Teacher Activities

Level G, Page 10, Notable Quotes
Vocabulary Word: **inspiration**
Class Discussion: ***Whole Class***

Read aloud and discuss the Notable Quote by Beryl Markham. Engage the class in a discussion about **inspiration.** Ask students to think of a time when a hunch proved to be a good one and they were inspired to do something creative, such as write a short story, paint a picture, or try a new hobby or sport. Ask the following questions: *How did you know that this was inspiration? How did you know that it wasn't only a "thoughtless impulse"?* Have the class share stories and experiences where they were inspired.

Level G, Page 13, Vocabulary in Action
Vocabulary Word: **abstract**
Art Project: ***Individuals***

Read aloud the Vocabulary in Action feature and discuss the definition of **abstract.** Present a DVD, slide show, or movie that features art work from famous abstract painters such as Jackson Pollock, Mark Rothko, Willem de Kooning, and Franz Kline. After the presentation, ask each student to create his or her own abstract piece of art on poster board or construction paper. Ask students to write a brief paragraph explaining what their painting represents and the particular artist that inspired them to create the piece.

Level G, Page 14, Vocabulary in Action
Vocabulary Word: **pseudonym**
Writing Alias: ***Small Groups***

Read aloud the Vocabulary in Action feature and discuss the definition of **pseudonym**. As a class, research well-known authors who often used pseudonyms *(Mark Twain, Lewis Carroll, and J. K. Rowling)*. Ask small groups to write a short story. Rather than use their given names, encourage the group to use a pseudonym. Share the stories with the class, asking if they can guess who the authors were. When the stories are complete, bind them into a book to display in class.

Level G, Page 15, Notable Quotes
Vocabulary Word: **frugal**
Newspaper Hunt: ***Small Groups***

Read aloud and discuss the Notable Quote by Thomas Jefferson. Ask small groups to find a newspaper article that shows an example of "a government rigorously **frugal.**" Encourage each group to share its article. Discuss each article in the context of "the possible savings of the public revenue" and how this could benefit the government and the economy.

Level G, Page 20, Vocabulary in Action
Vocabulary Word: **majestic**
Majestic Tourism: ***Individuals***

Read aloud the Vocabulary in Action feature and discuss the definition of **majestic.** Ask each student to think of other majestic natural wonders in the country *(Mount Rushmore, Niagara Falls, Old Faithful)*. Have each student create a tourist brochure for a chosen natural wonder and include descriptions of what makes the natural wonder "stately, royal, or impressive." Display the finished brochures in the classroom.

Level G, Page 24, Vocabulary in Action
Vocabulary Word: **conclusion**
Landmark Hunt: ***Small Groups***

Read aloud the Vocabulary in Action feature and discuss the definition of **conclusion**. Ask small groups to research a famous historical landmark *(the Lincoln Memorial, the Arc de Triomphe, the Vatican, the Tower of London, the Taj Mahal)*. Tell them to include how it was built, who designed and built the structure, the history of the structure, why it was built, and when the structure was concluded.

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Level G, page 25, Notable Quotes
Vocabulary Word: **contribution**
Class Discussion: ***Whole Class***

Read aloud and discuss the Notable Quote by John F. Kennedy. Engage students in a discussion about the importance of making a **contribution** to society. Ask them to think about ways they can contribute to their community *(participating in a recycling program, picking up trash in and around the community, serving food at a soup kitchen, organizing a school clothing drive)*. Have the students write a response to the discussion, reflecting on how they contribute to society.

Level G, page 30, Vocabulary in Action
Vocabulary Word: **nebulous**
Cloud in the Bottle: ***Whole Class***

Read aloud the Vocabulary in Action feature and discuss the definition of **nebulous.** To demonstrate the Latin meaning of nebulous *(cloudy, misty, foggy)* create a cloud in a bottle. Fill a one-liter bottle with just enough warm water to cover the bottom. Light a match, letting it burn for a few seconds. Blow out the match and place the head of the match into the bottle. The smoke from the match should fill the bottle. When the smoke disappears, slowly screw the cap tightly onto the bottle. Squeeze the sides of the bottle three or four times. Wait about five seconds, squeeze the bottle once more, holding the squeeze for five seconds and then quickly releasing it. Display the small formation of clouds in the bottle.

