiny _____ skin underneath.

Accuracy Chart (Exact word replacement only)		
Words Entered	Score	Level
More than 11 correct		Independent
10 or 11 correct		Instructional
Fewer than 10 correct		Frustration

Errors
M = Meaning (makes sense) ____ **S** = Syntax (sounds right) ____
 Heard Seen Unseen
 Comments:



A snake slithers out from its burrow. It's been hibernating in its warm hole over winter. Now spring has arrived, and the snake has come out to warm up. Like all snakes, this rattlesnake is cold-blooded.

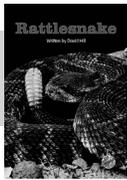
Until it lies in the sun for a while, it can't move fast enough to hunt. The rattlesnake is three years old. A few days after it was born, it rubbed its head against some rocks until its skin peeled off.

A rattlesnake sheds its skin at least once a year, but not all of its old skin peels off. A few dry scales remain at the tip of its tail.

When the snake shakes them, they make a rattling noise. The rattlesnake is hungry – it hasn't eaten anything since early winter. The snake usually eats smaller animals because too much food at once makes it slow and sleepy.

Once, when the snake was slow and sleepy after a large meal, some men took it to a laboratory in town. They took venom from the snake to treat snakebites. The snake was unharmed, but ever since, it has been wary of humans.





Name: Date:

Words can be found in these directions:



The letter in each square can only be used in one word.

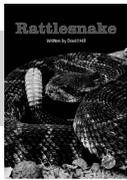
u	s	o	m	e	t	h	i	n	g	m	m	d
d	n	a	g	a	i	n	s	k	s	o	o	e
a	a	d	s	u	m	m	e	r	t	r	u	s
n	b	n	e	s	o	a	t	n	o	n	s	e
g	e	n	o	r	n	f	l	o	m	i	e	r
e	h	o	y	t	n	a	f	l	a	n	s	t
r	i	i	a	e	h	e	k	a	c	g	m	f
o	n	s	n	i	a	e	a	e	h	o	a	r
u	d	e	d	n	t	r	r	t	e	l	l	o
s	t	r	a	p	p	e	d	b	h	d	l	m
b	o	t	t	o	m	e	n	o	u	g	h	s
g	r	o	u	n	d	f	o	r	w	a	r	d
h	u	n	g	r	y	m	o	u	t	h	i	e

Words to find:

- | | | | | |
|--------|-----------|------------|---------|---------|
| again | all | and | another | behind |
| bottom | dangerous | desert | enough | forward |
| from | ground | hungry | in | morning |
| mouse | mouth | noise | off | old |
| small | snake | something | stomach | summer |
| to | trapped | underneath | year | |

Use the letters that are left to make the word that tells what snake's venom is used to treat.





- ★ Spin the numbered spinner.
- ★ The highest number starts.
- ★ You need to spin the exact number to move onto the END square.

START

A new day dawns in the desert. You're a snake, slithering out from your burrow.

1

2

3 You lie in the sun to warm up. Go on to 6.

19 The men push your mouth against a glass funnel. Go forward four spaces.

20

21

22 Venom trickles through your fangs. Spin again. Go back that number.

4

18

END
You slither back into your burrow, safe at the end of another day.

