

End of Unit Test

(These activities may be completed as a guided or independent activity depending on the skill level of your students. If the activities are to be completed as a guided activity, pause after each section to allow students sufficient time to complete the tasks. If the activities are to be completed as an independent activity, have students read all the instructions and then allow sufficient time for students to complete the tasks on pages 13 and 14. Part 5 on page 15 is a guided activity.)

Touch the instructions for Part 1. Let's read the instructions.

I'll be listening to individual students read these words aloud while you're completing other parts of the test. You can earn 1 point for each word you read correctly. Take 1 minute to practice the words now.

Touch the instructions for Part 2. Let's read the instructions.

I'll be listening to individual students read page 68, the last page of Chapter 10, while you're completing other sections of the test.

You'll start out with 20 points. I'll subtract ½ point for each error you make. Take 1 minute to practice reading this page of the story now.

Touch the instructions for Part 3. Let's read the instructions.

You can earn 2 points for each item you answer correctly.

Touch the instructions for Part 4. Let's read the instructions.

You can earn 5 points for each item you answer correctly. You'll earn 2 points for writing the correct answer, 1 point for writing a sentence, 1 point for starting your sentence with a capital letter, and 1 point for ending your sentence with the correct end mark.

Touch the instructions for Part 5. Let's read the instructions. We will complete this activity together.

Listen while I read more information about the paragraph you'll write: You have learned about Triceratops and Tyrannosaurus rex. Imagine you're talking to someone who knows nothing about these two dinosaurs. Explain how to tell the two dinosaurs apart. Write an opening question. Write three sentences that give facts that tell these dinosaurs apart. Write an ending sentence that reminds the reader what things to watch for.

You can earn up to 20 points for writing a good paragraph that explains how to tell a Triceratops from a Tyrannosaurus rex.

Let's review what we know about Triceratops and Tyrannosaurus rex. (Write the two headings "Triceratops" and "Tyrannosaurus rex" on the board.)

Turn to page 8 in your workbook. Tell me some facts about Triceratops. (Record facts under the heading "Triceratops" as students recall them.) Ideas: *Plant eating; eats magnolia blossoms; eats slowly; weighs 12,000 pounds; bigger than a truck.*

Let's look at the illustration on page 30 to gather more information about Triceratops. What other facts can we add to our list? (Record facts under the heading "Triceratops" as students suggest them.) Ideas: *Has 3 horns; thick, heavy legs; walks on four legs; thick, stubby tail.* (Add any verified facts students have found and recorded.)

Look at page 8 in your workbook again. Tell me some facts about Tyrannosaurus rex. (Record facts under the heading "Tyrannosaurus rex" as students recall them.) Ideas: *Huge head; long, thick tail; two tiny arms; long, gleaming teeth; largest meat eating animal; could eat a human in one bite; huge jaws; walks on two big legs.*

Let's look at the illustration on page 46 to gather more information about Tyrannosaurus rex. What other facts can we add to our list? (Record facts under the heading "Tyrannosaurus rex" as students suggest them.) Ideas: *Long, thick tail; big claws.* (Add any verified facts students have found and recorded.)

Turn to page 15 in your workbook. Now that we've collected information about Triceratops and Tyrannosaurus rex, you're ready to begin writing your paragraph.

What do the instructions tell you to write first? *An opening question.*

What's a good opening question you could write? Ideas: *How do you tell a Triceratops from a Tyrannosaurus rex? What are some of the differences between a Triceratops and a Tyrannosaurus rex? How is a Triceratops different from a Tyrannosaurus rex?*

Think about the opening question you want to write, and write it on the lines. You're writing a paragraph, so remember to indent the first word. (Allow sufficient time for students to write.)

What do the instructions tell you to write next? *Three sentences that give facts that tell these dinosaurs apart.*

(Write on the board: _____, but _____.)

