

Reading Practice Book

Teacher Edition
Grade 6

 Harcourt School Publishers

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Name _____

Which sentence makes more sense? Underline it.

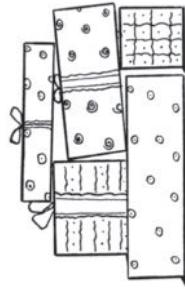
Robust
Vocabulary
Lesson 1

Sentence 2

- If you throw that crumpled paper at Bob, he may ricochet and hit Bob.
- Mary was incapacitated for a few days because of her new dress.
- John was crestfallen when he lost the swimming competition.
- The clown lamented when the children laughed at him.
- A funny movie often causes me to scream with mirth.
- I could tell he was getting hysterical when he began talking louder and faster.

Use what you know about the Vocabulary Words to answer the questions below. Write your answers in complete sentences. **Possible responses are shown.**

- What kind of present would cause you to become ecstatic? **I would become ecstatic if someone gave me a new laptop computer.**
- What perishable foods do you enjoy eating most? **I enjoy eating most are yogurt and peaches.**



With your child, discuss the Vocabulary Words. Have your child tell you what each one means. Then ask him or her to think of one example sentence for each word.

Name _____

Reader's Guide
Lesson 1

Read each section of "Maxx Comedy: The Funniest Kid in America." Then fill in the corresponding section of your story map. **Possible responses are shown.**

Section 1 pages 28-29

Characters

Max, Maude, Olivia, Ellen Plunkett, and Dr. Carmody

Setting

on the road to Chicago

Conflict

Max Carmody wants to be named the Funniest Kid in America. He is running late on his way to an audition.

Section 2 pages 30-31



Plot Events

- The car Max is riding in to get to Chicago breaks down.
- Max's stepfather picks up the group in his big rig.
- Maude has an allergic reaction to cherries, which slows down the group.
- Max gets to the audition as the winner is being announced.

Section 3 pages 32-39

↓

Plot Events

- Charles has to write a speech for a school assembly, but he misses a deadline.
- Charles goes to Ms. Lind's office.
- Charles tells Ms. Lind the truth.
- Ms. Lind offers to help Charles.

↓

Conflict

Charles has to write a speech for a school assembly, but he misses a deadline.

↓

Setting

at Charles's school

↓

Characters

Charles, Ms. Lind

↓

Plot Events

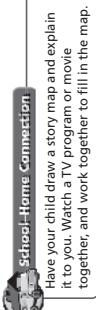
- Charles goes to Ms. Lind's office.
- Charles tells Ms. Lind the truth.
- Ms. Lind offers to help Charles.

Resolution

Charles's speech is a success.

Resolution

Review your story map. Then write a summary of the selection on a separate sheet of paper.



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Practice Book

2

Name _____

Plot and Setting
Lesson 1

Read the passage below. Then write your answers to the questions in the appropriate box in the story map. **Possible responses are shown.**

Last week, Charles agreed to give a funny speech at a school assembly. However, he hadn't realized that Ms. Lind would want to read a complete copy of his speech the day before!

The deadline passed, and Charles still didn't have his speech ready. He walked to Ms. Lind's office to apologize. Ms. Lind looked up from her desk. "How's the speech?" she asked. At that moment Charles knew that he had to tell her the truth. Ms. Lind said she would help him write the speech if he would stay after school. Charles breathed a sigh of relief and thanked her. The next day, the school auditorium roared with laughter while Charles gave his speech.

at Charles's school

↓

Charles, Ms. Lind

↓

Charles has to write a speech for a school assembly, but he misses a deadline.

Conflict

Charles has to write a speech for a school assembly, but he misses a deadline.

↓

Plot Events

- Charles goes to Ms. Lind's office.
- Charles tells Ms. Lind the truth.
- Ms. Lind offers to help Charles.

↓

Resolution

Charles's speech is a success.

Resolution

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3

Name _____

Forms of Fiction
Lesson 1

Each sentence below describes a form of fiction. Fill in each blank to name the form.

The Forms of Fiction

realistic fiction	fable	historical fiction	myth
short story	folktale	science fiction	tall tale

1. It is not as long as a novel and can often be read in one sitting.
short story
 2. It teaches a lesson about right and wrong and often includes talking animals.
fable
 3. It is a story that has been told in a culture for many generations.
folktale
 4. It usually takes place in the future and often includes amazing inventions.
science fiction
 5. It is a humorous story about the adventures of an American folk hero.
tall tale
- Read the following short paragraphs. Then fill in the blank to name the form of fiction.
6. The snake began to hiss. "I will dry out this land," he said. After many years of work, the snake had finally created Death Valley.
a myth
 7. The clouds lifted over the Great Pyramid. The workers had finally finished building it. Ra-el looked at his father and smiled.
historical fiction
 8. Thomas felt great about the school play. He knew he was a very good actor and would probably get a big part. His parents and friends agreed.
realistic fiction

School-Home Connection

Have your child describe the different forms of fiction. Select one. Work together to create a story that your child can share with classmates.

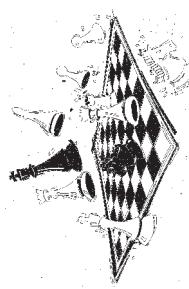
Name _____

Words with Short Vowels and Vowel Digraphs
Lesson 1

Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

Spelling Words

1. absences
2. agamist
3. album
4. circuit
5. bronze
6. chess
7. biscuit
8. depth
9. cabinet
10. drenched
11. glimpse
12. nozzle
13. feather
14. plastic
15. publish
16. pulse
17. rapid
18. snare
19. solve
20. system

**School-Home Connection**

Have your child write the Spelling Words and underline the letter or letters that stand for the short vowel sound in each word.

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Name _____

Add words to the following to make complete sentences.
Use correct punctuation and capitalization. Then identify
the type of sentence.

Possible responses are shown.

1. world's largest catsup bottle in Illinois

The world's largest catsup bottle is in Illinois. declarative

2. Stand Mayor's statue

Stand next to the Mayor's statue. imperative

3. the model of the planet Saturn

Where can I find the model of the planet Saturn? interrogative

4. America's Leaning Tower

Where is America's Leaning Tower? interrogative

5. my favorite stop Metropolis, Illinois

My favorite stop is Metropolis, Illinois. declarative

Rewrite each sentence with correct punctuation and capitalization.

Underline the interjections.
6. there is a lot of traffic ahead

There is a lot of traffic ahead.

7. we are not on the right road

We are not on the right road.

8. hey, settle down in the back seat

Hey, settle down in the back seat!

9. do you have your seat belt fastened

Do you have your seat belt fastened?

10. Wow, the view is beautiful

Wow, the view is beautiful!

Name _____

Sentences
Lesson 1

Which example is better? Underline the sentence.

Word	Sentence 1	Sentence 2
1. survey	A man peers out of the window of his second-floor window and looks over the neighborhood.	A man goes to his second-floor bedroom and lies on his bed.
2. hovered	A butterfly zoomed quickly through the yard on its way to a flower.	A butterfly seemed to hang in the air while it drank from a flower.
3. meandered	A stream has a lot of gentle twists and turns.	A flowing river rushes toward a waterfall.
4. frolicked	The children laughed as they played tag on the field.	The children played a serious game of baseball on the field.
5. inquired	A student understood the directions for the homework assignment.	A student asked her teacher questions about the homework assignment.
6. emerged	The bear slowly crept out from the cave.	The bear slowly crept into the cave.
7. tormented	She was really bothered by all the loud noise.	She was excited when she heard all the noise.
8. subtle	The changes in her style were obvious.	You could barely notice the changes in her style.



School-Home Connection
With your child, discuss the Vocabulary Words. Have your child explain the meaning of each one. Then ask him or her to think of two good examples for each word.

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Robust
Vocabulary
Lesson 2

Name _____

Read "The Color of My Words." Then complete the story map. **Possible responses are shown.**

Reader's Guide
Lesson 2

Characters
**Ana Rosa, Mami, Papi,
Angela, Guario, Señor
Garcia**

Setting
**a village in the
Dominican Republic**

Conflict

**Ana Rosa dreams of being a writer when she grows up,
but writing is discouraged where she lives.**

Plot Events

- Ana Rosa sees a mysterious sea monster in the ocean.
- She tells her village about the sea monster.
- Everyone decides that Ana Rosa should write a story about the sea monster.

**Ana Rosa writes her story, and everyone sees that she is
a talented writer.**

Resolution

Review your story map. Then, on a separate sheet of paper, write a summary of the selection.



Name _____

Read the paragraph below. Then answer the questions.

Possible responses are shown.

