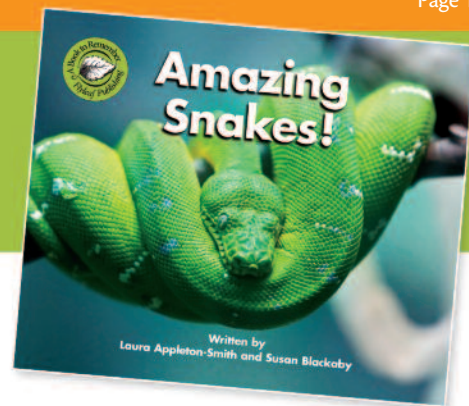




Decodable Literature Library Close Reading Guide

Reading Series 2: *Amazing Snakes!*



Day 1

Foundational Skills Instruction

Complete the Day 1 activities in the *Amazing Snakes!* Foundational Skills Guide.

Close Reading Instruction

Note to Instructor

This informational text close reading guide will help you to scaffold students in using text features to more deeply understand the information conveyed through the text. Text features in *Amazing Snakes!* include boldface headings, supporting photographs, and captions. Instruction will also scaffold students to make connections to numeracy through size comparisons. An important aspect of this book's instruction is to reinforce students' use of annotation symbols and support them in making annotations that will help them to remember and talk about what they have read. Your instruction will also scaffold students in the process of making connections between information in different parts of the text.

Prepare for Instruction

Post purpose statements. Have on hand annotation bookmarks, sticky notes to use for annotating, and copies of the Annotation Chart, Venn Diagram, and Full-Page Writing Blackline Masters.

Explore Book Cover

Invite students to look at the front cover of the book and to read the title and identify the authors with you. Remind students that an author is a person who writes books, and point out that this book has two authors. Notice that there is no illustrator's name on the cover and that instead of an illustration, we see a photograph. Then, based on the title and cover image, invite students to infer the topic and text type of the book.

Day 1 Purpose Statements

- I can use text features to help me understand the topic.
- I can annotate to help me think about and talk about what I am reading.
- I can connect one part of the text with another part.

Infer Topic and Text Type

Say: Let's look for clues to help us infer what this book is about and what type of book it is. **Ask:** What is the title? (*Amazing Snakes!*).

Say: I am thinking about the word amazing. What does amazing mean? Allow students a brief opportunity to answer, then **say:** When something is amazing, it is surprising to you, or you can't believe it is true or real. You might be amazed by a dog that can walk on two legs. **Ask:** What do you think the authors of this book want us to be amazed by? (snakes). What do you notice about the cover picture? (It is a photograph of a large green snake wrapped around itself.) From the title and the photograph on the cover, do you infer that this book will tell a story about snakes, with characters and a setting, or will it give us information about snakes? (give us information)

Ask: What do you infer the topic of this book will be, or what do you infer this book will be about? (snakes). What is your evidence? (The title and the cover photograph with a snake.) **Say:** So I am wondering what the authors will tell us about snakes since the book is not just called "Snakes." Maybe the information the authors will give us will be about the way snakes are unique or things they do that might be surprising.

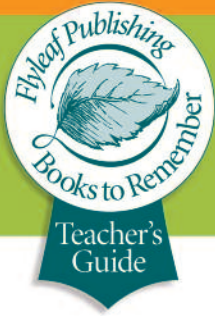
Record an Opinion

Ask students to write their name and something they think about snakes on a piece of paper. **Say:** Some of you may already have an opinion about snakes. Write your opinion, or how you feel about snakes, or write something you know about snakes that you think is amazing. Collect the papers and save them for use in Day 5 instruction.

Conduct a Text Feature Tour

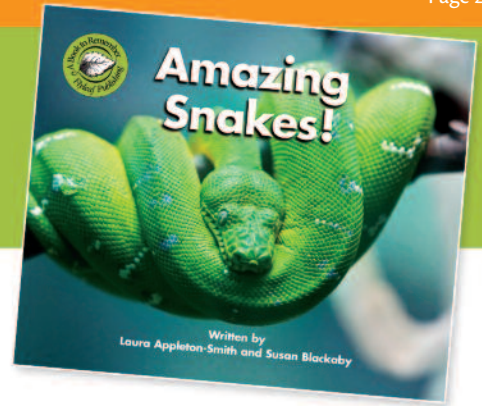
Say: Let's do a text feature tour. Remember, text features are special parts of a book, like headings, photographs, or captions, that help us understand what we are reading. Informational texts often have text features, so looking for text features will help us confirm that this is an informational text and will also help us confirm the topic, or what the book is about, which we have inferred is snakes.

Begin a text feature tour by briefly pointing out the text features on pages 1–4. (Pages 1 and 2 have photos and boldface headings and pages 3 and 4 have the same features as well as captions that pose questions to the reader.)



Decodable Literature Library Close Reading Guide

Reading Series 2: Amazing Snakes!



Conduct a Text Feature Tour, *continued*

Boldface Headings

Say: Let's turn to page 3. I notice that the words Snakes are legless are written in boldface type.