Listen while I say one fact about each dinosaur. (Point to the first line.) **A Triceratops eats plants, but** (point to the second line) **a Tyrannosaurus rex eats meat.**

It's your turn to use this frame to explain how to tell these two dinosaurs apart. Ideas:
A Triceratops head has three horns, but a Tyrannosaurus rex head has no horns.
A Triceratops uses four legs to walk, but a Tyrannosaurus rex walks on only two legs.
A Triceratops eats slowly, but a Tyrannosaurus rex gulps down its food.

Decide which facts you want to use. Then write three sentences that use those facts to explain how you can tell these dinosaurs apart.

Remember you're writing sentences, so you must start each sentence with a capital letter, and end each sentence with correct punctuation. (Allow sufficient time for students to write.)

What do the instructions tell you to write last? *An ending sentence that reminds the reader what things to watch for.*

What ending sentence could you write that would remind the reader what to watch for? Ideas: *So if you want to tell a Triceratops from a Tyrannosaurus rex, look at their heads, their legs, and their mouths. Triceratops bodies are suitable for eating plants, but Tyrannosaurus rex's bodies are suited to catching and eating other animals.*

Decide what ending sentence you want to write then add it to the end of your paragraph. Remember to start and end it correctly. (Allow sufficient time for students to write.)

When students have finished writing their paragraphs, follow this editing procedure. The steps of the editing process are much easier for students if they have the opportunity to word process their paragraphs. They will need instruction for how to insert, delete, or move text. Remind students to save their files frequently.

Students can use the add-in sheet strategy when they revise their paragraphs. [See introduction page ix.]

Touch the Writer's Checklist at the bottom of page 15 in your Student Workbook. You're going to use this checklist to help you improve and check your paragraph.

Quietly read the paragraph you've written. (Allow students sufficient time to read their paragraphs to themselves.)

Ideas

First, we'll check for your ideas. I'll read the first item on the Writer's Checklist: I wrote an opening question. Read your first sentence again. Did you write an opening question? If you did not write an opening question, change the words in your sentence so it does ask a question.

Now that you know your first sentence asks a question, you may put a check mark in the circle in front of the first item on the Writer's Checklist.

I'll read the second item on the Writer's Checklist: I wrote three middle sentences telling facts. Read your three middle sentences again. Did you write three middle sentences telling facts? If you did not write three middle sentences telling facts, change the words in your sentences so they do give facts.

Now that you know your three middle sentences tell facts, you may put a check mark in the circle in front of the second item on the Writer's Checklist.

I'll read the third item on the Writer's Checklist: I wrote an ending sentence that reminds the reader what to look for. Read your ending sentence again. Does your ending sentence remind the reader what to look for? If your ending sentence does not remind your reader what to look for, change the words in your sentence so they do remind the reader what to look for.

Now that you know your ending sentence reminds the reader what to look for, you may put a check mark in the circle in front of the third item on the Writer's Checklist.

Organization

The second thing we check for when we write is how we organize our ideas. Your paragraph needs a beginning, a middle, and an ending. Your question is the beginning. Your facts are the middle. The sentence that reminds the reader what to look for is the ending.

Voice

The third thing we check for when we write is called voice. Voice is the way the writer talks to the reader.

I'll read the next item on the Writer's Checklist: My paragraph sounds like I am talking to the reader. Read your paragraph again to see if there are any words you want to change to make your paragraph sound like you're talking to the reader.

You may cross out any words you want to change and write the new word above the crossed out word.

Now that you've carefully checked you've used words that make your paragraph sound like you're talking to the reader, you may put a check mark in the circle in front of the fourth item on the Writer's Checklist.

Word Choice

The fourth thing we check for when we write is how carefully we chose the words we used. I'll read the fifth item on the Writer's Checklist: I carefully thought about which words I wanted to use.

Read your paragraph again to see if there are any words you want to change to make your ideas clearer or your paragraph more interesting.

