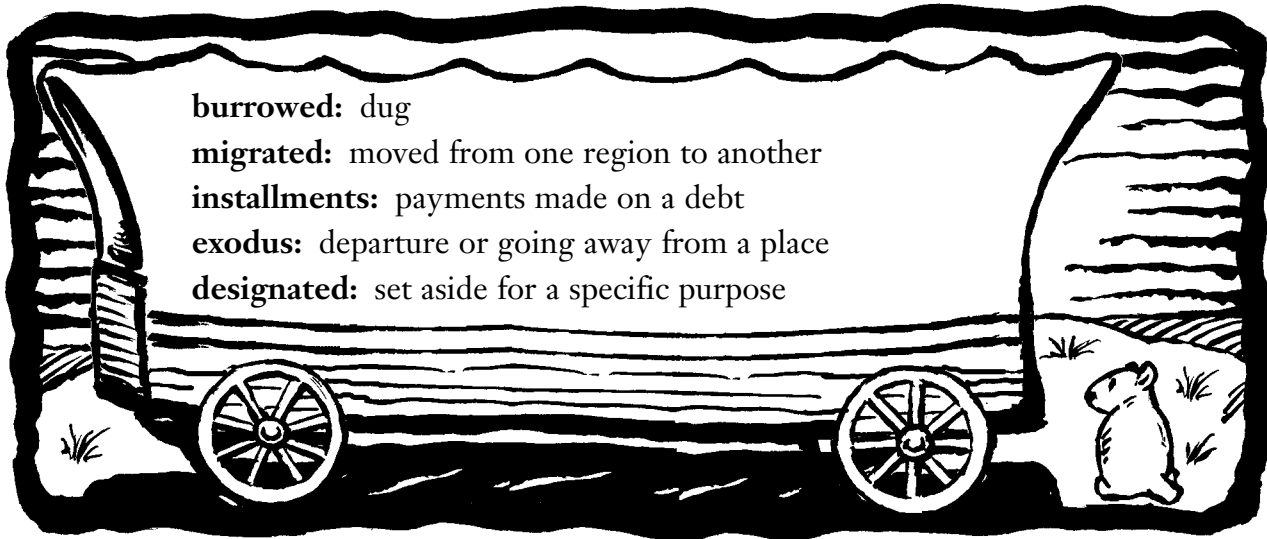


- Read the boldfaced Vocabulary Words and their definitions. Then read the sentences below. Write the Vocabulary Word in parentheses () that best completes each sentence.



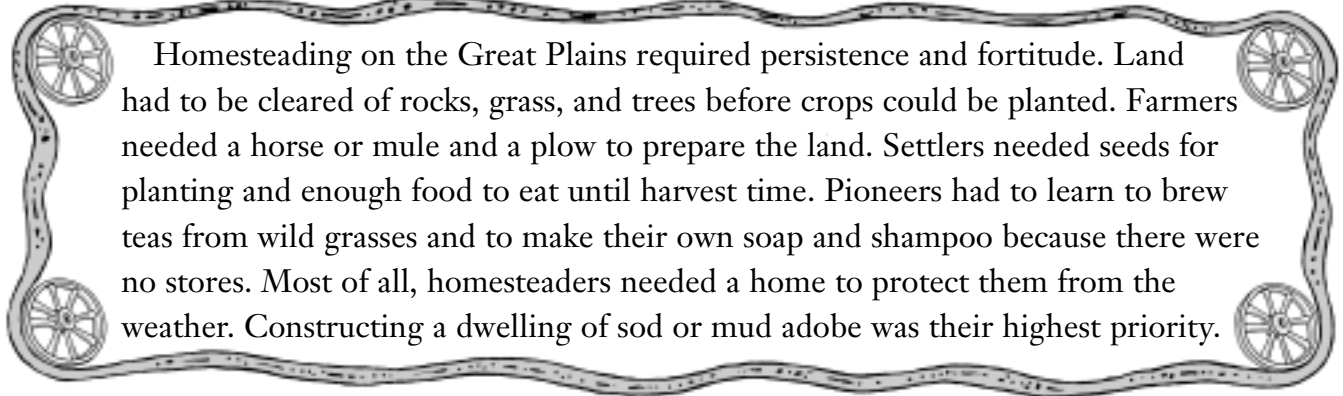
1. A chipmunk made tunnels in the soft earth. It _____.
(burrowed, exodus)
2. Land can be paid for in _____. (installments, migrated)
3. All those people left their homes forever. It was an _____.
(exodus, burrowed)
4. You have been chosen to lead the group. You are the _____
leader. (installments, designated)
5. Every winter the birds flew from north to south. They
_____. (migrated, designated)

- Write the Vocabulary Word that fits with each group of words.