Level G, page 34, Vocabulary in Action
Vocabulary Words: **bear, lead, tear**
Homonym and Heteronym Hunt:
Small Groups

Read aloud the Vocabulary in Action feature and discuss the definition for *homonym*. Generate sentences using two meanings and/or pronunciations for **bear**, **lead**, and **tear.** Give small groups five minutes to research examples of homonyms *(lean, lap, plain, pluck)* and heteronyms *(sewer, alternate, bow, close)* and write a sentence for each word, using at least two possible meanings. Have students read aloud the words on their lists and write them on the board. The group with the most words wins.

Level G, page 35, Notable Quote
Vocabulary Word: **amassed**
Class Discussion: ***Whole Class***

Read aloud and discuss the Notable Quote by Jerome Bettis. Have students use a thesaurus to look up synonyms for **amass.** Ask students to write the synonyms on the board and then reread the quote, substituting their synonym for *amass*. Ask students to discuss the different shades of meaning in each synonym.

Level G, page 44, Vocabulary in Action
Vocabulary Word: **jest**
Class Jesters: ***Whole Class***

Read aloud the Vocabulary in Action feature and discuss the definition of **jest.** Engage the class in a discussion about what they think is funny and makes them laugh. Have the students provide examples of jokes they find funny. How does each joke represent the definition of *jest*? Ask each student in the class to think of a joke they enjoy hearing or telling and write it down on a piece of paper. As a class, select the funniest jokes and create a joke book for everyone to enjoy.

Level G, page 47, Vocabulary in Action
Vocabulary Word: **amateur**
Hobby Collage: ***Individuals***

Read aloud the Vocabulary in Action feature and discuss the definition of **amateur.** Distribute magazines and newspapers and ask each student in the class to create a collage of pictures that relate to a hobby they enjoy or would like to try as an amateur. When the collage is completed, each student should write a caption explaining the hobby he or she has chosen. Encourage students to share their collages with one another.

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Level G, page 48, Vocabulary in Action
Vocabulary Word: **benediction**
Good Wishes, Kind Thoughts: ***Whole Class***

Read aloud the Vocabulary in Action feature and discuss the definition of **benediction.** Ask the class to think if a time where they have exemplified "speaking . . . good wishes." Encourage students to share these moments and discuss their importance.

Level G, page 49, Notable Quotes
Vocabulary Word: **impart**
Getting to know you: ***Small Groups***

Read aloud and discuss the Notable Quote by Bertrand Russell. Ask small groups to create three interview questions for you, their teacher, about what you wish to **impart** to them that you "believe to be of value." Answer their questions and then ask what they would like to impart to one another.

Level G, page 57, Vocabulary in Action
Vocabulary Word: **eccentric**
Descriptive Writing: ***Individuals***

Read aloud the Vocabulary in Action feature and discuss the definition of **eccentric.** Discuss characters from movies or books students feel are eccentric and how the characters represent these traits. Ask each student to write a description of an eccentric character. Tell students to be specific about the character's eccentric traits. Encourage volunteers to share their descriptions with the class.

Level G, page 58, Notable Quotes
Vocabulary Word: **sulked**
Journal Entry: ***Individuals***

Read aloud and discuss the Notable Quote by John Lennon. Ask the students to think of a time they **sulked.** What was the situation or experience? Why were they upset? Have the students write about the situation and imagine a different, more productive reaction to it.

Level G, page 59, Vocabulary in Action
Vocabulary Word: **impeach**
Class Discussion: ***Whole Class***

Read aloud the Vocabulary in Action feature and discuss the definition of **impeach**. As a class, research President Andrew Johnson's impeachment trial. Have volunteers explain what laws Johnson was accused of breaking and his reaction to the trial. If time allows, reenact the trial and have a "student senate" vote on whether to impeach.

Level G, page 67, Vocabulary in Action
Vocabulary Word: **squall**
Library Hunt: ***Small Groups***

Read aloud the Vocabulary in Action feature and discuss the definition of **squall.** Have small groups research squalls and storms that have occurred in or near the United States. Have each group research where the storm hit, who and what were affected, and how the storm or squall formed. Encourage students to share their findings with the class.

Level G, page 68, Notable Quotes
Vocabulary Word: **coexist**
Class Discussion: ***Whole Class***

Read aloud and discuss the Notable Quote by Vartan Gregorian. Discuss people and groups that **coexist** in society. Ask students to consider the following questions: Do these groups live together in a peaceful manner? If not, is there a way for these groups to come together in peace? Why is important to coexist in a peaceful and equal society?

