

TERMITES

Annotating Marks
As you read the passage, make the following marks on your page.

- ➔ Circle powerful words or phrases.
- ➔ Underline words or phrases you do not understand.
- ➔ Place a question mark near something that surprises you.
- ➔ Draw an arrow where you make a personal connection to certain words or ideas.
- ➔ Write your important thoughts in the margins.

Task 1 - Read & Annotate
Name: _____ Day: _____
As you read through *Termites: Small, but Mighty* for the first time, use your annotating marks and write important notes in the margin. Then, answer these questions:

- Circle powerful words or phrases.
- Underline words or phrases you do not understand.
- Place a question mark near something that makes you think of a question.
- Write an exclamation mark near something that surprises you.
- Draw an arrow where you make a personal connection to certain words or ideas.
- Write your important thoughts in the margins.

Task 2 - VOCABULARY
Name: _____ Day: _____
Read *Termites: Small, but Mighty*; a second time. Circle words which are unfamiliar to you and complete the vocabulary chart below.

WORD: _____	DEFINITION: _____	WORD: _____	DEFINITION: _____
SENTENCE: _____	SENTENCE: _____	SENTENCE: _____	SENTENCE: _____
WORD: _____	DEFINITION: _____	WORD: _____	DEFINITION: _____
SENTENCE: _____	SENTENCE: _____	SENTENCE: _____	SENTENCE: _____

Task 3 - Reread & Dig Deeper
Name: _____ Day: _____
Reread the passage *Termites: Small, but Mighty*. Use evidence from the passage to answer the following questions:

Text Evidence Questions:

- What is the main idea of the passage?
- List three details that support the main idea.

Task 4 - Reread & Respond
Name: _____ Date: _____
Reread the passage *Termites: Small, but Mighty*. Complete the chart below, listing the main idea and four supporting details from the passage.

Detail 1	Detail 2
Detail 3	Detail 4

Task 5 - Summarize
Name: _____ Date: _____
Using the organizer from Task 4, write a summary of the passage. The main idea should be stated in your first sentence. Then use the four details to write four supporting sentences. Close your summary by restating the main idea.

A SUMMARY OF TERMITES: SMALL, BUT MIGHTY!

Termites: Small, but Mighty!
Like cockroaches, termites have been around since the days dinosaurs walked the earth. These little insects are very resilient, proven by how they can be found on every continent except Antarctica. Sometimes, people find them eating through the wood in the walls of their homes. You see, termites love eating wood!

You won't always find termites in the walls. A lot of termites live in the wild, making nests underground, in mounds on top of the ground, and even in the least likely places. Some termites that live in trees make tunnels or trenches down the trunk of the tree to be able to safely make it to the ground, avoiding larger ants or other predators. Termite mounds on the top of the ground can be high as 17 feet! These nests can grow to be big enough to hold millions of termites!

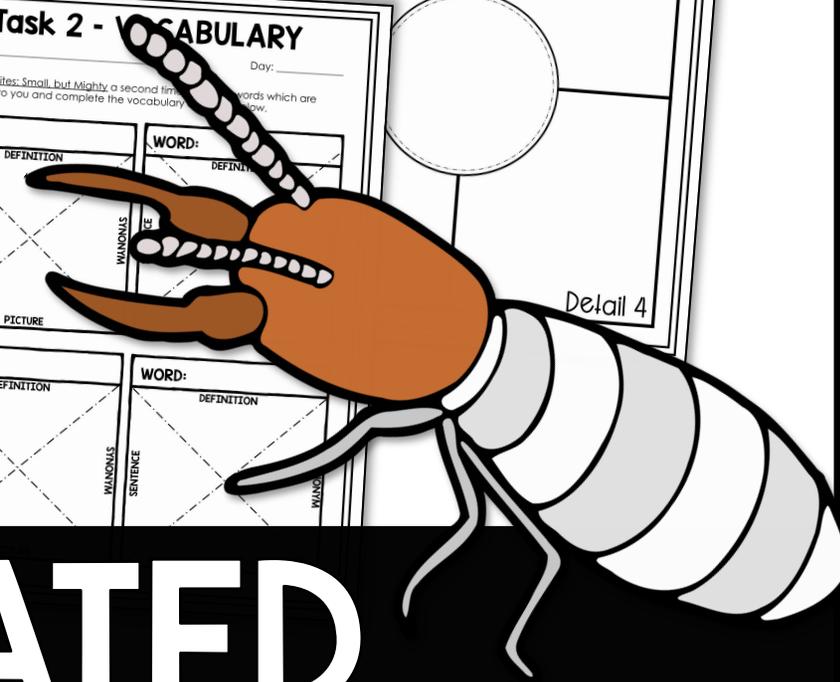
In nests, all the termites are usually brothers and sisters. The male termite (called the king) and the female termite (called the queen) stay together for life. All queen don't leave the nest for their whole lives, and their lives can be very long. Termite kings and queens usually live from thirty to fifty years!

