

Teacher Activities

Level D, page 8 Notable Quotes

Vocabulary Word: **respect**

Newspaper Hunt: **Small Groups**

Read aloud and discuss the Notable Quote by Abraham Lincoln. Have small groups find a newspaper article that shows an example of how someone in power lost the **respect** and esteem of citizens. Have students share their articles. Discuss how this is an example of not “fool[ing] all of the people all of the time” and how students either gained or lost respect for those who had power in the situation described.

Level D, page 10 Vocabulary in Action

Vocabulary Word: **hospitality**

Mural Activity: **Whole Class**

Read aloud the Vocabulary in Action feature and discuss the definition of **hospitality**. Provide a few examples of hospitality (*hosting friends for a meal or being kind to a new student*). Ask students to brainstorm a list of rules of hospitality. (*Offer a guest refreshments. Ask questions and listen attentively.*) Provide a long sheet of paper on a table or floor of the classroom and colorful crayons, markers, or paint. Have small groups draw scenes depicting hospitality and write a brief caption for each scene that explains the rule that applies. Display the hospitality mural in the classroom or hallway.

Level D, page 11 Notable Quotes

Vocabulary Word: **conduct**

Breakout Session: **Small Groups**

Read aloud and discuss the Notable Quote by Benjamin Franklin. Ask small groups to discuss and provide examples of Franklin’s list of “best things” to give. Have groups consider how each example could be **conduct**, or behavior, to make “your mother” proud. Have one student record each group’s examples and share them with other groups.

Level D, page 12 Vocabulary In Action

Vocabulary Word: **pledge**

Classroom Pledge: **Whole Class**

Read aloud the Vocabulary in Action feature and discuss the definition of **pledge**. Ask students why we learn and recite the Pledge of Allegiance. Discuss the difference between the original pledge and the pledge most of us learn today. Help students create a pledge for the classroom by brainstorming a list of important classroom values and conduct (*learning, respect*). Include ways to create a respectful learning environment. (*I pledge to listen to others and speak in turn, turn in class work and homework.*) Post the classroom pledge in a prominent place.

Level D, page 15 Vocabulary in Action

Vocabulary Word: **confide**

Telephone Game: **Whole Class**

Read aloud the Vocabulary in Action feature and discuss the definition of **confide**. To illustrate the definition, have students sit in a row and play the Telephone Game. Start at the beginning of the line and whisper a sentence to the first student. Have each student pass on the sentence to the next student, with the last student in the row revealing what was said. Guide students to understand that when a person breaks a confidence, there can be a risk of distorting the truth, as well as losing trust.

Level D, page 22 Vocabulary in Action

Vocabulary Word: **error**

Acting Out in Error: **Small Groups**

Read aloud the Vocabulary in Action feature and discuss the definition of **error**. Have students bring in props from home and in small groups act out a daily activity but with an error (*a student getting ready for a trip to the beach puts on a parka and mittens instead of grabbing a beach towel and sunglasses*). After the activity is acted out, have volunteers explain the error and how to correct it.

Level D, page 23 Notable Quotes

Vocabulary Word: **canyon**

Image Hunt: **Partners**

Read aloud and discuss the Notable Quote by John Wesley Powell. Locate the Grand Canyon on a map and provide a brief history of the **canyon**, including how it was formed and why it is such an important landmark. Have partners search online for photos and videos that represent the Grand Canyon's "glories and beauties of form, color, and sound." You may wish to provide specific Web sites or links. Have students describe the photos and videos they found. Then discuss how these photos and videos are better than words in representing the "wonder" of the Grand Canyon.

Level D, page 26 Vocabulary in Action

Vocabulary Word: **vagabond**

Discussion Through Art: **Individuals**

Read aloud the Vocabulary in Action feature and discuss the definition of **vagabond**. Ask students what it means to be a vagabond, emphasizing the correct definition does not include being homeless or impoverished. Provide the class with magazines and newspapers. Have students find images and create a collage of things they might want if they were wandering from place to place. Ask each student to tell why he or she chose specific items. Also ask where students would like to wander and if they'd like someone to accompany them on their travels.

Level D, page 36 Notable Quotes

Vocabulary Word: **climate**

Newspaper Hunt: **Individuals**

Read aloud and discuss the Notable Quote by Paul R. Ehrlich. Ask each student to find a newspaper or magazine article that shows an example of how the actions or decisions of one group can affect **climate** changes and environmental problems elsewhere in the world. Have each student share his or her article. Discuss each article in the context of climate, environment, global actions, and positive ways to affect climate change.

