Comprehension

The student will develop and demonstrate knowledge of a variety of comprehension strategies to derive meaning from a variety of texts.

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Use Context Clues to Determine Word

One stop on the road to literacy…

LEVEL 1B
RC1

The Outcome

The student will use context clues to figure out unknown words.

Why Go There?

Explain to your student that when a good reader comes across an unfamiliar word, they think about what they are reading and try to figure out what word makes sense. Explain that the student may need to re-read (read again) or read ahead (finish the passage and go back to the unfamiliar word) to completely understand the passage.

How To Get There

Whenever your student is reading aloud and does not know a word, invite her to say the word *something* in place of the word she doesn't know. Then have her go back and see if she can determine what the word is from context clues.

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Use Visual Clues to Gain Meaning

One stop on the road to literacy…

LEVEL 1B
RC2

The Outcome

The student will use visual clues to gain meaning.

Why Go There?

Explain to your student that a good reader attends to visual clues—photographs, illustrations, graphs, charts, etc.—to aid in understanding text.

How To Get There

Use practice pages 141-143 to teach how to use pictures to gain meaning. Also use authentic materials, such as brochures and newspaper articles with photographs, to reinforce using visual clues.

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Read each sentence aloud. Use the pictures to figure out the meaning of unknown words.

1.

This is Jan.
Jan is a doctor.

2.

This is Nan.
Nan likes to hug trees.

3.

This is Dad.
Dad likes to vacuum.

4.

This is Van.
Van has a computer.

5.

This is Bess.
She sits and reads.

6.

This is Fred.
Fred sits in a chair.

7.

This is Ben.
Ben likes soccer.

8.

This is Kit.
Kit is eating dinner.

9.

This is Wes.
Wes has his diploma!

10.

This is Kat.
Kat has on glasses.

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Read each sentence aloud. Use the pictures to figure out the meaning of unknown words.

1.

This is Santa Claus.
Santa sits in a big chair to get a bit of rest.
He has a mug of hot chocolate.

2.

This is Ann and Meg.
It is Meg's birthday.
She has balloons and presents.

3.

This is Peg and Chet.
It is Peg and Chet's anniversary.
They have been married twenty-five years.

4.

This is Jack.
He has on a scary mask.
Jack likes Halloween!

5.

This is Sam.
He has on a big hat, a big nose, and big shoes.
Sam likes to clown around!

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Read each sentence aloud. Use the pictures to figure out the meaning of unknown words.

1.

This is my sis.
She won a medal.
She rode her bike fast.

2.

This is Tom and Tim.
Tom kicks Tim in the stomach.
They think karate is a lot of fun.
Does it look like fun to you?

3.

This is Bill.
Bill counts his money.
Bill will get a bike with his money.

4.

This is Max.
He is a painter.
Max is tired and will take a nap.

5.

This is Tess and Rex. They sit on a bench at the church where they got married. They are in love. Good luck, Tess and Rex!

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Reread to Clarify Meaning

One stop on the road to literacy…

LEVEL 1B
RC3

The Outcome

The student will reread to clarify meaning.

Why Go There?

Explain to your student that a good reader constantly checks her understanding of what she's reading. If she isn't understanding what she's read, she applies the strategy of rereading.

How To Get There

Use authentic materials, such as menus and memos from work, and the reading passages in this manual to teach the strategy of rereading to clarify meaning. Model for your student what goes through your mind when you don't understand what you're reading and show how rereading may clarify meaning. Then encourage use of this strategy whenever appropriate.

Hmmm, that doesn't make sense. Let me reread that section.

Oh, I get it! The guy is angry about the cost of bus fare.

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Read with Understanding

One stop on the road to literacy…

LEVEL 1B
RC4

The Outcome

The student will read simple and compound sentences with understanding.

Why Go There?

Explain to your student that a good reader constantly checks that he is understanding what he reads. If he checks in and finds he doesn't remember what he just read, he applies strategies, such as rereading, to gain understanding of simple and compound sentences.

How To Get There

Materials: one reading passage (pages 146-180) per session

Directions:

1. Teach the word pattern indicated at the top of the page.
2. Teach the sight words. Sight word flashcards are on pages 216-237. Sight word activities are on pages 193-195.
3. Introduce the new word(s) at the top of each passage.
4. Read the title. Have your student make a prediction.
5. Direct your student to read the passage silently. Tell him any words he does not know. Make a note of those words and re-teach at another time.
6. Read the script aloud together, ironing out rough spots. Help with words and intonation. Record if possible.
7. Check your student's prediction.
8. Find reasons to reread the passages. For example, re-read the script in a deeper voice or with a change in emotions, such as surprise.

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Directions for using this passage are on page 145.

Word Pattern: -ace *Refer to Word Analysis Lesson 1 on pages 22-23.*
Sight Words: what with why have around her good no
New Word: weird

What do you think this passage is about? Why do you think that?

The Weird Cat Race

Tess
(Tutor script)

Meg
(Student script)

Tess: Did you hear about the race, Meg?
Meg: What race?
Tess: The cat race.
Meg: What cat race?
Tess: The cat race where all the cats had on lace.
Meg: A race with cats in lace?
Tess: Yes! My cat wore lace around her face.
Meg: Why did your cat have lace around her face?
Tess: That was the rule! All cats had to have on lace.
Meg: That is weird!
Tess: Yes, it is very weird indeed! You should have seen eight cats at a starting line—all of them in lace.
Meg: Weird?
Tess: Very weird! But they all ran at a good pace.
Meg: What is a good pace for a cat in a race?
Tess: Well, that's a good question. You see, the cats didn't race.
Meg: You said the cats ran at a good pace.
Tess: I should have said they all scattered at a good pace.
Meg: No race with cats in lace?
Tess: No race.
Meg: That is weird.
Tess: You're right! It is very weird!

Was your prediction correct?

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Directions for using this passage are on page 145.

