



About the Book

Text Type: Nonfiction/Informational Page Count: 20 Word Count: 1,340

Book Summary

Meet Jennifer Owings, a girl who was struck by a rattlesnake many years ago. Through Jennifer's story, readers will learn about the wide variety of rattlesnakes and their behavior. Readers will also learn how rattlesnake venom affects the body and how to treat a victim who has been struck by a rattler. The book concludes with a list of safety tips.

About the Lesson

Targeted Reading Strategy

- Summarize

Objectives

- Summarize to understand nonfiction text
- Identify main idea and details in text
- Identify and understand the use of bullets
- Identify and define multiple-meaning words

Materials

Green text indicates resources available on the website

- Book—*Snakebite!* (copy for each student)
- Chalkboard or dry erase board
- Dictionary
- Summarize, bullets, multiple-meaning words worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the books are reused.)

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

• Content words:

Story critical: *antivenin* (n.), *inject* (v.), *prey* (n.), *species* (n.), *symptoms* (n.), *venom* (n.)

Enrichment: *bruising* (n.), *clotting* (n.), *heeded* (v.), *paralyzes* (v.), *rule out* (v.), *shock* (n.), *skin grafts* (n.), *unconscious* (adj.)

Before Reading

Build Background

- Ask students if they have ever been stung by a bee, ant, or other insect. If so, ask volunteers to share their experiences. Have students imagine pain one hundred times greater than that! That is what being struck by a rattlesnake would feel like.
- Explain to students that most snakes in the world are not venomous. Only a small percentage of snakes are actually dangerous to humans, but it's almost impossible to identify the type of snake from a distance. This book will provide information on one group of venomous snakes, the rattlers.

Preview the Book

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers, and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, fiction or nonfiction, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of what the book is about. Ask students what they expect to read about in the book based on what they see in the table of contents. (Accept all answers that students can justify.)

Introduce the Comprehension Skill: **Main idea and details**

- Explain that sometimes the amount of information about a topic is so large that it is grouped into sections, each section of a book has its own main idea.
- Read page 4 and 5 aloud to students. Model identifying the main idea and details of the first section.
Think-aloud: As I previewed the book, I could tell that all the sections of the book were going to inform me about rattlesnakes. This section tells about a young girl who was out exploring near her ranch in New Mexico when she was struck by a rattlesnake. I will underline this information. The text goes on to tell how she got home and was taken to the emergency room. She was unconscious for three days and had severe symptoms. I will underline this information, too. I will also underline the last sentence on page 5: ...learn about rattlesnakes and the deadly strikes they can deliver. Based on what I've read, I think the main idea of the section is: Jennifer Owings of New Mexico introduces the reader to what happens when someone is struck by a rattlesnake.
- Write the main idea of the first section on the board. Ask students to identify the details from the book that support this main idea (put her hand on a cliff ledge that she couldn't see; became dizzy and sick; taken to emergency room; unconscious for three days; severe symptoms; lucky to survive). Write these details on the board.

Introduce the Reading Strategy: **Summarize**

- Explain to students that one way to understand and remember information in a book is to write a summary, or a brief overview, of the most important information in the text. Point out that a summary includes the main idea and one or two supporting details. It often answers the questions *who, what, when, where, why, and how*.
- Model summarizing the main idea and details from the first section on the board.
Think-aloud: To summarize, I decide which information is most important to the meaning of a section. To do this, I identify the main idea and important details and then organize that information into a few sentences. When I look at the main idea and details on the board, a summary of this section might be: Jennifer Owings introduces the reader to how she was struck by a rattlesnake and what happened immediately after. The reader is asked questions about rattlesnake strikes and is invited to read the book to find out the answers.
- Write the summary on the board. Have students identify the main idea and details within the summary. Discuss how you used your own words to create the summary.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary

- As students preview the book, point out any vocabulary that you feel may be difficult for them. Point out that all of the words that appear in bold print can be found in the glossary at the back of the book.
- Remind students of the strategies they can use to work out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out a word. They can look for base words, prefixes, and suffixes. They can use the context to work out meanings of unfamiliar words.



- Model how to apply word-attack strategies. Write the word *antivenin* on the board and direct students to the text on page 13 to find the word. Model how they can use prior knowledge and context clues to figure out the word's meaning. Ask students to notice that the definition of the word follows in the text. Also point out the prefix *anti* and remind students that this prefix usually means "the opposite of." Knowing the meaning of the prefix can help the reader figure out the meaning of the word.

Set the Purpose

- Have students think about what they know or have heard about rattlesnakes as they read the book. Remind them to look for the main idea and details of each section.

