

Snazzy Snake

Activities

- ★ Read Aloud 1: *Hide and Snake*
 - ★ Oral Vocabulary: ★ camouflaged, ★ pattern
- ★ Focus Lesson: ★ Capital Letters, ★ Proper Names, ★ Drawing Faces
- ★ Handwriting
 - Preskills: straight lines
 - Letters: ★ S, ★ s
 - Words: names
- ★ Story Writing: Snake
- ★ Read Aloud 2 and K-W-L: ★ *Snakes!*
 - Oral Vocabulary: ★ cold-blooded

Planning Information

5-Day Unit

- ★ Introduction of a new activity, skill, or word in *Read Well 1 Composition*



What first grader isn't mesmerized by snakes that slip, slide, and slither along? Your students will enjoy creating their own friendly characters in their first Story Writing activity. Unit 1 provides a carefully scaffolded start to ensure success.

**Our program goal is simple—
to captivate kids and generate excitement.
We want every student to complete each unit
thinking, “I am a writer.”**

Important Tips

Preparing to Teach • Teaching Expectations

Preparing to Teach

Review these principles before teaching each lesson. Your instructional expertise and effectiveness with the program will continue to grow.



1 Read

Getting Started, Important Tips, and each lesson all provide important information to help you prepare your lessons.



2 Analyze and Visualize

Before teaching, become familiar with the lesson so that your focus can be on the students while you teach. Visualize the lesson.



3 Practice

Work with a colleague. Practice lessons with each other. Work toward fluency and confidence in your instructional delivery.



Then TEACH with joy!

**Follow the careful programming provided.
Scaffolded instruction allows students
to produce their personal best.**

Teaching Expectations

For each activity in *Read Well 1 Composition*, be sure to teach students your expectations.

TEAM

You may wish to use the Talk, Effort, Ask, Move (TEAM) model (adapted from Sprick, Garrison, and Howard, 1998). TEAM can be used to clarify and then teach your behavioral expectations for various activities.

Talk	How and when children may talk
Effort	How children should demonstrate effort
Ask	How children can ask for help
Move	How children can move about during an activity

NOTE
See *Getting Started* Section 2.4 for more detailed information on the TEAM model. An example of how to teach expectations is also provided.

Using TEAM, identify all the important activities (e.g., whole class, independent work, transitioning from whole class to independent work or small group, etc.) that will occur. Next, develop expectations for each activity. Use the following guidelines to teach and rehearse expectations for each of the activities with your students.

1. Identify Your Expectations.

Sample Expectations for Teacher-Directed Activities:

Talk	Respond with the group or when called on by the teacher.
Effort	Participate by listening, watching, thinking, nodding, smiling at each other, and talking when appropriate.
Ask	Ask questions and make comments only about what we are talking about.
Move	Sit with your hands and feet to yourself. Stay in your seat or in the circle.

2. Teach Your Expectations.

- Explain your expectations using simple rules and visual displays, when appropriate.
- Demonstrate (model) and/or have students role-play expectations.
- Provide corrective descriptive feedback.
- Provide high rates of positive descriptive feedback.
- Verify students' understanding of expectations throughout your teaching.

3. Once Expectations Have Been Learned:

- Monitor each activity; provide ongoing, positive, and descriptive feedback.
- Reteach expectations periodically.

UNIT 1

Plan Read Aloud and Composition Activities as your weekly schedule allows. Complete activities in the sequence shown. The daily Skill Work does not correspond to particular Read Aloud and Composition Activities and can be completed anytime during the day.

Skill Work

Day 1 20 Minutes

★Focus Lesson

- ★ Capital Letters,
- ★ Proper Names,
- ★ Drawing Faces

Day 2 10 Minutes

★Handwriting

lines, names

Day 3 10 Minutes

Handwriting

lines, names, ★s

Day 4 10 Minutes

Handwriting

lines, ★S

Day 5 10 Minutes

Handwriting

lines, Ss

Read Aloud and Composition Activities

★**Read Aloud 1** 10–15 Minutes

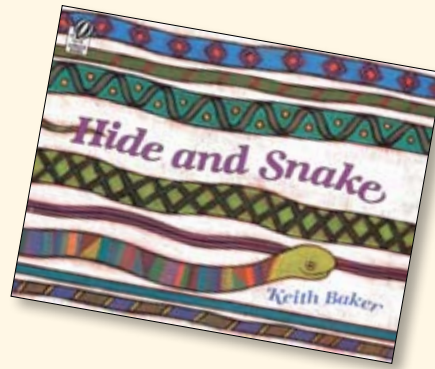
Hide and Snake

by Keith Baker

FICTION • NARRATIVE, RHYMING

Comprehension: Remember, Understand, Apply, Analyze, Evaluate

★ **Oral Vocabulary:** ★ pattern, ★ camouflaged



★**Story Writing**

Snake

FICTION • NARRATIVE, IMAGINATIVE

Writing Process: Prewriting, Drafting

Writing Traits: Ideas and Content, Organization, Sentence Fluency, Conventions, Presentation

Cover 10–15 Minutes

Beginning and Middle 10–15 Minutes

End 10–15 Minutes

★ Introduction of a new activity, skill, or word in *Read Well 1 Composition*

Read Aloud and Composition Activities

★ Read Aloud 2 and K-W-L



★ *Snakes!*

by the Editors of *TIME For Kids* with Lisa Jo Rudy
NONFICTION • EXPOSITORY

Comprehension: Remember, Understand, Apply

Oral Vocabulary: ★ cold-blooded

Part 1

Chapter 1: 20–30 Minutes

Part 2 (Optional)

Chapter 2: 15–20 Minutes

Chapter 3: 15–20 Minutes

Chapter 4: 15–20 Minutes

TIME WELL SPENT

K-W-Ls and expository text provide students with an opportunity to develop background knowledge, inquiry skills, and curiosity about the world. We hope you find the time to read with students as many chapters of *Snakes!* as possible.

Skills Connection

Read Well 1

Letter/Sound Association • Ss (Unit 1)

Tricky Word • I

Unit 1 of *Read Well 1* provides a perfect complement to this unit—previewing, reviewing, or paralleling the topic of snakes. In their *Read Well* stories, students meet a little snake who teaches them about friendship, shedding, and even a little about a snake’s sensory system. Students meet an awesome anaconda that is as long as a school bus and learn fascinating snake facts.

Read Well 1 Spelling and Writing Conventions

Letter/Sound Association • Ss (Unit 1)

Tricky Word • I

Materials and Materials Preparation



Lessons

Teacher Materials

READ WELL 1 COMPOSITION MATERIALS

- Unit 1 Teacher's Guide
- *Hide and Snake* by Keith Baker
- *Snakes!* by the Editors of *TIME For Kids* with Lisa Jo Rudy

SCHOOL SUPPLIES

- Projection equipment (e.g., overhead projector, visual presenter, etc.) and colored pens
- Chart paper or board space for K-W-L and/or a Brainstorming Chart



When using blackline masters, make one copy per student. You may wish to use your Skill and Composition books to determine which pages to run double-sided.

Teacher Sample: For Skill Work, Composition, and Journal Writing, make a copy (transparency or paper) to project.