You may cross out any words you want to change and write the new words above the crossed out words.

You may want to add some adjectives. What are adjectives? *Words that describe nouns.*

If you want to add any adjectives to your paragraph, make a mark like this, (demonstrate making a caret ^ on the board) and write the adjective above the mark.

Now that you've carefully thought about the words you used, you may put a check mark in the circle in front of the fifth item on the Writer's Checklist.

Sentence Fluency

The fifth thing we check for when we write is how our paragraph sounds when we read it aloud. I'll read the next item on the Writer's Checklist: My paragraph sounds right when I read it aloud.

Read your paragraph quietly aloud to yourself. If you don't like the way it sounds, you may change some of the sentences so your paragraph sounds better.

Now that you've checked that your paragraph sounds right when you read it aloud, you may put a check mark in the circle in front of the sixth item on the Writer's Checklist.

Conventions

Just as mechanics use tools to keep a car running well, writers use tools to make their paragraphs run well. Capital letters, end marks, and correct spelling are some of the tools of writing.

I'll read the next item on the Writer's Checklist: I correctly capitalized and punctuated each sentence.

Read your first sentence. Remember, your first sentence is a question. Does it start with a capital letter and end with a question mark? If it doesn't, fix it.

Remember, your next three sentences are telling sentences. Read your next sentence. Does it begin with a capital letter and end with a period? If it doesn't, fix it. (Repeat process for middle sentences.)

Read your last sentence. Does it begin with a capital letter and end with the correct end mark? If it doesn't, fix it.

Some of your sentences will have the names of specific dinosaurs. How do the names of specific dinosaurs start? *With a capital letter.* Find the names of dinosaurs in your paragraph. Does each name begin with a capital letter? If it doesn't, fix it.

Now that you have checked that your sentences all start with capital letters and have end marks, you may put a check mark in the circle in front of the seventh item on the Writer's Checklist.

I'll read the last item on the Writer's Checklist: I checked my spelling. Writers use a trick to check their spelling. They start at the last word and read to the first word.

Start at the last word. If you think you haven't spelled it correctly, circle it. If you think you've spelled it correctly, move to the next word.

Raise your hand if you have circled any words, and I'll write the correct spelling on the board. Then you may write the correct spelling above the circled word.

(Allow sufficient time for students to check the spelling of each word they have written. Students may also use print or electronic dictionaries to find the correct spelling of words.)

Now that you've checked that you've spelled the words correctly, you may put a check mark in the circle in front of the last item on the Writer's Checklist.

(If you wish students to complete a final draft of their paragraphs, provide them with lined paper. Staple the final copy onto page 15 in their Student Workbook. Students may hand write or word process final drafts.

To score the paragraph, award points beside the checklist as follows:

Item 1: wrote an opening question, 1 point

Item 2: wrote three middle sentences that tell facts about each kind of animal, 3 points

Item 3: wrote an ending sentence that reminds the reader what to look for, 1 point

Item 4: the paragraph sounds like the writer is talking to the reader, 1 point

Item 5: appropriate word choice, 1 point

Item 6: sentence fluency, 1 point if reasonable fluency

Item 7: correct capitalization and punctuation, 1 point

Item 8: checking for spelling, 1 point for reasonable accuracy. Note: Spelling is within what is expected for the developmental level of the student. There may still be some spelling errors. Don't penalize students for using inventive spelling for words that are beyond their developmental level.

Review answers with students as a group.)

ANSWER KEY FOR END OF UNIT TEST

Part 1

Accept correct pronunciation of words.

Part 2

Follow established guidelines for oral reading checkouts.

Part 3

1. tree with tulip-shaped blossoms
2. large medal
3. picture from a camera
4. with no movement
5. disappeared
6. stumbled over his words
7. strange or unusual
8. not possible
9. space between two things
10. act without thinking

Part 4

Ideas:

1. Annie and Jack were the main characters.
2. For the magic to work, Jack had to look at the picture and make a wish to go there.
3. He escaped by riding on the Pteranodon.
4. Dinosaurs Before Dark is a good title because they went to the time of dinosaurs and got home before dark.

