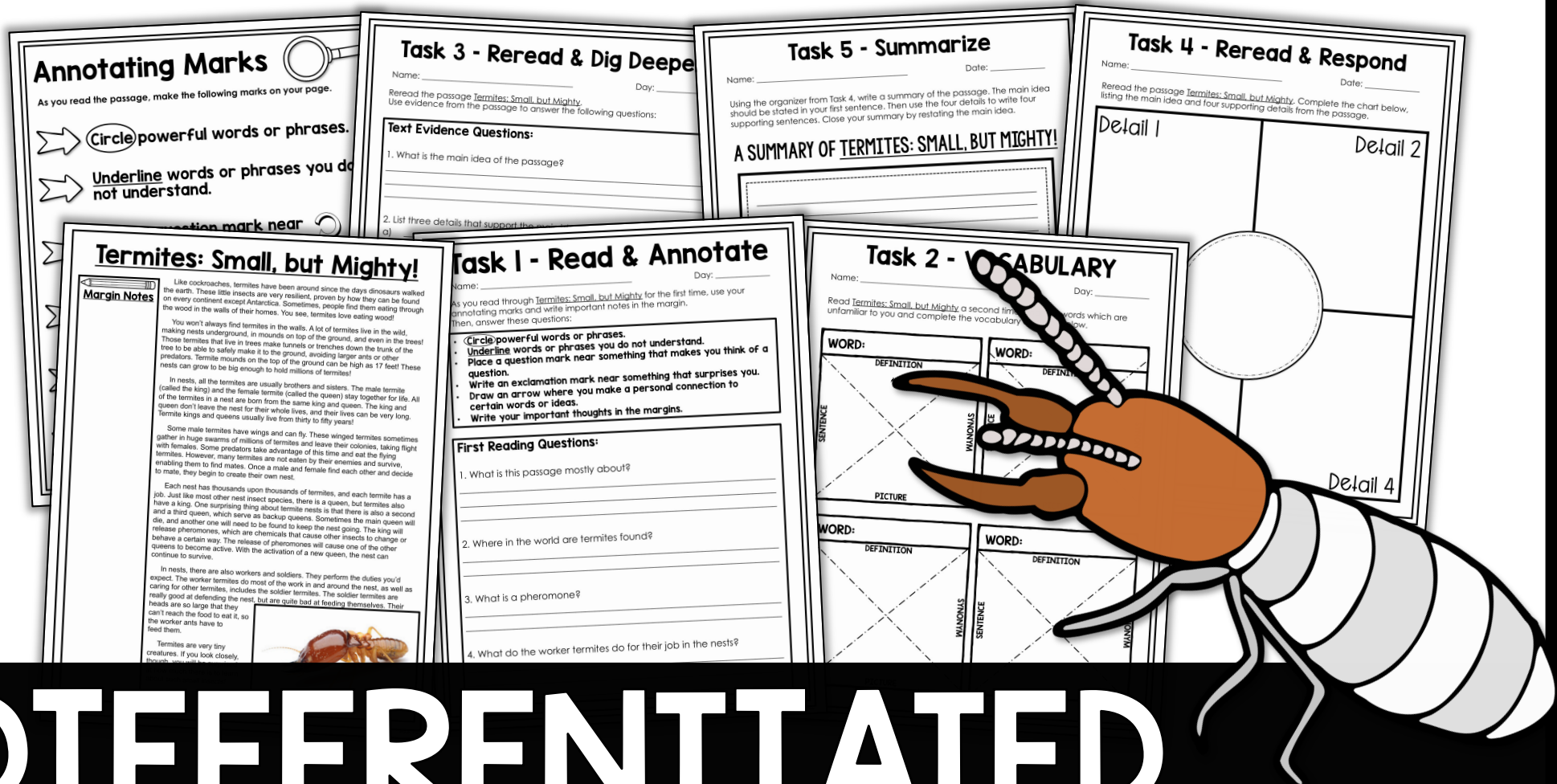


# TERMITES



## DIFFERENTIATED CLOSE READING UNIT

# 2 Different Reading Levels

## High-Interest Passage!

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

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

### Termites: Small, but Mighty!

#### Margin Notes

Like cockroaches, termites have been around since the days dinosaurs were on the earth. These little insects are very strong. This is 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. Many termites they make nests underground, in mounds on top of the ground, and even in trees! Those termites that live in trees make tunnels or trenches down the trunk of the tree. This helps them to be able to safely make it to the ground, avoiding larger ants or other predators. Termite mounds 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 (called the king) and the female termite (called the queen) stay together for life. All of the termites in a nest are born from the same king and queen. The king and 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 with females. Some predators take advantage of this time and eat the flying termites. 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 and a third queen, which serve as backup queens. Sometimes the main queen will die, 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 behave a certain way. The release of pheromones will cause one of the other 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. The worker termites do most of the work in and around the nest, as well as caring for other termites, includes the soldier termites. The soldier termites are really good at defending the nest, but are quite bad at feeding 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, though, you will be surprised at how much there is to learn about such small insects!

### Termites: Small, but Mighty!

#### Margin Notes

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 trees! Those 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 of the termites in a nest are born from the same king and queen. The king and 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 with females. Some predators take advantage of this time and eat the flying termites. 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 and a third queen, which serve as backup queens. Sometimes the main queen will die, 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 behave a certain way. The release of pheromones will cause one of the other 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 caring for other termites, includes the soldier termites. The soldier termites are really good at defending the nest, but are quite bad at feeding 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, though, you will be surprised at how much there is to learn about such small insects!





