

Name \_\_\_\_\_

- Read the boldfaced Vocabulary Words and definitions. Then write the Vocabulary Word that best completes each sentence.



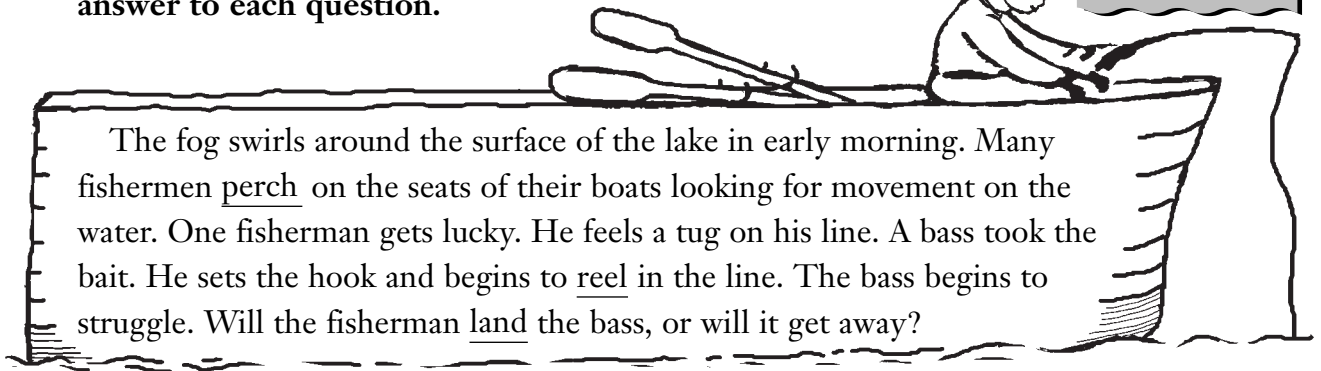
**rations:** goods that are controlled because there are small amounts  
**homestead:** to settle and farm a piece of land  
**brooded:** worried about problems for a long time  
**concocted:** made up or invented something  
**perch:** a place for a bird to rest  
**undeniable:** sure beyond question, definite  
**despair:** a feeling of hopelessness

1. It is \_\_\_\_\_ (**undeniable, rations**) that pioneer life was difficult.
  2. The family decided to \_\_\_\_\_ (**brooded, homestead**) that land.
  3. We had small \_\_\_\_\_ (**despair, rations**) of flour and meat.
  4. The settlers did not \_\_\_\_\_ (**rations, despair**). They kept on going.
  5. A little bird sat on its \_\_\_\_\_ (**perch, undeniable**).
  6. The farmer \_\_\_\_\_ (**brooded, perch**) over his problems.
  7. He \_\_\_\_\_ (**rations, concocted**) a plan. He hoped it would work.
- Reread the Vocabulary Words and their definitions. Then write *yes* or *no* to answer the questions below.
8. Is a **homestead** a kind of farm? \_\_\_\_\_
  9. Is a **perch** a place for a bird to rest? \_\_\_\_\_
  10. Does **despair** have the same meaning as *happy*? \_\_\_\_\_

**TO THE TEACHER:** After going over each of the Vocabulary Words and the definitions, lead a discussion about plans or ideas students have concocted. Then invite them to concoct a story about a *homestead*. Write the first sentence of a story on the board. For example, *When I was ten years old, my family decided to homestead.* Invite volunteers to keep adding sentences to the story, using the vocabulary words wherever possible. Write the class story on the board.

Name \_\_\_\_\_

- Read the paragraph. Then circle the letter of the best answer to each question.



The fog swirls around the surface of the lake in early morning. Many fishermen perch on the seats of their boats looking for movement on the water. One fisherman gets lucky. He feels a tug on his line. A bass took the bait. He sets the hook and begins to reel in the line. The bass begins to struggle. Will the fisherman land the bass, or will it get away?

- 1 What does the word *perch* mean in this paragraph?
- A a type of fish
  - B a stand for a bird
  - C to sit atop something
  - D a covered outdoor space attached to a house



Tip

Find the word *perch* in the paragraph. What three words follow it? Which answer choice makes sense when you say “*perch* on the seats”?

- 2 What meaning does *reel* have in this paragraph?
- F actual or true
  - G a kind of lively dance
  - H a kind of gold coin
  - J to pull in by winding



Tip

Find the word *reel* in the paragraph, and notice how it is spelled. Think about the topic of the paragraph. Which meaning makes sense for that topic?

- 3 What does *land* mean in this paragraph?
- A catch
  - B come down from the air
  - C solid part of the earth's surface
  - D ground or soil



Tip

Look at the last sentence. The fish will get away if the fisherman does not *land* it. Select the answer choice that means the opposite of “get away.”

**TO THE TEACHER:** Read aloud the directions and the paragraph. Have the students read along silently. Remind students that some words have several meanings. The only way to be sure of a word's meaning in a sentence is to look at its neighboring words and to think about how the word is being used. The word's relationship with the other words in the sentence will determine its meaning. Write the following sentences on the board. Have students explain what the underlined word in each means.

*My parrot uses its swing as a perch. A perch is a tasty fish. The cat will perch on the narrow railing. The girl should reel in her kite. The fishing line is on a reel. The ship began to reel and tip on the stormy sea. The plane will land soon. Help me land this fish. We are walking on land.*

Have students play a game in which one student uses *perch*, *reel*, and *land* in a sentence and the other students have to tell its meaning.