Ask: In what way are these words different from the other words on the page? Give students a brief opportunity to reply, then **say:** Remember, boldface is a special kind of type that is thicker and/or darker and larger than regular type. When words are written this way they are called a "boldface heading." A boldface heading is a text feature that tells readers what they will read about in a part of a book. Have students tour the text to see how many boldface headings they can find. (seven). Ask them to inspect the headings to see if any of the words are repeated in the headings. (snakes). **Say:** So, from the boldface headings I think we can confirm that this book's main topic is snakes, and from the repetition of the word snake in the boldface headings, I think we will learn different things about snakes. The boldface headings help us understand the topic of each section of the book. **Ask:** Did any of the boldface headings make you curious and want to read more? (Answers will vary.)

Other Text Features

Say: Let's take a closer look at some of the other text features in the book. Make a connection between the photo on page 3 and the caption under it. **Say:** Let's read the caption on page 3: Can you see the scales on the underside of this snake? **Ask:** Do you notice anything in the photo that has to do with this caption? (The photo shows the underside of the snake, and you can see the scales.)

Say: Words like the ones we see here that are under, next to, or above a photograph or illustration and that give information about it are called captions. Captions are another type of text feature used in informational texts. Captions help us understand photographs, illustrations, and diagrams.

Begin Individual Reading | pages 1–4

Ask students to place the **annotation bookmark** between pages 3 and 4. Then, as students read quietly to themselves, have individual students read aloud to you so you can gauge their proficiency, offer feedback on pronunciation, and scaffold the use of text features. Monitor to be sure student annotations are meaningful and that they are not making too many. Students should stop reading when they get to the bookmark.

Say: Remember, this bookmark shows symbols we can use to annotate the text. The annotations we make as we read help us later when we talk about or write about our reading. I am going to remind you what each annotation symbol is for.

Point to the annotation symbols on the bookmark as you explain them: a question mark is for questions, like wondering what the text is saying or what a word means; an exclamation point is for interesting or surprising facts in the text or pictures; an arrow is to point to something important to remember or talk about; a plus sign is for when you connect information from one part of the book to another.

Say: I want you to read pages 1 through 4 softly to yourself. As you read on your own, think about how the text features help you understand what you are reading. Use your annotation bookmark to help you remember the different kinds of annotation symbols you can make on sticky notes and place in the book as you read.

Annotations



If you wonder about something



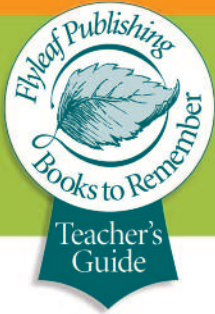
If you think a fact is interesting



If you need to remember something

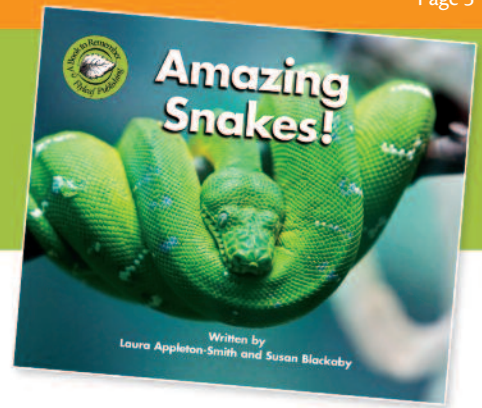


If you need to connect different parts



Decodable Literature Library Close Reading Guide

Reading Series 2: Amazing Snakes!



Use Text Features and Annotation

What makes a snake a snake?

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. ?

Say: The first thing that I am really interested in is the information on page 1 that tells me that snakes are in the same family as lizards and crocodiles. This is amazing to me because snakes don't have legs and they look different from lizards and crocodiles. I am going to annotate this with an exclamation point because I am surprised that snakes, lizards, and crocodiles are all in the same family.

Say: The next thing I am thinking about is something we can infer about crocodiles and lizards. Let's reread the text and look at the pictures on pages 1 and 2. **Ask:** What can we infer about how crocodiles and lizards move? (they use their legs to walk or run).

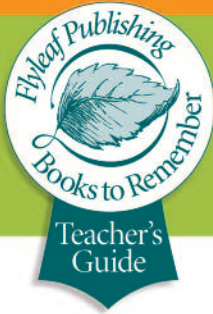
Say: I am going to put arrows next to the crocodile's leg and lizard's leg in the picture. These annotations will remind me that I noticed that crocodiles and lizards have legs, so this must be how they move. I filled in missing information. I am going to put a question mark next to the text on page 2 that says that snakes do not have legs, because I wonder how snakes move if they do not have legs.



Next, turn to pages 3 and 4 and **ask:** How do snakes move? (by slithering from side to side on the scales under their bodies). **Say:** So I can connect this information with the information on other pages. I am going to annotate next to the caption on page 4 that says "side-to-side track as it slithers." I will use a plus sign to show that I made a connection between the information here that explains how snakes move and the question I had on page 2 about how snakes move if they don't have legs.