Student Materials

READ WELL 1 COMPOSITION MATERIALS

- Unit 1, Day 1 Focus Lesson in *Skill Book 1*, page 1, and on Blackline Masters CD
- Unit 1, Days 2–5 Handwriting in *Skill Book 1*, pages 3–4, and on Blackline Masters CD
- Unit 1, Story Writing in *Composition Book*, pages 1–2, and on Blackline Masters CD (Tear out or copy, then fold.)

SCHOOL SUPPLIES

- Pencils and erasers
- Colors (markers, crayons, or colored pencils)

Materials Preparation

READ WELL 1 COMPOSITION MATERIALS

- Start a Word Wall with student names using the A–Z Wall Cards and blank Word Wall Cards on the Blackline Masters CD.
- Collect snake resources and put them in a clearly labeled tub—Snakes: Unit 1. Place the tub where students can easily access it when working on their compositions. Model how to care for the materials and return them to the tub.
- Copy and glue discussion prompts into the books *Hide and Snake* and, if needed, *Snakes!*, or write discussion prompts on sticky notes and insert into book.
- On line 3 of each student's copy of Unit 1 Focus Lesson, write the student's name with a highlighter.
- On line 3 of each student's copy of Day 2 Handwriting, write the student's name with a highlighter.
- Prepare a K-W-L chart for use in Read Aloud 2.

How to Teach Skill Work

Focus Lesson and Handwriting



Research Snapshot

Improving Writing

Studies with first grade students indicate that handwriting instruction and practice not only improve handwriting but also improve writing skills—story writing fluency and the ability to construct written sentences (Berninger et al., 1997; Graham et al., 2000; Jones and Christensen, 1999).

Teach Skill Work from this section. Each instructional component is outlined in an easy-to-teach format. Some scripting is provided to help you prepare, and special tips are provided to help you nurture student progress.

Day 1

Focus Lesson

Day 2

Handwriting

Day 3

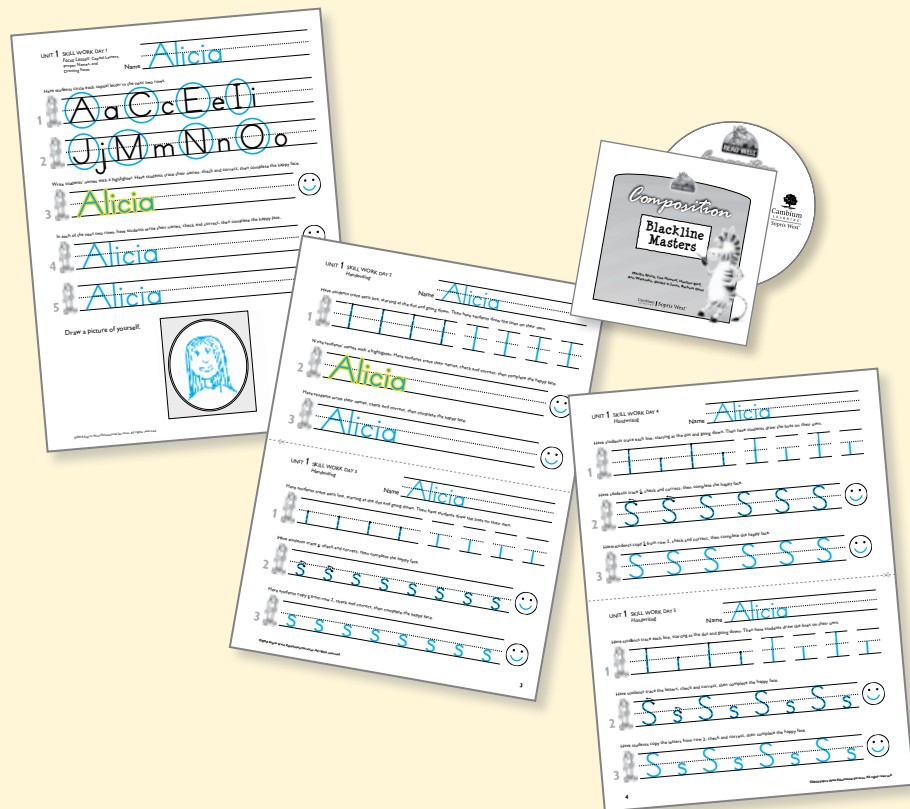
Handwriting

Day 4

Handwriting

Day 5

Handwriting



After each day's Skill Work, continue your composition lessons with the Read Aloud and Composition Activities as your schedule allows. (See pages 13–28.)

Skill Work

Day 1 ★ Focus Lesson ★ Capital Letters, ★ Proper Names, ★ Drawing Faces

20 Minutes

Seating

Have students sit where they can easily see the teacher demonstration and work at their desks.

Materials

Unit 1 Focus Lesson (*Skill Book 1* or Blackline Masters CD) one copy per student; overhead; pencils; colors

Preparation

On line 3 of each student's Focus Lesson, write the student's name with a highlighter. Use an initial capital followed by small letters.

Objectives

Handwriting

Accuracy and Fluency:
Identifying and using guidelines, students' names
Checking/Correcting

Writing Traits

Conventions

Proper Names: beginning capital (preskill—identifying capitals, proper names/nouns)

Presentation

Neatness, Illustrating (preskill—drawing faces, using colors)

FOCUS LESSON
Skills and Strategies

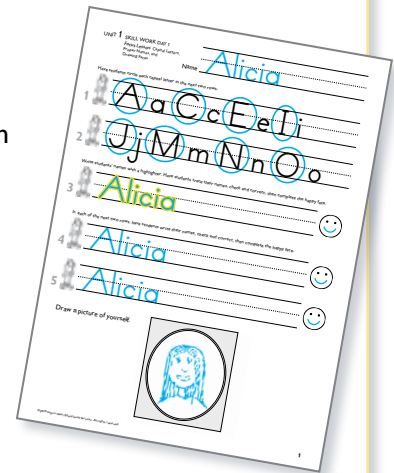
Purpose

Conventions: Students review capital letters, identify correct and incorrect examples of proper names, and write their names with beginning capitals.

Presentation: Students use guidelines to carefully trace and write their names, then to check and correct. Students also learn to draw their faces.

Procedures

- 1 Introduce the lesson.
Say something like: *We're going to practice writing our names. Our names are very important, so we should always use our best handwriting.*
- ★ 2 Introduce the guidelines from your overhead example.
 - Introduce Theo Bear.
Point to Theo Bear on an overhead copy.
This is Theo Bear. Touch Theo Bear on your paper.
Point to the hat line. *This is Theo Bear's hat line. Touch the hat line.*
 - Repeat with belt line and shoe line.
- ★ 3 Have students identify capital letters.
 - Have students identify and circle the capital letters.
Point to Row 1. *Touch Row 1. In Row 1, there are capital and small letters. Capital letters always start at the hat line and go down to the shoe line. Find and touch under the capital letter A. Circle the capital letter A.*
 - Repeat with the remaining letters in Rows 1 (C, E, I) and 2 (J, M, N, O).
- ★ 4 Introduce proper names and capitalizing. Teach students that people's special names begin with a capital letter. Say something like:
Everyone's special name begins with a capital letter.
My special name is not teacher; it is [Mr. Z].
Your special name is not boy or girl. Is your special name student? (no)
Everyone, who is this? Point to a student. ([Ann])
Her special name is [Ann]. Is her special name child? (no)
What's her special name? ([Ann])
Everyone, think of your special name. Whisper your special name.
We always use a capital letter at the beginning of someone's name.