Plot and Setting
Lesson 2

Sharonda checked the time on her watch. It was almost five. She and her puppy Patches would really have to hurry back home from the park. They had to be home when Sharonda's cousin Laurie arrived. Laurie and her parents were coming to California for Thanksgiving and staying for a few days. Sharonda and Laurie had very different personalities and had had problems getting along in the past. However, Sharonda's parents had made her promise to be easygoing. Sharonda jogged home and got there just in time to see Laurie and her parents ring the doorbell. Since Patches liked everyone, he approached Laurie playfully and licked her hand. Laurie yanked her hand away, turned to Sharonda, and said, "I hope this isn't your mutt. I'm allergic."

1. What are the names of the characters?

Sharonda, Patches, Laurie

2. What is the main conflict in this story?

**Sharonda's cousin Laurie is coming to visit, and they
don't get along.**

3. What event in the rising action makes the conflict worse?

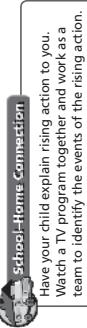
Patches licks Laurie, and she says she's allergic.

4. How might the setting make the conflict worse?

**Laurie is staying with Sharonda's family, so she will be
around Patches for a few days.**

5. What do you think will be the resolution to the conflict?

Accept reasonable responses.



Name _____

Fill in the blank with the name of the correct poetic device.

rhyme	rhythm	punctuation	onomatopoeia
word choice	repetition	alliteration	

1. The same beginning sound is repeated. _____

2. The poet uses periods, question marks, or exclamation marks at the ends of sentences. _____

3. Every other line of a poem ends with a word that has the same final sound.
rhyme _____

4. The poet uses vivid sensory words to describe a scene. _____

word choice _____

5. The poet uses the same word three times in a row. _____

repetition _____

6. The word imitates a sound. _____

onomatopoeia _____

Pretend you are a poet! Follow each direction below. Write your answers on the blanks. **Possible responses are shown.**

7. Write two words that rhyme with *day*.

Way and pay

8. Make up a line of poetry that repeats the word *when*.

When, when, when will the bus come?

9. Choose two vivid words to describe the sun.

yellow, blazing

10. Write a line that uses the same rhythm as "I had a funny dream last night."

I wish I could remember it.



Have your child select a poem from a book or magazine and read it to you. Then discuss the poet's use of poetic devices.

10

Name _____

Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

Spelling Words

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____



Work with your child to write a sentence for each Spelling Word. Have your child circle the vowel pairs in each Spelling Word that make the long vowel sound.

Name _____

► Complete each sentence with one of the simple subjects or simple predicates in the box.

Simple Subjects	
seagulls	people
Simple Predicates	
crash	takes
Kim	sister
look	

1. Kim enjoys swimming in the ocean.
2. The seagulls swoop down for food.
3. My little sister digs a hole in the sand.
4. The waves crash on the beach.
5. My aunt always takes an umbrella to the beach.
6. Many people forget sunscreen.
7. Look at the dolphins.

► Write complete sentences by adding complete subjects or complete predicates or both. Possible responses are shown.

8. friend Susan My friend Susan writes in her journal.
9. read stories I like to read exciting stories.
10. have surprise endings My favorite stories have surprise endings.



Ask your child to write a paragraph about a recent family holiday or event. Then ask him or her to underline the simple subjects and circle the simple predicates.

Name _____

► Write the Vocabulary Word that matches each definition.

schemes	exerts	rigged	astounding
replica	stabilize	disbanded	

1. **astounding** very surprising
2. **disbanded** stopped operating as a group
3. **replica** a copy or model
4. **schemes** plans for getting something you want
5. **exerts** uses physical effort
6. **stabilize** to make something less likely to break or topple over
7. **rigged** made something with available materials

► Use what you know about the Vocabulary Words to respond to the items below. Write complete sentences. Possible responses are shown.

8. If your baseball team *disbanded*, what would you do?
I'd join a different one.
9. Describe the expression on your face when you see something *astounding*.
I open my mouth wide in surprise and raise my eyebrows.
10. Would you want to climb a ladder that was not *stabilized*? Why or why not?
I would not want to climb on that kind of ladder because it might fall over or break.



With your child, discuss the meaning of the Vocabulary Words. Work together to think of a sentence you might use in everyday conversation for each Vocabulary Word.

Robust Vocabulary Lesson 3

Subjects and Predicates Lesson 2

Name _____

► Write the Vocabulary Word that matches each definition.

schemes	exerts	rigged	astounding
replica	stabilize	disbanded	

1. **astounding** very surprising
2. **disbanded** stopped operating as a group
3. **replica** a copy or model
4. **schemes** plans for getting something you want
5. **exerts** uses physical effort
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7. **rigged** made something with available materials

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Name _____

Read each section of "The Wright Brothers: A Flying Start." Then answer the questions in the chart.

Possible responses are shown.

Section 1 pages 84–89

When and why did Orville and Wilbur first decide to build a flying machine?

In 1896, Orville and Wilbur decided to build a flying machine after they read an article about Otto Lilienthal and his flying machines.

Section 2 pages 90–93

What did the Wright Brothers build in 1900? What important information did they learn in 1901?

In 1900, they built a glider strong enough to carry a person. In 1901, they learned how air moves over a wing.

Section 3 pages 94–97

What happened on December 17, 1903?

The Wright brothers made history with the first powered and controlled flight.

Section 4 pages 98–101

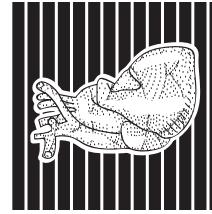
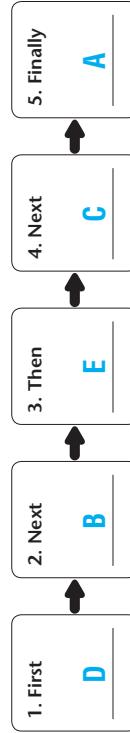
When did people finally recognize what the Wright brothers had accomplished?

After the brothers broke flight records in Europe, people finally took notice of what they'd done.

Use the information in the chart to write a summary of the selection.

In 1593, doctors did not yet understand what the heart did or how blood circulated throughout the body. That year a teenager named William Harvey began studying medicine in England. He settled in London as a doctor in 1602. Seven years later, he was appointed to an important post at the only hospital in London. Harvey always felt that his education about the heart had not been correct. So in 1610 he began conducting research on animals. For eighteen years he studied the heart, the lungs, and the route that blood takes through animals' bodies. In 1628, he published a book called *The Motion of the Heart and Blood in Animals*. Later, his discoveries were shown to apply to humans too.

- A. William Harvey's discoveries were proved to apply to humans.
- B. William Harvey settled in London as a doctor.
- C. William Harvey began conducting research on animals.
- D. William Harvey began studying medicine.
- E. William Harvey was appointed to an important post in a London hospital.



Work with your child to list eight events that happen every weekday in your home. Have your child create a sequence chart and fill it in with these events.

Name _____

You can save time doing research if you know which reference source is most likely to contain the information you need. Read each question below. Then choose the reference source that is most likely to answer the question.

Reference Sources

Lesson 3

- | | |
|---|--------------------------------|
| 1. Where is England in relation to France? | atlas |
| 2. How do you pronounce the word <i>scheme</i> ? | dictionary |
| 3. What were the earliest bicycles like? | encyclopedia |
| 4. What are the world's three highest mountains? | almanac or encyclopedia |
| 5. What word means the opposite of <i>stabilize</i> ? | thesaurus |
| 6. What is the definition of <i>replica</i> ? | dictionary |
| 7. How far apart are Ohio and North Carolina? | atlas |
| 8. What is the world's fastest airplane? | almanac |
| 9. In what year did Orville Wright die? | encyclopedia |
| 10. What is a synonym for <i>creativity</i> ? | thesaurus |

almanac atlas dictionary
encyclopedia thesaurus



School-Home Connection

Work together with your child to write five questions to research. Have your child select appropriate reference sources at home or at school and use them to answer the questions.

Words with
Variant Vowels and
Diphthongs
Lesson 3

Name _____

Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

Spelling Words

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____



School-Home Connection

Have your child write the Spelling Words in alphabetical order. Then have him or her write them in reverse alphabetical order.

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Name _____

Underline the compound subject or compound predicate.
Then circle the conjunction.

1. Airplanes and ships carry passengers over long distances.
2. John rides his bicycle or walks to school.
3. The driver fastens her seat belt, checks her mirrors, and starts the car.
4. Buses, trucks, and cars filled the parking lot.

Combine each pair of sentences to make one sentence with a compound subject or a compound predicate. **Possible responses are shown.**

5. My sister wants a new bicycle. I want a new bicycle.

My sister and I want new bicycles.

6. A bicycle has two wheels. A bicycle is steered with handlebars.

A bicycle has two wheels and is steered with handlebars.

