

Lesson 19

Review Assessment

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Ask and answer questions, orally and/or in writing, about the informational text “Termites,” requiring literal recall and understanding of the details, and/or facts of a nonfiction/informational text read independently (RI.1.1)
- ✓ Identify the main topic and retell key details of a nonfiction/informational text read independently (RI.1.2)
- ✓ Ask and answer questions about unknown words and phrases in nonfiction/informational texts read independently (RI.1.4)
- ✓ Read (with a partner or alone) and demonstrate understanding of decodable nonfiction/informational text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RI.1.10)
- ✓ Read words with inflectional endings, such as *-ed* (RF.1.3f)
- ✓ Read and understand decodable text that incorporates the letter-sound correspondences taught, with purpose and understanding (RF.1.4a)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4c)
- ✓ Use regular present-, past-, and future-tense verbs correctly orally and in writing (L.1.1e)
- ✓ Build simple and compound sentences orally in response to prompts (L.1.1j)
- ✓ Identify and use end punctuation, including periods, when writing answers to questions about the story “Termites” (L.1.2b)
- ✓ Identify frequently occurring root words and their inflectional forms, such as *-ed* (L.1.4c)

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Warm-Up</i>	The ‘ed’ Dance		10
<i>Grammar</i>	Word Sort with Past-Tense Verbs	Worksheet 19.1	20
<i>Reading Time</i>	Partner Reading: “Termites”	Worksheet 19.2	30

The 'ed' Dance

- Lead the class in the 'ed' dance.

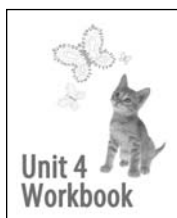
/t/, /d/, /ed/	(bend your knees on each of the three beats along with outstretched cheering arms)
/t/, /d/, /ed/	(bend your knees on each of the three beats along with outstretched cheering arms)
Past-tense marker	(wiggle your hips left to right on each beat, one beat on marker)
Past-tense marker	(wiggle your hips left to right on each beat, one beat on marker)
Spelled 'e' 'd'	(arms up and outstretched, hips still wiggle left to right on each beat)
Spelled 'e' 'd'	(arms up and outstretched, hips still wiggle left to right on each beat)

- Repeat with students leading the class.

Grammar

20 minutes

Word Sort with Past-Tense Verbs



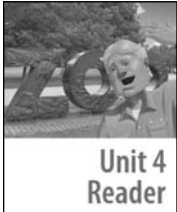
Worksheet 19.1

- Distribute Worksheet 19.1.
- Remind students that letters in slashes stand for sounds. Point out that on the line beneath the box, “/ed/” stands for /ed/ as in *started*, the “/d/” stands for /d/ as in *grinned*, and “/t/” stands for /t/ as in *helped*.
- As a class, read through the words in the box and underline the past-tense marker *-ed* in each verb. Then have students fill in the slash marks with the words’ final sound(s).
- Have students write the past-tense verbs that end in /ed/ under the header “/ed/”, the verbs that end in /d/ under the header “/d/”, and the verbs that end in /t/ under the header /t/.

1. marched	/t/	4. snorted	/ed/
2. added	/ed/	5. wished	/t/
3. seemed	/d/	6. rubbed	/d/

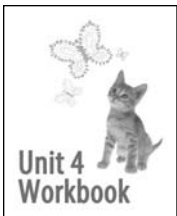
Partner Reading: "Termites"

Note to Teacher



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Today students will read with a partner. You may wish to review your class guidelines for reading with a partner, such as how to take turns reading aloud and asking questions from page to page. Encourage students to use their Individual Code Chart if they come to a spelling they do not know how to read. You may also wish to use the Anecdotal Reading Record provided in the Appendix of this Teacher Guide to record students' progress as you circulate and listen to them read with their partners.



Worksheet 19.2

Introducing the Story

- Tell students that the topic of today's story is termites. Termites are insects that look a lot like ants.

Previewing the Spellings

- Please preview the following spellings before reading today's story:

'or' > /or/	'er' > /er/	'ch' > /ch/	Tricky Words	Two-Syllable Words
for	ter•mite	lunch	who	nugg•ets
sort	bigg•er	chick•en	would	stick•ing
		munch	were	in•side
				ant•hill
				liv•ing
				bed•room

Previewing the Vocabulary

- You may wish to preview the following vocabulary before reading today's story. Allow students to ask questions to clarify the meaning of these words and phrases as necessary:

- stump**—a part of a tree that remains in the ground after it has fallen or been cut down
- spike**—a sharply pointed object that projects upward
- termite mound**—a raised pile of dirt where termites live
- queen**—a female termite that can have baby termites

- Be sure to call to students' attention that *queen* is a multiple-meaning word. Make sure that students know the meaning of this word as it is used in this chapter.

Purpose for Reading

- Tell students to read today's story to learn about termites, including what they like to eat for their food. Tell them to pay close attention to the adjectives that describe the termites in the story.
- Distribute Worksheet 19.2. As a class, write the today's date on the worksheet, reminding students about capitalizing proper nouns and where to place commas. Tell students to complete this worksheet after reading today's story.

Wrap-Up

- Show students the chart created to record descriptions about animals. In the first column, write *termites*. Ask students, "What does a termite look like?" Write two to three adjectives about termites in the row under the sense icon (eye) for sight.
- Use the following discussion questions to guide your conversation about the story. Remember to encourage students to answer in complete sentences. When answering the question, ask students to cite the part of the story that guided their answer.

Discussion Questions on "Termites"

1. *Inferential* What is the main topic of today's story? (The main topic of today's story is termites.)
2. *Literal* What do termites like to eat? (Termites like to eat wood.)
3. *Literal* Where do termites live? (Termites live in a termite mound.)
4. *Evaluative* In what ways are termites like ants? (Both termites and ants have six legs.) In what ways do they look different? (Termites are a different color than ants.)
5. *Literal* Who is the biggest termite in the termite mound? (The biggest termite in the termite mound is the termite queen.)
6. *Inferential* Would a termite munch on your home? Why or why not? (Answers may vary, but students should share whether their home is made up of wood or not in their reply.)