

National Geographic Kids Reader: Slither, Snake!

Notes for teachers: using this book in the classroom

Reading objectives: apply phonic knowledge and skills as the route to decode words

Spoken language objectives: select and use appropriate registers for effective communication; give well-structured descriptions, explanations and narratives; use relevant strategies to build their vocabulary

Curriculum links: Science: Animals, including humans; Geography: Location Knowledge; Art and Design

Interest words: rattlesnake, animals, warns, hiss, eyelash tree viper, western diamond back rattlesnake, Arizona mountain king snake, king cobra, sedge viper, boa constrictor

Resources: crayons/pencils; paper

Children who are reading at Yellow and Blue book bands should be able to read the main text in this book and talk about the content and pictures with some support – for example, in a group or guided reading session, or when reading one-to-one with an adult.

Language

- The words describing each picture should be mainly familiar to children reading at this level and may be read independently, but children may need help with the following:
 - compound words or words with multiple syllables, e.g. *rattlesnake*, *animals*
 - less familiar vocabulary, e.g. *warns*
 - reading with expression, e.g. “*look out!*”, *hiss!*
- The use of exclamation marks and the impact they have on a sentence can be noticed and discussed.
- Children may notice the use of speech punctuation. Help them to read this with a warning voice.
- Children will need help decoding and pronouncing the names of snakes. They may need to say the snake names aloud several times: *eyelash tree viper*, *western diamondback rattlesnake*, *Arizona mountain king snake*, *king cobra*, *sedge viper*, *boa constrictor*.
- Children will need help to understand the habitat map and how to use the coloured key. You may need to read the location names to the children.

Collins

Images

- Look at the green snake on the front cover. Ask children to describe its appearance and to suggest why it is green.
- Develop children's vocabulary by asking them to look carefully at each snake and describe its features, e.g. ask why the western diamondback rattlesnake has been given that name.

Activities

- Turn to page 22 and look at the world map together. Help children to read and say each snake's name and find each snake's location on the habitat map.
- Turn to page 23. Provide crayons, pencils and paper and ask children to choose and draw their favourite snake and to label its features. Help children to read and copy the words that they need to label its features, e.g. fangs, rattle.

Questions

- What does slither mean?
- Can you become a snake and slither?
- What features do all snakes have? What features do some snakes have?
- What does the Arizona mountain king snake use its tongue for?
- What is special about a snake's tongue?