7. Adults enjoy riding bicycles. Children enjoy riding bicycles.

Adults and children enjoy riding bicycles.

8. Ten-speed bikes have multiple gears. Twelve-speed bikes have multiple gears.

Ten-speed bikes and twelve-speed bikes have multiple gears

9. Three-speed bikes are heavy. Three-speed bikes do not go very fast.

Three-speed bikes are heavy and do not go very fast.

10. Michael has a BMX bike. Keyshawn has a BMX bike.

Michael and Keyshawn have BMX bikes.



Ask your child to write sentences about a family outing. Help him or her write simple sentences describing what family members did at the event. Ask your child to identify compound subjects and the predicates in sentences.

Name _____

Which sentence makes more sense? Underline that sentence.

Compound Subjects and Predicates
Lesson 3

Name _____

Underline the compound subject or compound predicate.
Then circle the conjunction.

Sentence 2

1. tumble After my tumble, my mom told I must have put butter on my fingers.

2. astonishment We looked in astonishment at the traffic light turned green.

3. remedies My grandma used old-fashioned remedies for curing a cold.

4. luxury It was a luxury to eat in the fancy restaurant.

5. triumphant Forgetting my lunch on the bus was a triumphant moment.

6. lunged The gardener lunged at a rabbit flowers and picked a bouquet.

Use what you know about the Vocabulary Words to answer the questions below.
Write complete sentences. **Possible responses are shown.**

7. What would you do if the race were too *intense* for you to watch?

I would take a walk to clear my head and then go back to see who won.

8. Would you use a rope or a pair of oars to *propel* a boat through the water? Why?
I would use a pair of oars, because a rope would be used to pull the boat, but the oars make a boat go forward.



Ask your child to write sentences about a family outing. Help him or her write simple sentences describing what family members did at the event. Ask your child to identify compound subjects and the predicates in sentences.

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Robust Vocabulary
Lesson 4

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With your child, discuss the Vocabulary Words. Have your child tell you what each one means. Ask your child to think of two sentences using each word.

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18

Name _____

- Read "Wilma Unlimited." Then write the major events from Wilma Rudolph's life in chronological order.
- Possible responses are shown.**

At age five, Wilma Rudolph is diagnosed with scarlet fever and polio. Many people believe she will never walk again.



Wilma proves everyone wrong when she walks down the aisle at church without her leg brace.



Wilma impresses a college coach during her high school basketball game, and she gets an athletic scholarship to college.



Wilma competes in the Olympic Games in Rome, Italy. She wins individual gold medals in the 100-meter dash and the 200-meter dash.



Wilma leads the 400-meter relay team to victory and becomes known as the fastest woman in the world.

- Think about the information on the chart. Then, on a separate sheet of paper, write a summary of the selection.

Name _____

Text Structure:
Chronological Order
Lesson 4



- Read the passage below. Then write the events in the sequence chart in the correct order. Underline the word or words that indicate the sequence.

The first Olympic Games were held in ancient Greece in 824 B.C. It was a time for the warring city-states to put down their weapons and compete in peace. The Games were played for almost twelve centuries, until A.D. 394. In 1863, Pierre de Coubertin decided the world again needed the Olympic Games. He believed games such as the Olympics would encourage peace and goodwill. One year later, delegates met in Paris to discuss Pierre's idea. They voted for the first modern Olympics to be held in Athens in 1896, and the Olympics have been held every four years since. Today, the Olympics still stand for peace and goodwill among nations.

- One year later, delegates met in Paris to discuss Pierre's idea.
- In 1863, Pierre de Coubertin decided the world again needed the Olympic Games.
- The first Olympic Games were held in ancient Greece in 824 B.C.
- Today, the Olympics stand for peace and goodwill among nations.
- The Olympic Games were played for almost twelve centuries, until A.D. 394.

1. The first Olympic Games were held in ancient Greece in 824 B.C.

2. The Olympic Games were played for almost 12 centuries, until A.D. 394.

3. In 1863, Pierre de Coubertin decided the world again needed the Olympic Games.

4. One year later, delegates met in Paris to discuss Pierre's idea.

5. Today, the Olympics stand for peace and goodwill among nations.



Work with your child to list six events that have occurred in his or her life. Have your child fill in a sequence chart to show the order of the events.

Name _____
 Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Spelling Words

1. decorating
2. applying
3. delaying
4. employed
5. studying
6. supposed
7. exciting
8. married
9. envied
10. studied
11. frightened
12. panicked
13. relaxed
14. preparing
15. replied
16. invited
17. multiplied
18. planning
19. living
20. served



 School-Home Connection
Work with your child to write the base word for each Spelling Word. For example, the base word for replied is reply.

22

Name _____

Rewrite each sentence with a correct coordinating conjunction. **Possible responses are shown.**

1. Mary McLeod Bethune was born in South Carolina she later moved to Florida.

**Mary McLeod Bethune was born in South Carolina,
but she later moved to Florida.**

2. Bethune went to college she had to work, too.

Bethune went to college, and she had to work, too.

3. She worked as a teacher she traveled throughout the South.

**She worked as a teacher, and she traveled throughout the South.
Bethune was president of a college, and she was active in politics.**

4. Bethune was president of a college she was active in politics.

Bethune was a community leader, and she advised Presidents.

Rewrite each compound sentence to make two simple sentences.

6. The U.S. Supreme Court made segregation illegal in 1954; the court case was Brown v. Board of Education.

The U.S. Supreme Court made segregation illegal in

1954. The court case was Brown v. Board of Education.

7. The bus boycott was a success, and Rosa Parks had sparked it.

The bus boycott was a success. Rosa Parks had sparked it.

8. Many people joined the protest, and the boycott lasted from 1955 to 1956.

Many people joined the protest. The boycott lasted from 1955 to 1956



Ask your child to write a paragraph about a topic of his or her choice. It should include simple and compound sentences. Ask your child to underline the compound sentences and circle the conjunctions.

Name _____

► Read the first version of the story. In the second version, replace the underlined words with Vocabulary Words from the box. Use each Vocabulary Word only once.

Robust Vocabulary
Lesson 5

intimidating	calamity	invaluable	quandary
composure	hindrance	steadfast	surpassed
sage		trepidation	

Version 1

It was just before curtain time, and I was in a dilemma about what to do. The news crew would be here soon, and a terrible event was about to happen. It was a frightening situation. Dr. Preston had called in sick and couldn't do the interview. Where could I find another priceless wise person like Dr. Preston? Who could have just as much coolness under pressure? It could only be my friend Molly Krell, a professor. Dr. Krell is firm in her beliefs. She knows who she is, what she wants, and where she's going. There was no sign of fear on her part. Dr. Preston's cancellation was a minor difficulty as far as she was concerned. Dr. Krell did the interview and went beyond my expectations!

Version 2

It was just before curtain time, and I was in a quandary about calamity what to do. The news crew would be here soon, and a hindrance was about to happen. It was a(n) intimidating situation. Dr. Preston had called in sick and couldn't do the interview. Where could I find another invaluable sage like Dr. Preston? Who could have just as much composure? It could only be my friend Molly Krell, a professor. Dr. Krell is steadfast in her beliefs. She knows who she is, what she wants, and where she's going. There was no sign of trepidation on her part. Dr. Preston's cancellation was a minor hindrance as far as she was concerned. Dr. Krell did the interview and surpassed my expectations!

Name _____

- Read the story below. Then use complete sentences to answer the questions that follow. **Possible responses are shown.**

Plot and Setting
Lesson 5

Elvin walked slowly home from school one day. Tryouts for the school basketball team were going to take place the next night. Elvin wanted badly to try out, but he also had band practice the next night. It was required practice. The band would be marching in a parade on Saturday, and members needed to get the formation just right. Elvin loved being in the band and marching, but he also loved basketball. How could he try out and not miss practice?

Later that evening Elvin sat in his clubhouse with his three best friends. They were all trying to figure out what Elvin could do to solve his problem. One suggested he talk to his band director and see if he could be late to practice. Another suggested he talk to the basketball coach and ask to try out earlier than the rest of the players. Still another suggested Elvin quit band and only concentrate on playing basketball this year. Elvin didn't know what to do. He loved both, but did he have to choose one over the other?

- Where does the first part of this story take place?
The first part of this story takes place on Elvin's walk home from school.
- What problem does Elvin have?
Band practice and basketball tryouts are on the same night, and Elvin wants to do both.
- Whom does Elvin go to for help?
Elvin's three best friends try to help him find a solution to his problem.
- What is the setting in the second paragraph of the story?
It is later that evening, and Elvin and his best friends are in his clubhouse.

School-Home Connection

Your child rewrote a story substituting Vocabulary Words for other words and phrases. Have your child read both versions of the story to you and explain how they are different.