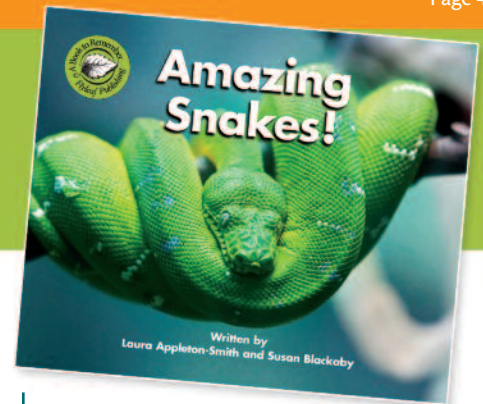
Record your annotations on an annotations chart. Then ask each student in the group to share one annotation they made on pages 1–4. Record those annotations on the chart. Some possibilities are shown in the example below. If there are repeated annotations, use check marks to record the number of repetitions. Keep the chart you've created on hand so you can continue filling it in and so that it is available for reference.

?	!	→	+
I wonder how snakes move. (p. 2) ✓✓	I can't believe that snakes, crocodiles, and lizards are in the same family. (p. 1)	Crocodiles and lizards with legs. This must be how they move. (p. 1)	Snakes move differently from other reptiles because they don't have legs. (pp. 1, 2 & 4)



Decodable Literature Library Close Reading Guide

Reading Series 2: Amazing Snakes!



Ask Text-Dependent Questions

Use the following text-dependent questions to establish how much of an understanding students have about the topic and about the way the authors use text and text features to explain the topic. For the What the Text Says questions, students can discuss their answers with you as a group or briefly with a partner (2–4 minutes), using the think-pair-share format. Be sure students can give evidence for their answers with key details. Work through the How the Text Works and What the Text Means sections as a group.

The think-pair-share activity format is as follows:

1. Partner A shares and Partner B listens.
2. Partner B makes a positive comment about what Partner A has shared.
3. Students switch roles and repeat the process.

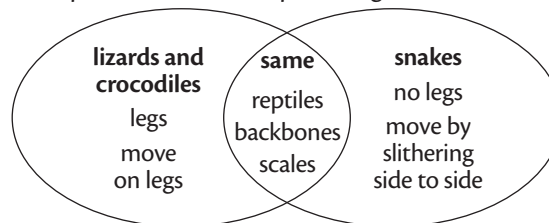
What the Text Says

What family of animals do snakes belong to? (reptiles). *How do you know?* Students should find evidence in the text on page 1.

In what way are snakes the same as lizards and crocodiles? (they are all reptiles; they all have backbones and scales). *How do you know?* Students should find evidence in the text on pages 1 and 2.

In what way are snakes different from lizards and crocodiles? (they do not have legs). *How do you know?* Students should find evidence in the text on page 2 and the pictures on pages 1 and 2.

Confirm and reinforce student understanding of what the text says with a brief Venn diagram activity extension that compares and contrasts snakes with lizards and crocodiles. A sample of what your Venn diagram might look like is provided below. Keep the diagram on hand for later reference.



How the Text Works

Which words do the authors use to tell us how snakes, lizards, and crocodiles are alike? (same, page 1; like, page 2) *Which word do the authors use to tell us how snakes are not like lizards and crocodiles?* (different, page 2)

Briefly turn attention back to the Venn diagram you created. **Say:** *Our Venn diagram helps us compare snakes with lizards and crocodiles, and the words we see in the text—same, like, and different—are signals that an author is comparing things. When authors write like this it is called a compare and contrast structure.*

How does the Venn diagram and the photos on pages 1 and 2 help you answer the question in the boldface heading: “What makes a snake a snake?” (You can see the legs of a crocodile and a lizard in the picture on page 1. You can see that a snake has no legs in the picture on page 2. The snake is different from other reptiles because it does not have legs. We can see this information in the completed Venn diagram.)

What do the authors want you to pay attention to after you read the caption on page 3? (the scales under the snake’s body)

What do the authors want you to pay attention to after you read the caption on page 4? (the way the snake’s body moves from side to side)

How do these two captions connect back to the main idea suggested in the boldface heading on page 3? (They tell us how the snake moves without legs.)

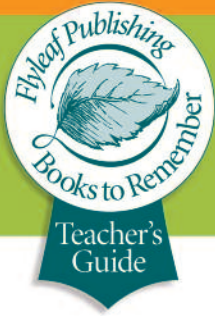
What the Text Means

What amazing thing do you think the authors wanted you to learn from the first four pages? (Snakes do not have legs, but they can glide from side to side using scales under their body.) *What is your evidence?* (Pictures show snakes without legs, scales under their body, and the side-to-side pattern they move in. Captions ask us to pay attention to these things.)

Ask Text-Dependent Questions activity adapted from Fisher, Frey, Anderson, and Thayre (2015).