Part 5

Example:

How is a Tyrannosaurus rex different from a Triceratops? A triceratops walks on four legs, but a Tyrannosaurus rex walks on two legs. A Triceratops has three horns on its head, but a Tyrannosaurus rex has no horns. A Triceratops eats plants slowly, but a Tyrannosaurus rex gulps down meat from other animals. If you want to tell a Triceratops from a Tyrannosaurus rex, look at their heads, how they move, and what they eat.

End of Unit Test

Part 1: Read aloud the words in the following lists.

List 1	List 2	List 3	List 4
photograph cautiously medallion panic weird Score _____	circled wandered whispered coasted gripped Score _____	Pteranodon Tyrannosaurus rex Triceratops Anatosaurus Pennsylvania Score _____	sloping hill gleaming teeth enormous dinosaur alert eyes wobbly legs Score _____

Total Score Part 1

Part 2: Read aloud from page 68 of Chapter 10: Home Before Dark

20 - (number of errors x ½) _____ = _____ Total Score Part 2

Part 3: Color in the circle in front of the word or words that best explain the underlined word or words.

1. a magnolia tree
- ☐ kind of apple
 - ☐ evergreen
 - ☐ tree with tulip-shaped blossoms
 - ☐ magnetic

4. stand absolutely still
- ☐ with no movement
 - ☐ at attention
 - ☐ in a relaxed way
 - ☐ in a line

2. a medallion
- ☐ made of metal
 - ☐ person who fixes cars
 - ☐ wristwatch
 - ☐ large medal

5. The man vanished.
- ☐ reappeared
 - ☐ disappeared
 - ☐ ran away
 - ☐ stood still

3. photograph
- ☐ signature of someone
 - ☐ portrait
 - ☐ make a copy
 - ☐ picture from a camera

6. He stammered.
- ☐ stumbled over his words
 - ☐ tripped and fell
 - ☐ stamped his foot
 - ☐ spoke clearly

7. weird

- ☐ ordinary
- ☐ terrifying
- ☐ strange or unusual
- ☐ a magic stick

9. a long distance

- ☐ space between two things
- ☐ how tall someone is
- ☐ rope or chain
- ☐ time before an event

8. impossible

- ☐ probably possible
- ☐ maybe possible
- ☐ definitely possible
- ☐ not possible

10. panic

- ☐ glass in a window
- ☐ think without acting
- ☐ act without thinking
- ☐ a short quick breath

Number Correct x 2 = _____

Total Score Part 3

Part 4: Write sentence answers to these questions.

1. Who were the main characters in *Dinosaurs Before Dark*?

____/5

2. What two things had to happen for the magic of the tree house to work?

____/5

3. How did Jack escape from the Tyrannosaurus rex?

____/5

4. Explain why *Dinosaurs Before Dark* is a good title for this book.

____/5

Total Score Part 4

Part 5: Write a paragraph.

You have learned about Triceratops and Tyrannosaurus rex. Imagine you are talking to someone who knows nothing about these two dinosaurs. Explain how to tell the two dinosaurs apart. Write an opening question. Write three sentences that give facts that tell these dinosaurs apart. Write an ending sentence that reminds the reader what things to watch for.

Writer's Checklist

- ☐ I wrote an opening question.
- ☐ I wrote three middle sentences telling facts.
- ☐ I wrote an ending sentence reminding the reader what to look for.
- ☐ My paragraph sounds like I am talking to the reader.
- ☐ I carefully thought about which words I wanted to use.
- ☐ My paragraph sounds right when I read it aloud.
- ☐ I correctly capitalized and punctuated each sentence.
- ☐ I checked my spelling.

Number of points _____ X 2 = _____ = Total Score Part 5