

## Differentiated Instruction • Vocabulary From the Reading

### Scaffolding

Have students complete these sentences with information about themselves.

1. I have / have never received an inheritance.
2. The environment in my neighborhood is good / not good.
3. I have a healthy / unhealthy lifestyle.
4. \_\_\_\_ and I are from the same generation.
5. My ancestors are from \_\_\_\_.
6. I have a/an \_\_\_\_ personality.

Sample answers: My sister and I are from the same generation. My ancestors are from Mexico. I have an interesting personality.

### Extension

Have students create a crossword puzzle based on the Key Vocabulary words. Use a piece of graph paper to create the boxes. Model how to organize the words, across and down, so that words intersect on shared letters. Students can write down the words on the graph paper first, draw boxes around them as needed, and then erase the letters. Students can write explanations, definitions, synonyms, antonyms, or sentence frames for clues. Have students number each clue so that it correlates with the corresponding word in the puzzle. Students can trade their puzzles with other students and complete them for vocabulary reinforcement.