

Directions: Have students underline the past-tense marker 'ed' in each verb. Then have students write the final sound(s) in each word in the slashes. Then have students write the past-tense verbs that end in /ed/ under the /ed/ header, the verbs that end in /d/ under the /d/ header, and the verbs that end in /t/ under the /t/ header.

<u>start</u> ed /ed/ gr <u>inn</u> ed /d/ help <u>ed</u> /t/ march <u>ed</u> / add <u>ed</u> / /
seem <u>ed</u> / sn <u>ort</u> ed / wish <u>ed</u> / rub <u>bed</u> / /

/ed/ /d/ /t/

started	ordered	helped

Termites

1. What are **ter**·mites?

2. What is in·side a **ter**·mite mound?

Directions: Have students reread the story and answer the questions.

3. What do **ter**·mites look like?

Handwriting practice lines for question 3, consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).

4. Why would a **ter**·mite munch on your home?

Handwriting practice lines for question 4, consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).