6. tunneled, dug, _____
7. departure, exit, _____
8. journeyed, traveled, _____
9. picked, chosen, _____
10. payments, money, _____

TO THE TEACHER: Remind students that the pioneers built their homes of logs and sod. As a class, make a list of home-related words used in the story (*stove, roof, bricks, sod, windows, walls, adobe, log cabins, chimneys*), as well as a list of home-related words that apply to modern times. Group the words under the headings *Building Materials, House Parts, Things That Go in a House*, and so on. Then invite the class to generate other home words under each category. Make sure students understand the meaning of each word.

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



- 1 Which is the best summary of this passage?
- A Settlers needed to make things like soap and shampoo because there were no stores.
 - B Settlers' homes were made of sod or adobe.
 - C Land had to be cleared of rocks, grass, and trees.
 - D Settlers worked hard to till and farm the land and build their homes.

Tip

What is the paragraph all about? Choose the sentence that pulls together all the important information in the paragraph.

- 2 Which is the best paraphrase of the first sentence?
- F The Great Plains was not a place for the strong-willed and brave.
 - G Settlers had to be strong-willed and brave to make a life on the Great Plains.
 - H Homesteading was rarely done on the Great Plains.
 - J Homesteading on the Great Plains required persistence and fortitude.

Tip

Persistence means "willingness to continue."
Fortitude means "bravery."
A good paraphrase will substitute these meanings but still carry the basic sense of the first sentence.

- 3 Which is the best paraphrase for the last sentence?
- A Dwellings were constructed of sod or mud adobe.
 - B Building a sod or mud adobe home was extremely important.
 - C A high priority was sod or mud adobe.
 - D Sod and mud adobe equaled dwellings and construction.

Tip

Choose the answer that replaces *constructing*, *dwelling*, and *priority* with simpler synonyms.

TO THE TEACHER: After reading this passage with students, give them practice paraphrasing by having them put each sentence of the paragraph in their own words. Begin by writing the words *persistence*, *fortitude*, *harvest time*, *constructing*, *dwelling*, *sod*, *adobe*, and *priority* on the board. Help students find synonyms for each word and list them next to the original word. Allow more than one paraphrase of a sentence, or have more than one student help on the rewording.

- Read the information in each chart or graph. Then circle the answers to the questions.

Train Number 303 Daily Hours of Operation			Distance
9:20 A.M.	Depart	Chicago, IL	0
12:15 P.M. 12:38 P.M.	Arrive Depart	Springfield, IL	185
3:05 P.M. 3:30 P.M.	Arrive Depart	St. Louis, MO	284
9:10 P.M.	Arrive	Kansas City, MO	567

- How is the information in the train schedule organized?
A alphabetically
B by time
C by date
- What time does the train arrive in Kansas City, Missouri?
F 567
G 9:10 P.M.
H 3:05 P.M.

GLOSSARY

adobe: brick made of sun-dried clay

homesteader: settler granted land by the U.S. government

reaper: machine that cuts grain

sod: layer of ground containing grass and roots

- How are the words in the glossary organized?
A alphabetically
B numerically
C in a graph
- What other information has the same organization as a glossary?
F a grocery list
G results of a marathon race
H entries in an encyclopedia

TO THE TEACHER: Before presenting this activity, have students help you write the school's daily schedule on the chalkboard. Ask what time students arrive, what time lunch begins and when it ends, what time afternoon classes end, and any similar information that might pertain to their schedule. Help students understand that schedules are usually organized by time. Then have students turn to the glossary in their textbook. Have a volunteer explain how the glossary words are organized. If necessary, go over alphabetizing again with students. Show students a volume of an encyclopedia. Have a volunteer tell the class how articles are organized. After the exercises are completed, have students use a glossary from one of their textbooks to conduct a trivia quiz game modeled on a popular game show on television. Divide students into two groups and have them take turns quizzing each other with questions such as, "What kind of machine cuts grain?" Allow teammates to act as "life lines."