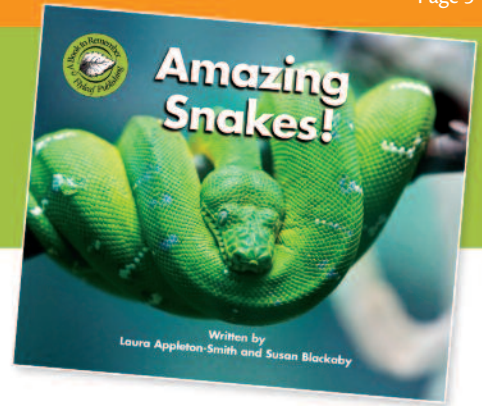
Complete Foundational Skills Instruction

Complete the Day 1 Connecting Spelling to Meaning Activity in the *Amazing Snakes!* Foundational Skills Guide.



Decodable Literature Library Close Reading Guide

Reading Series 2: Amazing Snakes!



Day 2

Foundational Skills Instruction

Complete the Day 2 activities in the *Amazing Snakes!* Foundational Skills Guide.

Close Reading Instruction

Prepare for Instruction

Post purpose statements. Have on hand annotation bookmarks, sticky notes to use for annotating, and a copy of the Annotation Chart Blackline Master.

Continue Individual Reading | pages 5–8

Ask students to place the **annotation bookmark** between pages 7 and 8. Then, as students read quietly to themselves, have individual students read aloud to you so you can gauge their proficiency, offer feedback on pronunciation, and scaffold the use of text features. Monitor to be sure student annotations are meaningful and that they are not making too many. Students should stop reading when they get to the bookmark.

Say: *I want each of you to read pages 5 through 8 softly to yourself. As you read, think about how the text features help you understand what you are reading. Use your annotation bookmarks to remind you of annotations you want to make. Write the annotation symbols on sticky notes and place them in the text where you have questions, where you find interesting or important information, or where you notice connections. Remember to use the question mark symbol if there is a word you don't know the meaning of.*

Use Text Features and Annotation

Ask each student in the group to share one annotation they made in the text from pages 5–8. Record those annotations on the chart. Some possibilities are shown in the example below. If there are repeated annotations, use check marks to record the number of repetitions. Use the Connect Information Within the Text script below to be sure students understand the + annotation. Keep the chart you've created on hand so you can continue filling it in and so that it is available for reference.

Day 2 Purpose Statements

- I can use text features to help me understand the topic.
- I can annotate to help me think about and talk about what I am reading.
- I can connect one part of the text with another part.

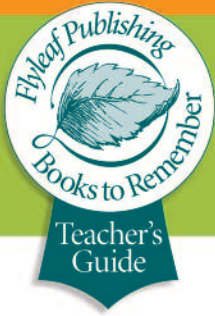
?	!	→	+
<p><i>I wonder how long it takes the snake to get out of its skin. (p. 7)</i></p> <p><i>I wonder if you can find snake skins. (p. 7)</i></p>	<p><i>I notice that the snake skin looks see-through. (p. 7)</i></p>	<p><i>Snakes hide when they shed their skin. (p. 7)</i></p>	<p><i>Snakes slither to move side to side and to get out of their skin. (pp. 4 & 7)</i></p>

Connect Information Within the Text

If the connections noted in the + column of the sample chart above are not made by students during the course of the activity, lead the following discovery with students to arrive at those connections. Be sure to add the annotations to the chart (as well as annotation symbols to the appropriate page of the book) as you work through the instruction. Have students reread the description on page 7 that tells how the snake gets out of its skin.

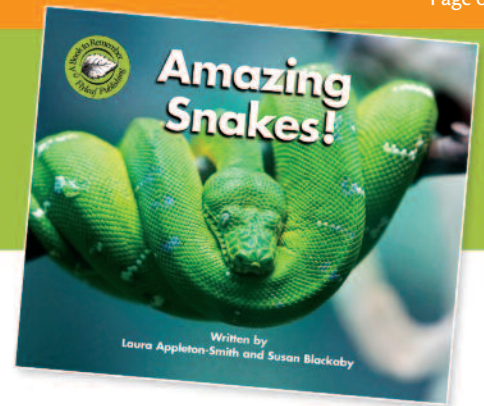
Say: *I am thinking about something we read earlier. We read that a snake moves side to side as it slithers. Now on page 7 we learn about another use a snake has for slithering. Ask:* *What is it? (A snakes can slither out of its old skin.)*

Say: *That connection between one part of the text and another makes a lot of sense! I am going to annotate the text that says "the top skin splits and the snake slithers from it" on page 7 with a plus sign because I connected information from this part of the text to another part. Be sure this information is included on the annotation chart, as in the sample chart above.*



Decodable Literature Library Close Reading Guide

Reading Series 2: *Amazing Snakes!*



Ask Text-Dependent Questions

Use the following text-dependent questions to establish how much of an understanding students have about the topic and about the way the authors use text and text features to explain the topic.

For the What the Text Says questions, students can discuss their answers with you as a group or briefly with a partner (2–4 minutes), using the think-pair-share format. Be sure students can give evidence for their answers with key details. Work through the How the Text Works and What the Text Means sections as a group.

What the Text Says

Does a snake's skin feel wet? (no). How do you know? Students should find evidence in the text on page 5.