# 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, each 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 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 agree with. 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 a third time, then responds in writing, citing text evidence. Students complete **Task 3: Reread and Dig Deeper**. This page of questions requires students to cite text evidence when answering questions. Additionally, students complete **Task 4: Reread and Respond**. These final tasks 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 the 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	<b>Task 1: Read and Annotate</b>	Read passage for the first time. Use annotation symbols to annotate. Answer surface level questions.
2	<b>Task 2: Vocabulary</b>	Read passage for the second time. Students choose vocabulary words that are unknown to them and complete the vocabulary activity using those words.
3	<b>Task 3: Reread and Dig Deeper</b>	Read passage a third time. Students answer deeper level questions, citing text evidence to support answers.
4	<b>Task 4: Reread and Respond</b>	Students use the graphic organizer to identify the main idea and supporting details of the passage.
5	<b>Task 5: Summarize</b>	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 2 - VOCABULARY**  
Name: \_\_\_\_\_ Day: \_\_\_\_\_  
and time. Find four words which are  
ecabulary diagram below.

WORD:	DEFINITION
SENTENCE	SYNONYM
PICTURE	

**Task 3 - Reread & Dig Deeper**  
Name: \_\_\_\_\_ Day: \_\_\_\_\_  
it *Mighty*. Complete the chart below,  
g details from the passage.

Detail 1	Detail 2
Detail 3	Detail 4

**Task 4 - Reread & Respond**  
Name: \_\_\_\_\_ Date: \_\_\_\_\_  
summary of the passage. The main idea  
Then use the four details to write four  
ary by restating the main idea.

**Task 5 - Summarize**  
Name: \_\_\_\_\_ Date: \_\_\_\_\_  
summary of the passage. The main idea  
Then use the four details to write four  
ary by restating the main idea.

**TERMITES: SMALL, BUT MIGHTY!**

**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 colony?  
The workers do most of the work in and around the colony, 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 thirty to fifty years.
  - c) Each termite colony has a queen.
3. Cite evidence from the text that describe termite nests.  
a) Termites that live in trees make tunnels or trenches down the length of the tree.  
b) Some mounds on top of the ground can be as high as 17 feet.  
c) 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.