Level D, page 37 Vocabulary in Action

Vocabulary Word: **equator**

Around the World Without Leaving

Your Seat: **Small Groups**

Read aloud and discuss the Vocabulary in Action feature. Using a map of the world, show students where the **equator** is located. Explain that the equator divides the earth into hemispheres and that it is the line on the map with zero degrees latitude. Select countries that are near and far from the equator (*Kenya, India, Iceland, and Brazil*). Have students organize into small groups of two or three. Have each group research how the equator affects each country. Have each group provide the location of the assigned country, the average climate, crops grown, and daily dress. Discuss the differences among countries and how each country's proximity to the equator plays a role in the people's daily lives.

Level D, page 49, Vocabulary in Action

Vocabulary Word: **companion**

Pen Pal Activity: **Whole Class or
Individuals**

Read aloud the Vocabulary in Action feature and discuss the definition of **companion**. Work with another classroom, school, or appropriate Web site to set up pen pals or e-mail pals for the class. Have students discuss the definition of *companion* in relation to their letters or e-mails. If possible, incorporate the concept of "bread buddy" by hosting a meet and greet for students to meet and share a meal with their assigned pen pals.

Level D, page 50 Notable Quotes

Vocabulary Word: **ancestors**

Family Roots: **Individuals**

Read aloud the Notable Quote by Helen Keller and discuss the meaning of **ancestors**. Have each student interview a parent or grandparent about his or her ancestors and family heritage. You may wish to suggest the following interview questions: *What is our heritage? Where and when were you born? Where were your parents born? Where were their parents born? What was life like when you were young? What are some family traditions that you remember?* Have students summarize the interview for the class and tell if they found out anything surprising. Ask students if and how the interview process changed anything about the way they view themselves. Challenge students to map out a family tree.

Level D, page 51 Vocabulary in Action

Vocabulary Word: **impatient**

Newspaper and Magazine Hunt:

Individuals

Read aloud the Vocabulary in Action Feature and discuss the definition of **impatient** and the prefix **im-**. Distribute newspapers and magazines to each student. Have each student search for words with the prefixes **in-**, **im-**, **il-**, and **ir-** and create a list of the words they find that use these prefixes. Have students use the context of each word to define its meaning. Challenge students to write an antonym for each word.

Level D, page 54 Notable Quotes

Vocabulary Word: **capacity**

Discuss and Write: **Whole Class and Individuals**

Read aloud and discuss the Notable Quote by Dr. Joyce Brothers. Read *The Little Engine that Could* by Wally Piper. Ask the following questions: *What was Little Blue Engine's self-concept at the beginning and ending of the story? How did the Shiny New Engine and the Big Strong Engine give Little Blue Engine the **capacity** to grow and change?* After this class discussion, ask students to think of a time when they or someone they know felt a capacity to grow and change. Have each student write a brief paragraph about this situation and its outcome.

Level D, page 62 Notable Quotes

Vocabulary Word: **operation**

Following Direction: **Individuals**

Read aloud and discuss the Notable Quote by Bill Gates. Have each student write out instructions for a task, or an **operation** (*wrapping a present, tying a shoe, or making a paper airplane*), to be performed in class. Students should plan to bring any necessary props from home to demonstrate the operation. Have students put their written instructions into a bag. Ask each student to draw from the bag and perform the set of instructions.

Level D, page 63 Vocabulary in Action

Vocabulary Word: **museum**

Classroom Museum: **Whole Class**

Read aloud the Vocabulary in Action feature. Discuss the definition of **museum** and list the names of the Greek muses and their provenances on the board. Provide examples of famous museums (*the American Museum of Natural History and Planetarium, the Smithsonian Museums, the Louvre, the Rock and Roll Hall of Fame*) and examples of some art, artifacts, or exhibitions displayed at these museums. Ask students to create their own museum pieces and write a small caption for each piece describing it and telling what inspired them to create it. Invite other classes or teachers to tour the classroom museum.

Level D, page 72 Vocabulary in Action

Vocabulary Word: **masquerade**

In-Class Project: **Individuals**

Read aloud the Vocabulary in Action feature and discuss the definition of **masquerade**. Provide examples in history, media, and literature of masquerades and masquerade balls. Find examples online or in the library, such as

the Carnival in Venice, where participants wear masks and elaborate costumes. Have students design their own masks, using paper plates and art supplies. Host an in-class masquerade and have students wear their masks.

Level D, page 75, Vocabulary In Action

Vocabulary Word: **echo**

Short Story: **Individuals**

Read aloud the Vocabulary in Action feature and discuss the definition of **echo**. Discuss the scientific explanation for echoes. (*Sound travels in waves and when those waves hit an obstacle, the sound bounces back. When many obstacles reflect the echo, you hear it over and over.*) Then ask each student to write a brief story that includes the character of Echo herself or the occurrence of an echo in the story. Have volunteers read aloud their stories. Collect the stories and bind them into a book for the entire class to enjoy.