What does the photograph on page 6 show? (a close-up of a snake's skin). How do you know? (We can infer this because it has the same pattern as the skin of the snake shown on page 5.)

What does the photo on page 7 show? (The picture shows a snake's shed skin.) How do you know? Students should find evidence in the caption on page 7.

How do snakes shed their skin? (The top skin separates from the new skin, the skin splits, and the snake slithers out.) How do you know? Students should find evidence in the text on page 7.

How the Text Works

In the boldface heading on page 5, can you infer why the authors ask "Do you think a snake's skin feels slimy?" (because a lot of people think snakes are slimy). What words on page 5 tell you snakes are not slimy? ("but this is not the case")

What does the photo on page 8 have to do with the information on pages 6 to 8? (These pages are about a snake's skin and this shows a close-up of a snake's skin.)

What word do the authors use to describe how a snake gets out of its skin? (slithers)

What the Text Means

Why do you think there is an exclamation point in the boldface heading on page 7? (Because it is a way for the author to call attention to something that is amazing. Exclamation points indicate strong feeling, and an exclamation point here helps us realize that the author feels strongly that this is an amazing thing about snakes.)

Ask Text-Dependent Questions and What Does the Text Inspire You to Do? activities adapted from Fisher, Frey, Anderson, and Thayre (2015).

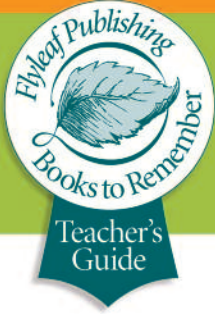
What Does the Text Inspire You to Do?

Engage in Collaborative Conversation

Have students talk briefly with a partner about what they think is the most amazing thing they have learned from today's reading. Have them use the think-pair-share format.

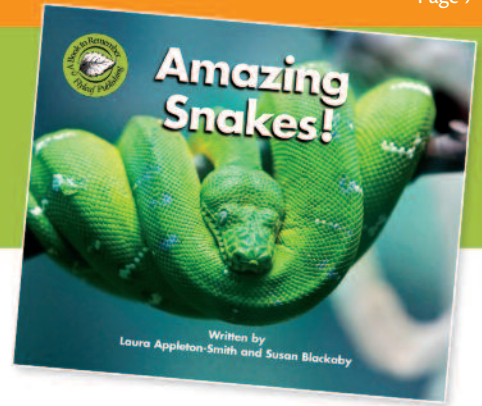
Complete Foundational Skills Instruction

Complete the Day 2 Connecting Spelling to Meaning Activity in the *Amazing Snakes!* Foundational Skills Guide.



Decodable Literature Library Close Reading Guide

Reading Series 2: Amazing Snakes!



Day 3

Foundational Skills Instruction

Complete the Day 3 activities in the *Amazing Snakes!* Foundational Skills Guide.

Close Reading Instruction

Prepare for Instruction

Post purpose statements. Have on hand annotation bookmarks, sticky notes to use for annotating, and a copy of the Annotation Chart Blackline Master.

Continue Individual Reading | pages 9–12

Ask students to place the **annotation bookmark** between pages 11 and 12. Then, as students read quietly to themselves, have individual students read aloud to you so you can gauge their proficiency, offer feedback on pronunciation, and scaffold the use of text features. Monitor to be sure student annotations are meaningful and that they are not making too many. Students should stop reading when they get to the bookmark.

Say: *I want you to read pages 9 through 12 quietly to yourself. As you read, think about how the text features help you understand what you read. Use your annotation bookmarks to remind you of annotations you want to make.*

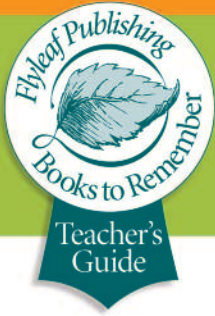
Use Text Features and Annotation

Ask each student in the group to share one annotation they made in the text from pages 9–12. Record those annotations on the chart. Some possibilities are shown in the example below. If there are repeated annotations, use check marks to record the number of repetitions. Keep the chart you've created on hand so you can continue filling it in and so that it is available for reference.

Day 3 Purpose Statements

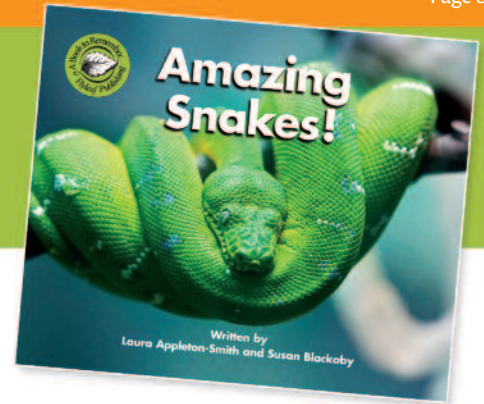
- I can use the text features to help me understand the topic.
- I can annotate to help me think about and talk about what I am reading.
- I can connect one part of the text with another part.