Word Pattern: -ade *Refer to Word Analysis Lesson 2 on pages 24-25.*
Sight Words: every day if across see help she made
New Words: river crazy ring marry

What do you think this passage is about? Why do you think that?

The Bet

Tom
(Tutor script)

Max
(Student script)

Tom: I need to wade across the river, Max. Will you help me?
Max: Why wade across the river, Tom?
Tom: I made a bet with my girlfriend Bess.
Max: You made a bet with Bess?
Tom: Yeah. I bet her I could wade across the river.
Max: That is a crazy bet, Tom!
Tom: You bet it is! But the river is low.
Max: What did you bet?
Tom: I bet her my jade ring.
Max: A jade ring? Why bet a jade ring?
Tom: Bess loves my jade ring.
Max: What do you get if you wade across the river?
Tom: Bess said she'd marry me.
Max: If you wade across the river, she will marry you? That's crazy!
Tom: Yep, it is.
Max: If you and Bess marry, you will get to see the jade ring every day.
Tom: You're right! Maybe she'd let me borrow it! Will you help me?
Max: You bet, Tom! I will help you wade across the river—and marry Bess!

Was your prediction correct?

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Directions for using this passage are on page 145.

Word Pattern: -age *Refer to Word Analysis Lesson 3 on pages 26-27.*
Sight Words: then yourself take this go not just very
New Words: uh-oh easy library book

What do you think this passage is about? Why do you think that?

Page Rage

Lin
(Tutor script)

Max
(Student script)

Lin: I'm in such a rage!
Max: This is not good! Why are you in a rage?
Lin: My little girl Nan tore a page out of a library book to line the bottom of her bird cage.
Max: Uh-oh! Are you very mad at Nan?
Lin: No, I'm not mad at Nan.
Max: Then why are you in a rage?
Lin: Because I'd forgotten to take the book back to the library in time. Now I have to pay a huge overdue fine *and* pay for the book.
Max: I see. Then you are mad at yourself.
Lin: Yes, if I would have gotten the book back in time, this wouldn't have happened.
Max: Take it easy, Lin. This is not very bad. Just go to the library!
Lin: You're right, Max. It's no big deal. You are a sage man, Max.
Max: No, I am not sage!
Lin: Well, I think you are! Where are you going? You seem to be in a rush!
Max: I have to go! I have to get to the library. I have to take this book back.

Was your prediction correct?

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Directions for using this passage are on page 145.

Word Pattern: -ake *Refer to Word Analysis Lesson 4 on pages 28-29.*
Sight Words: how would like white know or be but
New Words: flowers chocolate icing

What do you think this passage is about? Why do you think that?

Lake Cake, Wake Cake

Lin
(Tutor script)

Tess
(Student script)

Lin: Hi, Tess! How are you?
Tess: Good! How are you?
Lin: I'm good except I'm a little sore. I had to rake the yard this morning.
Tess: Uh-oh! Rake the yard? That was no fun!
Lin: No, it wasn't. I also had to bake a cake.
Tess: Why did you have to bake a cake?
Lin: I'm going to Jake's house at the lake, and I wanted to bring something tasty.
Tess: I know Jake would like chocolate cake with white icing.
Lin: That's just what I made! I put fake flowers on it.
Tess: Fake flowers?
Lin: They're not silk flowers. I just call them fake because I make them out of icing, but they don't turn out very pretty.
Tess: I bet the cake will be good! And the fake flowers!
Lin: I hope so. I've got to run, Tess, and get ready to go to the lake. What are you going to do this afternoon?
Tess: I would like to bake a cake to take to a wake.
Lin: What kind of cake do you plan on making?
Tess: I would like to make a chocolate cake with white icing or a white cake with chocolate icing. But no fake flowers! I would not know how to make fake flowers!

Was your prediction correct?

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Directions for using this passage are on page 145.

Word Pattern: -ale *Refer to Word Analysis Lesson 5 on pages 30-31.*
Sight Words: about his name who does he they way
New Words: hair female

What do you think this passage is about? Why do you think that?

What About Dale?

Val
(Tutor script)

Tom
(Student script)

Val: Tom, do you know Dale?
Tom: Is Dale male or female?
Val: Dale is a male friend of mine.
Tom: Does he have red hair? Is he a big man who is pale?
Val: Yes, that's Dale. Dale Hale.
Tom: Is his name Dale Hale?! No way!
Val: *(laughing)* Way! That's his name.
Tom: What about this Dale Hale who is pale?
Val: He's a farmer. He grows lettuce and kale and sells it to the grocery stores.
Tom: Does he? I just love kale!
Val: Me, too! He's had an abundance of kale so the grocery store is going to have it on sale.
Tom: Are they? A sale on kale? Pale Dale will have a sale on kale? No way!
Val: Way!
Tom: Is this a big tale? A tale about pale Dale Hale and a sale on kale?
Val: It's not a tale! I'm telling the truth! It sounds funny, I know. But if I'm telling a tale, may I turn into a...a...
Tom: Whale?

Was your prediction correct?

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Directions for using this passage are on page 145.

Word Pattern: -ame *Refer to Word Analysis Lesson 6 on pages 32-33.*
Sight Words: so don't there look
New Words: fast friends

What do you think this passage is about? Why do you think that?

The Dame Who is Lame

Meg
(Tutor script)

Peg
(Student script)

Meg: Did you know I have friends who have a pet cougar?
Peg: Is it male or female?
Meg: Female.
Peg: What is her name?
Meg: Dame.
Peg: Her name is Dame?
Meg: Yep!
Peg: Is she very fast?
Meg: No, she has a badly injured leg.
Peg: Does she? That is a shame that Dame is so lame.
Meg: Yes, it is a shame. Do you want to go see Dame?
Peg: I don't know. Will your friends be there?
Meg: I can give them a call and see if they're home.
Peg: I would like to get a look at her. So, is she in a cage?
Meg: Yes! She's in a very large cage.
Peg: Then yes, I'm game!

Was your prediction correct?

