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 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 and discuss the definition of analogies. 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

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 them write a review of their 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 their 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, Page 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.