

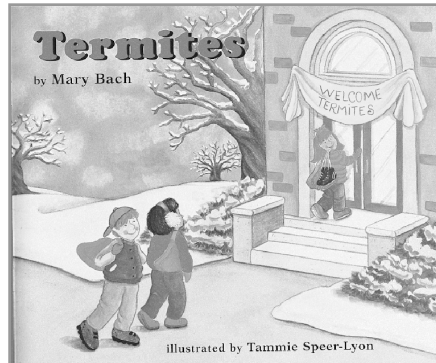
Books for Young Learners Teacher Resource

Book Notes



Termites

Author Mary Bach
 Illustrator Tammie Speer-Lyon
 16 pages ■ 130 words
Termitas ■ 146 words



Em	Early				Fluent			
	1	2	3	4	1	2	3	4
	S G I							

S = Shared G = Guided I = Independent

Termites

SYNOPSIS

A beginning ice hockey player describes practice sessions.

WHAT THE BOOK OFFERS

- Realistic fiction
- First person singular and plural
- Mainly present tense with flashbacks
- Takes place over a period of time, but this needs to be inferred
- Detailed description rather than action
- Plurals: regular *-s*, *-es*
- Range of punctuation: colon introducing list, dash, title of game in quotation marks, exclamation point, commas within a list

POSSIBLE SKILLS EMPHASIS

- Gathering information from text and inferential reading of illustrations
- Summarizing information
- Increasing knowledge of role of punctuation in aiding fluency, accuracy, and meaning
- Word endings to distinguish tense
- Understanding passage of time and flashbacks

INTRODUCING THE BOOK

(continues)

- Establish what students know about termites. If unknown, simply describe them as ants that cause damage by their persistent gnawing/chewing at wood or furniture.

How do we know that this book is not about that kind of termite?

What do the three children on the front-cover illustration all have?

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Termites (continued)

INTRODUCING THE BOOK (continued)

So I wonder who or what termites might mean or be in this book.

What does the setting have to do with the kind of skates on the girl's shoulder?

What do you need to go ice skating? Turn to the title page to confirm your list.

FOCUS OF INSTRUCTION

- Draw students' attention to the punctuation, discussing significance
- Page 4: the colon as an indication of a list or more information to follow
- Page 6: other words for "coach," description of role

Does the text match the illustration? Where do you need to look to get a text-picture match?

- Pages 6 and 7: Single to plural: coach—coaches
- Page 8: Compare chairs with walkers, bikes with training wheels, ballet bar

When is this happening? What does the author want you to do as you read this book?

Page 10: When is this page happening? How do you know? Which word helps you think about that?

FOLLOWING THE READING

Why is "termites" a good name for a sports team, especially a team just learning a sport?

- Discuss punctuation and how it helps a reader gain meaning, fluency, and expression
- Discuss the colon as an indicator of a list. Students could make lists of their favorite possessions, their belongings at school, or favorite books using a colon and commas.
- Compare the work of a sports coach with that of a teacher, or an ice skating coach with the coach of another sport.

What is this book about? How could you tell that in one or two sentences? Let's write your summary and see if that gives a clear picture of what the author probably wanted us to know. What do we need to add or delete?

Think about something you have learned. How does that compare with what you read in this story? Make a comparison chart showing the similarities and the differences.