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Directions for using this passage are on page 145.

Word Patterns: -ane , -ape *Refer to Word Analysis Lessons 7 (pages 34-35) and 8 (pages 36-37).*
Sight Words: where your more me
New Words: fast friends

What do you think this passage is about? Why do you think that?

Nape the Ape

Val
(Tutor script)

Wes
(Student script)

Val: Wes, you'll never guess what I just saw!
Wes: What did you just see, Val?
Val: An ape in a red cape!
Wes: An ape in a red cape?! Where?
Val: She was walking down my lane with a cane.
Wes: Are you telling me there was an ape with a cane in a red cape in your lane?
Val: That's right. But that's not all!
Wes: No? Is there more?
Val: Yes! She had on a long red wig!
Wes: Are you telling me you saw an ape with a red mane? And this ape had on a cape? And it was in your lane with a cane?
Val: Yes! And there's more!
Wes: What more is there, Val?
Val: She told me her name.
Wes: O.K., Val. What is her name?
Val: Nape.
Wes: Nape? Did Nape tell you why she was in your lane?
Val: Yes, she did. She was walking to get in shape.
Wes: So there was an ape with a red mane in a cape. Her name is Nape. She was in your lane to get in shape. Is there more?
Val: No, that's about it.
Wes: O.K., Val. You are insane!

Was your prediction correct?

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Directions for using this passage are on page 145.

Word Patterns: -ase , -ate *Refer to Word Analysis Lessons 3 (pages 26-27) and 9 (pages 38-39).*
Sight Words: first last all were let went say American
New Words: emergency room

What do you think this passage is about? Why do you think that?

The Late Date

Meg
(Tutor script)

Peg
(Student script)

Meg: I had a date last night, Peg.
Peg: Did you, Meg? Who with?
Meg: Chase Base.
Peg: Are you kidding me? Did you say you went out with a Chase Base? Is he an American?
Meg: Yes, his name is Chase Base and he is from South America.
Peg: Did you and Chase have fun?
Meg: Yep! We had a very interesting time! We stayed out very late.
Peg: So you were out late. How late is late?
Meg: I got home about four in the morning.
Peg: Man, you were out late! What a long date that was! What did you do on your first date with Chase?
Meg: We went to my favorite restaurant.
Peg: If I know you, you ate all that was on your plate and more.
Meg: No, I got sick.
Peg: Oh, no! I hate you were sick on your first date with Chase.
Meg: Me, too! Chase had to take me to the emergency room.
Peg: You went to the emergency room! You were a top-rate date!
Meg: Pretty bad, huh?
Peg: Let me see. You went out on a long first date with Chase Base. You were sick and went to the emergency room. You were there very late. Yes, I would say that was a bad first date, mate!

Was your prediction correct?

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Directions for using this passage are on page 145.

Word Patterns: -ave , -aze *Refer to Word Analysis Lessons 10 (pages 40-41) and 11 (pages 42-43).*

Sight Words: because one do time does of would right

New Words: love needs kidding wonderful

What do you think this passage is about? Why do you think that?

In a Haze of Love

Meg
(Tutor script)

Peg
(Student script)

Peg: Say, Peg, what time is it?

Meg: Huh? I'm sorry, Meg. I'm walking around in a fog!

Peg: What in the world is it, Meg? Why are you in a daze? Are you sick?

Meg: No. I'm in love.

Peg: Are you kidding me? Are you in this wave of haze because you are in love?

Meg: Yes, that's right. I'm in love!

Peg: Who in the world with? Would it be Chase Base?

Meg: No, not him! I'm in love with Dave Nave.

Peg: You have got to be kidding me! Do I have this right? His name is Dave Nave?

Meg: Yes! Dave Nave! He's wonderful!

Peg: What about him is wonderful?

Meg: He needs a shave.

Peg: What?! How is he wonderful because he needs to shave?

Meg: I just love to look at his face and feel his rough chin...

Peg: Have I got this right? You like to gaze at Dave Nave because he needs to shave. Now I am the one in a daze!

Meg: He's wonderful, Peg. He gave me a pet pig.

Peg: Save me! You are in a daze because Dave Nave needs a shave. You love him because he gave you a pet pig. But this does not faze you! It is time to wave good-bye, Meg!

Was your prediction correct?

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Directions for using this passage are on page 145.

Word Patterns: -ice , -ide *Refer to Word Analysis Lessons 12 (pages 44-45) and 13 (pages 46-47).*

Sight Words: could my but word three many them by

New Word: upon

What do you think this passage is about? Why do you think that?

Weird Mice

Meg
(Tutor script)

Peg
(Student script)

Peg: Meg, do you know what to do about mice?

Meg: Oh, dear, do you have a mouse problem?

Peg: Yes, but there are not many mice. There are just three. I think they like Tide®.

Meg: They like your laundry detergent?

Peg: I know that is weird. But I see three mice side-by-side by my Tide®. I see them hide by my big box of rice, too.

Meg: That's strange.

Peg: It is! Mice who like rice! They have lice, too.

Meg: You see them scratching?

Peg: Upon my word, I do! It is not very nice to have mice around my house. It could get to be a big problem.

Meg: I guess it could. You might want to set a trap.

Peg: Yes, I thought about that. I would need one that is big...big for three mice side-by-side!

Was your prediction correct?

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Directions for using this passage are on page 145.

Word Patterns: -ike , -ile *Refer to Word Analysis Lessons 15 (pages 50-51) and 16 (pages 52-53).*

Sight Words: must use long house work may come from

New Words: Hi hurry brother

What do you think this passage is about? Why do you think that?

A Hike for Mike

Dan
(Tutor script)

Max
(Student script)

Max: Hi, Dan! You look like you are in a hurry!

Dan: Hi, Max! I am in a hurry. I have to get this stuff to my brother Mike.

Max: Is Mike Pike your brother?

Dan: Yes, do you know him?

Max: Yes, I know him from work. May I help you? Do you need me to come with you?