School-Home Connection

Your child is reviewing plot and setting. Have your child read the story above and his or her answers to the questions. Then have your child choose among the suggestions for how Elvin might solve his problem.

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Name _____

Text Structure:
Chronological
Order
Lesson 5

Read the passage below. Use complete sentences
to answer the questions that follow.

Mysterious Light over City

CHICAGO—A strange glow was seen over the city last night. It hovered for about five minutes and then disappeared. Reports are scattered about the glow and its origin, but some people said that it came from the East as a small point of light traveling fast. Many thought it was a shooting star or a meteor. The glow grew larger and larger until it practically covered the downtown area. When the glow hovered, it shed light on the entire lakefront. Traffic stopped. Night turned into day, and a few brave souls ventured outside. Some said that the light gave them a sense of warmth and a feeling of joy. Others said it felt as if the sun had come back out. Then the light rose into the sky and disappeared, bringing back night. For a moment, the whole city seemed eerily quiet. Then traffic started flowing again, and the city noises returned. Just what the light was and what effect it may have on the future are unsolved mysteries.

1. What happened first with the strange light?
If seemed to come quickly from the East.
2. Once the light reached downtown Chicago, what did it do?
If hovered for about five minutes, lighting up the sky and turning night into day.
3. What happened while the light hovered over the city?
Traffic stopped and some people went out into the light.

4. What happened to the light after five minutes?
The light rose up into the sky and disappeared. Night came back.
5. What happened last?
Traffic started flowing again and the sounds of the city came back.

Name _____

Forms of Fiction
Lesson 5

Read each passage. Identify the form of fiction it shows.
Then give the passage a title that reflects that form.
Possible responses are shown.

Father and I are planning to go the public baths today. The public baths offer a place to cool off and learn what is going on in the Senate. I learn so much about politics and the running of a large city like Rome. I especially like when the men discuss Caesar. Father once let me go down to the stables and look at his chariot and horses. It is always a grand time there.

1. Form of Fiction: **historical fiction**
2. Possible Title: **A Day in the Life of a Boy in Ancient Rome**

The pony named Edgar neighed, recognizing Jamie as she approached his stall. It had been a while since she had ridden her favorite pony. Edgar nudged Jamie's hand, looking for the carrot she always brought him on her visits. The pony wasn't disappointed as Jamie opened her palm. While Edgar ate, Jamie rubbed his mane and talked to him gently. She apologized for not visiting for so long. Then she found the saddle and bridle. She'd ride Edgar today—she needed to feel the wind on her face.

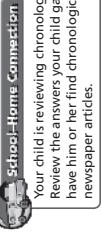
3. Form of Fiction: **realistic fiction**
4. Possible Title: **A Day with Edgar**

"Doesn't Earth look lovely tonight?" Carlo asked his wife.
"Yes, dear," she replied. "It gives off a wonderful blue glow in the night sky."
"We must go visit your mother soon," Carlo said. "Space travel is just too much for her, and it's been a while since she's seen the children. They'd love to hear the stories she tells about the great flood of 2121."

Carlo's wife nodded. "It's also been some time since I've been to my childhood home on Earth. My old high school is planning a reunion this year. It would be nice to see old friends again. Let's plan our visit around that."

Carlo nodded. "Yes. Let's plan a trip home."

5. Form of Fiction: **science fiction**
6. Possible Title: **A Trip to Earth**



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Name _____

► Read the entries below from reference sources. Then use complete sentences to answer the questions.

Reference Sources
Lesson 5

Dictionary Entry

fountain (foun' tān) n. 1. flow of water rising into the air in a spray. 2. spring or source of water. 3. place to get a drink: water fountain. [Old French *fontaine*; Latin *fontāna*, of a spring]

Thesaurus Entry

imperfect adj. deficient, defective, faulty, blemished, flawed, marred, unfinished, undeveloped, below par. Antonyms perfect, absolute, ideal, utopian, flawless, unmarred.

Almanac Entry

Population Explosion Among Older Americans: The United States saw a rapid growth in its elderly population during the 20th century. The number of Americans age 65 and older climbed above 34.9 million in 2000, compared with 3.1 million in 1900. For the same years, the ratio of elderly Americans to the total population jumped from 1 in 25 to 1 in 8. The trend is guaranteed to continue in the next century as the baby-boom generation ages. Between 1990 and 2020, the population age 65 to 74 is projected to grow 74%. Source: Based on U.S. Census Bureau data

Name _____

► Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

Theme 1 Review
Lesson 5

Spelling Words

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

17. _____

18. _____

19. _____

20. _____

Spelling Words

1. circuit

2. against

3. cabinet

4. feather

5. system

6. sneeze

7. proclaim

8. grief

9. approach

10. arcade

11. aglow

12. breathe

13. pound

14. applaud

15. turquoise

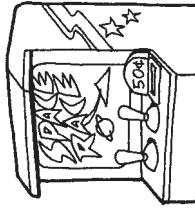
16. awkward

17. delaying

18. employed

19. replied

20. preparing



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Your child is reviewing reference sources. With your child review the kinds of information various reference sources provide, as shown, partly in the examples on this page.

Name _____

► Read this part of a student's rough draft. Then answer the questions that follow.

(1) Who inspired the talk shows of today? (2) Phil Donahue inspired them
(3) He heard his voice on a college radio station. (4) He was instantly hooked on
radio. (5) Later he worked in radio as an announcer, news director, and morning
newscaster. (6) A TV talk show hired him as the host in 1967.

1. Which type of sentence is Sentence 1?
 A declarative
 B imperative
 C exclamatory
 D interrogative
2. Which sentence is missing an end mark?
 A Sentence 1
 B Sentence 2
 C Sentence 3
 D Sentence 4
3. Which type of sentence is Sentence 4?
 A declarative
 B imperative
 C exclamatory
 D interrogative
4. Which is the complete subject of Sentence 6?
 A A TV talk show
 B A TV
 C talk show
 D show
5. Which is the simple predicate of Sentence 5?
 A as the host
 B as an announcer, news director,
and morning newscaster
 C worked
 D worked in radio
6. Which is the complete predicate of Sentence 3?
 A heard
 B heard his voice
 C heard his voice on a college
radio station
 D voice on a college radio station

► Read this part of a student's rough draft. Then answer the questions that follow.

(1) Television became a part of Americans' lives after World War II when the first large TV audience watched the World Series of 1947. (2) TV producers and script writers learned what people liked through trial and error. (3) *Milton Berle's Texaco Star Theater* was a popular show. (4) *Milton Berle's Texaco Star Theater* had many acts. (5) Today three of the first networks are popular and still operate. (6) Competition for viewers is more fierce than ever.

1. Which two sentences have the same subject and can be rewritten as one sentence?
 A Sentences 1 and 2
 B Sentences 3 and 4
 C Sentences 4 and 5
 D Sentences 5 and 6
2. Which sentence has a compound subject?
 A Sentence 1
 B Sentence 2
 C Sentence 3
 D Sentence 5
3. Which sentence has a compound predicate?
 A Sentence 3
 B Sentence 4
 C Sentence 5
 D Sentence 6
4. Which of the following sentences is a run-on?
 A Sentence 1
 B Sentence 2
 C Sentence 3
 D Sentence 4
5. Which of the following terms best describes Sentence 2?
 A compound
 B simple
 C run-on
 D comma splice
6. Which is the correct way to combine Sentences 5 and 6?
 A , but
 B ,
 C , or,
 D ; with

Name _____

► Read this part of a student's rough draft. Then answer the questions that follow.

(1) Who inspired the talk shows of today? (2) Phil Donahue inspired them
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 A A TV talk show
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 D show
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and morning newscaster
 C worked
 D worked in radio
6. Which is the complete predicate of Sentence 3?
 A heard
 B heard his voice
 C heard his voice on a college
radio station
 D voice on a college radio station

Name _____
 Which sentence makes more sense? Underline it.

Robust Vocabulary
Lesson 6

Sentence 1

1. The woman was cautious while driving on the sinuous mountain roads.
2. Jim found it difficult to touch his toes because he was so supple.

Sentence 2

3. During the electrical storm, the television went haywire.
4. I can always tell when Dad is speaking in jest, because of the twinkle in his eyes.

Use what you know about the Vocabulary Words to answer the questions below.

Write your answers in complete sentences.

Possible responses are shown.

5. How would you fuse together two broken pieces of a candle? I would use

heat to melt the ends of the pieces and press them together.

6. How do you change the *intonation* of your voice to show that you are asking a question?

At the end of a question, my voice raises to a higher pitch.

7. Is a statue made of bronze or a statue made of plastic more likely to be *immobile*? Explain. A statue made of bronze is more likely to be immobile because it is heavier.



