



 Prestwick House

# Free Lesson Plan

## VOCABULARY:

### *Vocabulary in Context: Wilderness Survival*

CCSS.ELA-Language.L.7/8.4 A, D | TEKS 110.20.(b).(2).B

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#### Objectives:

Teach students to use context clues to identify the meaning of vocabulary words.

#### Time:

15 minutes of class time and 20 minutes of homework/individual work.

#### Materials:

##### Handouts:

1 copy of each handout per student.

**Handout #1** - *Wilderness Survival*

**Handout #2** - *Vocabulary Lesson Word List*

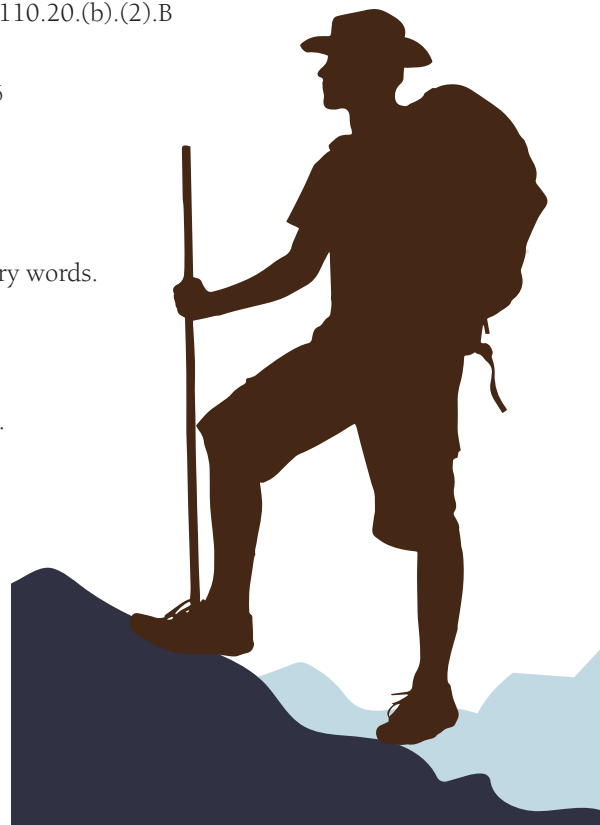
**Handout #3** - *Vocabulary Exercises*

#### Procedure:

1. Reproduce **Handout #1** – *Wilderness Survival* and distribute a copy to each student.
2. Ask students to silently read the passage paying careful attention to the bolded words. As they read, students should attempt to define each word.
3. Ask your students what each of the highlighted words in the passage means. After obtaining an acceptable definition, ask your students to identify words or phrases in the paragraph that helped them come up with that meaning.
4. Pass out the remaining handouts and ask students to complete the vocabulary reinforcement exercises individually, in small groups, or as homework.

#### Note:

This lesson plan is a draft chapter of a potential future book series from Prestwick House that uses high-interest nonfiction passages to introduce students to key vocabulary words. We'd love to hear your opinion on how this works in your classroom. After reading this lesson plan, please **click here** to visit our survey and tell us what you think!





## Handout #1

# WILDERNESS SURVIVAL

*Our minds have a tendency to wander.  
To duck and feint and keep us at a slight remove from the moment at hand.*

