

Name _____

► Write the matching Vocabulary Word beside the picture and description of each object.

mesquite accordion barbecue confetti chile culture

1. a grill for cooking outdoors _____



2. a hot, spicy pepper



3. many tiny pieces of paper _____



4. a musical instrument _____



5. a tree whose wood is used for charcoal



To the Teacher: Read aloud each of the Vocabulary Words, having students repeat each word after you. Use simple examples and pictures to help students understand what each Vocabulary Word means. Then have students answer the questions. After students have finished, ask them to suggest an illustration for *culture*.

Skill Reminder Look for time-order words to give you clues about when each event happens.

- Read the story. Then circle the letter of the best answer for each question below. The underlined words in the story will help you follow the sequence of events.

Every summer our neighborhood holds a giant yard sale. First, everyone meets to discuss the yard sale. We decide whose yard we will use and who will collect the money. At the same time, we talk about refreshments. Then, we put an ad in our town newspaper. During the week, we put price tags on the items we want to sell. Finally, the night before the sale, we stay up late, laying everything out on tables.

- 1 What do the neighbors do first?
- A collect money from customers
 - B put price tags on items
 - C meet to discuss the yard sale
 - D lay everything out

**Tip**

Read the paragraph again. Which of the answer choices happens before all the others?

- 2 What is the last thing the paragraph describes the neighbors doing?
- F talking about refreshments
 - G laying everything out on tables
 - H putting price tags on the items
 - J deciding whose yard to use

**Tip**

Think about each of the events described in the paragraph. Try to put the events in order.

- 3 Which word does NOT help you tell what order things happened in?
- A First
 - B Finally
 - C Then
 - D We

**Tip**

Look back to the paragraph to see how each of the words is used.

To the Teacher: Review with students the idea of sequence. Write on the board each of the events described in the paragraph. Then discuss with students how to use the underlined sequence words to arrange the events. Finally, have students answer the questions.