Name _____
 As you read "Befuddled," answer the questions below to fill in the story map.

Possible responses are shown.

Reader's Guide
Lesson 6

Setting

Where does the story take place?

It takes place in Becky and Benji's apartment.

Characters

How is Mr. Freeman different from Becky?

Mr. Freeman is confident, and Becky is shy and unsure of herself.

↓

Conflict

What conflict does Mr. Freeman see within Becky?

He understands that she is self-conscious and this makes her tense about playing her violin.

↓

Plot Events

What does Mr. Freeman do to help Becky solve her problem?

- **Mr. Freeman tosses a vase toward Becky to show her how to be unafraid.**
- **He teaches Becky to stand in a more relaxed way.**

↓

Resolution

How does Becky resolve her conflict?

She learns to stand in a firm but relaxed stance and play freely without fear of mistakes.

- Use the information in your story map to write a summary on a separate sheet of paper.

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Name _____

Read the story below. Then fill in the story map.
Possible responses are shown.

Brian could make anybody laugh—especially his best friend, Zach. The boys were waiting to try out for the lead in the school play. Zach was really nervous.

"Zach, don't be shy. Stand up and let them see what you've got!" (Zach, who was short and very sensitive about it, was already standing up.) Zach grew very quiet, but Brian continued, "You shouldn't let things get you down. That's the long and the short of it." Zach sighed and walked away.

"I really blew it," Brian thought. He talked to Ms. Abel, the director of the play. "Hi, Zach!" he said. "I'm sorry about my lame jokes. Guess what? Ms. Abel needs a great reader like you to be the narrator for the play. She said she'd like for you to try out today." Zach's big smile was as sweet as applause to Brian.

Characters' Qualities
Brian is a joker, and Zach is shy and self-conscious.



Conflict

Brian wants to help his friend Zach, who is nervous about trying out for the play.



Plot Events

- **Brian tells a joke to ease Zach's nerves.**
- **Brian realizes that he has probably hurt Zach's feelings.**
- **Brian talks to the play's director.**



Resolution

Brian apologizes to Zach and gets him a tryout with the play's director.



With your child, discuss the meanings for ground, address, stail, and object in the sentences shown. Then help your child write another sentence for each word, using one of the other meanings.

Plot and Characters
Lesson 6

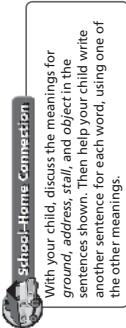
Name _____

Read each sentence in column 1. Match the italicized word with the correct definition in column 2.

B	1. That note sounded <i>flat</i> .	A. having lost its air
A	2. The car had a <i>flat</i> tire.	B. below the proper pitch
C	3. The dog lay <i>flat</i> on its back.	C. stretched out horizontally
D	4. The bank charged a <i>flat</i> rate.	D. fixed; not changing
F	5. The lawyer won her <i>case</i> .	E. a box for holding an object
H	6. The detective solved the <i>case</i> .	F. an action taken in court
E	7. Put your violin in its <i>case</i> .	G. a particular instance or example
G	8. In case of fire, use the stairs.	H. a situation calling for investigation

Read the sentences. Circle the letter of the meaning that fits the context for the italicized word.

9. The injured player *ground* her teeth in pain but did not cry out.
A wore down by friction
B the surface of the earth
10. The teacher will *address* the class about rules for the field trip.
A speak to
B a speech
11. We tried to *stall*/him so that he wouldn't arrive early for his surprise party.
A a booth
B a compartment
12. The tired children did not *object* when they were told to go to bed.
C direct or send
D a location or place



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Vocabulary Strategies Lesson 6

Name _____

Read each sentence in column 1. Match the italicized word with the correct definition in column 2.

B	1. That note sounded <i>flat</i> .	A. having lost its air
A	2. The car had a <i>flat</i> tire.	B. below the proper pitch
C	3. The dog lay <i>flat</i> on its back.	C. stretched out horizontally
D	4. The bank charged a <i>flat</i> rate.	D. fixed; not changing
F	5. The lawyer won her <i>case</i> .	E. a box for holding an object
H	6. The detective solved the <i>case</i> .	F. an action taken in court
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B a compartment
12. The tired children did not *object* when they were told to go to bed.
C direct or send
D a location or place

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Name _____

**Words with
Consonant -e**
 Lesson 6

Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

1. _____

Spelling Words

2. _____

needle

3. _____

mangle

4. _____

feebly

5. _____

wrinkle

6. _____

wobble

7. _____

frazzle

8. _____

obstacle

9. _____

tickle

10. _____

hustle

11. _____

bridle

12. _____

bundle

13. _____

divulge

14. _____

swindle

15. _____

assemble

16. _____

mantle

17. _____

brittle

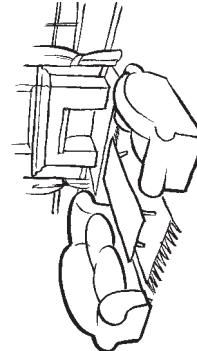
18. _____

freckle

19. _____

muzzle

20. _____

caricule**School-Home Connection**

Have your child write the Spelling Words two times. Then cut and separate the words. Turn the words face down and play a matching game together.

Name _____

**Prepositional
Phrases**
 Lesson 6

Complete each sentence. Then label what you wrote as a prepositional phrase, preposition, or object.

Possible responses are shown.

1. Musical theater combines story, song, and dance _____ one stage.

or; preposition2. The plot _____ a musical is simple. **of; preposition**3. Many musicals end _____. **With a finale; prepositional phrase**

4. Musicals are often based _____. books or historical events.

on; preposition5. Many people enjoy seeing a show with their _____. **family; object**

Rewrite each sentence by adding a prepositional phrase. Use the words in parentheses () in the phrase. **Possible responses are shown.**

6. I listen. (concert) **I listen to a concert.**7. The symphony plays. (fireworks) **During the fireworks, the symphony plays.**8. The city broadcast the symphony. (radio) **The city broadcast the symphony on the radio.**9. We stayed. (end) **We stayed until the end.**10. Let's move. (stage) **Let's move near the stage.**

Work with your child to write a list of steps that tell how to make his or her favorite dish. Have your child underline all the prepositional phrases in the sentences.

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Name _____

Reader's Guide
Lesson 7

Name _____

Reader's Guide
Lesson 7

Read the sentences. Then write the Vocabulary Word that best completes each sentence.

ordinary rejected suit treason convince
reject disown rejected suit disown

It was no (1) **ordinary** day. Our team had to (2) **convince**

Coach Bensen to let us play one more game. He had (3) **rejected** our earlier

(4) **suit** his purpose to have us play anymore. We had played so badly the day before that we thought he might (5)

treason, I thought, because we were the school rejection felt like (6) **defealist**, attitude and start winning.



Write the next paragraph in the story above. Use at least four of the Vocabulary Words in your paragraph.

Answers will vary but should show understanding of the Vocabulary Words.

Vocabulary Words.



Students can keep track of where they encounter this week's vocabulary words by making a chart and writing in it the word and the place where they heard or read it.

Read "S.O.R. Losers." Then answer the questions in the story map.

Possible responses are shown.

Characters
Who are the main characters?
What are their qualities?
The main characters are Ed, Saltz, and the rest of the South Orange River soccer team.
They are good at many things but bad at sports.

Setting
Where does this story take place?
Why?
It takes place at and near South Orange River School, because that is where the soccer team plays and goes to school.

Conflict
What conflict do the South Orange River soccer players have?
It is the final game of the season, and they have not won a game all year. They are not good at sports, but their friends and families really want them to win.

Plot Events
What are the main events of the story?
The S.O.R. team meets and decides to prove that it is okay to lose. Ed makes T-shirts for the team. The team loses the last game.

Resolution
How do the South Orange River soccer players resolve their conflict?
They decide not to worry about winning and to just have fun playing the game.

Use the information in your story map to write a summary of the selection on a separate sheet of paper.

Name _____

Read the passages below. Then answer the questions.
Possible responses are shown.

Passage 1

Mei and her family moved recently so that her dad could get a better job. It hasn't been easy for her to make new friends. Though Mei enjoys being around people, actually getting to know them is hard. She was active in clubs and sports at her old school; she had a lot of friends there. She misses going to the movies, attending sporting events, and talking with them. Mei wants to make friends at her new school.

- What is the conflict in this paragraph? **Mei has moved to a new place and doesn't have any friends.**
- How can Mei's qualities help solve her problem? **She is very social so she could join a club at school to meet new friends.**

Passage 2

Calvin loves music. He took piano lessons in first and second grades, and in third grade he took trumpet lessons. He played with a borrowed instrument until his parents bought him a trumpet of his own. Calvin has been playing in his school's band for the past two years. Now in sixth grade, he wants to join the orchestra. His parents expect him to continue with the trumpet, but Calvin is tired of that instrument and is ready to try the viola.