SCRIPTING

Scripting is provided to guide your thinking as you prepare for the lesson. This first unit is heavily scripted to help you visualize the lesson before it is presented.

(continued)

Skill Work

(continued)

What kind of letter should go at the beginning of [Ann] and [Tomas]?
(a capital letter)

5 Teach students to trace their names carefully.

- Guide tracing.

Everyone, touch Row 3. What kind of letter does your name start with?
(a capital letter)

Yes, it starts with a capital letter. Trace your name carefully.

While students trace, trace your name. Go over the shoe line with one letter.

- Demonstrate how to check and correct, then complete the happy face.

Everyone, look at my name. I made a small goof. What did I do?

(You went over the shoe line.)

I can fix that! **Demonstrate how to fix the letter by erasing.**

If you miss the shoe line, what can you do? (Fix it.)

That's right. You can fix it by erasing *gently*. When you finish tracing, fix any little goofs. Then draw a happy face in the circle.

6 Teach students to copy their names carefully, then check and correct.

Everyone, touch Row 4. Write your name. Copy it carefully from the line above. What kind of letter does your name start with? (a capital letter)

That's right. So, everyone will start at the hat line or just a little below it. Write your name.

While students write, write your name with one letter backwards.

Everyone, look at my name. Am I ready to put a happy face in the circle? (no)

You're right! I made a funny mistake.

[Edward], what should I fix? (The letter r is backwards.)

Everyone, what should I do? (Fix it.)

Yes, I'm going to gently erase and fix it. **Correct your error.**

- Have students check and correct, then complete the happy face.
- Repeat with Row 5.

★ 7 Teach students how to draw their faces.

- Demonstrate and then have students draw their faces.

Point to the oval. I'm going to draw my face in the oval. I need eyes, so I'm going to draw two circles for my eyes and two smaller circles for the colored part of my eyes. My eyes are brown, so I'm going to color the smaller circles brown.

Draw two circles for eyes, with two smaller circles for the irises.

Now, you draw your eyes.

- Demonstrate and guide adding a small upside-down smile for the nose, a big smile, hair, ears, and other details.
- Demonstrate and guide how to color using at least three colors.



WHAT'S NEXT?

After completing the Focus Lesson, continue with the Read Aloud and Composition Activities as your schedule permits.

Skill Work

Day 2 ★ Handwriting

10 Minutes

Seating

Have students sit where they can easily see the teacher demonstration and work at their desks.

Materials

Day 2 Handwriting (*Skill Book 1* or *Blackline Masters CD*) one copy per student; overhead; pencils

Preparation

On line 3 of each student's copy, write the student's name with a highlighter. Use an initial capital followed by small letters.

Objectives Handwriting

Accuracy and Fluency:
lines, names
Checking/Correcting

Writing Traits

Conventions
Proper Names: beginning capital

STARTING WITH SIMPLE LINES

This handwriting lesson starts with simple straight lines to help students learn to:

- start at the top of a line and go down.
- use the guidelines.
- leave finger spaces as a preskill to leaving spaces between words.
- self-monitor and make improvements.

Note: Use humor in your lessons and keep the focus on each child's personal best. Then students will learn to write legibly and fluently without stress. Cheer your kids along!

Procedures

- 1 Introduce the purpose of the handwriting lessons. Say something like:

We are going to spend a few minutes each day practicing handwriting.

The more we practice, the easier and nicer our handwriting will be.



- ★ 2 Teach students how to trace the lines in the first half of Row 1.

- Demonstrate and guide how to trace lines in Row 1.

There are lines in many letters, so we're going to practice making lines.

Watch me trace the first line. Trace the first line.

You always start at the hat line and go down.

Now it's your turn. Point to Row 1. Touch Row 1 on your paper.

Trace the first line with your pencil. Start at the dot.

Go down and stop at the shoe line.

- Repeat with each line except the last line.

- Guide how to self-monitor.

Remember what to do when you make a little goof. Watch me.

Trace the last line, but go over the shoe line.

Oops, what did I do? (You forgot to stop at the shoe line.)

I can fix that! Demonstrate how to shorten the line by erasing.

If you miss the shoe line, what can you do? (Fix it.)

That's right. You can fix it by erasing gently.

Trace your last line. Check to see that you traced each line carefully.

Fix any lines that need fixing.

- ★ 3 Teach students how to write the lines in the last half of Row 2.

- Demonstrate and guide how to write lines.

Touch the blank lines. Watch me write a line.

It's your turn. Keep going until you finish the line.

When you finish, fix any lines that need fixing.

While students write, write a line in each space.

- 4 Have students trace, write, then check and correct their names in Rows 2 and 3. When they are satisfied that they've done their personal best in each row, have them complete the happy face.

WHAT'S NEXT?

After completing the Day 2 Handwriting, continue with the Read Aloud and Composition lesson as your schedule permits.

★ Introduction of a new activity, skill, or word in *Read Well 1 Composition*

Skill Work

Day 3 Handwriting

10 Minutes

Seating

Have students sit where they can easily see the teacher demonstration and work at their desks.

Materials

Day 3 Handwriting (*Skill Book 1* or Blackline Masters CD) one copy per student; overhead; pencils

Preparation

At the top of each student's copy, write the student's name with a highlighter. Use an initial capital followed by small letters.

Objectives**Handwriting**

Accuracy and Fluency: lines, names, s
Checking/Correcting

Writing Traits**Conventions**

Proper Names: beginning capital

NAME WRITING

Have students carefully trace their names. Tell students that their names are very special, so it is important to learn to write their names neatly and accurately.

WHAT'S NEXT?

After completing Day 3 Handwriting, continue with the Read Aloud and Composition lesson as your schedule permits.

**Procedures**

- 1 Have students trace, then check and correct the lines in Row 1.

Say something like:

You're going to trace and write short lines. Remember to use Theo Bear's lines to guide you. Look at the first line.

Do you start at the shoe line and go up? **Trace with your finger.**

Or, do you start at the belt line and go down?

Trace with your finger. (We start at the belt line and go down.)

Trace the lines carefully. Then write four lines.

When you finish Row 1, check and correct your work.

- ★ 2 Teach students how to trace and write a small letter s.

- Demonstrate tracing s in Row 2. Say something like:

Touch Row 2. What is the name of the letter in Row 2? (s)

Say the sound with me. /sss/

Watch me trace the small letter s.

Trace s on the overhead while explaining how to write the letter.

I'm going to start at the dot—a little below the belt line.

Then I'm going to curve up and around toward Theo Bear.

About halfway down, I'm going to curve back around to the shoe line.

Finally, I'm going to curve up from the shoe line and stop.

- Have students trace s. **While students trace, trace s.**
- Demonstrate writing s in the last half of Row 2. Say something like:
You can help tell how I'm going to write the small letter s.
I'm going to start at the dot—a little below the . . . belt line.
Then I'm going to curve up and around toward . . . Theo Bear.
About halfway down, I'm going to curve back around to the shoe line.
Finally, I'm going to curve up from the . . . shoe line and stop.
- Have students write s. **While students write, write s.**
- Have students check and correct, then complete the happy face.

- 3 In Row 3, have students copy s from Row 2, check and correct, then complete the happy face.



Skill Work

Day 4 Handwriting

10 Minutes

Seating

Have students sit where they can easily see the teacher demonstration and work at their desks.