?	!	→	+
<p><i>Why do snakes eat such big things? (pp. 9–10)</i></p> <p><i>Are there snakes that are longer than a truck? (p. 12)</i></p> <p><i>What kind of snake is the longest? (p. 12)</i></p>	<p><i>You can see the egg in the snake after it eats it. (p. 10)</i></p> <p><i>The snake opens its mouth wide and then swallows the egg whole. (pp. 9–10)</i></p>	<p><i>Snakes come in different sizes. (p. 12)</i></p>	<p><i>Do snakes grow big because of how much they eat? (pp. 9, 10 & 12)</i></p>



Decodable Literature Library Close Reading Guide

Reading Series 2: *Amazing Snakes!*



Ask Text-Dependent Questions

Use the following text-dependent questions to establish how much of an understanding students have about the topic and about the way the authors use text and text features to explain the topic.

For the What the Text Says questions, students can discuss their answers with you as a group or briefly with a partner (2–4 minutes), using the think-pair-share format. Be sure students can give evidence for their answers with key details. Work through the How the Text Works and What the Text Means sections as a group.

What the Text Says

What do snakes eat? (small animals, eggs, and insects). *How do you know?* Students should find evidence in the text on page 9.

Explain why the boldface heading on page 11 says “Big snake, little snake.” (because this part of the text is telling us that snakes can be little and big)

How big can a snake be? (as long as a truck). *How do you know?* Students should find evidence in the text and picture on page 12.

How little can a snake be? (as long as your hand). *How do you know?* Students should find evidence in the text and picture on page 11.

How many different kinds of snakes are there? (2,000) *How do you know?* Students should find evidence in the text on page 11.

How the Text Works

What word do the authors use to mean “world”? (globe)

How do the authors use the word consume on page 10? (as a synonym for “eat”)

What do the captions tell you to pay attention to in the photographs on pages 9 and 10? (the egg that the snake is eating). *What do the authors want you to notice about the egg?* (that the snake swallows the egg whole)

How do the pictures on pages 11 and 12 connect to the boldface heading on page 11? (They show the size of small and big snakes in comparison to things we are familiar with: a hand and a truck. This helps us understand the size difference between the littlest and the biggest snakes.)

What the Text Means

What amazing things do you think the authors wanted you to learn from the pages we read today? (Snakes swallow their food whole, snakes can be very small or very big.) *What is your evidence?* (The pictures show a snake eating an egg whole and the captions make us pay attention to this; pictures show a very small snake and a snake that is so big, it takes two people to hold it.)

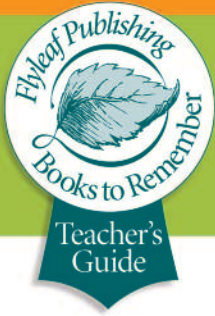
What can we infer about snakes from the information on the pages we read today? (Answers can vary, but look for this type of thinking: *The text says that snakes eat eggs, insects, and small animals so we can infer that snakes are carnivores, or meat eaters.*)

Ask Text-Dependent Questions and What Does the Text Inspire You to Do? activities adapted from Fisher, Frey, Anderson, and Thayre (2015).

What Does the Text Inspire You to Do?

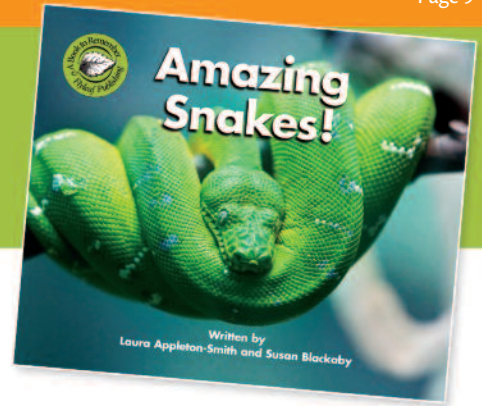
Explore Numeracy Concepts

Say: *The pictures on pages 11 and 12 help us understand the size of the smallest and biggest snakes, but the text doesn't tell us how many inches or feet long these snakes are. How could we figure this out on our own?* (Support students in measuring the hands of themselves, each other, or adults in the classroom and in looking up the length of a truck like the one shown in the picture.)



Decodable Literature Library Close Reading Guide

Reading Series 2: Amazing Snakes!



Day 4

Foundational Skills Instruction

Complete the Day 4 activities in the *Amazing Snakes!* Foundational Skills Guide.

Close Reading Instruction

Prepare for Instruction

Post purpose statements. Have on hand annotation bookmarks, sticky notes to use for annotating, and a copy of the Annotation Chart Blackline Master.

Continue Individual Reading | pages 13–16

Ask students to place the **annotation bookmark** between pages 15 and 16. Then, as students read quietly to themselves, have individual students read aloud to you so you can gauge their proficiency, offer feedback on pronunciation, and scaffold the use of text features. Monitor to be sure student annotations are meaningful and that they are not making too many. Students should stop reading when they get to the bookmark.