Some male termites have wings and can fly. These winged termites sometimes gather in huge swarms of millions of termites and leave their colonies, taking flight. However, many termites are not eaten by their enemies and survive, enabling them to find mates. Once a male and female find each other and decide to mate, they begin to create their own nest.

Each nest has thousands upon thousands of termites, and each termite has a job. Just like most other nest insect species, there is a queen, but termites also have a king. One surprising thing about termite nests is that there is also a second queen, and another one will need to be found to keep the nest going. The king will release pheromones, which are chemicals that cause other insects to change or queens to become active. With the activation of a new queen, the nest can continue to survive.

In nests, there are also workers and soldiers. They perform the duties you'd expect. The worker termites do most of the work in and around the nest, as well as really good at defending the nest, but are quite bad at defending themselves. Their heads are so large that they can't reach the food to eat it, so the worker ants have to feed them.

Termites are very tiny creatures. If you look closely, you can see their antennae.



DIFFERENTIATED CLOSE READING UNIT

Reference Chart, Annotating Guide, Close Reading Directions

CLOSE READING STEPS

The following steps are a **suggested sequence** in which you could approach the contents of this packet. This approach will require 3 separate readings of the passage, requiring students to dig deeper with each reading. Each task of the packet is to be completed in one day/lesson. With 5 total tasks per passage, each passage should take one week to complete.



1st Reading: Student reads the passage. As they read, they use their annotation symbols to identify unfamiliar words, questions they have, and parts of the passage that they find interesting. Complete **Task 1: Read & Annotate**. This task also includes some basic recall questions.

2nd Reading: Teacher (or partner) rereads the passage a second time while students follow along. Have students complete **Task 2: Vocabulary**. This allows students to demonstrate their understanding of unfamiliar words from the passage, leading to a deeper comprehension of the text.

3rd Reading: Students reread the passage then responds in writing, citing text evidence. Students complete **Task 3: Reread and Dig Deeper**. This page of questions requires students to ask and cite text evidence when answering questions. Additionally, students complete **Task 4: Reread and Respond** and **Task 5: Summarize**. These final tasks require students to use the text evidence to write a supported summary.

Annotating Marks

As you read the passage, make the following marks on the text:

- Circle** powerful words or phrases.
- Underline** words or phrases you do not understand.
- Place a question mark** near something that makes you think of a question.
- Write an exclamation mark** near something that surprises you.
- Draw an arrow** where you make a personal connection to certain words or ideas.
- Write your important thoughts** in the margins.

Wow! The character showed a lot of courage here...

ABOUT THIS PACKET

The first part of this packet includes 5 reading passages and one week's worth of reading activities for each passage. The Close Reading passages included in this packet are each provided at 2 different reading levels, so that you may more easily differentiate your instruction. All the informational content of the 2 versions is the same, but the reading levels are different. All question sheets are the same. This makes it easy for you to provide reading passages on each student's level, but use the same question and activity sheets for the entire class!

NOTE:

The **easier** passage has a **■** in the bottom left corner.
The **more difficult** passage has a **▲** in the bottom left corner.

Each passage with its activities is designed for a 5-day time frame, following this schedule:

Day	Title of Activity	Purpose
1	Task 1: Read and Annotate	Read passage for the first time. Use annotation symbols to annotate. Answer surface level questions.
2	Task 2: Vocabulary	Read passage for the second time. Students choose vocabulary words that are unknown to them and complete the vocabulary activity using those words.
3	Task 3: Reread and Dig Deeper	Read passage a third time. Students answer deeper level questions, citing text evidence to support answers.
4	Task 4: Reread and Respond	Students use the graphic organizer to identify the main idea and supporting details of the passage.
5	Task 5: Summarize	Using the completed graphic organizer from Day 4, students write a summary supporting details for the passage.