Dan: No, thanks. There's not much here to take.

Max: I see you have just a file and one tile. Why are you in a hurry? It must be a one mile hike from your house to his house.

Dan: He called and asked me to get these things to him as quickly as I could. He's in the middle of remodeling his bathroom.

Max: That must be a lot of work. Work around the house like that can take a long time to do.

Dan: Yeah, it can.

Max: You must be a good brother to hike a mile with a file and one tile. How long will it take you?

Dan: It'll take me less than an hour to walk there and back. But I might stay and help him. I hike there almost every day.

Max: You must be used to the long hike. Do you want to use my bike?

Dan: No, thanks. I look forward to the hike to Mike's.

Was your prediction correct?

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Directions for using this passage are on page 145.

Word Patterns: -ime , -ine *Refer to Word Analysis Lessons 17 (pages 54-55) and 18 (pages 56-57).*

Sight Words: when which other them thought these too now

New Words: plant trees grew eat

What do you think this passage is about? Why do you think that?

A Line of Nine

Dan
(Tutor script)

Tom
(Student script.

Tom: Hi, Dan! How are you?

Dan: Hi, Tom! Good, and you?

Tom: Fine, just fine. What have you got there?

Dan: Trees! I just got back from the nursery.

Tom: You do have a lot of trees there. It looks like too many trees for you to plant. I see you have a line of nine pine trees. And you have a line of nine lime trees, too. I thought a lime grew on a vine.

Dan: No, limes grow on trees.

Tom: Do you have many other trees to plant?

Dan: No, this is all. Eighteen is enough to have to plant.

Tom: Too right! Which trees will you plant now?

Dan: I want to get the lime trees planted now. I could use some help. Interested?

Tom: Yes, I could help you plant them now.

Dan: I'd appreciate it.

Tom: I thought you could use help with these lime trees. I can help with the other trees, too.

Dan: Let's just get the lime trees planted first.

Tom: O.K. When will the limes be good to eat?

Dan: Soon.

Tom: In time, Dan, you may dine fine on a lot of limes!

Was your prediction correct?

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Directions for using this passage are on page 145.

Word Patterns: -ive , -ite *Refer to Word Analysis Lessons 19 (pages 58-59) and 20 (pages 60-61).*

Sight Words: each for some all those much as going

New Words: bee sting honey clear

What do you think this passage is about? Why do you think that?

Honey for a Kite?

Meg
(Tutor script)

Tim
(Student script)

Tim: How's it going, Meg?

Meg: Well, one thing that's not going is this kite. There is no wind.

Tim: That is too bad. I hate it when a kite takes a dive.

Meg: Tell me about it. All five of my kites crashed today.

Tim: My word! I know you hate to see each of your five kites take a dive. Are those your kites there? Are they all white?

Meg: Yep. I like white kites. I think I'll just pack up and go home.

Tim: Me, too. I have some work to do. I want to get to my house. I need to clear a site for a bee hive.

Meg: Bee hive? I didn't know you liked bees, Tim. Do the bees ever bite you?

Tim: No, bees do not bite. They sting!

Meg: Ouch! Is it safe to tend bees?

Tim: It is wise for me because I love honey! I eat it all of the time. I eat as much as I can.

Meg: How much honey do you eat in a day?

Tim: Five cups. Each cup is as good as the first.

Meg: Wow! Five cups a day! That's a lot of honey!

Tim: Yes, it is. I need to get my bee hive site going. That is too bad about your five white kites. Do you want some honey?

Meg: Sure! I'll trade you a kite for some honey.

Tim: You do not have to do that, Meg. Those kites do not look like all that much fun!

Was your prediction correct?

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Directions for using this passage are on page 145.

Word Pattern: -oke *Refer to Word Analysis Lesson 22 (pages 64-65).*
Sight Words: *no new sight words*
New Words: guess danger

What do you think this passage is about? Why do you think that?

No Joke

Max
(Tutor script)

Tom
(Student script)

Tom: How are you, Max?
Max: I'm O.K. now. But at lunch, I gagged on a soda. My throat's still sore from it.
Tom: Is that a joke, Max?
Max: No, I wish it were!
Tom: How did you choke on coke?
Max: I don't know. I just swallowed wrong. Some bloke slapped me on my back until I could breathe again.
Tom: I guess that woke you up to the danger of coke, Max.
Max: Funny, Tom, really funny.

Was your prediction correct?

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Directions for using this passage are on page 145.

Word Patterns: -ode, -ole, *Refer to Word Analysis Lessons 21 (pages 62-63) and 23 (pages 66-67)*

Sight Words: home came after we Mr. Mrs. men into

New Words: problem fishing won

What do you think this passage is about? Why do you think that?

Home Work

Dan
(Tutor script)

Val
(Student script)

Dan: Did I see you at my house late yesterday afternoon, Val?

Val: I rode over to your house after work. Mr. and Mrs. Dole rode with me. But there were too many men about to get around.

Dan: I'm sorry the construction men kept you out.

Val: We could see we came at a bad time. What is going on at your home?

Dan: We're putting on a new roof. It's round! And we're putting in a new security system.

Val: Nice! A dome on your home. So will you need a code to get into your home?

Dan: Yes. My wife will feel safer now. Next, we'll get yard work done. Critters are burrowing in our yard.

Val: It could be a mole hole. Moles can be a big problem. It could be a vole problem, too.

Dan: Well, whatever it is, it's got to go! But tell me, why did you stop by yesterday?

Val: You won a fishing pole!

Dan: I didn't know I had won the drawing! Great!

Val: I have the pole at work. May we get it to you after work? Will there be a lot of men about your home then?

Dan: Some will be working then, but I'll keep an eye out for you. Thanks, Val.

Val: No problem, Dan!

Was your prediction correct?

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Directions for using this passage are on page 145.