—NOVELIST AND MEMOIRIST DANI SHAPIRO

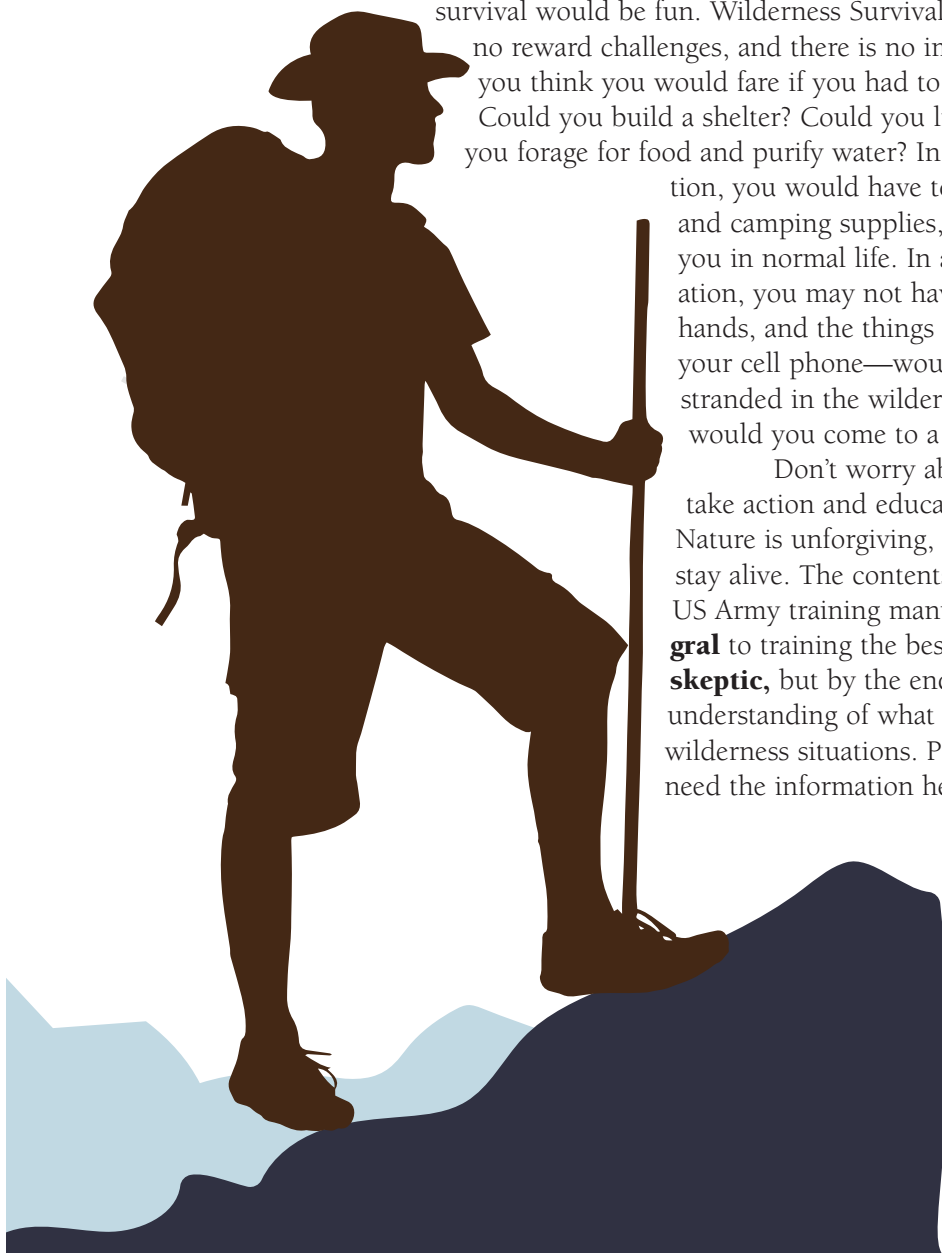
CBS's *Survivor* had a **seismic** influence on television and launched the genre of reality competition shows, while becoming one of the most-watched television shows in America. One of the reasons for this show's **persistent** success is that there is an adventurer in all of us, and since we cannot all be in a survival situation, we like to experience the excitement of it through the challenges faced by people on the show.

But don't be **blasé** and make the mistake thinking that being in a circumstance that actually involves survival would be fun. Wilderness Survival is not a **whimsical** game; there are

no reward challenges, and there is no immunity like on *Survivor*. How do you think you would fare if you had to depend only on yourself for survival? Could you build a shelter? Could you light a fire without matches? Could you forage for food and purify water? In a real-life wilderness survival situa-

tion, you would have to get by without tarps and matches and camping supplies, or eat things that would **appall** you in normal life. In a real-life wilderness survival situation, you may not have any tools except your own two hands, and the things that you think you depend on—like your cell phone—would be of **nominal** value. If you were stranded in the wilderness, would you end up a survivor, or would you come to a **lurid** and bloody end?

Don't worry about those questions, though. Instead, take action and educate yourself on survival techniques. Nature is unforgiving, and you must be prepared to fight to stay alive. The contents of this book are taken from actual US Army training manuals, the same material that is **integral** to training the best army in the world. You may be a **skeptic**, but by the end of this book, you will have a greater understanding of what it takes to survive in various types of wilderness situations. Prepare yourself—one day you may need the information here.





## Handout #2

## VOCABULARY LESSON WORD LIST

## Word List

1. **appall** (ə pŏl') *verb* to fill with horror or amazement; to shock  
The police were *appalled* at the huge number of homicides.  
*syn:* horrify      *ant:* please, calm, console
2. **blasé** (blŏ zā') *adj.* uninterested; unexcited  
The millionaire seemed totally *blasé* about the idea of buying three new cars.  
*syn:* bored      *ant:* awed
3. **feint** (fānt) *verb* to pretend in order to deceive an opponent or divert attention away from the real target  
He scored the touchdown by *feinting* left and running right.  
*syn:* deceive, *trick*
4. **integral** (in' tī grəl) *adj.* necessary to form a whole  
Bow ties are *integral* parts of tuxedos.  
*syn:* important      *ant:* unnecessary
5. **lurid** (lŏŏr' ĩd) *adj.* causing shock or horror  
The victim gave a *lurid*, but accurate, account of the accident.  
*syn:* shocking, sensational      *ant:* mild
6. **nominal** (nŏm' ə nəl) *adj.* so small or low in relation to the real value as to be a mere token  
The bank transaction carried a *nominal* charge.  
*syn:* apparent, insignificant      *ant:* actual, notable
7. **persistent** (pər sīs' tĕnt) *adj.* lasting; unceasing; persevering; enduring  
The boy was so *persistent* that his parents finally allowed him to go to the party.  
*syn:* stubborn, determined
8. **seismic** (sīz' mīk) *adj.* having a strong or great impact; of, subject to, or caused by an earthquake or shock  
Ending the Communist rule in Russia was an event of *seismic* proportions.  
*syn:* major      *ant:* minor, unimportant
9. **skeptical** (skĕp' tī kəl) *adj.* doubting or disbelieving  
Most people are *skeptical* about the existence of UFOs.  
*syn:* doubtful      *ant:* convinced
10. **whimsical** (wĭm' sī kəl) *adj.* playful; fanciful  
Cartoons are filled with *whimsical* characters.  
*syn:* capricious      *ant:* serious





**Handout 3**

# VOCABULARY EXERCISES



## Exercise 1 - Words in Context

Fill in the blanks with the correct vocabulary words needed to complete the sentence.

- |                  |                 |                  |                |                   |
|------------------|-----------------|------------------|----------------|-------------------|
| <b>appall</b>    | <b>blasé</b>    | <b>skeptical</b> | <b>nominal</b> | <b>persistent</b> |
| <b>whimsical</b> | <b>integral</b> | <b>lurid</b>     | <b>seismic</b> | <b>feint</b>      |

- A. When it comes to walking on a frozen pond, I am very cautious and \_\_\_\_\_ at first, wondering if the ice will support me. My son, however is the opposite and takes a very \_\_\_\_\_ approach.
- B. I like a quiet camping experience, but some RV campers \_\_\_\_\_ me with all their electronics and their \_\_\_\_\_ playing of loud music.
- C. \_\_\_\_\_ to crossing the canyon was finding the right trail head.
- D. “Playing dead” is a type of \_\_\_\_\_ that will only work if you’re being attacked by a mother grizzly defending her cubs.
- E. The earthquake produced \_\_\_\_\_ aftershocks felt hundreds of miles away.
- F. The \_\_\_\_\_, gruesome murder of a Park Ranger made national headlines.
- G. In the middle of August in the Rocky Mountains, a sudden snowstorm left a(n) \_\_\_\_\_ amount of snow on the ground, proving that Nature has a \_\_\_\_\_ side to it.

## Exercise 2 – Roots, Prefixes, and Suffixes

1. Identify the prefixes in the following words:

- |                      |                   |                     |
|----------------------|-------------------|---------------------|
| <b>incredible</b>    | <b>unable</b>     | <b>unarmed</b>      |
| <b>disinterested</b> | <b>insincere</b>  | <b>intolerant</b>   |
| <b>uninvolved</b>    | <b>disability</b> | <b>disadvantage</b> |



The prefixes are *in-*, *un-*, and *dis-*. They all mean “not.” In addition, *dis-* can also mean “apart, away.” When a word begins with any of these prefixes, the meaning is changed to a negative. List at least two more words that you know that begin with each prefix.

_____	_____	_____
_____	_____	_____



2. Sometimes *in*, *un*, and *dis* are not prefixes but are part of the word itself. Intimate, underneath, distinguished are examples of this. Complete the spaces below with your own examples of words in which *in-*, *un-* and *dis-* are not prefixes.

\_\_\_\_\_

\_\_\_\_\_

**Exercise 3 – Using Inferences**

Choose the answer that best suits the situation.

1. Who would be the most **blasé** about tomorrow’s weather?
  - A. a person going fishing
  - B. a weatherman
  - C. a person confined to bed
  - D. a school principal
  
2. What should you be the most **skeptical** about?
  - A. something too good to be true
  - B. a winning lottery ticket
  - C. a warning concerning bears in the area
  - D. something unnecessary to your life
  
3. Who or what is usually the most **persistent**?
  - A. the weather outside your house
  - B. a dog going for a short walk
  - C. someone trying to sell you something
  - D. a dictionary with a missing page





### Exercise 4 – Reading Comprehension

Read the selection and answer the questions.

While many people believe that “playing dead” is an all-purpose way to avoid being killed by a bear, the fact is, that **feint** will work only if you’re being attacked by a mother grizzly defending her cubs. If a grizzly bear thinks that you are not a threat to its cubs, it will generally leave you alone. If you’re being attacked by a **predatory** bear, though, playing dead is the wrong thing to do. If a bear attacks (particularly a black bear), it is much better to fight for your life by kicking, punching, and hitting the bear with rocks or sticks or any improvised weapon you can find.



A predatory bear usually stalks its prey and attacks from behind. It is often silent, and the bear may not exhibit any defensive behaviors like huffing or slapping the ground. Its ears may be pointed back and its head held low, with its eyes focused directly on you.

1. **What phrase best describes the majority of the content of this selection?**

- |  |  |
|--|--|
| A. using sticks to survive a bear attack | C. fighting for your life to survive     |
| B. traits of grizzly and black bears     | D. myths and facts about bears attacking |

2. **The difference between black bears and grizzly bears is that grizzly bears**

- |   |   |
|---|---|
| A. stalk their prey throughout the forest.      | C. won't attack if cubs are not threatened. |
| B. can be fought off with any weapon available. | D. usually their prey attack from behind.   |

3. **Predatory bears are likely to**

- |                                      |                          |
|--------------------------------------|--------------------------|
| A. leave you alone if you play dead. | C. attack grizzly bears. |
| B. keep its focus on you.            | D. be black bears.       |

4. **According to author, it is a myth that**

- |   |   |
|---|---|
| A. playing dead will work on grizzly bears. | C. playing dead will work on all bears.                 |
| B. playing dead will work on black bears.   | D. black bears can be fought off with rocks and sticks. |



**ANSWER KEY**

**Exercise 1 - Words in Context**

- A. skeptical, blasé
- B. appall, persistent
- C. Integral
- D. feint
- E. seismic
- F. lurid
- G. nominal, whimsical

**Exercise 2 – Roots, Prefixes, and Suffixes**

Answers will vary by student.

**Exercise 3 – Using Inferences**

- 1. C
- 2. A
- 3. C

**Exercise 4 – Reading Comprehension**

- 1. D
- 2. C
- 3. D
- 4. C



**Homework:**

Students can complete any exercises that they didn't complete in class as homework. Alternatively, students can write sentences using the words from this week's lesson using different context clues than are found throughout this lesson. Ask your students to underline any clues in their sentences that would allow others to determine the meaning of the word.

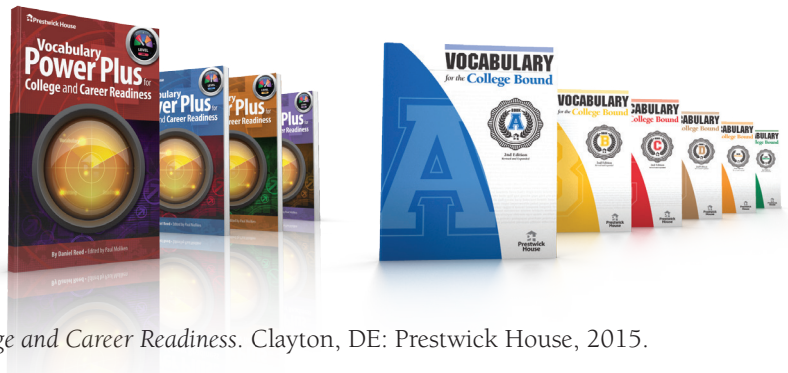
**Standards:**

CCSS

CCSS.ELA-Language.L.7/8.4 A, D

TEKS

TEKS 110.20.(b).(2).B



**Sources:**

Reed, Daniel. *Vocabulary Power Plus for College and Career Readiness*. Clayton, DE: Prestwick House, 2015.

Scott, James. *Vocabulary for the College Bound*, Second Edition. Clayton, DE: Prestwick House 2013

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