

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



# 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
<p><b>Snakes</b> are <b>reptiles</b>. They are in the same family as <b>lizards</b> and <b>crocodiles</b>.</p>	snake	snake + s → snakes	<p>(s) /z/ /iz/</p> <p>/s/ /z/ /iz/</p> <p>/s/ /z/ /iz/</p> <p>/s/ /z/ /iz/</p>
<p>Like lizards and crocodiles, snakes have <b>backbones</b> and <b>scales</b>, but snakes are different because they do not have <b>legs</b>.</p>			<p>/s/ /z/ /iz/</p> <p>/s/ /z/ /iz/</p> <p>/s/ /z/ /iz/</p>

Parent Signature \_\_\_\_\_



Reading Series Two:  
*Amazing Snakes!*  
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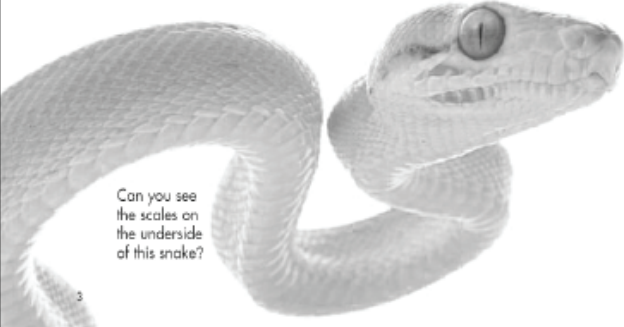
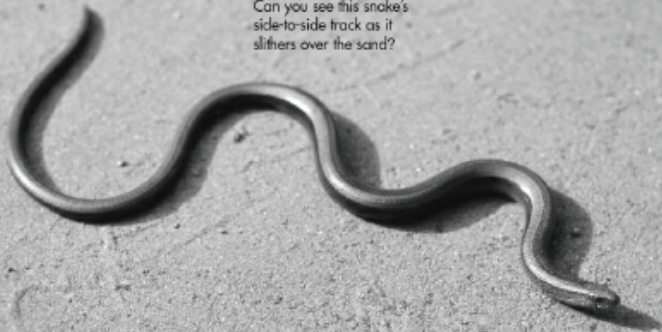
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## Day 2

### Text Features

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

<p><b>Snakes are legless</b></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 <b>feels</b> slimy?			/s/ /z/ /iz/
Every snake <b>sheds</b> its skin. When a snake sheds, it <b>stops</b> eating for a day or two and <b>hides</b> in a safe spot. The snake’s top skin <b>separates</b> from the skin under it. The top skin <b>splits</b> 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".

v v  
rabbit

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

v o o v  
rabbit

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

v o o v  
rabbit

6. Make a loop under each syllable.

v o o v  
rabbit

7. Read each syllable.

rab/bit

8. Blend the syllables to read the word.

rabbit

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