During Reading

Student Reading

- **Guide the reading:** Have students read from page 6 to the end of page 9. Encourage those who finish before others to reread the text. When students are ready, discuss the important information they identified.
- Model identifying the main idea and details.
Think-aloud: *As I read the section titled "Rattlesnake Basics," I can see that each page seems to have a main idea and details. Most of the sentences on page 6 mention where rattlesnakes are found. I read that they are found all over the United States, Mexico, and Central and South America but are most common in the southwestern U.S. and northern Mexico. I will underline this information in the book. I also read on page 7 that rattlesnakes are amazing animals and very efficient hunters. They use their specialized senses of smell and heat to find prey. On page 8, we learn that rattlesnakes are not trying to hurt people, but they know how to defend themselves. On page 9, we learn that, like all reptiles, snakes are cold-blooded. That's why they are found in sunny spots when the weather is cool and in shade or under rocks when the weather is hot. I will underline all of this information, too. Based on what I've read and underlined, I think the main idea of the section is: Rattlesnakes are amazing cold-blooded predators found all over the United States and Mexico.*
- Write the main idea on the board. Ask students to identify details that support this main idea from the "Rattlesnake Basics" section. Record these details on the board.
- Review how to create a summary from the main idea and details. Refer back to the summary created during the "Introduce the Reading Strategy" section. Discuss and create the summary as a class and write it on the board; *Rattlesnakes are unique creatures that range all over the United States but are most common in the Southwest. Rattlers have specialized senses of smell and heat to hunt their prey. They don't go out of their way to hurt people, but they will strike if they sense danger. Rattlers are cold-blooded, so they will be out in the sun in cold weather and in shade in hot weather.*
- **Check for understanding:** Have students read pages 10 and 11. Invite them to share the important details they underlined in this section, titled "Fangs and Venom." Write these details on the board. Divide students into groups and have them work with their group to identify the main idea from the details in the section. Discuss their responses as a class and write a main idea on the board.
- Ask each group to use the main idea and details of the section to write a brief summary on a separate piece of paper. Have them share what they wrote.
-  Have students read the remainder of the book. Remind them to underline important details in the book as they read.
-  Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- Review with students how the main idea and details from each section can be used to develop a summary. Discuss with them the benefits of summarizing information they read (to understand the main point of a larger piece of writing). Invite students to share instances of when summarizing might be helpful.
- **Independent practice:** Introduce, explain, and have students complete the [summarize worksheet](#). Have them write a main idea and supporting details for the section titled “Symptoms and Treatment.” Remind them to also include information in the captions. If time allows, discuss their responses.

Reflect on the Comprehension Skill

- **Discussion:** Discuss how stopping to review the important details helped students remember the facts and better understand the information in the book.
- **Enduring understanding:** *In this book, you learned that rattlesnakes can be dangerous or even deadly to humans, but they are only behaving in a natural way to defend themselves. The book also offered many tips on preventing and/or treating a snakebite. If you hike in an area where rattlesnakes live, what are some things you would want to be mindful of?*

Build Skills

Grammar and Mechanics: Bullets

- Have students to turn to page 16, and ask them how the text is different on this page than in the rest of the book (it is written as a list).
- Explain to students that the small dot in front of each item on the list is called a *bullet* and that the text is presented as a *bulleted list*. Bullets allow a writer to simplify information and present it in a format that is easy for a reader to grasp.
- Explain to students that bulleted lists need to follow a pattern so the reader’s eye can easily recall the items in the list. Items in the list should start with the same part of speech (such as a noun or verb), use the same verb tense (past, present, or future), and use the same sentence type (statement or question).
- **Check for understanding:** Have students scan the bulleted list on page 16. Ask them to identify the pattern (almost every item starts with a present-tense verb). Repeat the process with the list on pages 18 and 19. Are there any bulleted items that don’t fit the pattern?
- **Independent practice:** Introduce, explain, and have students complete the [bullets worksheet](#). Discuss their answers aloud after students finish.

Word Work: Multiple-meaning words

- Have students turn to page 4, and read the following sentence: *Climbing up a cliff face, she reached above her and grabbed hold of a ledge.* Write the word *face* on the board.
- Ask students to explain the meaning of *face* in this sentence. Then write the following sentence on the board: *She looked at her face in the mirror.* Ask students to explain the meaning of the word *face* as it is used in this sentence.
- Discuss with students the difference between the two meanings of the word *face*.
- Explain to students that words with the same sound and spelling but different meanings are called *multiple-meaning words*. Dictionaries will often have more than one definition for a word because words that are spelled exactly the same can have very different meanings, based on the contexts of the sentences in which they appear.

- **Check for understanding:** Have a volunteer look up the word *face* in the dictionary. Read aloud the different definitions. Ask students to match the correct definition with the two example sentences discussed earlier.
- **Independent practice:** Introduce, explain, and have students complete the [multiple-meaning-words worksheet](#). If time allows, discuss their responses.

Build Fluency

Independent Reading

- Invite students to read their book independently. Additionally, invite partners to take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have students ask their reading partner if they know the answers to any of the questions on page 5 before reading and then point out the answers as they read.

Extend the Reading

Informational Writing Connection

Have students research one of the thirty-one species of rattlesnakes. Have them delve further into information about the specific snake such as, where it lives, its body and venom, its life cycle, and if/how it is threatened. Have students write a short report on the information they found, including two main ideas and at least one detail for each. Allow time for students to share their findings.

Visit [Writing A–Z](#) for a lesson and leveled materials on expository writing.

Math Connection

Have students turn to page 13 and read the “Math Minute” sidebar. Have student pairs work together to solve the problem by drawing pictures and showing their calculations on a separate piece of paper. Then ask student pairs to write their own math story problems using information from the text. (For example, if Jennifer Owings was nine years old in 1951, how old is she today?) If time allows, have students exchange their problems with other pairs to solve.

Skill Review

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Conduct a class discussion as a review before the book quiz.

Assessment**Monitor students to determine if they can:**

- consistently use the reading strategy of summarizing to understand information in nonfiction text during discussion
- correctly identify main idea and details during discussion and on a worksheet
- correctly recognize and understand the use of a bulleted list during discussion and on a worksheet
- accurately identify and define multiple-meaning words in text and on a worksheet

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)