



Selection Vocabulary

concerned (kən • sūrnd') *adj.* showing worry (page 99)

decent (dē' • sənt) *adj.* good enough to make someone comfortable (page 97)

stable (stā' • bəl) *adj.* steady; dependable (page 98)

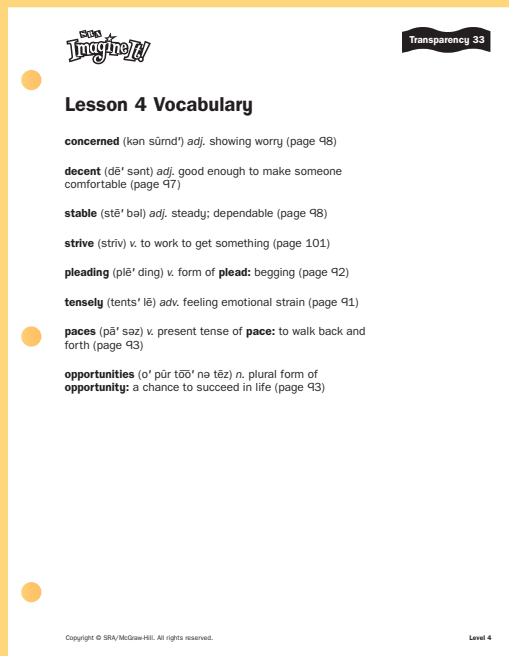
strive (strīv) *v.* to work to get something (page 100)

pleading (plē' • ding) *v.* form of **plead**: to beg (page 92)

tensely (tents' • lē) *adj.* feeling emotional strain (page 91)

paces (pā' • səz) *v.* form of **pace**: to walk back and forth (page 93)

opportunities (o' • pūr • tōō' • nə • tēz) *n.* plural of **opportunity**: a chance to succeed in life (page 93)



Transparency 33



Teacher Tip

DECODING To help students decode the words, divide them into syllables as shown below.

con • cerned	de • cent
sta • ble	plead • ing
tense • ly	pa • ces
op • por • tu • ni • ties	

Building Vocabulary

ROUTINE
3

- Using Routine 3, the selection vocabulary process, have students read aloud the Vocabulary Warm-Up on *Student Reader*, pages 86–87.
- As students read, have them blend any difficult or unfamiliar words. Provide students with the pronunciation of words that are not decodable or that they cannot read automatically or fluently.

Guided Vocabulary Practice

- Ask students to identify the highlighted vocabulary words using the vocabulary strategy Context Clues. **Possible Answers** *concerned, strive, paces* Have students explain how they determined the meanings of the other vocabulary words as they read the Vocabulary Warm-Up.
- Display *Transparency 33*, and have students read the words and definitions. Return to the Vocabulary Warm-Up, and read aloud the sentences containing the vocabulary words. Then, if necessary, provide a brief in-context explanation of these words.