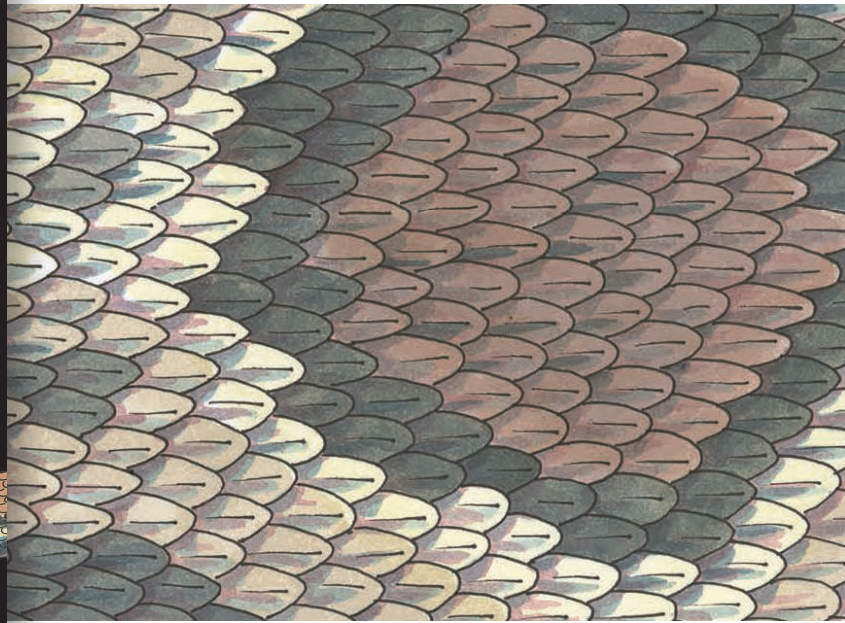
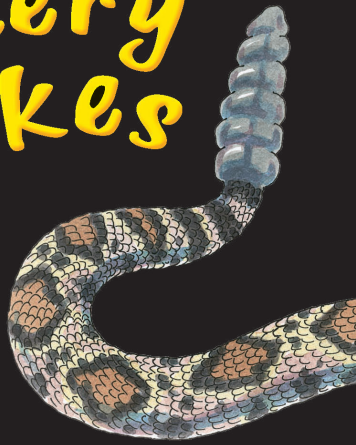


ROXIE MUNRO

Slithery Snakes

Amazon Children's Publishing



Classroom Guide:

Slithery Snakes is a wonderful introduction to the snakes of our world. Roxie Munro examines the beauty and texture of snakeskins with artwork while providing educational information on snakes within the text. Munro introduces students to an animal that has been both loved and feared worldwide. By looking closely at the patterns and colors of various snakes, students are encouraged to hypothesize which type of snake each skin represents.

Roxie Munro introduces students to a wide range of snakes and lets students observe many different characteristics of the world's snakes. In *Slithery Snakes*, students are introduced to each animal by first taking a closer look at the beautiful patterns and colors of their skin. Along with the zoomed in look at the skin, students are given small pieces of information and hints as to which snake belongs to the skin. On the following page, students see a two-page illustration showing the snake in its habitat along with information about each snake.

Pre-reading Questions

1. What colors are snakes?
2. Where do snakes live?
3. What do snakes eat? How do snakes catch their food?
4. What are some physical characteristics of snakes?
5. What is camouflage? What are some reasons animals use camouflage?
6. What does cold-blooded mean? What does warm-blooded mean?

These questions will prepare your students for reading *Slithery Snakes* and get your students thinking about snakes! After discussing the above questions, give the chart on page two of this guide to your students to fill out as they read the book. As an alternative, the chart can be used as a post or pre-reading activity. For the characteristics column, the students should focus on physical characteristics such as venomous vs. nonvenomous, unique attributes, and the size of the snake.

Snake Chart

CCSS.ELA-L.RI.4.3

CCSS.ELA-L.RI.4.7

Snake	Color/Pattern	Location/Habitat	Food	Characteristics	Fun Facts

Color Spectrum Snake Lesson:

CCSS.ELA-L.RI.3.7

CCSS.ELA-L.W.4.2a-e

Using the chart above as a guide, students will create their own snake. In this lesson, the students will learn about the color spectrum while using the spectrum and their imaginations to make a snake with its own unique color/pattern, location/habitat, food, characteristics, and several unique fun facts.

MATERIALS (PER STUDENT):

- 2 large sheets of white drawing paper
- Scissors
- Crayons

DIRECTIONS:

Students will use the categories from the chart to write a one to two paragraph description of their snake, including the name of the animal,

description of the color/pattern, its habitat location, what it eats, unique physical characteristics, and 2 or 3 facts.

Using white paper and scissors, the students will trace and cut out 2 snakes.

On the first snake, the students will color the entire color spectrum. Order the colors: red, red-orange, orange, yellow-orange, yellow, yellow-green, green, blue-green, blue, blue-violet, violet, red-violet. Students may line stripes and fill them in or let the colors blend in to each other naturally.