Word Patterns: -one, -ope, *Refer to Word Analysis Lessons 24 (pages 68-69) and 25 (pages 70-71).*

Sight Words: call until well something again down has can't

New Words: ice cream jump toss

What do you think this passage is about? Why do you think that?

Do Something!

Meg
(Tutor script)

Tess
(Student script)

Meg: I'm such a dope!

Tess: Don't call yourself a dope! You are not a dope.

Meg: I know, I know! It just seems to be one of those days!

Tess: I can see that something has you down. Too many problems? Can't cope?

Meg: Not today.

Tess: Well, you can't be down and just mope around the house! Go do something fun.

Meg: Like what?

Tess: Ride a bike! Toss a bone around for the dog. Go to Fit Zone. Go get an ice cream cone. Go do something!

Meg: You're probably right, Tess. Fresh air would do me good.

Tess: Go do something until you are well again.

Meg: That sounds good!

Tess: Well, it is good I gave you a call! Let me take you for an ice cream cone. Get the dog and the jump rope. We will go to Fit Zone and then get ice cream.

Meg: You're on! Let's go!

Was your prediction correct?

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Directions for using this passage are on page 145.

Word Patterns: -ose, -ote, *Refer to Word Analysis Lessons 26 (pages 72-73) and 27 (pages 74-75).*

Sight Words: might never man once upon back high school

New Words: attack speak

What do you think this passage is about? Why do you think that?

Mr. Rote and the Attack Rose

Val
(Tutor script)

Lin
(Student script)

Val: Lin! What happened to your nose?!

Lin: Mr. Rote chose to poke my nose with a rose!

Val: Mr. Rote, the PTA president?

Lin: That is the man. He hit me with the rose at school.

Val: It looks like the thorns scratched you pretty badly.

Lin: Upon my word, they did!

Val: You sound very upset.

Lin: I am! I never did like the man. I did not vote for him.

Val: You didn't like him before and now you really don't!

Lin: You bet! I might never speak to him again. He does not have my vote!

Val: I'm sorry to see you so upset, Lin. What about his wife? Are you friends with her?

Lin: Once upon a time but not now.

Val: When were you friends?

Lin: Back in high school.

Val: Oh, I see. I hate to cut this short, Lin, but I need to go. My stockings are starting to slide down!

Lin: My word, do your hose pose a problem?

Val: It's embarrassing, but, yes, they are a problem!

Lin: Well, I have to get back home, too.

Val: Oh, dear! There they go!

Lin: On that note, I vote we say good-bye!

Was your prediction correct?

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Directions for using this passage are on page 145.

Word Patterns: -use, -ute, *Refer to Word Analysis Lesson 28 (pages 76-77).*
Sight Words: *no new sight words*
New Word: amusing

What do you think this passage is about? Why do you think that?

Mute the Mule!

Wes
(Tutor script)

Tess
(Student script)

Tess: What a cute mule, Wes! When did you get this mule?
Wes: A couple of days ago. We're keeping him for some friends while they're on vacation.
Tess: I did not know a mule could be so cute!
Wes: He's not that cute, Tess. He makes way too much noise. My neighbors are starting to complain.
Tess: If he is not a mute mule, it must be a problem!
Wes: It is. The only way to quiet him is to play a musical instrument.
Tess: So you use your flute to mute the mule.
Wes: Yep, and I'm getting pretty good on the flute.
Tess: Amusing, Wes. Very amusing!

Was your prediction correct?

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Directions for using this passage are on page 145.

Word Patterns: -amp *Refer to Word Analysis Lesson 49 (page 100).*
Sight Words: our new water old
New Words: stream truck

What do you think this passage is about? Why do you think that?

Two for Camping!

Tess
(Tutor script)

Lin
(Student script)

Tess: My word, Lin! We haven't done this in a long time! When was the last time?

Lin: When we were in high school!

Tess: No way! Well, I can't wait to sleep under the stars. Is everything set up?

Lin: Yes, camp is set up down by the stream. Thanks for going to get water.

Tess: No problem! We need plenty of good drinking water. How did you unload the truck by yourself?

Lin: I used a ramp. Our things just slid down and out of the truck.

Tess: I'm glad you remembered the ramp. But don't you think it might be too wet by the stream?

Lin: No, it is damp by the stream but not wet.

Tess: Good! Is there anything I need to grab to take down with me?

Lin: Let me think. I thought there was something. Oh, yes! Our new lamp. The old one was just flat out old. I got a new one.

Tess: That's how I'm feeling now—flat out old!

Lin: You? Old? No way!

Tess: I'll be revived as soon as I'm stretched out in front of a fire looking up at the stars.

Lin: Me, too! You take the new lamp and water down to our camp. Don't slip on your way down!

Tess: O.K.! I'll lock the truck and see you down there!

Was your prediction correct?

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Directions for using this passage are on page 145.

Word Patterns: -and *Refer to Word Analysis Lesson 50 (page 101).*
Sight Words: should before us between
New Words: tomorrow Hawaii toes

What do you think this passage is about? Why do you think that?

Sun-and-Sand Band

Max
(Tutor script)

Tim
(Student script)

Tim: Max, will you give the Sun-and-Sand Band a hand tomorrow?
Max: Sure! When does their flight get in?
Tim: They land just before six.
Max: Sure! What time do you want me there?
Tim: Plan on being there between five and six. That would be grand!
Max: O.K. Where are they coming in from?
Tim: They are coming in from the land of sun and sand. Hawaii!
Max: Sweet!
Tim: It should not take us too long. It might be ten before they are set up at the club.
Max: That's fine. What do you think they will bring from Hawaii?
Tim: If I know the band, just sand between their toes.
Max: And a song in their hearts!

Was your prediction correct?

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Directions for using this passage are on page 145.

Word Patterns: -ang *Refer to Word Analysis Lesson 51 (page 102).*
Sight Words: its than own year
New Words: python yellow snake bigger

What do you think this passage is about? Why do you think that?

