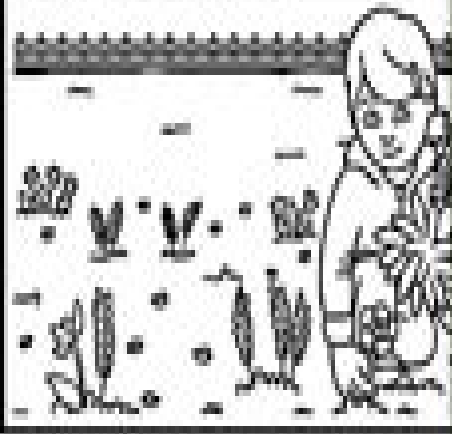


Lost and Found

Lessa had to pick flowers. She wanted to pick flowers for her teacher. Lessa picked a colorful bunch of flowers from the field. She took the flowers to the porch. Later, the flowers were missing. Lessa looked in the kitchen and saw her flowers. Someone had put the flowers in a vase. Mom walked in and thanked Lessa for the pretty flowers. Lessa did not tell Mom that the flowers were for her teacher. She was happy that Mom liked the flowers.



1. Why did Lessa pick the flowers for?
 - ☐ Mom
 - ☐ her teacher
 - ☐ her friend
2. Who put the flowers in a vase?
 - ☐ Lessa did
 - ☐ Lessa's mom
 - ☐ Lessa's teacher
3. In this passage, what was lost and then found?
 - ☐ the flowers
 - ☐ a vase
 - ☐ Lessa's dog

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 - ☐ Lessa's dog

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McGraw-Hill Reading [Grade 4] ,2001 Theory of Mind Scott A. Miller,2012 First Published in 2012 Routledge is an imprint of Taylor Francis an informa company Search and Rescue Berne,2014-08-01 What if you were stranded in an unknown area buried in an avalanche or lost at sea Search and rescue teams find victims in these situations every day They are experts at finding and helping people that are lost have been in an accident or natural or manmade disaster Equipped with everything they need for the specific task using animals such as dogs and even pigeons these brave men and women risk their lives to save others Learn all about the tracking devices they use the equipment they bring on their missions and even how to become a rescuer yourself This book will allow students to determine two or more central ideas in a text and analyze their development over the course of the text provide an objective summary of the text **The Lost World** Arthur Conan Doyle,2007 The Fast Track Classics series presents retold shortened versions of classic novels that are suitable for children working at Key Stage Two and Key Stage Three The stories are retold so as to lose none of the strength and character of the originals **Behaviour: The Lost Modules** Jen Foster,2023-09-02 Behaviour The lost Modules is the book you wish you had read before stepping into a classroom **Defining the Sacred** Nicola Laneri,2015-05-08 Religion is a phenomenon that is inseparable from human society It brings about a set of emotional ideological and practical elements that are pervasive in the social fabric of any society and characterizable by a number of features These include the establishment of intermediaries in the relationship between humans and the divine the construction of ceremonial places for worshipping the gods and practicing ritual performances and the creation ritual paraphernalia Investigating the religious dimensions of ancient societies encounters problems in defining such elements especially with regard to societies that lack textual evidences and has tended to lead towards the identification of differentiation between the mental dimension related to religious beliefs and the material one associated with religious practices resulting in a separation between scholars able to investigate and possibly reconstruct ritual practices i e archaeologists and those interested in defining the realm of ancient beliefs i e philologists and religious historians The aim of this collection of papers is to attempt to bridge these two dimensions by breaking down existing boundaries in order to form a more comprehensive vision of religion among ancient Near Eastern

societies This approach requires that a higher consideration be given to those elements either artificial buildings objects texts etc or natural landscapes animals trees etc that are created through a materialization of religious beliefs and practices enacted by members of communities These issues are addressed in a series of specific case studies covering a broad chronological framework that from the Pre pottery Neolithic to the Iron Age Cover illustration German Archaeological Institute photo N Becker [Forum](#) ,1988

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The Cambridge Guide to Learning English as a Second Language Anne Burns,Jack C. Richards,2018-03-15 This volume provides an up to date and comprehensive coverage of second language learning The focus throughout the book is primarily on language learning but each chapter also discusses the implications for teaching and assessment thus informing both understanding and practice The book contains nine sections which aim to organise and reflect different dimensions of the diverse and complex scope of learning English as a second or additional language Four themes which permeate the chapters are learning and learners learning and language learning and language development learning and learning context The 36 chapters are up to date and authoritative written by experts in the field The content is accessibly written with questions for discussion and follow up reading suggestions provided

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