Materials

Day 4 Handwriting (*Skill Book 1* or Blackline Masters CD) one copy per student; overhead; pencils

Objectives

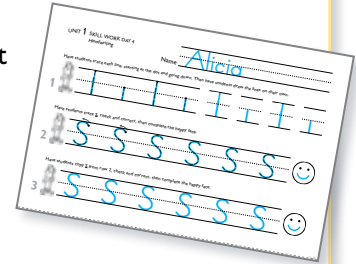
Handwriting

Accuracy and Fluency:
lines, S
Checking/Correcting

Procedures

- 1 Have students trace and write, then check and correct the lines in Row 1.
- ★ 2 Have students trace each S in Row 2. Then have students check, correct, and complete the happy face.
- ★ 3 Teach students how to copy and write a row of capital S's.
 - Demonstrate and guide copying S in Row 3. Show students how to leave a finger space between each S.
 - Have students check, correct, and complete the happy face.

(continue with the Read Aloud and Composition Activities)



Day 5 Handwriting

10 Minutes

Materials

Day 5 Handwriting (*Skill Book 1* or Blackline Masters CD) one copy per student; overhead; pencils

Objectives

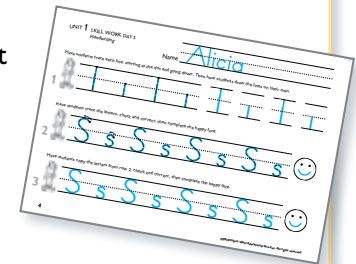
Handwriting

Accuracy and Fluency:
lines, Ss
Checking/Correcting

Procedures

- 1 Have students trace and write, then check and correct the lines in Row 1.
- 2 Have students trace capital S and small letter s in Row 2.
- 3 In Row 3, have students write capital S and small letter s, leaving a finger space between each letter. Have them copy Row 2.
- ★ 4 Personal Best: Have students select their best handwriting work for the unit. Place this paper in a special folder for future reference.

(continue with the Read Aloud and Composition Activities)



DEMONSTRATE AND GUIDE PRACTICE

For each step, demonstrate and guide practice as needed.



★ Introduction of a new activity, skill, or word in *Read Well 1 Composition*

How to Teach Read Aloud and Composition

Teach the Read Aloud and Composition from this section. Each instructional component is outlined in an easy-to-teach format. Follow the sequence shown below.

Read Aloud 1

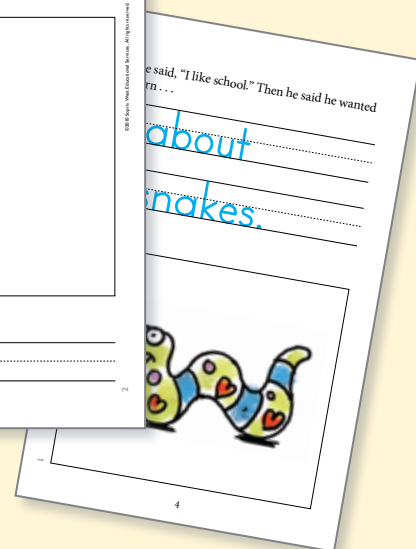
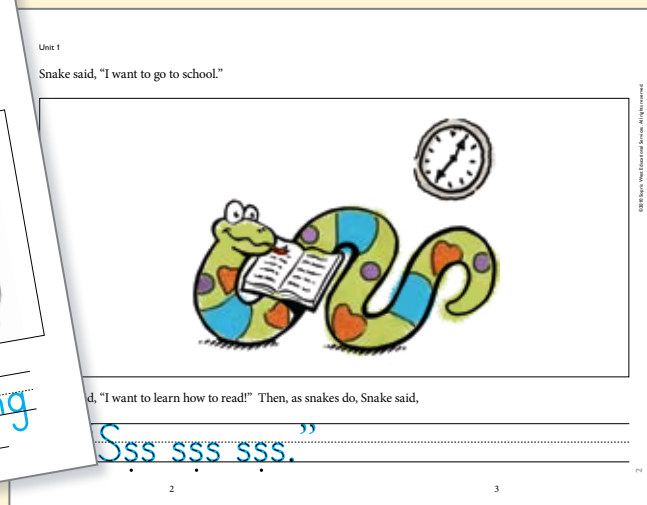
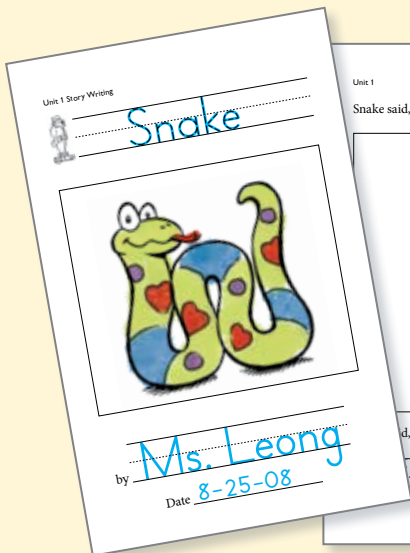
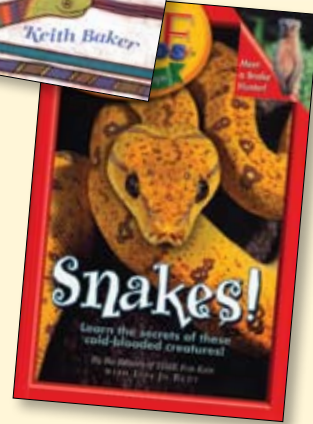
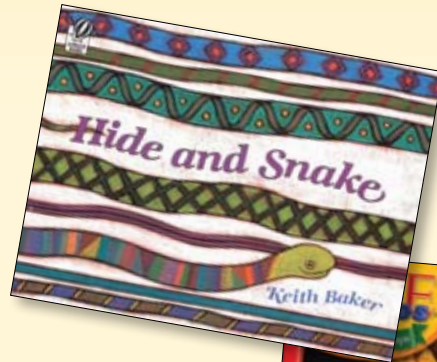
Hide and Snake

Story Writing • Snake

- Cover
- Beginning and Middle
- End

Read Aloud 2 and K-W-L

Snakes!



Read Aloud 1

10–15 Minutes

Seating

Have students sit where they can easily see the book.

Materials

Hide and Snake

Preparation

Copy discussion comments and questions and affix the notes to the appropriate pages of *Hide and Snake*. The first page of text is designated as page 1. In this book, page 1 says “Ready or not—here I go!”

Objectives

Genre

Fiction • Narrative, Rhyming

Comprehension

Remember

Defining, Identifying

Understand

Using

Apply

Explaining, Inferring, Making Connections, Predicting, Using

Analyze

Drawing Conclusions

Evaluate

Making Judgments, Responding

Vocabulary

Defining and Using—
pattern, camouflaged

Skills and Strategies

Understanding Text

Structure

Author, Illustrator, Main Character, Action

Study Skills

Viewing

★ Hide and Snake

by Keith Baker

Hide and Snake is a delightfully rhythmic “I spy” book. Students will enjoy trying to find the clever snake that frosts a cake, slides through socks, and weaves through baskets.

Procedures

Making Connections; Viewing; Identifying— What; Predicting

- 1 Introduce the book by helping students make connections between the title and the game Hide and Seek. Have students predict what the book might be about. Say something like:

Today, we will be reading a book called *Hide and Snake*.

Show students the cover.

Nod your head if you've played Hide and Seek.

How do you play Hide and Seek?