Hanging Out

Tom
(Tutor script)

Tim
(Student script)

Tom: Tim, did you see that awesome snake at the zoo yesterday?
Tim: Yes, it was great!
Tom: What kind of snake was it?
Tim: It was a python.
Tom: Whoa! Cool!
Tim: Did you see the big yellow snake? Its fangs were bigger than my hand! And did you see those kids when that snake slid down the tree? One of those kids fled! And that one kid sang to the snake. I got a bang out of that gang of kids.
Tom: Yeah, those kids were funny. That snake really scared them at first.
Tim: It did. That was a big snake! I liked the way it would hang from the tree and flick its fangs. It makes me think of the snake I use to own.
Tom: You owned a snake? What kind?
Tim: I owned a python for about a year.
Tom: What happened? Did you get too wrapped up in him?
Tim: Yes, you could say that.

Was your prediction correct?

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Directions for using this passage are on page 145.

Word Patterns: -ank *Refer to Word Analysis Lesson 52 (page 103).*
Sight Words: another both also himself
New Words: brother marine car

What do you think this passage is about? Why do you think that?

Hank the Tank

Tom
(Tutor script)

Tim
(Student script)

Tim: Tim, do you know my brother Hank?
Tom: Yeah, I've seen him around. Are you two twins?
Tim: No, we just look a lot like one another. We also like a lot of the same things. And we both have cars that clank!
Tom: That's funny. Who is older?
Tim: I am, by a year.
Tom: Do you two get along well?
Tim: A lot of the time. There are times I want to yank his hair out. But between you and me, I bet there are times he wants to slap me when he gets mad at me. He could do it, too. He's a marine.
Tom: Isn't he a sergeant?
Tim: Yes, that is his rank.
Tom: So you think he could beat you in a fight?
Tim: I know he can and you can take that to the bank! One time a car sank in the bank of a stream. Hank got it out by himself!
Tom: Wow! He is strong!
Tim: There is not one bit of flab on him. They call him Hank the Tank! Hank is a good man.
Tom: He sounds like a fine marine.
Tim: He is, and a fine brother, too.

Was your prediction correct?

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Directions for using this passage are on page 145.

Word Patterns: -ast *Refer to Word Analysis Lesson 53 (page 104).*

Sight Words: still fact part always

New Words: owned pain

What do you think this passage is about? Why do you think that?

What a Blast!

Fran
(Tutor script)

Max
(Student script)

Max: So, Fran! Was that a blast or what?!

Fran: It sure was! I love your little sports car! What make is it?

Max: A Mast.

Fran: A Mast? I never heard of that before. Is it a foreign car?

Max: Yes. The Mast is a great little car. The Mast will go flat out.

Fran: I saw how fast it can go! Is this the first Mast you ever owned?

Max: Oh, no! In fact, I have owned a vast number of them in the past. They were good little cars back then. They still are. The fact is, I think I will always own one.

Fran: Do you have any problems owning a foreign car?

Max: No, they always run great. But getting parts can be a problem. One good thing is they run for a long time.

Fran: Well, Max, I certainly enjoyed the ride. And I appreciate you helping me out while I have this broken leg.

Max: It must be a pain getting around with a cast on your leg. I am glad to help. Let me know if you need another fast blast in my Mast!

Fran: I will, Max! Thanks!

Was your prediction correct?

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Directions for using this passage are on page 145.

Word Patterns: -end *Refer to Word Analysis Lesson 54 (page 105).*
Sight Words: any place while off
New Words: won't careful daughter

What do you think this passage is about? Why do you think that?

The Red Felt Belt

Val
(Tutor script)

Tess
(Student script)

Tess: Val, may I use your red felt belt?
Val: Do you mean the one that's part of my Peter Pan costume?
Tess: Yes, that one. Do you still have it?
Val: I have it, but I need to fix it. It's coming apart.
Tess: If you lend me the felt belt, I will mend it while I have it at my place.
Val: I couldn't ask you to do that!
Tess: Why not? It is not any problem for me. And once the felt belt is mended, I will be careful with it. I will not bend over while it is on me!
Val: That is fine with me!
Tess: Great!
Val: Now that's settled, do you have some ice I could have? My ice maker is broken.
Tess: Oh, yes, I have a lot of ice.
Val: Could I come get it now?
Tess: I tell you what. Why not let my daughter make the trip? She can get the ice to your place. If she is fast, the ice should not melt. While she is there, she can grab the felt belt for me. I will send her off to your place now.
Tess: Great! I'll keep an eye out for her. And thanks!
Val: Glad to help!

Was your prediction correct?

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Directions for using this passage are on page 145.

Word Patterns: -ent *Refer to Word Analysis Lesson 55 (page 106).*
Sight Words: such most under being
New Words: stars boys night

What do you think this passage is about? Why do you think that?

Boys Will Be Boys

Lin
(Tutor script)

Fran
(Student script)

Lin: I wonder where my son Brad went off to.

Fran: Brad went with my son Kent to rent a tent. They need one for their trip.

Lin: I thought they already had one.

Fran: They did. Sam lent them a tent. The problem was that it was not very big. And when it was up, the tent was bent. So I sent them to go rent a tent with no dent.

Lin: That was a good idea.

Fran: I think the boys are going to have such a good time. Being under the stars at night will be good for them.

Lin: I agree! Has Kent finished packing?

Fran: He has most of his things in the car.

Lin: I hope they don't forget anything.

Fran: I am not going to fret about it. They can think their way out of any problem. But I will be looking under his bed to see if there is something there he needs!

Lin: Me, too! I find the most interesting things under Brad's bed.

Fran: I think it is just boys being boys. Kent makes a mess at times. But I like to brag that he is a good boy most of the time.

Lin: So is Brad. But I have to say, I'm looking forward to some peace and quiet.

Fran: Me, too! I think tomorrow night I will sit under the stars.

Lin: Ahhh...the peace!

Was your prediction correct?

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Directions for using this passage are on page 145.

