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
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.

<table>
<thead>
<tr>
<th>Example from the book</th>
<th>Base noun</th>
<th>Word sum</th>
<th>Pronunciation of ending</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Snakes</strong> are <strong>reptiles</strong>. They are in the same family as <strong>lizards</strong> and <strong>crocodiles</strong>.</td>
<td>snake</td>
<td>snake + s → snakes</td>
<td>/s/ /z/ /iz/</td>
</tr>
<tr>
<td>Like lizards and crocodiles, snakes have <strong>backbones</strong> and <strong>scales</strong>, but snakes are different because they do not have <strong>legs</strong>.</td>
<td>snake</td>
<td>snake + s → snakes</td>
<td>/s/ /z/ /iz/</td>
</tr>
</tbody>
</table>
Day 2

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

Snakes are legless

If a snake has no legs, how can it go from here to there?

A snake uses scales on its underside to glide in a wavelike pattern.
### 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.

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

Parent Signature _________________________________
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
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
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

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

2. Connect the dots with a line.

3. Label the vowels “V”.

4. Label the consonants between the vowels “C”.

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

6. Make a loop under each syllable.

7. Read each syllable.

8. Blend the syllables to read the word.

Parent Signature _________________________________
**Day 4, continued**

Sort **Words** by **Vowel Pattern**

<table>
<thead>
<tr>
<th>Open Syllable Checklist (V)</th>
<th>Closed Syllable Checklist (VC)</th>
<th>Silent e Syllable Checklist (VCe)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Look</strong></td>
<td><strong>Listen</strong></td>
<td><strong>Look</strong></td>
</tr>
<tr>
<td>1. How many vowels do you see? (one)</td>
<td>1. How many vowels do you see? (one)</td>
<td>1. How many vowels do you see? (two)</td>
</tr>
<tr>
<td>2. Do you see a consonant after the vowel? (no)</td>
<td>2. Do you see a consonant after the vowel? (yes)</td>
<td>2. Do you see a consonant after the first vowel? (yes)</td>
</tr>
<tr>
<td><strong>Listen</strong></td>
<td><strong>Listen</strong></td>
<td><strong>Listen</strong></td>
</tr>
<tr>
<td>3. Do you hear a long vowel sound, the same as the letter’s name? (yes) Then it is an open syllable</td>
<td>3. Do you hear a short vowel sound? (yes) Then it is a closed syllable</td>
<td>5. Do you hear a long vowel sound for the first vowel? (yes)</td>
</tr>
<tr>
<td>4. Do you see an VC pattern? (yes)</td>
<td></td>
<td>6. Is the letter e after the consonant silent? (yes) Then it is a silent e syllable.</td>
</tr>
</tbody>
</table>

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

---

**Open syllable**

**Closed syllable**

**Silent e**
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.