(Everyone hides and one person has to try to find them.)

Yes, in *Hide and Seek* everyone hides, and one person tries to find them.

Look at the book cover. What do you see? (a snake)

The title is *Hide and Snake*, and the book has a snake on it.

What do you think is going to happen?

(The snake is going to hide.)

That's a good prediction. Real snakes like to hide under rocks and bushes.

I wonder if this snake will do the same.

Defining and Using Vocabulary—pattern; Viewing; Identifying—What

- 2 Introduce the vocabulary word “pattern.” Say something like:

★ A *pattern* is something that happens over and over again.

The cover shows snakes that have patterns.

Point to the first snake and then to each part of the pattern.

This shows a pattern—an orange diamond in a purple diamond, an orange diamond in a purple diamond . . .

What's next? (an orange diamond in a purple diamond . . .)

Excellent. This is called a . . . pattern.

Say the word. (pattern)

A pattern is a design that happens over and over again.

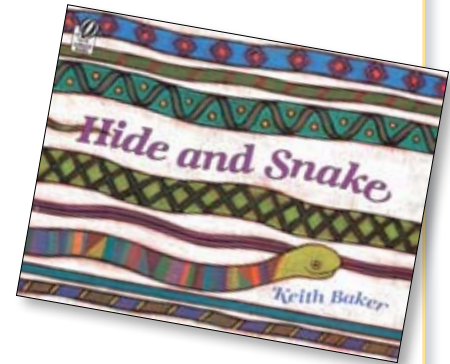
Point to the third snake and then to each part of the pattern.

Look at this snake. Does it have a pattern? (yes)

What is the pattern? (a wavy line and a yellow dot, a wavy line and a . . .)

It's called a pattern because it happens . . . over and over again.

(continued)



★ Introduction of a new activity, skill, or word in *Read Well 1 Composition*

Read Aloud 1

(continued)

- 3 Read the book aloud to students. Discuss the content and pictures by asking questions and making comments as you read.

Viewing; Identifying—Author, Illustrator, What; Using Vocabulary—pattern; Inferring

- a. Show students the title page and say:

Let's look at the title page for *Hide and Snake*.

Keith Baker wrote the book, so he is the . . . (author).

He also drew the pictures, so he is the . . . (illustrator).

On the cover we saw a snake that had a pattern of orange diamonds in purple diamonds. Look at the first snake with the diamond pattern.

What's funny about it? (It isn't a snake! It's a scarf.)

Point to the second object.

I thought this was a snake too. What is it? (a jump rope)

I think Keith Baker is very tricky. This should be a fun book.

Identifying—Main Character

- b. After reading page 1, say:

Who is talking in this story? (the snake)

Viewing; Identifying—Where, What (Action)

- c. After reading page 3, say:

This snake is playing Hide and Seek . . . Oh, I mean *Hide and Snake!*

Where is the snake? (in the yarn)

What is the snake doing? (hiding)

Viewing; Identifying—Where; Explaining

- d. After reading page 4, say:

Cup each hand, making your fingers into binoculars.

When you've spotted the snake, make your hands into binoculars.

Where is the snake? (curled around the green hat)

How did you find it? (looked for its pattern of stripes and triangles)

Identifying—Where; Viewing; Explaining

- e. After reading page 6, say:

Where is the snake? (wrapped around a present)

Point to the colored ribbon on page 6.

At first I thought this ribbon was the snake, but it is not.

How can you tell? (It doesn't have a tail or head . . .)

Everyone, point to the snake. Wow! You all found it.

[Garrett], how did you know the snake was around the green package?

(I could see its head—its eye on its green head.)

(continued)

Read Aloud 1

(continued)

Explaining; Defining and Using Vocabulary—camouflaged

f. After reading page 8, say:

Why do you think it was easy to find the snake in the napping cats?

(The snake's head and tail were easy to find.)

Yes, in the other pictures, the snake was hidden very well.

★ When an animal blends in with what is around it, it is *camouflaged*.

Say that big word, *camouflaged*. (camouflaged)

When an animal is hidden by how it looks, it is . . . camouflaged.

Viewing; Identifying—Where; Making Judgments; Explaining; Using Vocabulary—pattern, camouflaged

g. After reading page 11, say:

When you've spotted the snake, make your hands into binoculars.

Where is the snake? (wrapped around a cake)

Was the snake easy or hard to find? (hard)

Why? (It looks like part of the frosting on the cake.)

Yes, so the snake's pattern helped it hide. It was . . . camouflaged.

Viewing, Identifying—Where; Making Judgments; Explaining; Using Vocabulary—pattern, camouflaged

h. After reading page 13, say:

Where is the snake? (in the clock) **Point to the snake.**

Was the snake easy or hard to find? (hard)

Why? (There was another pattern just like the snake's on the big blue clock. The colors on the clocks were the same colors . . .)

Use your snazzy new word. The snake was . . . camouflaged.

Repeat on pages 14–27, as appropriate:

- Have students find the snake.
- Have students evaluate how well the snake was camouflaged.
- Have students explain why the snake was easy or hard to find.

Viewing; Identifying—What; Explaining; Drawing Conclusions; Making Judgments; Responding

i. After reading page 29, say:

Ha! That isn't the snake! What is it? (a garden hose)

How did the author trick us?

(The hose has the same pattern as the snake.)

This story had a surprise ending—a trick!

What made this story fun at the end? (It had a surprise ending.)

Thumbs up if you liked the book. Why did you like it?

(The author kept tricking us. It was fun trying to find the snake . . .)

Story Writing

★ Cover • Snake

10–15 Minutes

Seating

Have students sit where they can easily see the teacher demonstration and work at their desks.

Materials

Unit 1 Story Writing (Composition Book or Blackline Masters CD) one copy per student; overhead; pencils; colors

Objectives

Type of Writing/Genre

Fiction • Narrative, Imaginative

Audience

Ourselves

Purpose

To entertain

Comprehension

Understand

Using

Apply

Making Connections

Vocabulary

Using: pattern

Skill and Strategies

Understanding Text

Structure

Title, Author, Illustrator

Writing Process

Prewriting

Brainstorming

Drafting

Drawing

Writing Traits

Ideas and Content

Main Character

Organization

Cover/Title Page

Conventions

Proper Names: beginning capital

Presentation

Handwriting, Neatness, Illustrating

In this first Story Writing project, students take pride in creating their own main character—a unique snake with its own snazzy pattern.

Procedures

Making Connections; Identifying—Title

- ★ ① Introduce the book and have students trace the title. Say something like:

Today, you're going to start your own book about a snake. The book looks like this.

Show students your book sample.

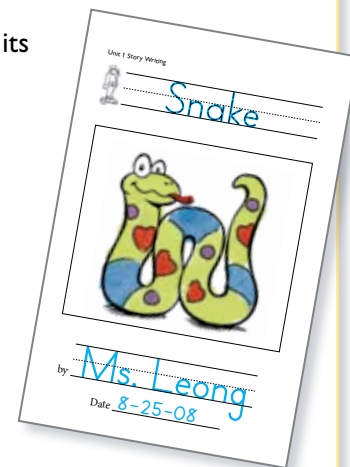
Just like Keith Baker, you're going to be an author and an illustrator.

The title of your first book is *Snake*.

What is the title of the book? (*Snake*)

Point to the title on the overhead.

Trace *Snake*.



