

- Look at the picture. Write the Vocabulary Word that best completes each sentence.

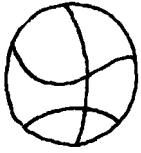
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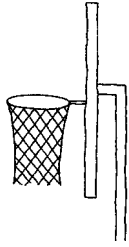
1. The player \_\_\_\_\_ the ball carefully.
2. She wants to be a \_\_\_\_\_ player.
3. The team \_\_\_\_\_ jumped up and down.
4. The hall \_\_\_\_\_ looked in from the door.

**To the Teacher:** Ask the students to discuss the picture and what is happening in the scene. Read aloud the directions, and have students repeat the Vocabulary Words. Encourage students to use the Vocabulary Words as they talk about the picture. Model completing the first item. Guide students in choosing the word that completes the sentence. Have partners complete the page. Write the two remaining Vocabulary Words on the board: *pretended* and *familiar*. Help students make up two oral sentences about the picture using these words. Examples may be: *She pretended to shoot. The familiar face in the crowd comforted her.*

► Read the passage. Circle the letter of the answer that best completes each sentence.



**basketball**



**basket**



**hands**



**team**

Alex and his friends were playing basketball. Alex's little brother, Tony, wanted to play too. The boys on the team said no. "Your hands are too small," they said. Alex told Tony, "Don't worry. I will teach you how to shoot baskets." Tony was sad as he sat down to watch.

Then Alex made a basket. The team cheered for Alex. The ball rolled over to Tony. He grabbed the ball and ran. He aimed. The ball hit the rim and went in the basket. The team cheered for Tony. Alex said, "Your hands are not too small after all!"

1 Alex tells Tony he will teach him to shoot baskets. Alex is being

- A** bossy.                      **C** caring.  
**B** brave.                      **D** sad.

**Tip**

Alex cares for Tony. He is \_\_\_\_\_.

2 Tony has to watch the boys play. Tony feels

- F** sad.                      **H** careless.  
**G** angry.                      **J** tired.

**Tip**

Tony is unhappy he cannot play. He is \_\_\_\_\_.

3 The team cheers for Tony. The team feels

- A** unselfish.                      **C** silly.  
**B** proud.                      **D** hopeful.

**Tip**

The team is happy. They are \_\_\_\_\_ of Tony.

**To the Teacher:** Read aloud the story with students, pointing to the pictured words as you read. Suggest that students use the tips to help them understand the questions. Then have students complete each item. Ask students to explain how they arrived at their answers.