23

5 You shed your skin. Name two numbers. If you spin one of those numbers, go on to 9.

17 Some men trap you and take you to a laboratory. Go back four spaces.

30

24

6

16

29

25

7

15

28

27

26 You're not harmed, but you're wary of humans now. Miss a turn.

8 You bury your fangs into a mouse. Spin again. If you spin a 1 or a 2, go on to 12.

14 You come out of your burrow to drink from a pool. Go back to 10.

13

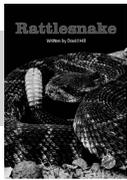
12

11 Your stomach juices digest the mouse. Spin again. Go forward that number.

10

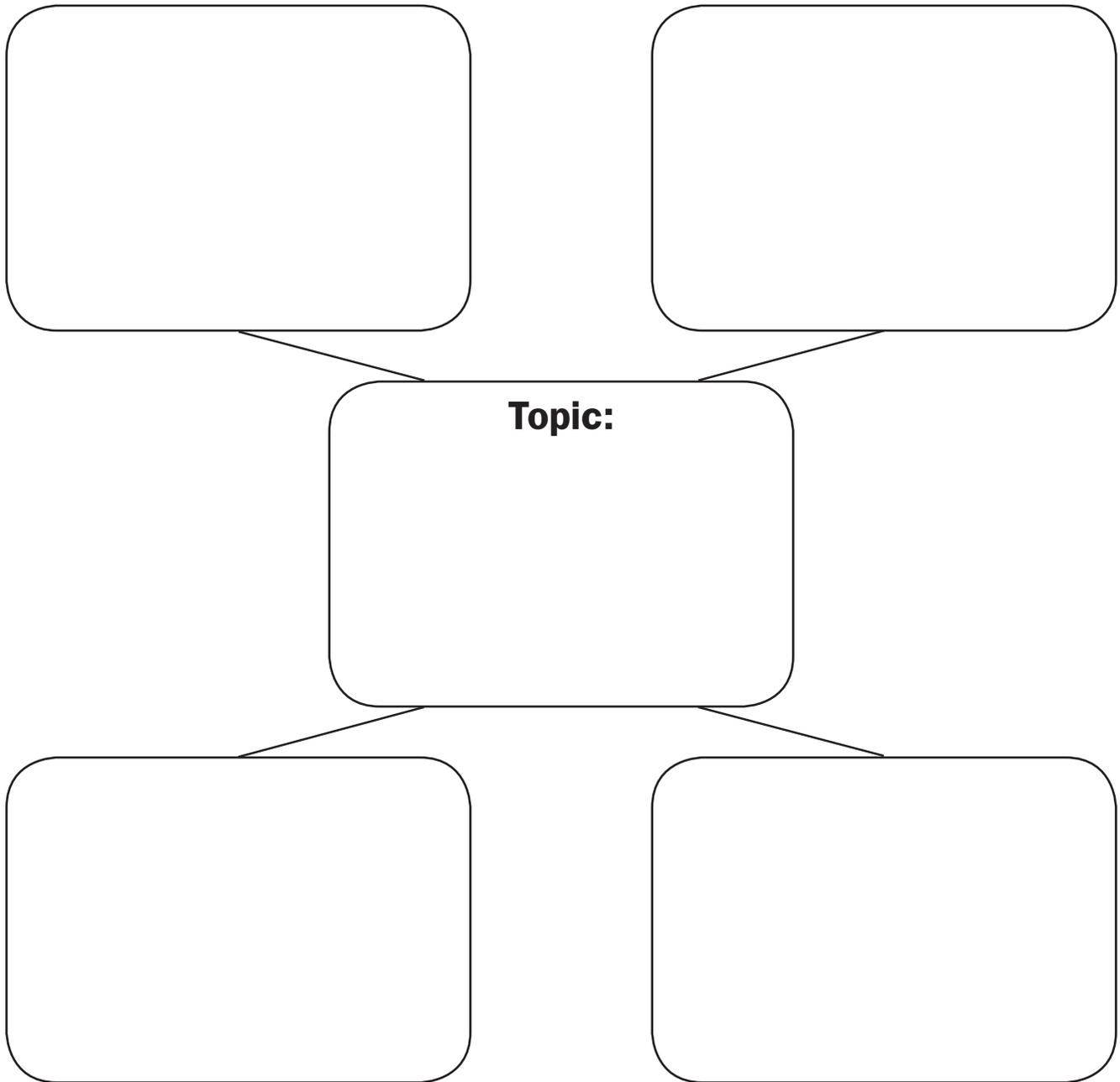
9





Name: Date:

Fill in the shapes to make a topic web for *Rattlesnakes*.



Write on the back of this page if you need more space.



The topic is what you are describing. In the other shapes, write the different things you know about the topic.