Say: *I want you to read pages 13 through 16 quietly to yourself. As you read, think about how the text features help you understand what you read. Use the annotation bookmarks to remind you of annotations you want to make.*

Use Text Features and Annotation

Ask each student in the group to share one annotation they made in the text from pages 13–16. Record those annotations on the chart. Some possibilities are shown in the example below. If there are repeated annotations, use check marks to record the number of repetitions. Keep the chart you've created on hand so that it is available for reference.

Day 4 Purpose Statements

- I can annotate to help me think about and talk about what I am reading.
- I can support my answers with evidence from the text.
- I can connect one part of the text with another part.

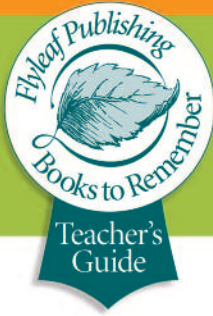
?	!	→	+
<i>Why do snakes not like people? (p. 13)</i>	<i>Snakes do not want to bite people. (p. 13)</i>	<i>Snakes want to be left alone. (p. 13)</i>	<i>Snakes are afraid of people or predators so that is why they hide when they shed their skin. (pp. 7 & 13)</i>

Connect Information Within the Text

If the connections noted in the + column of the sample chart above are not made by students during the course of the activity, lead the following discovery with students to arrive at those connections. Be sure to add the annotations to the chart (as well as annotation symbols to the appropriate page of the book) as you work through the instruction.

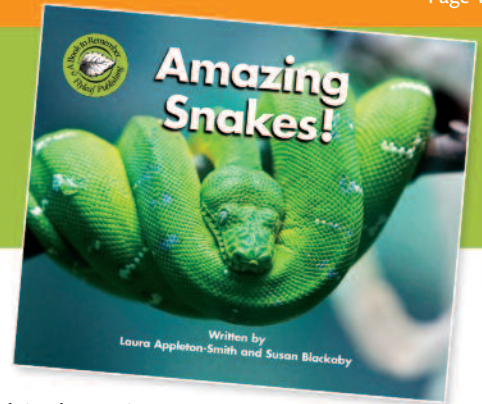
Ask: *Can anyone make a connection between what is in the section we've just read with something we learned earlier in the book? (Answers will vary. Use the question script below if necessary to make a connection.)*

Say: *Let's make an annotation to show that we made a connection. (Students might connect information about a snake being afraid of people and wanting to be left alone on page 13 and a snake needing to hide in a safe spot to shed its skin on page 7, or they may connect information about people thinking that snakes are slimy on page 13 to the information about how a snake's skin actually feels on page 5.) Add the information to the chart.*



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Ask Text-Dependent Questions

Use the following text-dependent questions to establish how much of an understanding students have about the topic and about the way the authors use text and text features to explain the topic. For the What the Text Says question, students can discuss their answers with you as a group or briefly with a partner (2–4 minutes), using the think-pair-share format. Be sure students can give evidence for their answers with key details. Work through the How the Text Works and What the Text Means sections as a group.

What the Text Says	<i>How do snakes feel about people? (They are scared of people.) How do you know? (The text says they just hope to be left alone.)</i>
How the Text Works	<i>What new information do you learn on pages 15 and 16? (Nothing new. Point out to students that the text on these pages summarizes what they have learned in the book.)</i>
What the Text Means	<i>Read the final sentence of page 16. Why do the authors end the book this way? (because they think that snakes are amazing). What information on pages 15 and 16 supports the authors' claim? (all the information offered, which repeats what was said in the book)</i>

Ask Text-Dependent Questions and What Does the Text Inspire You to Do? activities adapted from Fisher, Frey, Anderson, and Thayre (2015).

What Does the Text Inspire You to Do?

Engage in Collaborative Conversations

Model for students how to use their annotations to guide a collaborative conversation about what they have read and learned in the book *Amazing Snakes!*

Say: *So if I wanted to have a conversation about what I have read and learned about snakes, it would be helpful to use my annotations. Point to your annotations and say: I made an annotation near the word slither. On this page, I learned that snakes slither out of their skin when they shed. I annotated with a plus sign because that connects to what I learned earlier about how snakes slither to move side to side because they don't have legs. (Show annotation on page 7 next to the line with the word slithers.) Choose a child partner and say: So if I wanted to have a conversation about what I have read with my partner I could say, "Did you know that snakes slither from side to side to move? They do this because they don't have legs. When it is time to shed their skin, they also slither out of the old skin after it splits open. I wonder if that slithering is more like wiggling to get out of the old skin?" Let the partner have an opportunity to respond, then ask students to pair up and have their own conversations with a partner.*

Say: *Now I am going to ask you to talk to a partner about what you learned about snakes. Use your annotations to help you remember what you had questions about, what you thought was interesting or amazing, or what you connected to other information you learned. While partners discuss, listen to the quality of their conversations and how they use their annotations, facilitating where necessary.*

Snakes shed their skin!

Every snake sheds its skin. When a snake sheds, it stops eating for a day or two and hides in a safe spot. ?

