



Selection Vocabulary

camouflage (kam' ə flāzh) *n.* a disguise that makes something look the same as the area around it (page 20)

mimicry (mim' i krē) *n.* the act of copying (page 34)

patterns (pat' ərnz) *n.* plural of **pattern**: the order of colors, shapes, or lines (page 20)

surroundings (sə · roun' · dingz) *n.* the area around a person or thing (page 24)

pretenders (prē · tend' · ūrz) *n.* plural of **pretender**: something that makes believe it is something else (page 34)

blend (blend) *v.* to mix together (page 24)

Building Vocabulary



ROUTINE
10

- ◆ Remind students to use a vocabulary strategy to determine the meanings of the selection vocabulary words. For this lesson, they should focus on using Context Clues. Remind students that Context Clues should be used when words and information in the text can help them determine the meaning of a word.
- ◆ Using Routine 10, the selection vocabulary routine, have students chorally read the Vocabulary Warm-Up on **Student Reader**, Book 2, pages 14–15.
- ◆ As students read, have them stop to blend any difficult or unfamiliar words. Provide them with the pronunciations of words that are not decodable or that cannot be read automatically or fluently.

Guided Vocabulary Practice



- ◆ Ask students to identify the highlighted vocabulary words they figured out using the vocabulary strategy Context Clues. **Possible Answer** *blend* Have them explain how they figured out the meanings of the other vocabulary words as they read the Vocabulary Warm-Up.
- ◆ Display **Transparency 99**, and have students read the words and definitions. Return to the Vocabulary Warm-Up, and read the sentences containing the vocabulary words aloud. Then, if necessary, provide a brief in-context explanation of the words.

Imagine It! Transparency 99

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Transparency 99

Technology

VOCABULARY Use the Vocabulary activities on **eSkills** for additional vocabulary practice.