

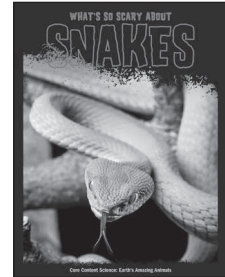
EDUCATOR'S GUIDE

Core Content Science: Earth's Amazing Animals

What's So Scary About Snakes

Series Overview

Many people are afraid of wild animals. But many of these animals are not scary at all! In fact, they are fascinating creatures that often help make the world a better place. Each book explores a different “scary” animal and presents fun facts, important information, and, yes, some warnings, as young readers learn why scary animals are often the most interesting.



Lexile: 710 Words: 1,431

About This Book

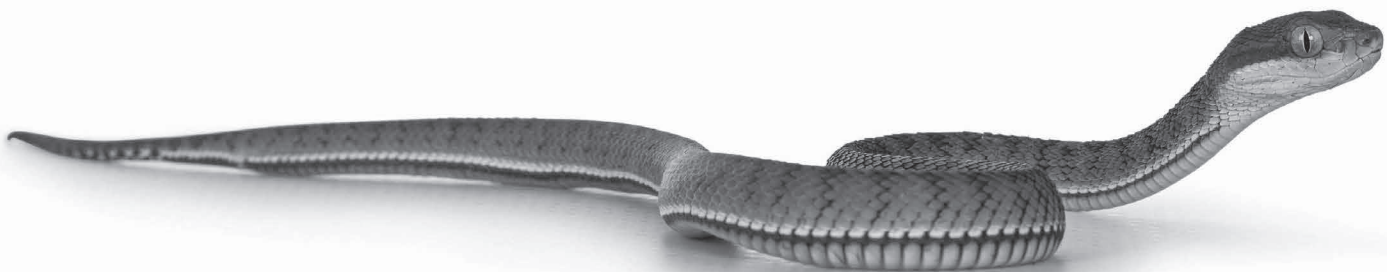
Even venomous snakes can be helpful to people and Planet Earth! Young readers will learn the truth about the many different kinds of snakes: how to tell which ones are truly dangerous and which ones just want to be left alone, and will explore up close the unique bodies that help these reptiles survive.

NEXT GENERATION SCIENCE STANDARDS ALIGNMENTS AND ACTIVITIES

The activities and learning ideas in this guide have been correlated with the **Next Generation Science Standards (NGSS)**: <https://www.nextgenscience.org/>

This title most closely relates to the following standard: **Students can make observations of plants and animals to compare the diversity of life in different habitats.**

(2-LS4-1.)



Before Reading

Building Background Knowledge:

- Ask students to raise their hands if they are afraid of snakes. Write down the number of students who are afraid of snakes on the board. Invite those students to share why they are afraid of snakes. Tell them that the book will explain why most snakes are not so scary after all.
- Turn to page 31 and point out the glossary to students. Explain that a glossary is a text feature that gives the definitions of vocabulary words in a book. Tell students that when they see a bolded word in the book, they can turn to the glossary to read its definition.

During Reading

Look for Key Details: As you read each section, invite students to share the most important pieces of information they learned about snakes. You can write these pieces of information on the board, have students write them in their notebooks, or just discuss them verbally. Explain that these are the “key details” of the book.

Reinforce Vocabulary: At the end of each section, have students turn to the glossary to read the definition of any bolded vocabulary words they don't know. Ask students to share any other words they are unfamiliar with, then go over the definitions with them..

After Reading

- Once again, ask students to raise their hands if they are afraid of snakes. Write down the number of students who are afraid of snakes on the board. Is the number smaller than the one you wrote before reading the book?
- Divide students into groups of two to four. Have each group make a list of key details and facts from the book that show that snakes are actually not so scary after all. Invite each group to share their list with the class.



ADDITIONAL RESOURCES

- **Awesome 8: Super Snakes (Nat Geo Kids):** <https://kids.nationalgeographic.com/nature/article/super-snakes>
- **Snake (Britannica Kids):** <https://kids.britannica.com/kids/article/snake/353785>
- **Snakes! (Wellesley Community Children's Center):** <https://www.wccc.wellesley.edu/ecp/snakes/>

VIDEOS

- **Snakes – The Dr. Binocs Show (Peekaboo Kidz):** <https://www.youtube.com/watch?v=xlIxjtTJrq4>
- **Facts About Snakes for Kids (Homeschool Pop):** <https://www.youtube.com/watch?v=Cf2qpXb81lA>
- **Supercool Snakes: Snake City (Nat Geo Kids):** https://www.youtube.com/watch?v=MeGldI_-Ko8



STUDENT ACTIVITY: WHERE ARE SNAKES FOUND?

Print out a black and white world map with continents labeled from the following website:

<https://thefairyprintress.com/continent-maps/>

Distribute a copy and a box of crayons or colored pencils to each student.

Using information from the book, have students color the continents (or parts of the continents) where the following types of snakes live, using the color indicated next to each snake's name:

Death adder — blue (**Answer:** Australia)

Garter snake — green (**Answer:** North America, specifically the U.S. and Canada)

Red spitting cobra — red (**Answer:** Africa)

Reticulated python — yellow (**Answer:** Southeast Asia)

Tell students that another type of snake mentioned in the book, the anaconda, is native to South America. Have students color South America **orange**.

Tell students that another type of snake, the European viper, lives in Europe. Have students color Europe purple.

Once students have colored in their maps, invite them to raise their hands to answer the following questions:

1. The continent that isn't colored is the only one that isn't home to snakes. What continent is that? (**Answer:** Antarctica)
2. What do you know about the climate of Antarctica? (**Answer:** It is cold year-round.)
3. Based on information in the book, why do you think snakes cannot live in Antarctica? (**Answer:** They are cold-blooded and they don't have fur or hair, so they can't control their body temperature. They would not be able to get warm in Antarctica.)