The reading levels for each differentiated passage are provided in this chart:

Passage Title	Symbol	Lexile Level
Mozart – Musical Genius	■	720
	▲	940
The History of Little League	■	780
	▲	1,000
The Sweet Story of Honey	■	740
	▲	950
George Washington Carver	■	800
	▲	1,030
The United States Constitution	■	750
	▲	930

5 Days of Close Reading Activities for GREATER Reading Comprehension

Task 1 - Read & Annotate

Name: _____ Day: _____

As you read through *Termites: Small, but Mighty* for the first time, use your annotating marks and write important notes in the margin. Then, answer these questions:

- Circle powerful words or phrases.
- Underline words or phrases you do not understand.
- Place a question mark near something that makes you think of a question.
- Write an exclamation mark near something that surprises you.
- Draw an arrow where you make a personal connection to certain words or ideas.
- Write your important thoughts in the margins.

First Reading Questions:

1. What is this passage mostly about?

2. Where in the world are termites found?

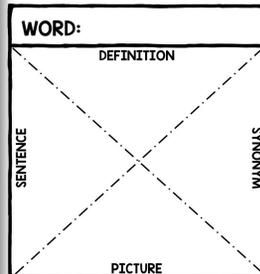
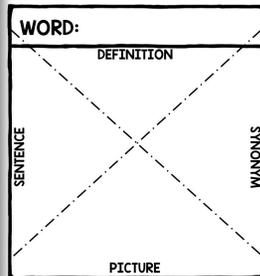
3. What is a pheromone?

4. What do the worker termites do for their job in the nests?

Task 3 - Reread & Dig Deeper

Name: _____ Day: _____

and time. Find four words which are vocabulary diagram below.



Task 4 - Reread & Respond

Name: _____ Day: _____

Small, but Mighty. Complete the chart below, answering the following questions:

page?

main idea:

the text that describe termite nests.

termites.

the "Termites: Small, but Mighty!"

Task 5 - Summarize

Name: _____ Date: _____

summary of the passage. The main idea. Then use the four details to write four details by restating the main idea.

DETAILS: SMALL, BUT MIGHTY!

Detail 2

Detail 4

NO PREP!
Print and Go!

Answer Keys Provided

Task 1 - Read & Annotate

TERMITES: SMALL, BUT MIGHTY! ANSWER KEY

- Circle powerful words or phrases.
- Underline words or phrases you do not understand.
- Place a question mark near something that makes you question.
- Write an exclamation mark near something that surprises you.
- Draw an arrow where you make a personal connection to certain words or ideas.
- Write your important thoughts in the margins.

First Reading Questions: Some answers may vary.

1. What is this passage mostly about?
This passage is mostly about termites and their characteristics and roles.
2. Where in the world are termites found?
Termites are found on every continent except Antarctica.
3. What is a pheromone?
Pheromones are chemicals that termites use to communicate and behave in a certain way.
4. What do the worker termites do for their job in the nest?
The workers do most of the work in and around the nest. They care for other termites, including feeding the soldier termites.

Task 3 - Reread & Dig Deeper

TERMITES: SMALL, BUT MIGHTY! ANSWER KEY

Text Evidence Questions: Some answers may vary.

1. What is the main idea of the passage?
Termites are tiny, strong insects with unique characteristics and abilities that help them to survive.
2. List three details that support the main idea.
 - a) Termites can be found on every continent except Antarctica.
 - b) Termite kings and queens can live for up to thirty to fifty years.
 - c) Each termite colony has a queen.
3. Cite evidence from the text that describe termite nests.
Some termites that live in trees make tunnels or trenches down the length of the tree. Some mounds on top of the ground can be as high as 17 feet. These nests can grow big enough to hold millions of termites.
4. Give 3 characteristics of the soldier termites.
 - a) Soldier termites are really good at defending the nest.
 - b) Their heads are so large that they can't reach their food to eat it.
 - c) They are bad at feeding themselves (workers feed them).
5. Explain why this passage has the title "Termites: Small, but Mighty!"
Termites are tiny insects, but they are strong and able to survive through working as a colony, making them mighty.