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Level G, page 69, Notable Quotes
Vocabulary Word: **compelling**
Class Discussion: ***Small Groups***

Read and discuss the Notable Quote by Chaim Weizmann. Discuss school rules, such as dress codes, rules about tardiness and absences, and respect for others. Assign small groups a school rule and ask each group to discuss why it is **compelling** to follow the rule and the reasons behind doing so. Encourage each group to share their thoughts with the rest of the class.

Level G, page 70, Vocabulary in Action
Vocabulary Word: **lagoon**
Geography Hunt: ***Partners***

Read aloud the Vocabulary in Action Feature and discuss the definition of **lagoon**. Have partners research other lagoons and consider the following questions: *Where is the lagoon located? How did it form? Is the lagoon considered a significant ecological resource? How is it used by the community?*

Level G, page 78, Vocabulary in Action
Vocabulary Word: **sanctuary**
Art Project: ***Individuals***

Read aloud the Vocabulary in Action Feature and discuss the definition of **sanctuary**. Ask students to think of a place they consider a sanctuary. Have each student sketch a picture of this place and write an explanation about why it is special to them. Display students drawings and explanations in the classroom.

Level G, page 81, Vocabulary in Action
Vocabulary Word: **metropolitan**
Landmark Hunt: ***Whole Class***

Read aloud the Vocabulary in Action feature and discuss the definition of **metropolitan.** As a class, research buildings around the country that use the word *metropolitan* in their titles *(libraries, museums, office buildings, courthouses)*. Plot the locations on a map and have students research what the buildings are used for, a brief history of each building, and if the building was torn down or is still in use today.

Level G, page 82, Vocabulary in Action
Vocabulary Word: **independent**
Extra! Extra! Read All About It: ***Whole Class***

Read aloud the Vocabulary in Action feature and discuss the definition of **independent.** Looking in current issues of newspapers and online newspapers, have the students research the items and articles they would like to see covered in a classroom newspaper. Organize students into a newspaper staff, basing assignments on each student's interest (sports, editorial, style, class current events). Have students generate story ideas based on the five ***w***'s—*who, what, where, when,* and *why*. If time allows, have students collaborate to write, edit, and revise stories for a classroom publication. Have students distribute the published newspaper to students in other classrooms.

Level G, page 88, Notable Quotes
Vocabulary Word: **privilege**
Class Discussion: ***Whole Class***

Read aloud and discuss the Notable Quote by Albert Schweitzer. Ask students to find synonyms for the word **privilege** and then type *privilege* into a search engine and write the sentence in which the word appears. Have students discuss the meanings of *privilege* and how Schweitzer uses the word differently. Ask students how giving time "to your fellow man" is an advantage or benefit.

Level G, page 91, Vocabulary in Action
Vocabulary Word: **prelude**
Creative Writing: ***Individuals***

Read aloud the Vocabulary in Action feature and discuss the definition of **prelude.** Ask each student to choose a favorite story, write a prelude to their chosen story, and share it with the class. After each student shares his or her prelude, ask how the story has changed.

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Level G, page 92, Vocabulary in Action
Vocabulary Word: **humility**
Class Discussion: ***Whole Class***

Read aloud the Vocabulary in Action feature and discuss the definition of **humility.** Ask students to discuss Lincoln's letter and how his tone and his message show humility. Have students point out words in the letter that show Lincoln to be "humble, modest, or meek" and explain why this is so.

Level G, page 93, Notable Quotes
Vocabulary Word: **adversity**
Class Discussion: ***Whole Class***

Read aloud the Notable Quote by Anne Bradstreet and discuss the definition of **adversity.** Brainstorm stories, fiction or nonfiction, in which characters overcome adversity. Write on the board the different types of adversity and discuss how they were overcome in each story.

Level G, page 98, Notable Quotes
Vocabulary Word: **righteous**
Fill in the Blank: ***Whole Class***

Write on the board the Notable Quote by Euripides, inserting a write-on line in place of **righteous.** Give student two minutes to write a list of positive characteristics about people they love and admire. Ask volunteers to read aloud the Euripides quote, inserting one of the words on their list. Discuss what characteristics they consider "better than wealth and a rich estate."