- What kind of person is Calvin? **Calvin is creative, talented, and enjoys trying new things.**
- What is Calvin's conflict? **Calvin wants to play viola in the orchestra, but his parents want him to continue playing trumpet in the band.**



Work with your child to write a resolution for Passage 2. Tell him or her to think about how the character's qualities will affect the outcome.

Name _____

Plot and Characters
Lesson 7

Read the passages below. Then answer the questions.

Passage 1

Mei and her family moved recently so that her dad could get a better job. It hasn't been easy for her to make new friends. Though Mei enjoys being around people, actually getting to know them is hard. She was active in clubs and sports at her old school; she had a lot of friends there. She misses going to the movies, attending sporting events, and talking with them. Mei wants to make friends at her new school.

- What is the conflict in this paragraph? **Mei has moved to a new place and doesn't have any friends.**
- How can Mei's qualities help solve her problem? **She is very social so she could join a club at school to meet new friends.**

Passage 2

Calvin loves music. He took piano lessons in first and second grades, and in third grade he took trumpet lessons. He played with a borrowed instrument until his parents bought him a trumpet of his own. Calvin has been playing in his school's band for the past two years. Now in sixth grade, he wants to join the orchestra. His parents expect him to continue with the trumpet, but Calvin is tired of that instrument and is ready to try the viola.

- What kind of person is Calvin? **Calvin is creative, talented, and enjoys trying new things.**
- What is Calvin's conflict? **Calvin wants to play viola in the orchestra, but his parents want him to continue playing trumpet in the band.**

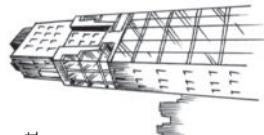


Have your child read aloud the new sentences. Have him or her tell how the meanings of the words in each pair above differ.

Shades of Meaning
Lesson 7

Decide which word best completes the sentence. Write it on the line. Use a dictionary if you need help.

blaring radio. (blaring, loud)



- Neighbors were annoyed by Josh's **blaring** radio. (blaring, loud)
- The **humongous** building downtown is one of the biggest in the state. (large, humongous)
- Because I was **sick**, I couldn't go to school today. (diseased, sick)

alone Even though he went **alone**, Roger had a great time at the dance. (alone, isolated)

- Lauren **broke** her arm when she fell off her bike. (broke, destroyed)
- Kelsey does not ride roller coasters because she is **afraid** of heights. (alarmed, afraid)

shake The earthquake caused the whole house to **shake**. (shake, shiver)

Write sentences using the words above that did not fit in the sentences. Make sure your sentences show what the words mean.

Students' sentences will vary but should reflect the meanings of the words.

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Name _____

Clauses and Phrases; Complex Sentences
Lesson 7

Underline each dependent clause and circle each subordinating conjunction.

1. A basketball game starts with a jump ball, when each of two opposing players tries to tap the ball to a teammate.
2. When the home team fouled, we got to shoot free throws.
3. Although Jessica is usually a good shooter, she missed this time.
4. A game, when it is played in the NBA, has 48 minutes of playing time.
5. Because basketball is such a popular sport, it is difficult to get tickets to a game.

Write each pair of sentences as one complex sentence, using a subordinating conjunction. Add commas where needed.

Possible responses are shown.

6. Our player was out of bounds. The other team put the ball back in play.
7. The ball went into the basket, and bounced out. We did not score.
8. **Since our player was out of bounds, the other team put the ball back in play.**
9. Kelly is small. She is a very strong player.
10. **Although Kelly is small, she is a very strong player.**
11. This is an important game. We will try to play our best.
12. **Since this is an important game, we will try to play our best.**
13. Both teams had the same score. At the end the game went into overtime.
14. **Because both teams had the same score at the end, the game went into overtime.**

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Name _____

Words with VCCV and VCCCV
Lesson 7

Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Spelling Words

1. pattern
2. associate
3. exhale
4. bulletin
5. collapse
6. complaint
7. instance
8. dessert
9. difficulty
10. franchise
11. emphasize
12. exclude
13. disturb
14. mammoth
15. necessary
16. impact
17. splendid
18. stampede
19. survival
20. wander

School-Home Connection
Work with your child to sort the Spelling Words into categories, such as Words with Double Letters or Words with the Same Vowel Sound.

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Name _____

Which sentence makes more sense? Underline it.

Word	Sentence 1	Sentence 2
1. intercept	Someone's got to <u>intercept</u> Mom or she'll never get up in time to write a note to my teacher.	Someone's got to <u>intercept</u> Mom and keep her from coming home before her surprise party.
2. seeped	Six inches of water in our living room indicated that water had <u>seeped</u> through the roof.	A stain on our living room ceiling indicated that water had <u>seeped</u> through the roof.
3. diagnosed	The doctors haven't <u>diagnosed</u> Jan's mystery illness.	The doctors know what Jan's illness is, but they haven't <u>diagnosed</u> it.
4. devoured	After the long hike, I <u>devoured</u> my dinner.	After snacking all day, I <u>devoured</u> my dinner.
5. lethal	A medicine should be <u>lethal</u> if taken as directed.	Some medicines may be <u>lethal</u> if not taken as directed.

Use what you know about the Vocabulary Words to answer the questions below. Write your answers in complete sentences.

Possible responses are shown.

6. Why might someone make a *plea* while swimming?
The swimmer might be in trouble and need to call for help.

7. What might you say to a friend if you are arranging a *rendezvous* at the movie theater?
Meet me at the movies at half-past three.

School-Home Connection
With your child, discuss the Vocabulary Words. Have your child tell you what each one means. Ask him or her to use one of the words in a sentence about something that happened during the day.

Name _____

Reader's Guide
Lesson 8

Read each section of "The Great Serum Race." Then complete the graphic organizers.

Possible responses are shown.

Section 1 pages 210-214	Detail Diphtheria broke out in Nome.	Detail Antitoxin serum was the only cure.
Section 2 pages 215-221	Main Idea The residents of Nome needed antitoxin serum to cure a diphtheria outbreak. A dog team relay began to carry the serum to Nome.	Detail The serum arrived in Nome after six days on the trail.

Review your graphic organizers. Then, on a separate sheet of paper, write a summary of the selection.

Name _____

Main Idea and Details
Lesson 8

Read the paragraph below. Then write your responses to the numbered items.
Possible responses are shown.


Shortly after World War II, tensions arose between two of the world's most powerful countries. The United States and the Soviet Union had very different values. Neither wanted the other to be the world's only superpower. And both countries possessed many nuclear bombs. Just one of these terrible weapons could destroy an entire city. If a war broke out, experts warned, millions of innocent people would die. Children practiced air raid drills in school. Strangely, the fear of war prevented war from breaking out. For more than forty years, these two enemies built more and more weapons, but they fought only with words. This period is known as the Cold War.

1. What would be a good title for this paragraph?

The Cold War

2. In a sentence or two, briefly identify the main idea of this paragraph.

After World War II, tensions between the United States and the Soviet Union caused fears of nuclear war during a period known as the Cold War.

3. Write three important details from this paragraph that support the main idea.

The United States and the Soviet Union were enemies. Both countries had many nuclear weapons. The period is known as the Cold War because an actual war did not occur.

4. Copy a sentence that you could delete from this paragraph without taking away from the main idea.

Children practiced air raid drills in school.



Ask whether your child had a good day or a bad day. Have him or her provide details that support the answer.

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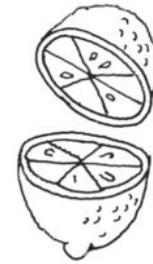
Name _____

Words with VCV
Lesson 8

Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

Spelling Words

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____



Have your child write the Spelling Words, underlining the words with a short vowel sound and circling the words with a long vowel sound.

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Compound-
Complex
Sentences
Lesson 8

Name _____

Underline the independent clauses, and circle the dependent clauses.

1. (When we leave), you can drive, and we will sit in the back seat.
2. We want to see all the sights, if it is okay with you, and then we will head back.
3. Because Alaska is big, we cannot see everything, but let's see as much as possible.
4. The camera is out of film, but when we find a store, we can buy more.
5. Though we won't see all the sights, we will enjoy the trip, and we will take photos.
6. If we get lost, we can stop, and then we can ask for directions.

Combine each set of three sentences to write a compound-complex sentence.

Possible responses are shown.

7. Temperatures are cold in Alaska. They get warmer in the summer. Many people

enjoy Alaska during the summer.

Although temperatures are cold in Alaska, they get warmer in the summer, and many people enjoy Alaska then.

8. It can be difficult to travel in Alaska during the winter. The terrain is icy. Many people visit during other seasons.

