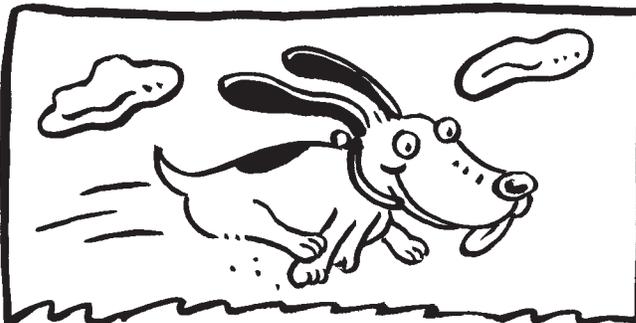


► Read the cartoon, and look at what is happening in the pictures. Then match the Vocabulary Words to their meanings.

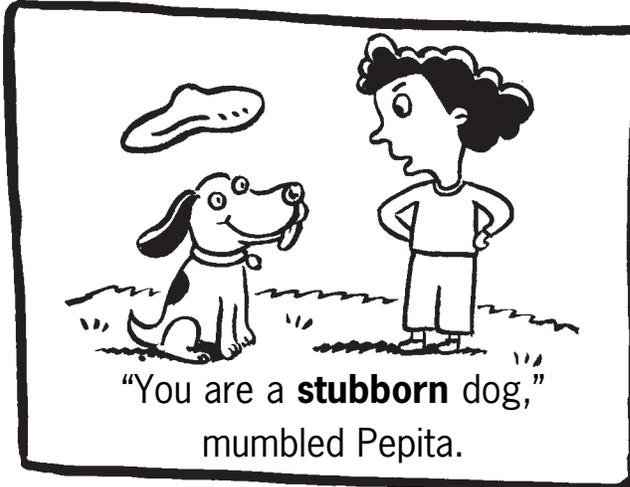
grumble exploded languages mumbled streak stubborn darted



Lobo **darted** across the yard.



Pepita called Lobo in two **languages**.



"You are a **stubborn** dog," mumbled Pepita.



Pepita could not **grumble** now.

1. darted

2. languages

3. stubborn

4. mumbled

5. grumble

words of different people

did not speak clearly

not willing to change

moved quickly

complain

To the Teacher: Read aloud the directions at the top of the page. Have partners talk about what is happening in the cartoon. Ask a volunteer to read aloud the captions as the other students follow along. Guide students in completing the first item. Tell students to draw a line from the Vocabulary Word to its correct meaning. Have partners complete the page and talk about how they arrived at their answers. Next, make up a sentence using the remaining Vocabulary Words: *exploded* and *streak*. (Example: *The building exploded in a streak of light.*) Ask student partners to make up an oral sentence for each of these words.

► Read the story. Then answer the questions.



bike



house



strap



helmet

Matt and Curtis were in front of Matt’s house. “Let’s bike over to your house,” said Matt.

The boys reached for their helmets. “Oh no, the strap is broken. I won’t be able to go,” said Matt.

“My house is not far. You don’t need your helmet,” said Curtis. Matt thought, “What should I do?”

1 Who are the **characters**? _____



Tip

Characters are people.

2 What is the **setting**? _____



Tip

A **setting** is a place.