Word Patterns: -est *Refer to Word Analysis Lesson 56 (page 107).*
Sight Words: since without found however
New Word: excited

What do you think this passage is about? Why do you think that?

Something to Find

Lin
(Tutor script)

Fran
(Student script)

Lin: Is your daughter Skip ready to be in the musical program at school?

Fran: Yes, she has been excited since she found out about it. How about Brad? Is he excited?

Lin: He sure is! It should be an entertaining program.

Fran: I think it will be the best yet. The rest have been good. However, this one should be the best. Have you found a white vest for Brad yet?

Lin: Not yet. Have you found one for Skip yet?

Fran: She needed a red vest for her part. I found one without any problem. However, the test is to find a white hat. Since the skit is tomorrow night, I do not have much time. I need to go out now and find a white hat.

Lin: I hate to be a pest, but would you keep an eye out for a white vest for Brad?

Fran: You are not a pest, Lin! I will take a stab at it. We do not want them to go without the things they need. It will be my test to get the best vest.

Lin: Thanks a bunch! And I'll keep an eye out for a white hat.

Fran: Between the two of us, we should find what we need. I will call you when I find a vest.

Lin: Great! I'll call you if I find a hat for Skip. Talk to you later!

Fran: Bye!

Was your prediction correct?

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Directions for using this passage are on page 145.

Word Patterns: -ift *Refer to Word Analysis Lesson 57 (page 108).*
Sight Words: though again away even
New Words: busy scarf fabulous

What do you think this passage is about? Why do you think that?

Friends—A Fabulous Gift

Peg
(Tutor script)

Meg
(Student script)

Meg: Is this a bad time to give you a call, Peg? Did I call while you were busy?

Peg: No! I'm never too busy for you! It's great to hear from you! It has been a while.

Meg: It has been a while since I gave you a call. I've been away. I went to see my brother.

Peg: Well, I'm glad you're back! I was beginning to think you were angry with me.

Meg: No way! Even though it is a long time between calls, there is no rift between us. You are my friend. You give me a lift!

Peg: I feel the same way. Did you get the birthday present I sent?

Meg: I did get the gift! The silk scarf is fabulous! You are fabulous!

Peg: Oh, go on! I thought the color would look good on you.

Meg: It does! Milk white against my skin is fabulous. You are such a fabulous friend, Peg.

Peg: I'm glad you're my friend, Meg.

Meg: Even though I may not call?

Peg: Even then!

Meg: Let me tell you again, the gift of the silk scarf is fabulous.

Peg: I'm so glad you like it. I'll talk to you soon!

Meg: O.K.! Good-bye!

Was your prediction correct?

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Directions for using this passage are on page 145.

Word Patterns: -ing *Refer to Word Analysis Lesson 58 (page 109).*
Sight Words: *no new sight words*
New Words: garden swelling chicken

What do you think this passage is about? Why do you think that?

Bing's Fling

Peg
(Tutor script)

Meg
(Student script)

Peg: Oh, dear! What is that on your arm, Meg?!
Meg: It is a sling.
Peg: What happened to your arm?
Meg: Bee stings. I went to sing for Bing in his garden. Do you know Bing Swing?
Peg: Yes, I know Bing and his fabulous garden. It is swarming with bees!
Meg: It is! I went to sing and bees went after me.
Peg: How many stung you?
Meg: A lot! The swelling was so bad I could not get my ring off. It was very bad.
Peg: It sounds like it, Meg. Are you going to be able to go to Bing's dinner party tonight?
Meg: Yes! I would not miss such a fun fling.
Peg: It's pot luck, isn't it? What are you bringing?
Meg: I am going to bring chicken wings.
Peg: Do you need any help?
Meg: No, thanks. I can fix chicken wings with bee stings and this sling. But I will give you a ring if I find I need help. See you at Bing's house!
Peg: O.K.! See you later. And take care, Meg!

Was your prediction correct?

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Directions for using this passage are on page 145.

Word Patterns: -ink, -ist *Refer to Word Analysis Lessons 59 (page 110) and 60 (page 111).*
Sight Words: *no new sight words*
New Words: girl spilled clean

What do you think this passage is about? Why do you think that?

The Pink Sink

Fran
(Tutor script)

Tess
(Student script)

Tess: What do you think of my new pink sink, Fran?
Fran: That's some wild, pink design in your sink! What happened?
Tess: My little girl spilled red ink in the sink. Quick as a wink, my sink was not white any more.
Fran: Uh-oh! It's too bad you couldn't get the stain out.
Tess: The sink is clean but not white. The red ink is now pink. But it does not stink any more.
Fran: The ink stank?
Tess: Yes! The ink was as stinky as it was red!
Fran: I bet your daughter feels bad about the stain.
Tess: Yes, she does. She helped me clean the sink. I know I should not have let her have the red ink. But it will be O.K. I have something new to use to clean the sink now.
Fran: Bleach?
Tess: Yes, that might help get the pink out.
Fran: Well, good luck with that!
Tess: Thanks! I need it!

Was your prediction correct?

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Directions for using this passage are on page 145.

Word Patterns: -ong *Refer to Word Analysis Lesson 61 (page 112).*
Sight Words: *no new sight words*
New Words: birthday living room

What do you think this passage is about? Why do you think that?

The Gong

Tess
(Tutor script)

Val
(Student script)

Tess: It looks like you have everything ready for this great dinner party you're throwing, Val!

Val: Yes, I have been very busy, but it will not be long now.

Tess: Are you ready to have the guests come to the table? Shall I let them know?

Val: Yes, thanks! That would be a big help. Would you hit the gong?

Tess: You have a gong, Val? Cool! Where is it?

Val: It is in the living room.

Tess: Where did you get it?

Val: My daughter gave me that fabulous gong for my birthday. She knows I am very fond of gongs. The bong of a gong is like a song to me.

Tess: Gosh, it'll be fun to strike a gong! That will be one way to get everyone's attention.

Val: Before you hit the gong, would you put these tongs with the chicken wings?