Identifying—Author/Illustrator; Proper Names: beginning capital

- ② Demonstrate writing your name. Then have students write their names on their covers. Remind students to begin their names with a capital letter.

Look at the cover. We're going to write our names on the line.

Why? (We are authors.)

Yes, you're all going to be authors and illustrators.

Watch me write my name carefully.

Your turn. Remember to begin your name with a capital letter.

Using Vocabulary—pattern; Brainstorming—Main Character; Drawing

- ③ Have students develop their main character.
- Have students look at the picture and the main character.

Today, you get to create your very own snake. It should have its own special pattern, just like Keith Baker's snake.
 - Demonstrate and explain how to create a character by making a pattern, adding details, and using at least three colors.

Draw a pattern while explaining. My snake is going to have a pattern—[a purple circle, red heart, and then two blue stripes]. I'm going to draw the pattern once. Then, I'll repeat that pattern.
 - Have students brainstorm what they might put on their snakes.
 - Have students create their own snakes on their covers.

Story Writing

★ ● ■ Beginning and Middle • Snake

10–15 Minutes

Seating

Have students sit where they can easily see the teacher demonstration and work at their desks.

Materials

Unit 1 Story Writing (Composition Book or Blackline Masters CD) one copy per student; overhead; pencils; colors

Objectives

Type of Writing/Genre

Fiction • Narrative, Imaginative

Audience

Ourselves

Purpose

To entertain

Comprehension

Remember

Identifying

Understand

Describing

Apply

Predicting, Using

Vocabulary

Using: pattern

Study Skills

Reviewing, Viewing, Verifying

Writing Process

Prewriting

Brainstorming

Drafting

Drawing

Writing Traits

Ideas and Content

Main Character, Setting

Organization

Beginning, Middle

Presentation

Handwriting, Neatness, Illustrating



Procedures

- 1 Tell students they are going to continue working on their stories.

Identifying—Main Character; Describing

- 2 Have students identify and describe the main character.

Who is your story about? (Snake)

Yes, Snake is your main character.

[Abigail], what's special about your snake?

(It has red, white, and blue stripes.)

That's right. I remember your snake.

Each of you has created your own wonderful snake. You are authors!

Identifying—What

- 3 Read the text at the top of the page.

Listen to me read the beginning of the story.

“Snake said, ‘I want to go to school.’”

What does the snake want to do? (go to school)

Ah, this is a smart snake!

Viewing; Identifying—What; Predicting

- 4 Discuss the picture.

Look at the snake. What is it doing? (reading a book)

What do you think Snake wants to do at school?

(read, be a student, learn how to read . . .)

(continued)

Story Writing

(continued)

Identifying—What; Verifying

- 5 Read the text at the bottom of the page. Have students help you read and trace “Sss, sss, sss.”

The story says “Snake said, ‘I want to learn how to read!’”

What does Snake want to do? (learn to read)

Put your thumbs up if you predicted what Snake wants to do in school.

You can help me read what Snake said at the bottom of the page.

You get to read the big letters with me. Everyone, read.

Point to the dot under each set of s’s. Sss, sss, sss.

That’s right. The story says “Snake said . . . ‘Sss, sss, sss.’”

Trace “Sss, sss, sss.”

Using Vocabulary—pattern; Drawing—Main Character, Setting

- 6 Have students complete the page by repeating the pattern and details of their own snake characters.

Now, you get to make Snake into your own character.

Let’s see. My snake has a pattern—purple circle, red heart, and stripes on a blue background.

What should you draw on your snake? (its pattern)

If you drew glasses on your snake, what should you do on this page?

(draw glasses)

You should draw the same details on your snake that you drew before.

When you finish your snake, you can add details to the classroom.

The snake is in the classroom. That is the setting.

What do you see in our classroom? (a clock, books, a globe . . .)

Excellent. You can draw the setting of your story by adding those details to your picture.

I’m going to add a clock.

I’m going to draw a circle and then draw the hands of the clock . . .

Story Writing

★▲ End • Snake

10–15 Minutes

Seating

Have students sit where they can easily see the teacher demonstration and work at their desks.

Materials

Unit 1 Story Writing (Composition Book or Blackline Masters CD) one copy per student; overhead; pencils; colors

Objectives

Type of Writing/Genre

Fiction • Narrative, Imaginative

Audience

Ourselves

Purpose

To entertain

Comprehension

Remember

Identifying

Understand

Using

Vocabulary

Using—pattern

Skills and Strategies

Visualizing

Study Skills

Reviewing

Writing Process

Prewriting

Brainstorming

Drafting

Duet Writing, Drawing

Writing Traits

Ideas and Content

Main Character, Goal

Organization

End

Sentence Fluency

Varied Sentences

Presentation

Handwriting, Neatness,

Illustrating

Procedures

Reviewing—Title, Main Character, Where, What

- ① Have students review what their stories are about.

What is the title of the story? (Snake)

So, who is your story about? (Snake)

At the beginning of the story, where did Snake go? (to school)

Show students your book sample.

What did Snake want to do?

(learn how to read)

Brainstorming—Goal/End; Duet Writing—Goal/End; Varied Sentences

- ★② Explicitly teach students how to write an ending.

- Read the sentence provided in the teacher-read text.

The last part of your story says “Snake said, ‘I like school.’

Then he said he wanted to learn”

Write “He wanted to learn” on the board.

Now, you get to decide what Snake wanted to learn.

- Demonstrate how to write an ending to the story.

I think my snake might say he wanted to learn how to use a computer.

So, I’m going to write “how to use a computer” on the board.

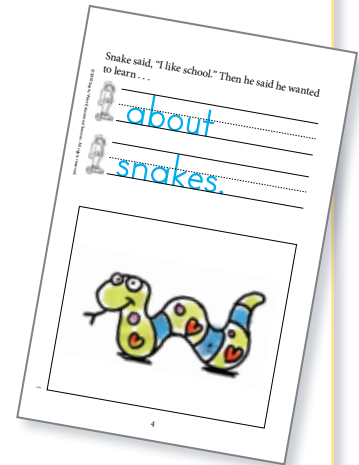
Write “how to use a computer” on the board.

Then I’m going to draw a little computer.

Draw a simple box for computer.

What else do you think your snake might say?

(I want to learn . . .)



Brainstorming Chart

He wanted to learn . . .

1. how to use a computer. 

2. about snakes. 

3. to draw.

Varied Ways to End the Story

(continued)

★ Introduction of a new activity, skill, or word in *Read Well 1 Composition*

Story Writing

DRAWING

Practice in advance. The script will guide your efforts. Then have fun demonstrating and explaining your personal best.

ACKNOWLEDGE ACCOMPLISHMENTS!

- Write a sticky note to each student describing what you liked about his or her snake book.
- Write a note to parents congratulating students on their creativity: “I loved Zoe’s striped snake with beautiful red hearts. What a sweet little snake! I’m looking forward to seeing Zoe’s imagination at work this year.”
- Ask parents to return the book so you can keep student work in a portfolio.



(continued)

- Demonstrate how to end the story.

There are many great ways to end this story. I’m going to end my story with “I want to learn . . . about snakes.” I like that ending because my snake is curious. Our stories already say “I want to learn,” so I’m going to finish it with “about snakes.”

Demonstrate copying “about snakes.”

- Have students copy or compose their own sentences to end the story.

Identifying—Main Character; Using Vocabulary—pattern, Visualizing; Drawing

- 3 Teach students how to illustrate the end of their stories.