Level G, page 101, Vocabulary in Action
Vocabulary Word: **rivals**
Famous Rivals: ***Partners***

Read aloud the Vocabulary in Action feature and discuss the definition of **rivals.** Tell partners to choose a pair of famous rivals *(Coke and Pepsi; Frazier and Ali, Beatles and Rolling Stones)* and create a poster depicting their rivalry. Have them show the strengths and characteristics of each rival and create an image that shows them in competition.

Level G, page 112, Vocabulary in Action
Vocabulary word: **illusion**
Media Hunt: ***Individuals***

Read aloud the Vocabulary in Action feature and discuss the definition of **illusion.** Have students generate examples of illusions and allusions from favorite movies or books.

Level G, page 115, Vocabulary in Action
Vocabulary word: **tempt**
Fairy Tale Hunt: ***Small Groups***

Read aloud the Vocabulary in Action feature and discuss the definition of **tempt.** Assign small groups fairy tales that have an element of temptation for the main characters *(Hansel and Gretel, Pinocchio, The Little Mermaid, Jack and the Beanstalk, Snow White).* Ask each group to create a storyboard that shows the steps that lead to the temptation, how the situation happened, how the character responded to the situation, and the consequences of the action. Display the storyboards in the classroom.

Level G, page 116, Vocabulary in Action
Vocabulary Word: **interfere**
Prefix hunt: ***Small Groups***

Read aloud the Notable Quote by Mohandas "Mahatma" Gandhi and discuss the definition of **interfere.** Distribute newspapers and magazines to small groups and have students search for and make a list of words that contain the prefix *inter-*. Have each group create sentences using each word and share their sentences with the class. Discuss what the words have in common.

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Level G, page 117, Vocabulary in Action
Vocabulary Word: **intercede**
Writing and Discussion: ***Individuals***

Read the Vocabulary in Action feature aloud and discuss the definition of **intercede.** Have the class think of a time when they have interceded with friends or family during a disagreement. Have each student write about the situation, explaining why they interceded and whether the situations were resolved in a positive and peaceful manner.

Level G, page 122, Vocabulary in Action
Vocabulary Word: **overture**
Musical Moments: ***Whole Class***

Read aloud the Vocabulary in Action feature and discuss the definition of **overture.** Play for the class recordings of musical overtures. *(William Tell Overture, West Side Story, The Sound of Music, 2001: A Space Odyssey).* Tell students that *overture* also means "an opening or initiating move toward negotiations, a new relationship, an agreement." Ask students how that definition applies to the musical pieces they heard.

Level G, page 126, Vocabulary in Action
Vocabulary Word: **avocation, evocative, advocate, vocabulary, vocation, vocalize**
Creative Writing: ***Individuals***

Read aloud the Vocabulary in Action feature aloud and discuss the root **voca.** Have students write a sentence using one of the words. Encourage students to share their sentences with the class. Ask students how the root *voca* informs their understanding of each word.

Level G, page 127, Notable Quotes
Vocabulary Word: **advocate**
Class Discussion: ***Whole Class***

Read aloud and discuss the Notable Quote from the Talmud. Ask the students to think of a time where they or someone they knew became an **advocate** for someone or something else. Ask the class to share their stories with the class, encouraging them to share their feelings about taking on this role.

Level G, page 132, Vocabulary in Action
Vocabulary Word: **barometer**
Weather Watch: ***Whole Class***

Read aloud the Vocabulary in Action feature and discuss the definition of **barometer.** Show students a barometer or pictures of a barometer. Explain what it is, when it is used, and what it tells us. Have students look on a weather Web site or watch the weather report on TV and tell when the barometric pressure is mentioned and why. Tell students that the word *barometer* is also used for anything that indicates changes.

Level G, page 135, Vocabulary in Action
Vocabulary Word: **biology**
Dictionary Hunt: ***Small Groups***

Read aloud the Vocabulary in Action feature and discuss the definition of **biology**. Have small groups to look up the word *biology* in a dictionary. Have each group write five sentences using other words that have the prefix *bio* and share their sentences with the class.

Level G, page 136, Vocabulary in Action
Vocabulary Word: **tantalize**
Mythmakers: ***Partners***

Read aloud the Vocabulary in Action feature and discuss the definition of **tantalize.** Have students research other words that come from mythology *(titanic, chronic, panic, music, cereal*). Have partners write their own myths, explaining the origin of a word. Encourage students to share their stories with the class.