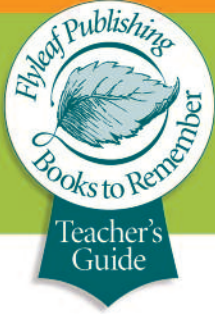
The snake's top skin separates from the skin under it. The top skin splits and the snake slithers from it. ↑

+ This is a snake skin after it has been shed. !



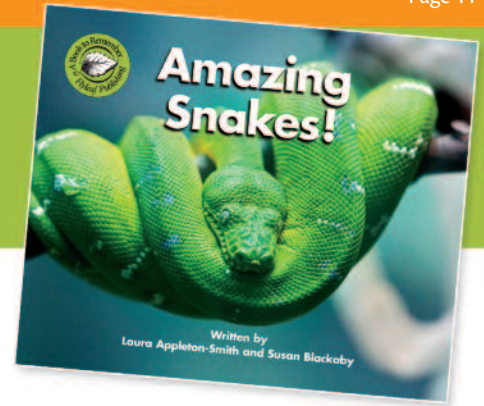
Complete Foundational Skills Instruction

Complete the Day 4 Connecting Spelling to Meaning Activity in the *Amazing Snakes!* Foundational Skills Guide.



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Day 5

Take Action: What Does the Text Inspire You to Do?

The following action-oriented activities allow students to demonstrate their understanding of the text they have read. The tasks are designed to enable students to effectively express themselves as writers and discussion partners. Scripts are offered to prompt students' thinking and sentence frames are offered to scaffold students' use of academic language. Choose the activity or activities that are best suited to your students.

Prepare for Instruction

Post purpose statements. Have on hand written opinions students recorded on Day 1 and copies of the Full-Page Writing Blackline Master.

Discuss and Write Your Opinion

Hand back the papers from Day 1 on which students recorded their opinion about snakes. **Say:** *Turn to a partner and discuss what you wrote about snakes before you read the book, and compare what you wrote with how you feel about snakes now that you have read the book. Has your opinion about snakes changed?*

Invite students to write an opinion based on the conversations they have had. **Say:** *Write about how you felt about snakes before you read the book, and how you feel about snakes now that you have read the book. Has your opinion about snakes changed? Do you agree with the authors' claim that snakes are amazing?*

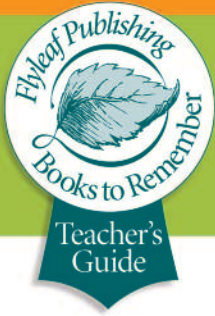
Day 5 Purpose Statements

- I can connect one part of the text with another part.
- I can agree or disagree with the authors' claim.
- I can discuss and write about what I learned.

Before I read this book, I thought that snakes _____. After reading this book, I think the most amazing thing I learned about snakes is _____. This helps me realize _____. In my opinion _____, I _____ (agree/disagree) with the authors' claim that snakes are amazing.

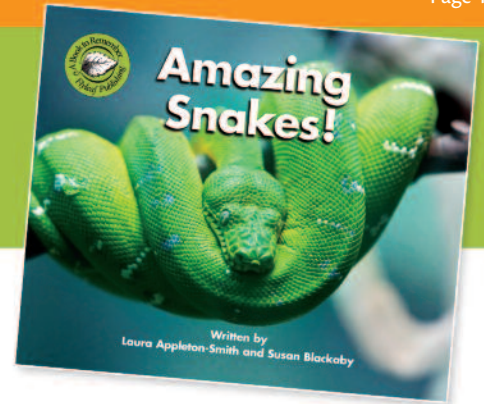
Sample Opinion Statement

Before I read this book, I thought snakes were just scary. After reading this book, I think the most amazing thing I learned about snakes is that they hide to shed their skin and they want to be left alone. This helps me realize they are probably afraid of people too. In my opinion, even though I still don't like snakes, I agree with the authors' claim that snakes are amazing.



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Reading Series 2: *Amazing Snakes!*



Discuss and Write What You Learned

Ask students to summarize what they learned from this book that they think is amazing.

Say: *Discuss with your partner what, in your opinion, are the most amazing things you learned about snakes from this book. After you talk about a few things you think are amazing, decide on the one thing you found to be most amazing about snakes.*

Be sure the annotation anchor charts you created in the course of instruction are visible to students, who should refer to them for reminders of what they have learned or thought about. They can also refer to the annotations they made in their book.

Ask students to write about the most amazing things they have learned about snakes based on their conversations. **Say:** *Based on the discussion you just had with your partner, write about the one thing you think is the most amazing about snakes. Use your annotations to help you.*

The authors wrote this book to tell us that _____. An amazing thing I learned about snakes from reading this book is _____. I also I learned that _____. I think the most amazing thing about snakes is _____.

Sample Write What You Learned

The authors wrote this book to tell us that snakes are amazing. An amazing thing I learned about snakes from reading this book is that they can be as big as a truck. I also learned that snakes can be as small as your hand. I think the most amazing thing about snakes is they can be very big or very small because I never realized that snakes were such different sizes.

Monitor Skill Development

Use the Post-Reading assessments at the end of the *Amazing Snakes!* Foundational Skills Guide to monitor students' skill development.