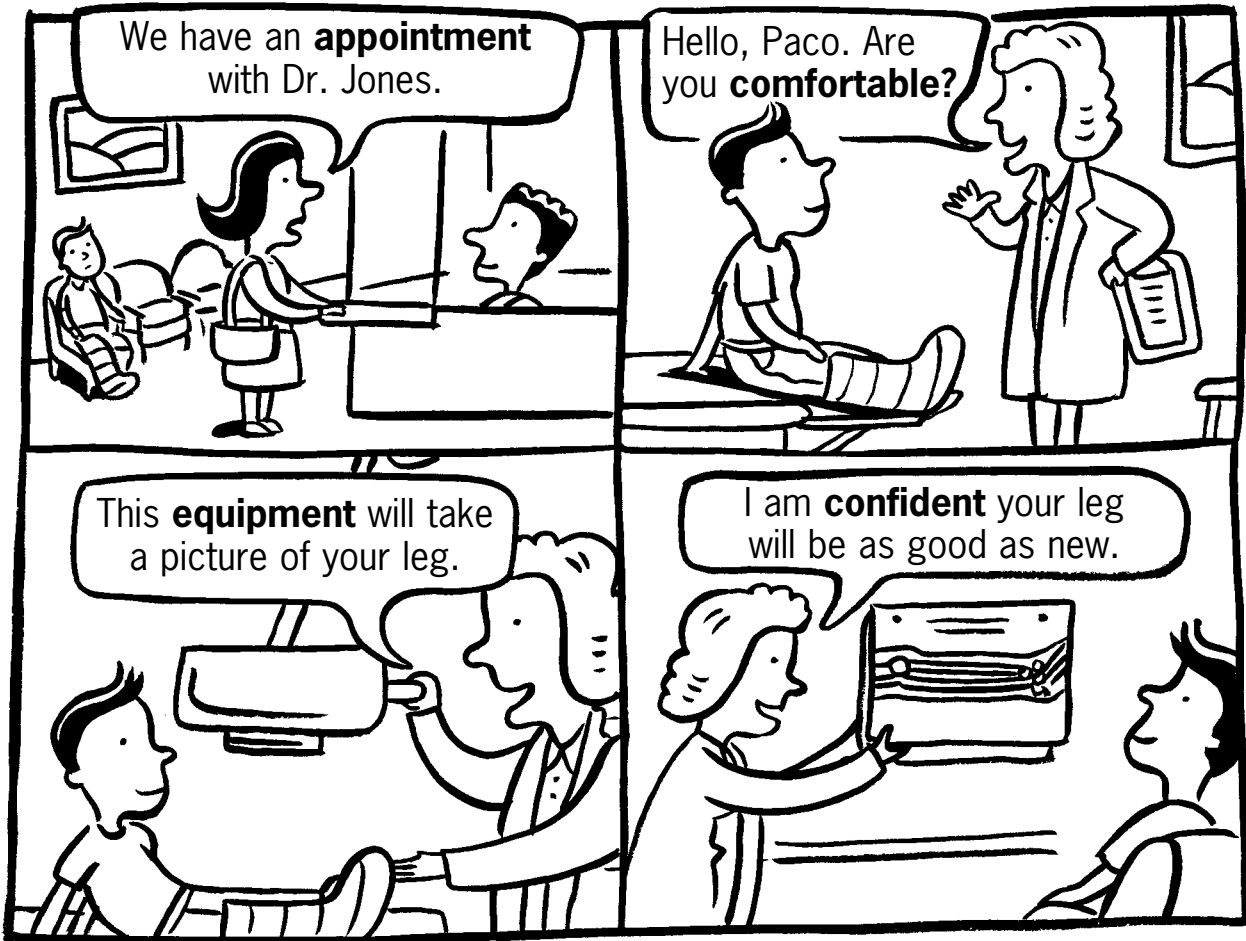


► Read the cartoon. Then circle the best answer to each question.

firm **program** **confident** **approach**
comfortable **appointment** **equipment**



- | | | |
|---------------------------------------|-----------|-----------|
| 1. What is an appointment ? | a meeting | a payment |
| 2. What does comfortable mean? | relaxed | unhappy |
| 3. What does confident mean? | nervous | sure |
| 4. What is equipment ? | furniture | machines |

To the Teacher: Ask students to talk about what is happening in the cartoon before you read it aloud with them. Emphasize each Vocabulary Word. Pause after each frame, and allow students to clarify what is happening in the picture. Model completing the first item. Tell students they must choose the word that has the same meaning as the word that is in bold type. Tell them to use the cartoon to help them figure out the meaning of the word. Have partners work together to complete the page. Then help students use the following words in oral sentences: *approach, program, and firm.*

- Read the letter. Circle the letter of the best answer to each question.

Dear Malika,

My trip to New York has been so interesting. I can't wait to tell our classmates about it. I have seen so many things in New York. Today, I visited my grandfather. He has a new dog called Mo. I was not fearful about meeting her.

See you soon,

Alice

- 1 What smaller word do you see in the word *interesting*?

A inter
B interest
C esting
D ing

Tip

Cover "ing" with your finger. What word do you see?

- 2 What smaller word do you see in the word *fearful*?

F fear
G ful
H earf
J arful

Tip

Cover "ful" with your finger. What word do you see?

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

A class and ate
B room and mates
C class and mates
D class and room

Tip

Cover "mates." What word do you see? Cover "class." What word do you see?

To the Teacher: Read aloud the paragraph with students, pausing at the underlined words. Say the words aloud, and clap out the syllables. Help students understand that this is a test of how they decode unfamiliar or difficult words. Remind students that they should find smaller words within larger words. Have them complete the page.