

About the Book

Text Type: Nonfiction/Informational Page Count: 24 Word Count: 1,505

Book Summary

The rattle of a rattlesnake can be a chilling sound, and we often think of rattlesnakes as the enemy. This book provides a balanced look at these snakes, how they live, and the good that they do. It also offers advice on how to avoid being bitten and what to do if you are bitten.

About the Lesson

Targeted Reading Strategy

- Ask and answer questions

Objectives

- Use the reading strategy of asking and answering questions to understand nonfiction text
- Identify main idea and supporting details
- Identify words that tell where or how (adverbial phrases)
- Recognize and use words with suffixes *-tion*, *-ion*

Materials

Green text indicates resources available on the website

- Book—*Rattlers* (copy for each student)
- Chalkboard or dry erase board
- Word journal (optional)
- Main idea and details, adverbial phrases, suffixes worksheets
- Discussion cards



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

Vocabulary

Content words:

Story critical: *cold-blooded* (adj.), *fangs* (n.), *hibernating* (v.), *prey* (n.), *rattle* (v.), *venom* (n.)

Enrichment: *caterpillar* (n.), *habitat* (n.), *molt* (v.), *pit viper* (n.), *serpentine* (adj.), *sidewinding* (adj.)

Before Reading

Build Background

- Involve students in a discussion about snakes. Create a KWL chart on the board and fill in the first column with things students know about snakes.
- Pose the statement that rattlesnakes are nothing but a deadly nuisance and should be destroyed. Ask students to give their opinions about the statement.

Preview the Book

Introduce the Reading Strategy: Ask and answer questions

- Give students their copies of the book and have them preview the front and back covers and read the title. Have students discuss what they see on the covers and offer ideas as to what kind of book this is and what it might be about. Model how to ask questions during the preview.

- Have students turn to the table of contents. Remind students that the table of contents gives them an overview of what the book is about. Each section head provides an idea of what they will read in the book. Model using the table of contents to ask questions about the book. Then ask students to share questions they have about the book based on the covers and table of contents. Record your questions and the students' questions in the second column of the KWL chart.
- **Think aloud:** *I see the second section is about where rattlers live. This makes me wonder if rattlers are found in our area. I'll write that question in the second column of the chart. I also want to know if baby rattlers are poisonous. I'll add that question to the chart, too.*
- Have students preview the rest of the book, looking at photos, captions, and sidebar text. Have them add any questions to the chart.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary


- 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 correspondences to figure out the 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. Point out a word in bold, such as the word *cold-blooded* on page 7. Have students follow along as you read the sentence in which it is found. Model how they can use the context to figure out the meaning of this word. Point out the words *this means* in the second sentence and tell them that this is a clue that the text is going to provide a definition of the word. Read the second sentence and ask students what the word *cold-blooded* means.
- Remind students that they should check whether words make sense by rereading the sentence.

Set the Purpose

- Have students read the book to see if their questions from the KWL chart are answered. Tell students that they may stop reading at any point to volunteer a new question. Allow students to raise their hands and offer questions for the chart as they read.

During Reading

Student Reading

- **Guide the reading:** Have students read the introduction. Ask students if they have new questions. Write any questions on the KWL chart. Ask if any of the questions on the chart have been answered. Put a check by any of these questions.
 - Tell students to read the rest of the book, keeping in mind any questions they have.
-  Tell students to make a small question mark in their books beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

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

- Have students share any other questions they had while they were reading. Discuss how asking and answering questions when reading helps keep the reader actively involved in the meaning-making process.
- Have students review the questions on the KWL chart. Put check marks next to those that were answered. Have students reference the text to provide answers to place in the third column.

Teach the Comprehension Skill: **Identify main idea and supporting details**

- **Model:** Explain that every author has a main idea in mind for a book when he or she writes. In addition, the author has a main idea for each section. The headings of the sections often provide clues as to what the main idea of the section is. Model by turning to page 19 and discussing the paragraph. Point out that often, the main idea of a section or paragraph is in the first sentence. Read the first sentence out loud and point out that all of the other sentences in the paragraph are details that support the idea that rattlers are biting in self-defense.
- **Check for understanding:** Have students skim the third section, and ask them what they think the main idea of that section might be, based on the heading and the text.
- **Discussion:** Have students reread the introduction. When they have finished, ask them what they think the author is trying to tell them about rattlesnakes in this section of the book. Help them understand that this part of the text is called persuasive text, meaning that the author wants the reader to think about things a certain way. The author wants the reader to look at rattlesnakes with an open mind and understand that they do a lot of good. Ask students what they think the main idea of the introduction is.
- **Independent practice:** Have students fill in the [main-idea-and-details worksheet](#) and determine the main idea of each section listed on the chart. Discuss their responses. As you discuss the main ideas, help students understand that the author is providing facts about rattlesnakes in some parts of the book and explaining how something happens in other parts of the book. Ask if they can identify the parts that explain something (how rattlers move and how rattlers hunt).



Extend the discussion: Instruct students to use the last page of their book to write about how the book changed any of their ideas about rattlesnakes.

Build Skills

Grammar and Mechanics: Identify words that tell where or how (adverbial phrases)

- Explain to students that writers often use groups of words to tell where or how something happens. These phrases are important in a report because they clarify information about the topic. These phrases are called adverbial phrases because they work like adverbs to modify verbs.
- Have students read the first sentence, and ask them how rattlers strike. Have them underline the words *with a deadly bite*.
- Next, have them turn to page 6 and find phrases that tell where these snakes are found, such as *in almost every state, in the deserts*.
- Explain that these phrases begin with words such as *in, on, under, with, and out*.
- Have students practice identifying “where” and “how” phrases with the [adverbial phrases worksheet](#).

Word Work: Suffixes -tion, -ion

- Write the word *hibernation* on the board. Ask students what the base word of *hibernation* is. When they say *hibernate*, write it on the board.
- Tell students that *hibernate* is a verb that tells what snakes do, and use it in an oral sentence: *Rattlers hibernate in winter*.
- Explain that when we add the suffix *-ion* to the word *hibernate*, we create a noun. To add the suffix, we need to drop the e and add *-ion*.
- Explain that sometimes we need to add other letters plus *-ion* when we add the suffix. Write the following words on the board and have students discuss what letters have been added or dropped to create the new words: *add/addition; adopt/adoption; consult/consultation; reserve/reservation*.
- Give students the [suffixes worksheet](#).

Build Fluency

Independent Reading

- Allow students to read their book independently or with a partner. Partners can take turns reading in the book.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends.

Extend the Reading

Debate/Speaking Connection

Ask half of the students to take the negative side of the statement posed prior to reading: that rattlers are a deadly nuisance and should be destroyed. Have the other half take the affirmative side. Give each side a few minutes to prepare its argument. Then have the two groups defend their points of view in a discussion. After about five minutes, have the two groups change sides and argue for the opposite point of view.

Writing Connection

Have students write an informational report about a snake of their choice.

Visit [Writing A-Z](#) for a lesson and leveled materials on informational report writing.

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.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- Accurately and consistently ask and answer questions to understand text
- identify the main ideas and details of the selected sections in discussion and on a worksheet
- recognize phrases that tell where or how and understand their purpose in discussion and on a worksheet
- make new words by correctly adding the suffixes *-ion* and *-tion* in discussion and on a worksheet

Comprehension Checks

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