

čhažé _____ anpétu _____

1 Wičhínčala kiŋ Čhépela núŋge kiŋ ómna eháŋl tákuwe ihá he?

(A) Čhépela táku wóihaya
ečhúŋ čha waŋyáke

(B) Čhépela núŋge kiŋ ómna háŋl ektá
ašníyaŋyaŋ

2 Třokéya Čhépela uŋžínžinŋtka ómna na íyokhiheya táku ówičhamna he?

(A) Ziŋtkála ówičhamna

(B) Wablúška ówičhamna

3 Třaŋkál, owínža akánl Čhépela táku ómna he?

(A) Wóyute kiŋ ómna

(B) Wanáhča eyá ómna

4 Čhépela wičhínčala kiŋ siphá kiŋ ómna. Siphá kiŋhán táku ikhóyaka he?

(A) Napé kiŋ ikhóyake

(B) Sí kiŋ ikhóyake

5 Wóeye kiŋ lé anágoptaŋ yo/ye: Thiáphiwaya-hiŋ na líla omákħaŋ šni. “Omákħaŋ šni” eyápi kiŋ hé tóškhe thogyé eyé-phičá he?

(A) “škínmičiye”

(B) “úŋmačihišni”

Instructions: Sit next to the student and read the first question as you run your finger under the words. Ask the student to wait to answer until you have read all the choices. Repeat them if necessary. Have the student choose the best answer. Repeat with the remaining questions.

① Why does the girl laugh when Gracie sniffs her ear?

B It tickles when Gracie sniffs her ear.

Make Inferences / Draw Conclusions

② First Gracie sniffs roses, and next she sniffs _____.

B bugs *Sequence Events*

③ What does Gracie sniff on the picnic blanket?

A Gracie sniffs the girl's lunch. *Story Elements*

④ *Gracie sniffs the girl's toes.* The word **toes** belongs in which group?

B something found on a foot *Classify Information*

⑤ Listen to this sentence: *I was **busy** when I was cleaning my room.* Another word for **busy** is _____.

A active *Vocabulary*

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