

Teacher Activities

Level H, Page 10, Notable Quotes

Vocabulary Word: **aspiration**

Discussion Through Art: **Individuals**

Read aloud the Notable Quote by Louisa May Alcott and discuss the definition of **aspiration**. Ask students to think about something they hope to achieve in their lifetime (*a career they'd like to have as an adult, a particular country or state they want to visit, an activity they've always wanted to try*). Have each student draw his or her particular aspiration and write a caption explaining why it is important to him or her. Encourage students to share their drawings with the class.

Level H, Page 14, Vocabulary in Action

Vocabulary Word: **effect**

Understanding *Affect* and *Effect*:
Small Groups

Read aloud the Vocabulary in Action feature and discuss the definition of **effect**. Ask a student to look up and read aloud from a dictionary the definitions of *affect* and *effect*. Ask small groups to think of movies, books, or songs that they enjoy. Then have each student write a sentence describing why he or she enjoys the movie, book, or song, using either *affect* or *effect*. A representative from each group should share the sentences with the class and discuss which word was used and why.

Level H, Page 15, Notable Quotes

Vocabulary Word: **stagnant**

Activity Brainstorm: **Whole Class**

Read the Notable Quote by Leonardo da Vinci aloud and discuss the definition of **stagnant**. Brainstorm a list of activities (*learning a language or an instrument*) and brain games (*crossword puzzles, word-related games*) to fortify "the vigor of the mind." Have volunteers create a poster listing the activities and display it in the classroom.

Level H, Page 20, Notable Quotes

Vocabulary Word: **calamity**

Discussion Through Art: **Small Groups**

Read aloud the Notable Quote by Ralph Waldo Emerson and discuss the definition of **calamity**. Distribute magazines and newspapers to small groups and ask them to create a collage that represents **calamity**. Have groups present and explain their collages and speculate on what might be a "resource against calamity."

Level H, Page 23, Vocabulary in Action

Vocabulary Word: **luminous**

Pinhole Camera Demonstration:
Whole Class

Read aloud the Vocabulary in Action feature and discuss the definition of **luminous**. Give the class a demonstration on how to make a pinhole camera. Remove the lid from a round oatmeal canister and punch a hole in the bottom center. Place a sheet of wax paper over the other open. Secure the wax paper with tape or a rubber band. Once the pinhole camera is complete, dim the lights in the classroom. Cover the camera and a student volunteer with the blanket or towel. Point the end of the camera with the wax paper toward the student. The camera should be aimed at a **luminous** object. The camera should show the image in reverse and upside down.

Level H, Page 24, Vocabulary in Action

Word Study: **analogies**

Analogy Race: **Small Groups**

Read aloud and discuss the Vocabulary in Action feature. Brainstorm types of **analogies** and write them on the board (*part to whole, cause to effect, antonyms, synonyms, item to category, object to use, product to producer*). Ask small groups to generate one analogy for each type. As groups finish, have them stand. Then, in order, have groups present their example analogies and check them off on the board.

Level H, Page 25, Notable Quotes

Vocabulary Word: **versatile**

Animation Descriptions: **Individuals**

Read aloud the Notable Quote by Walt Disney and discuss the definition of **versatile**. Give small groups five minutes to discuss cartoons they have seen on TV or in movie theaters that show how versatile animation can be. Then have volunteers tell about an animated story or moment that shows this versatility.

Level H, Page 34, Vocabulary in Action

Vocabulary Word: **active, action, agent**

Parsing Party: **Small Groups**

Read aloud the Vocabulary in Action feature and discuss the importance of parsing words. Assign small groups three words from Chapters 1, 2, or 3. Ask each group to use a dictionary and parse the assigned words. After each group parses its words, have students write a sentence containing each of the parsed words. Encourage each group to share its sentences with the class.

Level H, Page 35, Vocabulary in Action,

Vocabulary Word: **mundane**

Everyday Routine: **Individuals**

Read aloud the Vocabulary in Action feature and discuss the definition of **mundane**. Ask each student to look up a synonym and antonym of *mundane* and write a sentence using each word. Encourage each student to share his or her sentences with the class.