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Level G, page 137, Notable Quotes
Vocabulary Word: **unison**
Class Discussion: ***Small Groups***

Read aloud the Vocabulary in Action feature and discuss the definition of **unison.** Have small groups discuss activities where people do something in unison *(dance, sing, swim)*. Have each group organize 30 seconds of movement or song that they do in unison. Encourage each group to perform their moves for the class.

Level G, page 146, Notable Quotes
Vocabulary Word: **illuminates**
Class Discussion: ***Whole Class***

Read aloud and discuss the Notable Quote by Martin Luther King, Jr. As a class, discuss why love **illuminates** life. Ask students to look up the definitions of illuminate in a dictionary. Ask what they have in common. Then talk about which definitions best fit King's quote.

Level G, page 149, Vocabulary in Action
Vocabulary Word: **tribute**
Personal Tribute: ***Individuals***

Read aloud the Vocabulary in Action feature and discuss the definition of **tribute.** Ask each student to create a tribute to someone who means a great deal to him or her *(a family member, friend, athlete, political figure)*. Encourage students to be creative with their individual tribute through song, dance, art, or poetry. Have an award ceremony where students can share their tributes with the class.

Level G, page 150, Vocabulary in Action
Vocabulary Word: **supermarket**
Imaginative Design: ***Individuals***

Read aloud the Vocabulary in Action feature and discuss the definition of **supermarket.** Ask students to design their ultimate supermarket, including the building and merchandise. Encourage students to draw a floor plan, a sketch of the exterior, and examples of some of the products. Have students display their designs in a virtual classroom mall.

Level G, page 151, Notable Quotes
Vocabulary Word: **utopia**
Discussion Through Art: ***Individuals***

Read aloud the Notable Quote by Helen Keller and discuss the definition of **utopia.** Have each student draw, paint, or create a collage or sculpture of what he or she considers a utopia. Have students write a caption about their work, explaining their idea of a perfect place and why it is their utopia.

Level G, page 156, Notable Quotes
Vocabulary Word: **inferior**
Class Discussion: ***Whole Class***

Read aloud and discuss the Notable Quote by Eleanor Roosevelt. Ask students for examples from movies, TV programs, or stories of characters who feel **inferior.** Ask them how Eleanor Roosevelt's quote could apply and how the character consented or didn't consent.

Level G, page 159, Vocabulary in Action
Vocabulary Word: **clandestine**
Class Discussion: ***Small Groups***

Read aloud the Vocabulary in Action feature and discuss the definition of **clandestine.** Have small groups talk about stories of clandestine activities from books, movies, or history *(the Underground Railroad, Anne Frank)*. Have one student from each group share its examples with the class.

Level G, page 160, Vocabulary in Action
Vocabulary Word: **vex**
Short Drama: ***Partners***

Read aloud the Vocabulary in Action feature and discuss the definition of **vex.** Ask partners to write and perform 30-second skits to illustrate one character vexing the other.

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Level G, page 161, Vocabulary in Action
Vocabulary Word: **premonition**
Prefix Hunt: ***Whole Class***

Read aloud the Vocabulary in Action feature and discuss the definition of **premonition.** As a class, search newspapers, magazines, and books for other words that contain the prefix *pre-*. Record the words on the board. Ask each student to write a sentence using any of the words from the hunt. Have volunteers share their sentences with the class.

Level G, page 169, Vocabulary in Action
Vocabulary Word: **courier**
Map the Course: ***Partners***

Read aloud the Vocabulary in Action feature and discuss the definition of **courier.** Point out that the Latin root can mean "to run" or "running the course." *Curriculum* comes from the same root. Have partners create a fictional character and plot out the course of a day in the life of that character. Have them include things like getting ready for school or work or superhero duties, commuting, accomplishing something, and going home. Have students share their course with the class.

Level G, page 170, Vocabulary in Action
Vocabulary Word: **turbulence**
Definition Identification: ***Whole Class***

Read aloud the Vocabulary in Action feature and discuss the definition of **turbulence.** Have a volunteer look up the definition in a dictionary, noting that there are multiple definitions. Read aloud sentences using each definition of *turbulence*, and ask students to tell from the context which definition is being used.

Level G, page 171, Notable Quotes
Vocabulary Word: **confidence**
Discussion Through Art: ***Whole Class***

Read aloud and discuss the Notable Quote by René Descartes. Provide magazines and newspapers for students to find and cut out images. Create a collage on a large sheet of poster board of images or words depicting people with **confidence.** Discuss Descartes's use of the word, meaning *trust*, in relation to the idea of having confidence in oneself.

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