On the second snake, students will create their own snake using their imagination. Students should create a design pattern of colors and shapes using at least 3 colors from the color spectrum.

Patterns Lesson:

CCSS.M.C.4.OA.C.5

In this critical thinking/math lesson, students will look at patterns and how they are created. They will learn how to predict the next item in a pattern and extend the pattern. Students will learn to do this with both objects and numbers.

MATERIALS (PER GROUP OF STUDENTS):

Shapes – 5 Circles, 5 Squares, and 5 Triangles (flat or 3 dimensional, each shape should be a different color)

Numbers – A sheet of paper and a pencil for each student

DIRECTIONS:

- Separate the class into small groups of 2-4 students.
- Introduce the students to patterns by creating your own original patterns with the shapes. Then have the students take turns matching your patterns.
- The teacher will then create a pattern and have the students extend the pattern out. Do this several times and vary where you end the pattern, examples:
 - Circle = **C**, Square = **S**, Triangle = **T**
 - CSTCSTCST** – the students should extend with **CSTCST**
 - TSSCTSSCTSS** – the students should extend with **CTSSC**
- Let the students take turns creating patterns within their group and having their partners/group members extend them.
- Have the students recreate snake color patterns by using the colored shapes. Students should focus on both the shapes and the colors. Discuss camouflage and why certain colors blend together.
- Bridge the lesson into math by creating number patterns. Complete the same lesson above using number patterns. You can use random number patterns or use sequences such as counting by intervals.

Examples:

1. Random patterns – start with 1 and make the rule for the pattern +3 so the pattern would be 1, 4, 7, 10, 13...
2. Interval patterns – start with 10 and count by 10s so the pattern would be 10, 20, 30, 40.

Science Lesson - Camouflage:

CCSS.ELA-L.CCRA.SL.1

CCSS.ELA-L.CCRA.SL.2

CCSS.ELA-L.W.4.2

In this lesson, students will observe how camouflage works to help animals hide in the wild.

MATERIALS:

4-6 rolls of wrapping paper – paired in similar color patterns

Solid colored construction paper

Scissors

SET UP:

Make a variety of environments by taping up several rectangles of wrapping paper around the room. Cut out a square of wrapping paper for each student and have a sheet of construction paper and scissors for each student.

DIRECTIONS:

Students will draw and cut out snakes from the wrapping paper. From the construction paper, students should draw and cut out prey animals from the book. Have the students tape both their prey and their snakes to the environments. Let the students explore the different environments to decide which one provides the best camouflage for their snake.

EVALUATION:

Students will write a one-paragraph reflection on camouflage and explain how it helps predators and prey in the wild.

Science – Research Project:

CCSS.ELA-L.W.4.2

CCSS.ELA-L.W.4.2a

CCSS.ELA-L.W.4.2b

The students will wrap up the lesson by creating a research project on snakes and their environments. This will include a deeper look into both the flora and fauna in the environment.

PRE-PROJECT QUESTIONNAIRE

To set the stage for taking a deeper look at snakes of the world the students will research and answer the following questions:

1. Which continents have snakes?
2. What is the biggest/smallest snake in the world and where are they from?
3. What is the deadliest snake and where does it live?
4. What other animals molt their skin?
5. How do snakes smell?
6. What are some other cold-blooded animals?
7. Can you tell a venomous snake and a non-venomous snake apart?
8. How far can snakes strike?
9. What is the fastest snake and where is it from?
10. How long do snakes live?
11. Do snakes have skeletons?
12. What snakes can spit and where are they found?
13. How do snakes reproduce?
14. What places have no snakes?

RESEARCH PROJECT

Students will select 2 snakes, each from a different continent and compile information on them. Students will research at least 3 other animals that share the habitat of each snake and explain the interactions between them (predator/prey/co-existence). The students will also research at least 3 plants from the habitat and explain how they contribute to the habitat. Students should also research how the snake interacts or is affected by the plants. Students will research the weather and the seasons of the snake's habitat and the relationship the weather has on both the snake and the flora and fauna that share the habitat.

The project can be presented as an essay or a presentation with bullet points of the information. With either option each student should also include at least 4 graphics for each environment.



Common Core State Standards connections for *Slithery Snakes* and Classroom Guide:

CCSS.Math.Content.4.OA.C.5

Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.

CCSS.ELA-Literacy.RI.4.3

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

CCSS.ELA-Literacy.RI.4.7

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

CCSS.ELA-Literacy.RI.3.7

Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

CCSS.ELA-Literacy.W.4.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-Literacy.W.4.2a

Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

CCSS.ELA-Literacy.W.4.2b

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

CCSS.ELA-Literacy.W.4.2c

Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

CCSS.ELA-Literacy.W.4.2d

Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCSS.ELA-Literacy.W.4.2e

Provide a concluding statement or section related to the information or explanation presented.

CCSS.ELA-Literacy.CCRA.SL.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.CCRA.SL.2

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

*This guide was created by Chris Valcarcel,
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