- Demonstrate how to draw a picture of the snake and what it wants to learn.

Say something like:

Who is the ending of my story about? (Snake)

Yes, Snake is the main . . . character.

So, who should go in my picture? (Snake)

I’m going to draw a picture of Snake by drawing a wavy line for his body.

Draw a wavy line.

Then I’m going to draw an oval for his head. **Draw an oval.**

Let’s see. Now I need to draw the bottom part of his body.

I’m going to draw another wavy line that follows the top of the snake.

The last thing I need to do is bring the two lines together to make his tail. Thumbs up if my picture looks like a snake.

What else do I need? (eyes, a mouth . . .)

Complete the snake.

My snake wanted to learn about snakes, so I’m also going to draw a book. The book will show that my snake is learning more about snakes from a book.

What colors should my snake be? (purple, red, and blue)

That’s right. My snake should look the same as he did on the cover and the inside of the book.

What pattern should my snake have?

(a purple circle, red heart, and two blue stripes)

- Have students draw a picture of their snake and what it wants to learn.

Say something like:

Close your eyes and think about what your snake looks like. Think of its pattern and colors. Now think about what Snake wants to learn to do.

Make a picture in your head. Go ahead and finish your illustration.

- 4 Congratulate students on completing their first book.

Read Aloud 2, Part 1, and K-W-L

20–30 Minutes

Seating

Have students sit where they can easily see the book.

Materials

Snakes!
Chart paper (or board)

Preparation

Copy discussion comments and questions and affix the notes to the appropriate pages of *Snakes!*

Prepare a K-W-L chart.

Objectives

Genre

Nonfiction • Expository

Comprehension

Remember

Defining, Identifying

Understand

Describing, Explaining

Apply

Demonstrating, Making Connections, Predicting, Using

Vocabulary

Using: camouflaged, pattern
Defining and Using: cold-blooded

Skills and Strategies

Priming Background Knowledge

Setting a Purpose

Asking Questions

Understanding Text Structure

Title, Facts

Using Graphic Organizers

K-W-L

Study Skills

Using Table of Contents, Viewing, Verifying

★ Snakes!

by the Editors of *TIME For Kids* with Lisa Jo Rudy

They have no legs. Yet they creep and crawl. How do they move? Where do they live? Snake secrets revealed! *Snakes!* will answer many questions and prompt even more.

In this lesson, students activate prior knowledge, ask questions, and seek answers using a modified K-W-L strategy (based on Ogle, 1986).

Identifying—What, Title; Making Connections

1 Before reading, say something like:

You all made wonderful books about your own special . . . snakes.

As authors, you made up your own characters, just like Keith Baker.

Show students the *Snakes!* cover.

Today, we're going to read a book full of facts about real snakes.

It's called *Snakes!*

Everyone, what's the title? (*Snakes!*)

This book is by a group of people—the editors of *TIME For Kids*.

2 Make three columns on chart paper or on a board. Label the three columns as illustrated on the next page.

- Introduce the purpose of reading nonfiction.

Say something like:

Reading is always fun, but it's especially fun when we read facts.

A fact is something that is real.

Sometimes when we read facts, we find out what we know is right, and then we feel smart.

Sometimes, we learn new information that changes what we know.

Then we get even . . . smarter!

Using Graphic Organizers—K-W-L

★ Introduce the modified K-W-L Chart.

Say something like:

We're going to make a chart about snakes. The first column will tell what we think we know about snakes, the second column will list our questions about snakes, and the third column will tell what we've learned.



(continued)

★ Introduction of a new activity, skill, or word in *Read Well 1 Composition*

Read Aloud 2, Part 1, and K-W-L

(continued)

Priming Background Knowledge

- Demonstrate how to share a fact you think you know about snakes. Then have students brainstorm what they think they know about snakes.

Let's list what we *think* we know about snakes.

Then, as we read, we can find out whether what we know is true.

I think different types of snakes have special patterns, so I'm going to write "have special patterns" under "What we think we know."

What do you think you know about . . . snakes?

[Andrew]. (Some snakes are poisonous.) Excellent.

Write "may be poisonous" in the first column of the chart.

[Ming], what do you think you know about snakes? . . .



POWER IN PARTICIPATION

Write student names after responses. This will encourage participation, enhance interest, and allow you to monitor student engagement.

To encourage use of vocabulary words, place a star in front of the names of students who use vocabulary words in their responses.

In this example, the teacher models, then students provide modeling with individual turns.

K-W-L (modified)



Snakes

What do we think we know?

- Snakes . . .
- have special patterns (Mr. Z)
 - may be poisonous (Andrew)
 - come in different sizes (Ming)
 - are reptiles (JC)
 - are slimy (Mr. Z)

What do we want to know?

- How do snakes move? (Mr. Z)
- How are snakes camouflaged? (★ Jamal)
- Where do snakes live? (Sasha and Matt)
- What kind of patterns do snakes have? (★ Tamala and Josh)

What did we learn?

Asking Questions; Using Vocabulary—camouflaged

- Demonstrate how to ask questions. Then, have students brainstorm what they think they would like to learn about snakes. Say something like:

When we read this book, we'll learn new facts about snakes.

Let's think of some questions we have about snakes.

I'd like to know how snakes get from place to place.

My question is "How do snakes move?"

Write your question/s and student-generated questions in Column 2.

(continued)

Read Aloud 2, Part 1, and K-W-L

(continued)

What would you like to learn about snakes?

[Jamal]. (I'd like to learn how they are camouflaged.)

Wow! You used our snazzy new word *camouflaged*.

[Jamal]'s question is "How are snakes . . . camouflaged?"

Who else has a question about snakes?

Using Table of Contents

- ★ 3 Introduce the Table of Contents.

The Table of Contents tells us what's in the book and where to find it.

What two things are we going to find in the Table of Contents?

(what's in the book and where to find it)

Point to the title of Chapter 1. Chapter 1 is called "Snake Secrets Revealed."

Point to page 4. It begins on page 4.

- 4 Read Chapter 1 to students. Discuss the content and pictures by asking questions and making comments. Help students identify facts that answer questions and verify facts they generated for the modified K-W-L chart.

Identifying—Title; Predicting

- a. Before reading page 5, say:

Today, we're going to read Chapter 1. The title is "Snake Secrets Revealed." What's the chapter title? (Snake Secrets Revealed)

When a secret is *revealed*, we learn something that was a secret.

What do you think you're going to learn? (secrets, new facts . . .)

Viewing; Describing; Using Vocabulary—*pattern, camouflaged*; Explaining; Answering Questions

- b. After reading page 5, say:

Describe the snake in the picture using the word *pattern*.

(It's green with a pattern of white diamond-like shapes.)

The book said the snake seems to disappear into the leaves.

What makes the emerald tree boa seem to disappear? (It's green.)

Yes, the tree boa is . . . camouflaged. Look at our chart.

[Jamal] asked how snakes are *camouflaged*.

[Jamal], what did we just learn? (They are camouflaged by their colors.)

Write "are camouflaged by color and pattern" in the third column.

Identifying—Facts; Verifying; Setting a Purpose

- c. Set the purpose for reading and demonstrate how to verify facts as appropriate. Before reading the opening paragraph on page 6, say:
The next section is called "Snakes are reptiles."

(continued)

Read Aloud 2, Part 1, and K-W-L

K-W-L STARS

Place a star next to the names of students who use vocabulary words in their K-W-L responses.