Level H, Page 44, Vocabulary in Action

Vocabulary Word: **dilemma**

Dilemmas in Literature and Movies:

Individuals

Read aloud the Vocabulary in Action feature and discuss the definition of **dilemma**. Have small groups discuss movies or books in which a character has a dilemma. Have them identify the dilemma's two solutions and how it is resolved. Have each group present its dilemma to the class.

Level H, Page 48, Vocabulary in Action

Vocabulary Word: **jocund**

Poetry Corner: **Individuals**

Read aloud the Vocabulary in Action feature and discuss the poem by William Wordsworth. Have each student in the class write a poem using vocabulary words from Chapters 1, 2, 3, or 4. Encourage students to share their poems with the class.

Level H, Page 49, Vocabulary in Action

Vocabulary Word: **transcend**

Suffix Webs: **Small Groups**

Read aloud the Vocabulary in Action feature and discuss the definition of **transcend**. Have each group create three word webs, each with a suffix (*-ent, -ant, -ence, -ess, -ian, -al*) in the center and words using the suffix in the surrounding boxes. Display the suffix webs in the classroom.

Level H, Page 58, Vocabulary in Action

Vocabulary Word: **ambitious**

Discussion Through Art: **Individuals**

Read aloud the Vocabulary in Action feature and discuss the definition of **ambitious**. Distribute magazines and newspapers. Have each student create a picture or collage that represents his or her ambitions for the future. Ask students to write a paragraph explaining their collage.

Level H, Page 59, Vocabulary in Action

Vocabulary Word: **filibuster**

History Hunt: **Whole Class**

Read aloud the Vocabulary in Action feature and discuss the definition of **filibuster**. To help the class understand what a **filibuster** is, show a clip from *Mr. Smith Goes to Washington*. Research when the filibuster can be used. Discuss examples of famous filibusters that have taken place in the United States senate.

Level H, Page 68, Vocabulary in Action

Vocabulary Word: **angst**

Class Discussion: **Small Groups**

Read aloud the Vocabulary in Action feature and discuss the definition of **angst**. Ask small groups to discuss what causes **angst** in everyday life and when moments of angst might occur in someone's life. Have each group record examples of angst on a sheet of paper. For every example provided, ask each group to come up with a positive way to ease the angst. Encourage each group to share their answers with the class.

Level H, Page 69, Vocabulary in Action

Vocabulary Word: **homonym**

Homonym Hunt: **Partners**

Read aloud the Vocabulary in Action feature and discuss the meaning of **homonym**. Ask partners to make a list of homonyms with the help of a dictionary or the Internet. Have the partners with the most homonyms read aloud their list to the class.

Level H, Page 82, Vocabulary in Action

Vocabulary Word: **divisive**

Class Debate: **Whole Class**

Read aloud the Vocabulary in Action feature and discuss the meaning of **divisive**. Arrange the class in two groups. As a class, choose a divisive topic to debate. Have each group list both pro and con arguments on the topic. Then have each group elect a representative to use its arguments in a debate. Give each student a few minutes to prepare his or her argument while you moderate.

Level H, Page 83, Vocabulary in Action

Vocabulary Word: **expect**

Sentence Variations: **Individuals**

Read aloud the Vocabulary in Action feature and discuss the definition of **expect**. Have each student write one sentence using a variation of *expect*. Have students share their sentences with the class.

Level H, Page 84, Vocabulary in Action

Vocabulary Word: **novelty**

Novelty Shop: **Whole Class**

Read aloud the Vocabulary in Action feature and discuss the definition of **novelty**. Have small groups brainstorm a list of items they would find for sale in a novelty shop. Have them share their lists with the class and then vote on their favorite novelty item.

Level H, Page 88, Notable Quotes

Vocabulary Word: **plausible**

You Can Quote Me: **Whole Class**

Read aloud the Notable Quote by Kurt Vonnegut and discuss the definition of **plausible**. Have students answer the question posed to Vonnegut, telling which artist "pulled that off" for them and explain how that artist makes them "appreciate being alive."

Level H, Page 93, Vocabulary in Action

Vocabulary Word: **matriarch**

Matriarch Tribute: **Individuals**

Read aloud the Vocabulary in Action feature and discuss the definition of **matriarch**. Have students think of a person they feel represents the definition of *matriarch*. Ask students to create a poem, a picture, a song, or piece of art as a tribute to this person. Have students share their tributes with the class and tell how their person fits the definition of *matriarch*.