Tess: Sure! Is there anything else I can carry out for you?

Val: No, that is all. Go gong!

Was your prediction correct?

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Directions for using this passage are on page 145.

Word Patterns: -ump *Refer to Word Analysis Lesson 62 (page 113).*
Sight Words: *no new sight words*
New Words: grew yesterday

What do you think this passage is about? Why do you think that?

The Bump that Grew

Dan
(Tutor script)

Max
(Student script)

Dan: Good grief, Max! What is wrong with your back?!
Max: At first I had just a bump on my back. Then it grew into a lump. Then it grew into this plump hump.
Dan: That's awful! Does it hurt?
Max: Only when I jump.
Dan: Well, don't jump!
Max: No problem!
Dan: When did you first notice the lump?
Max: It was there when I was at the dump yesterday. I was getting rid of an old pump and a clump of stumps.
Dan: Have you let a doctor take a look at it?
Max: Yes, I have. He gave the hump a thump. It stumps him as to what it is.
Dan: Weird.
Max: Too right! I had a bump that grew from a lump to a hump. And no one knows what it is.
Dan: Gee, Max, how do you feel about all this?
Max: How do you think? Down in the dumps!

Was your prediction correct?

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Directions for using this passage are on page 145.

Word Patterns: -ung *Refer to Word Analysis Lesson 63 (page 114).*

Sight Words: during state left course

New Words: ladder yelled myself

What do you think this passage is about? Why do you think that?

To Bee or Not to Bee

Max
(Tutor script)

Tom
(Student script)

Max: What happened to you, Tom? Were you in an accident?

Tom: Yes, I was. I was on a ladder.

Max: What happened?

Tom: At first, I went up the ladder rung by rung. When I was at the top of the ladder, I was stung by a bee. More bees were around me. I flung around as I swung at the bees. I was stung again as I clung to the ladder. I hung onto the ladder and yelled for help. During this time, I was stung some more.

Max: That is terrible, Tom!

Tom: It was a bad state to be in. I clung to the ladder as long as I could. Then I flung myself from the ladder before more bees could get me.

Max: Ouch! Did the fall hurt you?

Tom: Of course! My left lung is bad. Or I should say my left ribs are bad.

Max: I know bruised ribs are very painful.

Tom: You have got that right! I think I have sung my last song!

Max: Did you learn anything from this experience?

Tom: Of course! It will be a very long time before I will BEE on a ladder!

Was your prediction correct?

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Directions for using this passage are on page 145.

Word Patterns: -ust *Refer to Word Analysis Lesson 65 (page 116).*

Sight Words: *no new sight words*

New Words: ready Abraham Lincoln

What do you think this passage is about? Why do you think that?

Getting Ready

Tess
(Tutor script)

Meg
(Student script)

Tess: Are you ready to go, Meg?

Meg: I am just about ready. I have one more thing to do.

Tess: May I help?

Meg: No, thanks. I just have to dust this bust of Abraham Lincoln.

Tess: That's a nice piece of art. But Meg, what is that red stuff all over it?

Meg: I do not know. It looks like rust but it is not. It will be there after I dust. See?

Tess: Hmmm, I do see what you mean. And I see you have finished your dusting! Are you ready now?

Meg: I am ready! We can go now. Good-bye, Mr. Lincoln!

Was your prediction correct?

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Directions for using this passage are on page 145.

Word Patterns: adding –ing *Refer to Word Analysis pages 133-135.*
Sight Words: their write number people been few find little
New Words: able want

What do you think this passage is about? Why do you think that?

Willing to Help

Fran
(Tutor script)

Tess
(Student script)

Tess: Hi, Fran! Good seeing you! What have you been doing?

Fran: Hi, Tess! I've been busy helping with my son's class talent show. I've got to phone several parents to see if they're interested in helping.

Tess: I might be able to help a little, Fran. I know a few of the people you might want to call. I will give you their numbers.

Fran: Thanks! That would help me a lot.

Tess: I could write the numbers down for you now if you want.

Fran: Sure.

Tess: Oh, no, their numbers are at home.

Fran: That's O.K. I'll get them from you later.

Tess: You could do that. But what about letting me do the calling for you?

Fran: That would be great! Are you sure you have the time to help that much?

Tess: Helping is what I like to do! I will go home and find their numbers. Then I can find when it is a good time to call these people. I will write down how they are wanting to help.
If you find you need me to do more, let me know.

Fran: Fabulous! You're such a help!

Tess: I know a little help can go a long way.

Fran: Yes, it can. But you're being such a big help.

Tess: You have my number. Give me a call if you want something!

Was your prediction correct?

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Directions for using this passage are on page 145.

Word Patterns: adding –ed *Refer to Word Analysis pages 133-135.*
Sight Words: still same life great small here only through
New Words: feel party think laugh

What do you think this passage is about? Why do you think that?

Party Time!

Tim
(Tutor script)

Tom
(Student script)

Tim: Happy birthday, Tom! Do you feel any older?

Tom: No, I still feel the same. I made it through another year. Life is great!

Tim: Well, that's good to hear! Are you having a party?

Tom: Just a small party. Only a few people are coming. I called you to see if you wanted to come. Would you like to? It will be after work.

Tim: Oh, thanks for the offer but I already have plans. I remember your party last year. It was a blast!

Tom: Has that been a year? That was a great party. I still laugh when I think about it. We laughed and joked a lot. And now there will be another party.

Tim: Yeah—it makes me smile to think about it. Not much has changed in the last year.

Tom: No, here we are! My life is the same. I have had only small problems here and there. I faced them and got through them. I feel great!

Tim: That's good to hear.

Tom: Come! Come to the party! It is just a small party. We will laugh and joke. Come if only for a bit.

Tim: I wish I could, Tom, but I can't. But I hope you have fun.

Tom: O.K. but if you can, come on over.

Tim: O.K., thanks. Happy birthday!

Was your prediction correct?

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