Place a star next to items in the “What do we think we know?” column when they are verified as facts.

TEACHER MODELING

In this example, Mr. Z has contributed two facts for Column 1—“What do we think we know?”

- Snakes have special patterns.
- Snakes are slimy.

While reading *Snakes!*, the class learns that Mr. Z is right. Snakes have special patterns. This fact is verified and marked with a star in Column 1.

The class also learns that snakes are not slimy. They are smooth.

Mr. Z models how glad he is to learn new information. Then he edits the information in Column 1 so it is correct. Mr. Z comments:

This is great. We are like scientists. As we learn new information, we can correct our old information.

Are we getting smarter?
(yes)



(continued)

What kind of animals are snakes? (reptiles)

Yes, just like [JC] thought. I'm going to put a star by [JC]'s fact.

We just read a fact that is the same as what [JC] thought.

We just verified that snakes are reptiles.

You are going to learn that reptiles are *cold-blooded*.

Listen carefully so you can tell me what it means to be cold-blooded.

Defining and Using Vocabulary—cold-blooded; Explaining

d. After reading the opening paragraph on page 6, say:

★ Snakes are *cold-blooded*. That means their blood stays the same temperature as . . . the air around them.

If it gets cold outside, what happens to a snake's blood? (It gets cold.)

If it gets hot outside, what happens to a snake's blood? (It gets hot.)

Write “are cold-blooded” in Column 3.

Identifying—Facts; Verifying

e. For pages 6–7, read captions that answer students' questions. Write the answers in Column 3 of the K-W-L Chart. Verify and correct facts.

K-W-L
(modified)

**Snakes****What do we think we know?**

Snakes . . .

- ★ have special patterns (Mr. Z)
- may be poisonous (Andrew)
- come in different sizes (Ming)
- ★ are reptiles (JC)
- ★ are slimy smooth (Mr. Z)

What do we want to know?

- How do snakes move? (Mr. Z)
- How are snakes camouflaged? (★ Jamal)
- Where do snakes live? (Sasha and Matt)
- What kind of patterns do snakes have? (★ Tamala and Josh)
- How do they hear? (Nathan and Yolanda)

What did we learn?

- are camouflaged by color and pattern (p. 5)
- have patterns (pp. 5–7)
- are cold-blooded (p. 6)
- hear with bones in their heads that vibrate when there's a noise (p. 6)
- have skin that is smooth with scales (p. 7)
- move by tightening and relaxing muscles (p. 8)

(continued)

Read Aloud 2, Part 1, and K-W-L

(continued)

Setting a Purpose; Identifying—Facts; Demonstrating

f. For pages 8–9:

- Tell students to listen for facts that tell how snakes move.
Listen to the first paragraph. It will tell you how snakes move.
- After reading the first paragraph, say:
Let's tell what snakes do with their muscles to move forward.
They . . . tighten them and relax them.
Demonstrate with your hand.
Yes, they tighten their muscles. Then, they . . . relax them.
Show me how a snake moves with your hand.
I'm going to write that snakes move by tightening and relaxing their muscles.
Write “move by tightening and relaxing muscles.”
- Conclude the chapter by having students review what they learned.
Wow! We just learned a lot about snakes.
[Natasha], what did you learn about snakes?



Read Aloud 2, Part 2, and K-W-L (Optional)

15–20 Minutes/Chapter

Seating

Have students sit where they can easily see the book.

Materials

Snakes!
K-W-L Chart from Part 1

Preparation

Copy discussion comments and questions and affix the notes to the appropriate pages of *Snakes!*

Objectives**Genre**

Nonfiction • Expository

Comprehension**Remember**

Identifying

Understand

Describing, Explaining

Apply

Predicting, Using

Analyze

Drawing Conclusions

Evaluate

Responding

Vocabulary

Using: camouflage, cold-blooded, pattern

Skills and Strategies**Asking Questions****Understanding Text****Structure**

Facts

Using Graphic Organizers

K-W-L

Study Skills

Previewing, Reviewing, Using Table of Contents, Viewing, Verifying

Snakes!

by the Editors of *TIME For Kids* with Lisa Jo Rudy

With the secrets of snakes revealed in Chapter 1, preview Chapters 2–4. If time is limited, have students vote to determine which chapter they would like to read next. You may wish to read the remaining chapters as time permits. Make the book available for book browsing and/or checking out.

Reviewing—Facts

- 1 Reintroduce the book.

Say something like:

We learned a lot in Chapter 1.

Show students the cover.

What facts did you learn?

Have a few students share facts.

Using Table of Contents

- 2 Review the Table of Contents.

Remember, this page is called the . . . Table of Contents.

The Table of Contents tells us what's in the book and where to find it.

What two things are we going to find in the Table of Contents?

(what's in the book and where to find it)

Point to the title of Chapter 1. *We read Chapter 1, "Snake Secrets Revealed."*

Point to the title of Chapter 2 and the page number.

Chapter 2 is called "Snakes Alive!," and it starts on page . . . 10.

Chapter 3 is called "Hissing Hunters," and it starts on page . . . 16.

Chapter 4 is called "What Scares Snakes," and it starts on page . . . 24.

Previewing; Viewing; Identifying—What; Predicting

- 3 Preview Chapters 2, 3, and 4.

We have time to read only one chapter today, so we need to decide which chapter we want to read.

Show students pages 10–11. *Chapter 2 is called "Snakes Alive."*

What do you see in the picture? (snakes, eggs)

Yes, it looks like this is about snakes when they first hatch.

What do you think you will learn in this chapter?

(about snake eggs, about baby snakes . . .)



(continued)

Read Aloud 2, Part 2, and K-W-L (Optional)

(continued)

Show students pages 16–17. Chapter 3 is called “Hissing Hunters.”

What do you think you will learn in this chapter? (how snakes hunt)

Show students pages 24–25. Chapter 4 is called “What Scares Snakes?”

What do you see on these pages? (a rat and a snake)

What do you think you will learn in this chapter?

(about a snake’s enemies, how it protects itself . . .)

Responding

4 Have students vote to determine which chapter you will read.

We’re going to vote to see which chapter you want me to read today.

You can vote for one chapter only.

Show students pages 10–11. You could choose Chapter 2, “Snakes Alive.”

Repeat with 16–17 and 24–25.

Now, you get to vote. Remember, you can vote for only one chapter.

Show students pages 10–11. Chapter 2 is called “Snakes Alive.”

Put one finger up if that is your first choice.

Four of you want me to read Chapter 2.

Repeat with 16–17 and 24–25.

Chapter 3, “Hissing Hunters,” got the most votes.

Asking Questions; Using Graphic Organizers—K-W-L

5 Before reading, have students generate additional questions about the chapter topic. Add questions to the K-W-L Chart.

Identifying—Facts; Describing; Explaining; Drawing Conclusions; Verifying; Using Vocabulary—pattern, camouflage, cold-blooded; Using Graphic Organizers—K-W-L

6 Read the chapter to students.

- Discuss the content and pictures by asking questions and making comments. Have students identify, describe, explain, and draw conclusions.
- Help students identify facts that answer questions and verify facts they generated for the modified K-W-L chart.
- As appropriate, prompt students to use the vocabulary words: pattern, camouflage, cold-blooded.
- Write answers and interesting facts in Column 3 of the K-W-L Chart.