Because the terrain is icy, it can be difficult to travel in Alaska during the winter, so many people visit during other seasons.

9. Many people enjoy living in Alaska. They like the breathtaking sights. They are willing to put up with the long winters.

Because they like the breathtaking sights, many people enjoy living in Alaska, and they are willing to put up with the long winters.

10. Juneau is difficult to get to. It can only be reached by air or sea. There are no roads to or from the city.

Juneau is difficult to get to, and it can only be reached by air or sea because there are no roads to or from the city.

School–Home Connection

Ask your child to write two compound-complex sentences about a day at school. Then have your child point out the dependent and independent clauses in the sentences.

Robust
Vocabulary
Lesson 9

Name _____

Circle the letter of the best answer for each question.

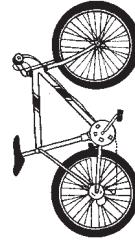
1. Which one is equipped? A patient **B** plumber C customer
2. Which would be a good reserve to have in the desert? A water **B** flashlight C parachute
3. On whom do you rely? A enemy **B** stranger C friend
4. Which has a high altitude? A plain **B** valley C mountain
5. To what extent does a goose giggle? A always **B** never C sometimes
6. What would hamper you most? A chains **B** thread C ribbon
7. Which news overshadowed joy? A good **B** bad C silly

Use what you know about the Vocabulary Words to answer the questions below.
Write complete sentences. Possible responses are shown.

8. How would you get equipped for a bike ride? I'd collect a helmet, **biking gloves**, and a water container.
9. If your soccer team was hampered by too many absences, what would you do? I would explain the importance of attending practices and games and working together.
10. Describe the expression on your face when you have been overshadowed by someone else. I look serious and a little sad.



School–Homes Connection
With your child, discuss the meaning of the Vocabulary Words. Work together to use each word in a sentence.



Name _____

Read each section of "Smokejumpers." Then complete the main idea and details charts.

Section 1 pages 234–237 **Possible responses are shown.**

Detail **The supervisor plots the fire's location.**

Detail **They head toward the fire.**

Main Idea When a call comes to report a wildfire, smokejumpers quickly move into action.

Main Idea They set up fire shelters.

Detail They build a fireline and check for spot fires.

Main Idea **After the smokejumpers exit the plane, they must perform different tasks in order to fight the wildfire.**

Detail **They use backpack pumps.**

Detail **They make sure the fire is out.**

Main Idea **The smokejumpers conduct the mop-up phase of the operation before heading back to the base.**

Use the information in your charts to write a summary of the selection on a separate sheet of paper.

Name _____

Read the paragraph. Then write your responses to the numbered items on the lines below.

Possible responses are shown.

In a large city, there are usually two types of firefighting companies: the engine companies and the ladder companies. Firefighters in each kind of company have difficult jobs. Both kinds of companies are equipped with specialized tools to fight fires. The engine companies respond to fire with hoses to put out the flames. Members of ladder companies are the ones who enter burning buildings to search for survivors. Most ladder companies assign firefighters to one of four different jobs, with specialized tools and equipment. The "can man" carries a fire extinguisher canister which can be used to put out small fires during a search. The roof firefighter carries up to 130 pounds of gear, including a roof saw and 26 pounds of rope. The iron firefighter is equipped with an ax for breaking through doors and a special tool for forcing locks. The outside-ventilation firefighter prys or breaks open windows. All of the ladder firefighters carry a multipurpose entry tool called a Halligan.

Firefighters and Their Gear

1. What would be a good title for this paragraph?

Firefighters have assigned jobs and specialized tools to help them.

2. What is the main idea of this paragraph?

3. Write three details you think are necessary to support the main idea of this paragraph. **The engine companies use hoses. The "can man" carries a fire extinguisher. The iron firefighter carries an ax and a tool for forcing locks.**

4. What sentence could you delete from the paragraph because it doesn't support the main idea? **Firefighters in each company have difficult jobs.**



Work with your child to develop a statement about another type of worker who helps others, such as a police officer. Have your child think of three details to support the statement.

Name _____

Possible responses are shown.

Text Structure:
Cause and Effect
Lesson 9

Read the paragraph. Then write each cause and effect in the chart. **Possible responses are shown.**

Because of increased population, many urban centers in the United States are spreading out. As a result, more people are building homes in areas that border on wildlands. These places are called interface areas. Often homes in interface areas cannot be reached quickly by roads. When wildland fires occur, the buildings in interface areas are threatened. Families are in danger of losing their homes and possessions. Consequently, those homeowners must take precautions to protect their property.

1. Cause Population in urban areas increased.
Effect
Urban areas spread out.
2. Cause Urban areas spread out.
Effect
Homes are built on areas that border on wildlands.
3. Cause Homes in interface areas cannot be reached quickly.
Effect
Families are in danger of losing their homes and possessions.
4. Cause Families are in danger of losing possessions.
Effect
Homeowners take safety precautions.



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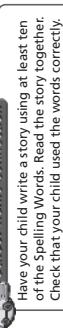
Easily Confused Words
Lesson 9

Name _____

Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

Spelling Words

1. accept
2. adapt
3. adopt
4. affect
5. allusion
6. complement
7. compliment
8. device
9. devise
10. effect
11. except
12. formally
13. formerly
14. illusion
15. incite
16. insight
17. principal
18. principle
19. precede
20. proceed



Practice Book
Have your child write a story using at least ten of the Spelling Words. Read the story together. Check that your child used the words correctly.

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Name _____

Name _____

Common and Proper Nouns
Lesson 9

Rewrite each sentence. Replace the common noun in parentheses () with a proper noun. Remember to use correct capitalization.

Possible responses are shown.

1. (Name of city) is the capital of (state).
Tallahassee is the capital of Florida.

2. The (building) is in (city).

The White House is in Washington, D.C.

3. The (river) flows through (place).

The Mississippi River flows through Louisiana.

4. (country) is part of (continent).

Canada is part of North America.

5. (relative) likes to go to (place).

Uncle Iggy likes to go to California.

Rewrite the sentences to correct mistakes in capitalization. Write the full words in place of the abbreviations in parentheses ().

6. Mr. berkowitz is our science teacher.

Mister Berkowitz is our science teacher.

7. Every (tues.), we do experiments.

Every Tuesday, we do experiments.

8. During the experiments, we measure liquids in (ml), and we weigh powders in (g).

During the experiments, we measure liquids in milliliters, and we weigh powders in grams.

9. (prof.) jones was a guest teacher on (nov.) 18.

Professor Jones was a guest teacher on November 18.

10. (Capt.) Small works at a laboratory 10 (mi.) south.

Captain Small works at a laboratory 10 miles south of here.



Work with your child to write a short list of family and friends, with their titles and addresses. Prompt your child to use abbreviations in the titles and addresses.



Have your child explain the meaning of each Vocabulary Word to you. Ask your child a question about the word and have him or her answer the question using the word.



Robust Vocabulary Lesson 10

Robust Vocabulary
Lesson 10

Read the Vocabulary Words. Then write the Vocabulary Word that best completes each sentence.

alibi	concede	confidential	confront
culprit	justification	scandal	sheepishly
unearthed	vying	vying	vying

- Most adults would (1) **concede** that they need to take more time to relax. However, if you catch them just sitting, they often feel the need to offer some (2) **justification**. They seem to believe that others will (3) **confront** them and charge them with "just loafing." How did we reach the point of feeling that too much vacation is a(n) (4) **scandal** and resting is a crime? You don't need a(n) (5) **alibi** when you take a day off!
- Most people work hard at their jobs. (6) **vying** for a promotion or just meeting the demands of the job can be stressful. In fact, medical science has (7) **unearthed** some alarming facts about stress. It is the (8) **culprit** in many illnesses. Americans need to find ways to leave work behind more often.

Write the Vocabulary Word that best completes each sentence.

9. A word that means the opposite of *boldly* is **sheepishly**.
10. A word that means the opposite of *public* is **confidential**.
11. A word that means the opposite of *dispute* is **concede**.
12. A word that means the opposite of *buried* is **unearthed**.
13. A word that means the opposite of *cooperating* is **vying**.
14. A word that means the opposite of *hero* is **culprit**.

Name _____

- Read the passage and then answer the questions.
- Possible responses are shown.**

Jared called to his dog, "Farley! Here, Farley! Come here, boy!" But in answer, he heard only the measured chirping of crickets. It was ten at night and dark outside. Where could Farley be?

Jared had begged for months until, finally, his mom let him get the beagle. Jared thought he had never seen a cuter, flop-eared dog. For the past two weeks, Jared and Farley had been inseparable. They played together and Jared even shared his lunch with Farley.