Level H, Page 94, Vocabulary in Action

Vocabulary Word: **bilk**

Current Events Hunt: **Whole Class**

Read aloud the Vocabulary in Action feature and discuss the definition of **bilk**. Using the library and the Internet, research examples in society where bilking has taken place. Find out who was affected, why it happened, when it happened, and the outcome of the situation.

Level H, Page 98, Vocabulary in Action

Vocabulary Word: **fantasy**

Story Time: **Small Groups**

Read aloud the Vocabulary in Action feature and discuss the definition of **fantasy**. Plan to write a fantasy story as a class. Have the class decided on the basic plot and characters. Organizing the class into three groups, assign each group the beginning, middle, or the end. Using the basic plot, have each group write their part of the story. When each group is done, read the story aloud to see how it fits together.

Level H, Page 102, Vocabulary in Action

Vocabulary Word: **stainless**

Masters of Invention: **Individuals**

Read aloud the Vocabulary in Action feature and discuss the definition of **stainless**. Ask each student to think of something new that he or she would like to invent and to draw a picture of their invention. Ask each student to share his or her invention with the class and explain what it is and how it works.

Level H, Page 103, Vocabulary in Action

Vocabulary Word: **tenacious**

Class Discussion: **Whole Class**

Read and discuss the Notable Quote by Arthur Schopenhauer. Ask students to think of moments when it is appropriate to be **tenacious**. Have students provide examples of when they were tenacious, why they felt this way, and the outcome of the situation.

Level H, Page 116, Vocabulary in Action

Vocabulary Word: **dialogue**

Classroom Scenes: **Partners**

Read aloud the Vocabulary in Action feature and discuss the definition of **dialogue**. Give partners five minutes to write a 30-second dialogue. Then ask volunteers to perform their dialogues for the class.

Level H, Page 117, Vocabulary in Action

Vocabulary Word: **lackadaisical**

Substitutions: **Individuals**

Read aloud the Vocabulary in Action feature and discuss the definition of **lackadaisical**. Have partners think of or look up in a dictionary or thesaurus one antonym and one synonym for the word *lackadaisical*. Ask each pair to write a sentence using the word *lackadaisical*. Then have students read aloud the sentence twice—once substituting the antonym and once substituting the synonym.

Level H, Page 125, Vocabulary in Action

Vocabulary Word: **transit**

Imagination Station: **Individuals**

Read aloud the Vocabulary in Action feature and discuss the definition of **transit**. Provide examples of transit systems and maps from around the country using the Internet. Ask the class to use the transit maps as models and draw their own transit maps. Display the finished maps in the classroom.

Level H, Page 126, Vocabulary in Action

Vocabulary Word: **misanthropes**

Literary Examples: **Individuals**

Read aloud the Vocabulary in Action feature and discuss the definition of **misanthropes**. Ask students to think about their favorite books, music, and movies and provide an example of a misanthrope. Have students write a description of that character, how they know the character is a hater of humankind, and whether they change in the story. Have students discuss their characters with the class.

Level H, Page 127, Vocabulary in Action

Vocabulary Word: **premise**

Everyone's a Critic: **Individuals**

Read aloud the Vocabulary in Action feature and discuss the definition of **premise**. Ask students to think of a favorite restaurant. Have write a review of his or her chosen restaurant. Ask students to provide the premise for the review, tell why it is a good place to eat, describe their favorite dishes, and critique the service. Have students exchange reviews with partners.

Level H, Page 128, Vocabulary in Action

Vocabulary Word: **feat**

Superhero Invention: **Individuals**

Read aloud the Notable Quote by Doug Larson and discuss the definition of **feat**. Have partners create a poster for a superhero of their own invention. Ask them to name the superhero, show the superhero's "look," and list his or her special characteristics and powers. Tell them to include at least one feat accomplished by their superhero.

Level H, Page 132, Vocabulary in Action

Vocabulary Word: **conform**

Class Discussion: **Whole Class**

Read aloud the Vocabulary in Action feature and discuss the definition of **conform**. Discuss William Penn and his father and how, in this instance, refusal to conform is considered heroic. Discuss other such circumstances. Then have students discuss when conforming to the rules is necessary for the greater good (*traffic laws, fire codes, codes of conduct*). Ask volunteers to use *conform* in sentences with information from the class discussion.

Level H, Page 136, Vocabulary in Action

Vocabulary Word: **monument**

Monumental Miniatures: **Partners**

Read aloud the Vocabulary in Action feature and discuss the definition of **monument**. Provide play dough to partners. Have them choose a person or a fictional character and create a play dough monument in his or her honor. Have students dedicate their monuments in class by giving a speech and explaining their designs.

Level H, Page 137, Vocabulary in Action

Vocabulary Word: **auspicious**

Image Hunt: **Individuals**

Read aloud the Vocabulary in Action feature and discuss the definition of **auspicious**. Distribute magazines and newspapers to the class. Ask each student to find an image that could represent the definition of *auspicious*. Have students tell why they chose that image and how it could be considered a good omen.

Level H, Page 149, Vocabulary in Action,

Vocabulary Word: **amiable**

Personal Anecdote: **Small Groups**

Read aloud the Vocabulary in Action feature and discuss the definition of **amiable**. Have students think of someone with whom they have an amiable relationship and tell how they met the person and what makes their relationship friendly.

Level H, Page 150, Vocabulary in Action

Vocabulary Word: **manacle**

Short Story: **Individuals**

Read aloud the Vocabulary in Action feature and discuss the definition of **manacle**. Ask students to write a one-paragraph story from Houdini's point of view, telling about a performance and using the word *manacle*.

Level H, pPage 151, Vocabulary in Action

Vocabulary Word: **ruminate**

Thoughtful Things: **Whole Class**

Read aloud the Notable Quote by William Shakespeare and discuss the definition of **ruminate**. Ask students to name situations that lend themselves to ruminating (*making important decisions, thinking about meaningful topics like faith and family*). List synonyms for *ruminate* and discuss the subtle differences in meaning.

Level H, Page 159, Vocabulary in Action

Vocabulary Word: **mythical**

Creature Creation: **Individuals**

Read aloud the Vocabulary in Action feature and discuss the definition of **mythical**. Display pictures of mythical creatures (*griffins, unicorns, centaurs*). Ask each student to draw a creature of his or her own invention. Encourage students to share their drawings with the class and describe the creature's traits and personality.

Level H, Page 160, Vocabulary in Action

Vocabulary Word: **extracurricular**

Activity Survey: **Whole Class**

Read aloud the Vocabulary in Action feature and discuss the definition of **extracurricular**. Brainstorm a list of extracurricular activities students have heard of or participated in. Then have students vote for the three they would most like to do. Tally the votes and rank the activities accordingly.

Level H, Page 161, Vocabulary in Action

Vocabulary Word: **desultory**

Synonym and Antonym Hunt:
Individuals

Read aloud the Vocabulary in Action feature and discuss the definition of **desultory**. Ask students to find synonyms and antonyms of *desultory* in a thesaurus and list them on the board. Have each student write two sentences, one using a synonym and one using an

antonym. Encourage volunteers to share their sentences with the class.

Level H, Page 162, Vocabulary in Action

Vocabulary Word: **tycoon**

Magnate Makers: **Small Groups**

Read aloud the Vocabulary in Action feature and discuss the definition of **tycoon**. Have small groups create a character who is a tycoon. Have them draw a picture of their character, give him or her a name, tell how he or she became wealthy and powerful, and what he or she is like. Have volunteers from each group present their character to the class.

Level H, Page 166, Vocabulary in Action

Vocabulary Word: **antithesis**

Prefix Hunt: **Individuals**

Read aloud the Vocabulary in Action feature and discuss the definition of **antithesis**. Ask each student to find in newspapers and magazines words that begin with the prefix *anti-*. Make a list on the board of the words students found. Then brainstorm other words that begin with *anti-*.

Level H, Page 171, Vocabulary in Action

Word Study: **abhor**

Poetry Party: **Individuals**

Read aloud the Vocabulary in Action feature and discuss the definition of **abhor**. Have a volunteer read aloud the definition of *abhor* from a dictionary, including its etymology. Point out that a synonym of *abhor* is hate. Discuss the relationship between *abhor*, *horror*, *bristle*, and *shudder*. Then discuss the difference between *abhor* and *hate*. Ask volunteers to use *abhor* and *hate* in sentences and discuss whether they are interchangeable in each instance and if not, what different shades of meaning the two words have.