

Name: _____

Think about it.

When did you comfort someone? Why did that person need your help?

Make a list of behaviors that comfort people and behaviors that do not comfort.

Behaviors that <i>comfort</i>	Behaviors that do not <i>comfort</i>
Speaking softly	Shouting "STOP!"

1

1A

comfort

Friends often **comfort** each other. They help each other get through hard times.



2

2A

mention

Do not **mention** one friend's faults to another. Keep them to yourself instead.



Think about it.

Which event will you mention to a friend today? Why?

Talk It Over.

Think about some important and unimportant things that you might **mention**. Will you **mention** them to a parent, teacher, friend, or someone else? Complete the chart below.

What will you mention?	To a parent	To a teacher	To a friend	To someone else

3

3A

mood

Friends remain friends even when one is in a bad **mood**, or emotional state.



Think about it.

What mood were you in when school ended for summer vacation last year? How did your face express that mood?

Think about it.

How do you know when a person is in a particular mood? Complete the chart below. Be prepared to share your reasoning!

Mood	How does that person look?
joyful	smiling, relaxed
worried	
silly	
serious	

4

4A

properly

Friends often greet each other **properly**. A handshake is the correct way.



Think about it.

When did you have to do something twice in order to do it properly. Tell what you did.

Think about it.

List tasks that you must do properly. Decide which you can do quickly and which you must do slowly. Complete the chart below.

Tasks	Can Do Quickly	Must Do Slowly
Tying my shoes	✓	
Doing math homework		✓

5

5A

intends

This girl **intends** to keep in touch with a friend. She plans to send e-mail every day.



Think about it.

If a girl says that she *intends* to make the soccer team, what could she do to make that happen?

Think about it.

Draw lines to the words that show how a student *intends* to get all A's on his or her report card.

watch tv

read books

studies hard

listen closely

intends

ride a bike

play ball

plans carefully

loses homework

practice spelling words

6

6A

consisted

This lively day
consisted of, or was
 made up of, bike
 riding and fresh air.

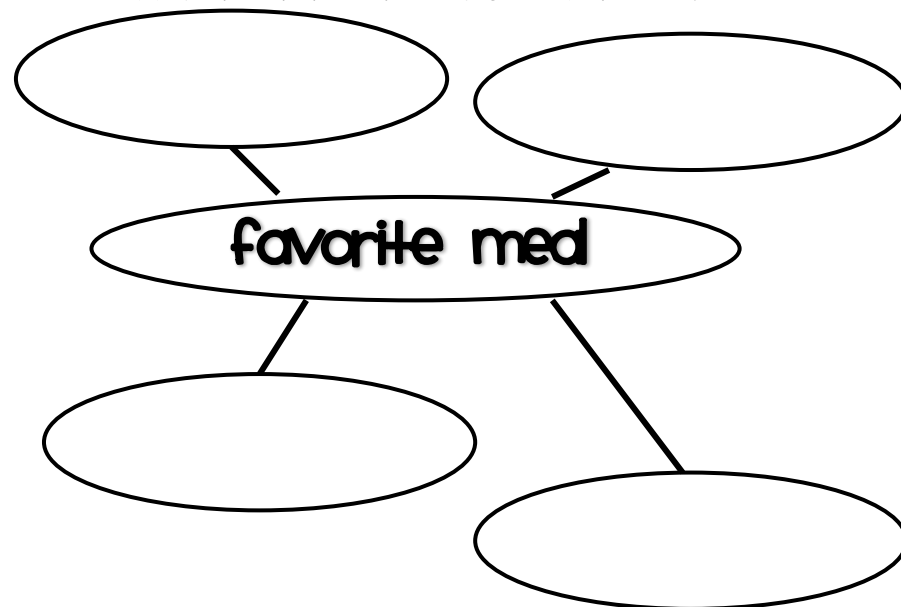


Think about it.

What have you made in art class? Which projects consisted of different materials?

Think about it.

Think of a meal that you really enjoyed. The meal **consisted** of a few different things. Complete the web below. Write the food and drink that the meal consisted of.



7

7A

positive

These friends are **positive** that they're having a good time. They are sure of it.



Think about it.

When were you **positive** about something, only to find out that you were wrong?

Think about things that you can be really **positive** about. Complete the sentences below.

Think about how you can be positive.

You can be **positive** about your answer to a math problem by

You can be **positive** about the spelling of a word by

You can be **positive** about someone's name by

8

8A

advanced

With his **advanced** chess skills, this man can teach his young friend to play.



Think about it.

What advanced skills do you have?
Describe those skills.

Decide which tasks requires advanced skills. Be prepared to explain your reasons for each decision!

A potter makes...

a round bowl

OR

a life-size sculpture

An artist paints...

a portrait for a
museum

OR

his bedroom walls

A scientist discovers...

how a magnet works

OR

how to cure cancer

9

9A

peculiar

Friends may act in peculiar, or unusual, ways when taking photos.



Think about it.

What peculiar sounds have you heard? Why were they peculiar?

Which animals have peculiar characteristics? Complete the chart below.

Animal	Peculiar Characteristics	Why?
Giraffe	Long necks	Only animal with a neck long enough to reach tops of trees

10

10A

talent

These friends share a **talent** for music. ~~Ability~~ gives them hours of fun.



Think about it.

What talent do you think is the hardest to develop? Why?

List a **talent** you would like to develop. In each section, write something you could do to develop that talent.

	talent: