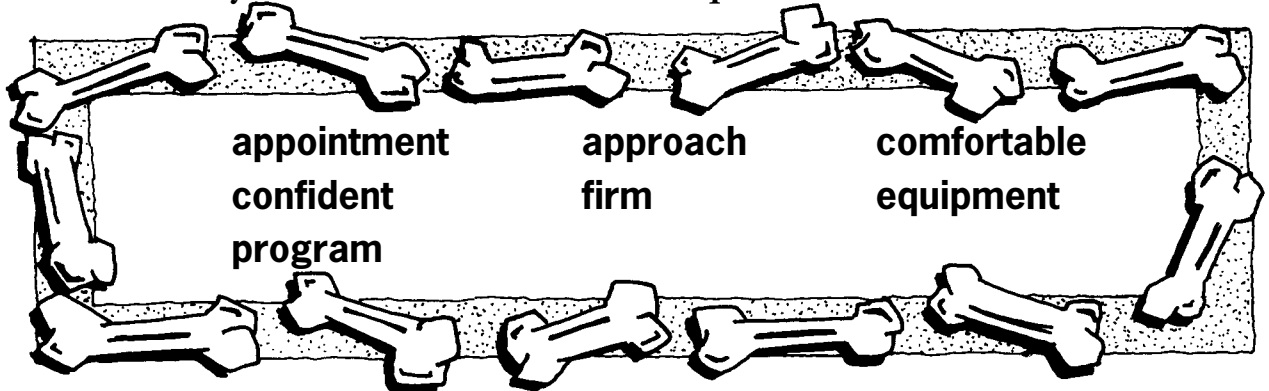


- Use context clues to understand the meaning of the Vocabulary Words. Then answer the questions below.



Our teacher wanted visiting dogs to come to our school. Our teacher made an **appointment** for them to visit. The first dog to **approach** me was Rosie. She was gentle. I felt **comfortable** with her. She wore two pieces of **equipment**. She wore her harness and leash. When I gave Rosie commands, I was **firm**. Soon I became **confident**. I recommend a visiting dog **program** to anyone who feels lonely and loves animals.

1. What is an **appointment**?—an agreement to meet or an agreement to pay money?

2. What does **approach** mean?—walk away from or come closer? _____
3. What does **comfortable** mean?—relaxed or unhappy?

4. What is **equipment**?—tools or furniture? _____
5. What does **firm** mean?—clear and steady or soft and lazy?

6. What does **confident** mean?—nervous or sure of yourself?

7. What is a **program**?—a plan for doing things or a type of message?



- Read the e-mail letter. Then circle the letter of the best answer to each question.

TO: Malika@fastmail.com
FROM: Alice@fastmail.com
SUBJECT: Grandpa and Mo



Dear Malika,

My trip to New York is so interesting! I can't wait to tell our classmates about it when I get back. I've seen many different sights in the city. But today was very special. I visited my grandpa. He introduced me to his friend Mo. Mo is not a person. She is a "visiting dog." She has a very important job. She visits people who are sad, sick, or lonely. Then she cheers them up. Mo visits my grandpa one day every week. He is very happy to see Mo. I can see why. She is a very friendly dog. I was not fearful with her at all.

See you soon.

Alice

- 1 What is a smaller word in the word *interesting*?

A *inter* C *esting*
B *interest* D *ing*

- 2 What two words make up the word *classmates*?

F *class* and *ate* H *class* and *mates*
G *room* and *mates* J *class* and *room*

- 3 The word *different* is made up of three parts, called syllables. What are the three syllables?

A *diff-ere-nt* C *differ-ent*
B *di-ff-er-ent* D *dif-fer-ent*



Tip

Look for a familiar word part, such as a prefix, suffix, or ending, and cover it. Which answer choice has the word you see?



Tip

Look for familiar words inside the word *classmates*. Cover each word with a finger, one at a time.



Tip

When two consonants appear in the middle of a word, divide between them. Word parts usually form separate syllables.



SCHOOL-HOME CONNECTION With your child, read a passage from a favorite story. Help your child identify long words and divide them into syllables.