3 What is Matt’s **problem**? _____

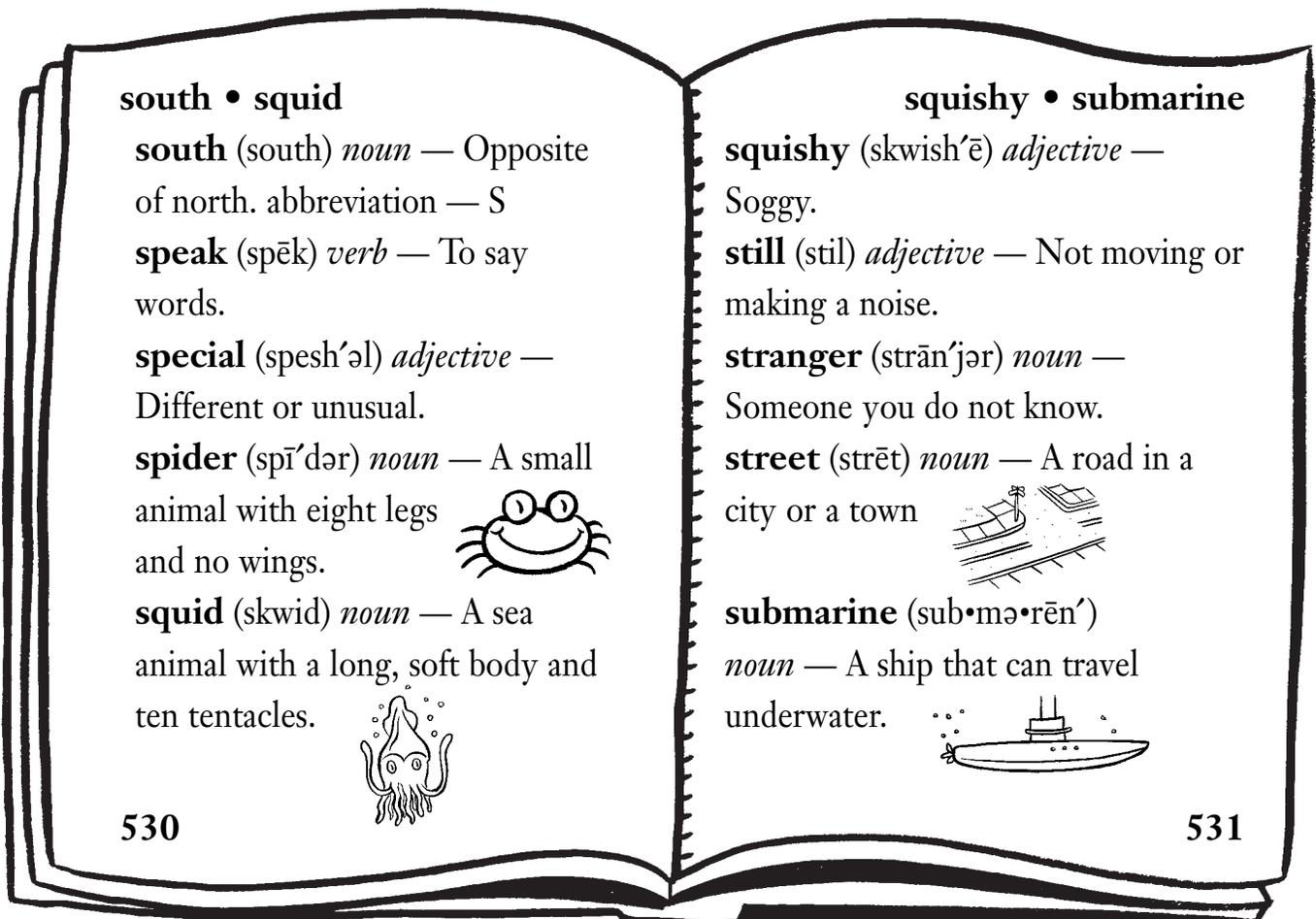


Tip

A **problem** is something that is wrong. In a story it becomes a **plot**.

To the Teacher: Point to the pictures, and ask a student to read aloud the words. Ask the other students to repeat after the reader. Then read aloud the story, as students follow along. Have partners read the story again, acting it out as they read. Remind students to read the tips as they answer the questions. Afterward, talk about how the plot began with the problem of the helmet. Ask them what they would do in Matt’s situation.

- Look at the dictionary pages. Then answer the questions.



- Circle the word that is a noun. south speak
- Circle the word that is a verb. speak squid
- Circle the word found on page 531 special stranger
- Circle the word that means a road. spider street
- Circle a word that comes after *stranger*. submarine still

To the Teacher: Show students a dictionary and allow them time to flip through it. Write the word *dictionary* on the board and read it aloud. Then call attention to the picture of the dictionary pages. Read the words aloud. Have students read the words with you. Point to the respellings, and explain their purpose to students. Call out some of the words, and have students read aloud their definitions. Then model the first item. Guide students in finding the place in each definition that tells the part of speech. Have students circle the correct answer. Repeat the procedure to complete the page.