Three times a day, Jared was supposed to take Farley out for a walk. Tonight, it had gotten dark before Jared remembered, and Jared was terrified of the dark. He had thought, "Just this once, I will let Farley out by himself. He will surely come back!"

Now it had been half an hour and Farley was nowhere in sight. Jared felt terrible. Farley was lost, and it was his fault! He didn't have a choice—he had to go. He grabbed the leash and a flashlight, and stepped into the darkness.

He stumbled around the yard, calling his dog. Scary dark shapes loomed around him. Strange noises startled him. Still, he kept on. Finally, he heard a baying sound from the woods across the pasture behind the house. Farley! That was how he sounded when he chased a rabbit! Without thinking, Jared raced across the field. This time when he called, Farley heard him and came running with his tail wagging.

"Farley! You aren't supposed to run off like that!" Jared happily snapped the leash onto Farley's collar. As they started back to the house, Jared realized that his eyes had adjusted to the darkness. He could see just fine. Best of all, he wasn't a bit scared with Farley at his side.

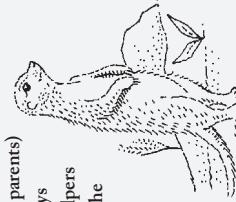
- Summarize the plot of the story.
Jared lets his dog out to avoid having to go out in the dark. When the dog doesn't return, Jared must overcome his fear of the dark to find him.
- What are three of Jared's character traits? What actions show these traits?
fear of darkness shown by not taking Farley out; responsibility shown by going after Farley; affection for animals shown by closeness to and feelings for Farley
- How do Jared's qualities affect the conflict and resolution of this story?
If Jared had not been afraid of the dark, Farley would not have run off. If he had not loved Farley and felt responsible, he would not have gone out and cured his fear.

Plot and Characters
Lesson 10Main idea
and Details
Lesson 10

Name _____

- Read the paragraph below. Then write your responses to the numbered items on the lines provided.
- Possible responses are shown.**

Meerkats, which live in colonies in the deserts of South Africa, teach their young about hunting using human-like techniques. A meerkat colony may contain as many as 40 meerkats. Many adults are "helpers" (not parents) who assist in raising the young. When the pups are about 30 days old, they begin to follow hunting parties of adults. The adult helpers make sure the young learn how to handle live prey. Over time, the pups are encouraged to approach live scorpions that have been disabled. Helpers may nudge the prey toward the young. These lessons are useful to the young meerkats. If the pups are not taught how to deal with dangerous live prey, they risk getting stung when they hunt for themselves.



1. What would be a good title for this paragraph?

The Meerkats' School of Hunting

- Write one or two sentences briefly identifying the main idea of this paragraph.
Adults in a meerkat colony help the young learn to handle live prey. Supervised practice gives youngsters essential hunting skills.
- Write one or two sentences briefly identifying the main idea of this paragraph.
Helper adults accompany 30-day-old pups as they follow hunting parties. They nudge prey that they have disabled toward the young. These lessons help the pups learn how to handle dangerous prey without getting hurt.
- Write a sentence from the paragraph that does not support the main idea.
A meerkat colony may contain as many as 40 meerkats.

School-Home Connection

Ask your child to tell you the plot of a story he or she has read. Discuss what the main character's personality is like and how it affected story events.

School-Home Connection

Work with your child to write a general, true statement about a bird or other type of animal. Have your child think of three or four details to support the statement.

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Name _____

 Read each sentence and the words that follow it.
Then choose the word in parentheses that best completes the sentence.

1. The thief walked away quietly so the homeowners would not wake up. (quietly, calmly)
2. The next day, the whole neighborhood was abuzz with gossip.
3. The homeowners said they had not seen anyone acting suspicious lately. (suspicious, jealous)
4. They were honestly amazed that anyone would take their hula-hoop collection. (amazed, startled)
5. Their daughter Amy, however, was devastated to lose her prize hula-hoop. (excited, devastated)
6. She believed it was taken by her rival for the hula-hoop championship. (rival, enemy)
7. This person, however, had an alibi for the previous evening. (excuse, alibi)

Possible response is shown.

Write sentences using three words that did not fit in the sentences above. Make sure each sentence shows the word's precise meaning.

- The thief calmly answered the detectives' questions so as to go unnoticed. Others in the annual hula-hoop competition were jealous of Amy's abilities. Amy used the theft as an excuse for not finishing her homework the next day.**

Name _____

 Read each sentence and the words that follow it.
Then choose the word in parentheses that best completes the sentence.

1. The thief walked away quietly so the homeowners would not wake up. (quietly, calmly)
2. The next day, the whole neighborhood was abuzz with gossip.
3. The homeowners said they had not seen anyone acting suspicious lately. (suspicious, jealous)
4. They were honestly amazed that anyone would take their hula-hoop collection. (amazed, startled)
5. Their daughter Amy, however, was devastated to lose her prize hula-hoop. (excited, devastated)
6. She believed it was taken by her rival for the hula-hoop championship. (rival, enemy)
7. This person, however, had an alibi for the previous evening. (excuse, alibi)

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- The thief calmly answered the detectives' questions so as to go unnoticed. Others in the annual hula-hoop competition were jealous of Amy's abilities. Amy used the theft as an excuse for not finishing her homework the next day.**

Vocabulary Strategies
Lesson 10

 Read each sentence in column 1. In column 2, find the correct meaning of the italicized word as it is used in that sentence. Write the letter of the correct meaning on the line.

Sentence	Meaning
C 1. The hikers crossed a <i>stream</i> .	A. to gush or pour out freely
D 2. There was a steady <i>stream</i> of birds coming and going.	B. to move with a waving motion
A 3. Juice <i>streamed</i> from the pitcher.	C. a flowing body of water
B 4. The flag <i>streamed</i> in the wind.	D. continuous passage or flow
H 5. The mouth <i>parts</i> are needle-like.	E. to divide by combing in different directions
F 6. They divided the colony into <i>parts</i> for study.	F. portions of a whole
G 7. There are seven <i>parts</i> in the play.	G. roles for actors
E 8. She <i>parts</i> her hair on the right.	H. organs of a plant or animal



 Read the sentences. Circle the letter of the meaning that fits the context for the italicized word.

9. Once eggs *hatch*, the parent birds are busy getting food.

A to produce young
B to mark with lines
C to think out or invent in secret
D a small door or opening
10. The first stage of a bird's adult life is mating.

C a step in a process
B a raised platform
D the plan of action for a notable event

School-Home Connection

Ask your child to use the following pairs of words in sentences that show how they are different in meaning: calm, sluggish; admiring, flattering; gentle, soft.

School-Home Connection

With your child, brainstorm a list of different meanings for the word *foot*. Make up a sentence for each meaning.

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Name _____

Theme 2 Review
Lesson 10

Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

Spelling Words

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

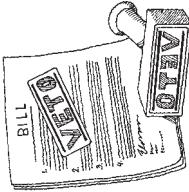
Grammar-Writing Connection Lesson 10

Name _____

Read this part of a student's rough draft. Then choose the best answer to each question that follows.

(1) On Friday night the basketball team beat the Pirates and won the state championship. (2) During the game the crowd cheered wildly. (3) Although both teams were undefeated this season, the Bulldogs took the lead early _____. (4) The league named Manuel Dias the Most Valuable Player _____. (5) Dias almost did not play on Friday. (6) He kept the Bulldogs in the lead. (5) Dias almost did not play on Friday. (6) He recently hurt his knee.

1. Which preposition should be inserted in Sentence 3?
 A for
 B with
C in
 D on
2. Which of the following is the prepositional phrase in Sentence 2?
A During the game
 B the crowd cheered
 C the game the crowd
 D cheered wildly
3. Sentence 1 begins with which of the following?
 A a dependent clause
 B an independent clause
C a phrase
 D a subordinating conjunction
4. Which two sentences can be combined with because to make a complex sentence?
 A Sentences 1 and 3
 B Sentences 2 and 3
 C Sentences 3 and 4
D Sentences 5 and 6
5. Which is the subordinating conjunction in Sentence 3?
A Although
 B both
 C early
 D in



Name _____

Read this part of a student's rough draft. Then answer the questions that follow.

Grammar-Writing Connection
Lesson 10

(1) Professor Brown will announce a plan to build a new Library. (2) The school will call the new library "the learning lab." (3) Since the Learning Lab will be twice as big as the Current library, it will have more books and periodicals. (4) The Learning Lab will have workspace for quiet group work. (5) Professor Brown will raise money, and he will ask the whole community for help, because the school board will not pay for the project.

1. Which of the following is incorrect in Sentence 1?
 A punctuation
 B no prepositional phrase
 C the capitalization of *Professor Brown*
 D the capitalization of *Library*
2. Which complex and simple sentences could be combined to make a compound-complex sentence?
 A Sentences 1 and 2
 B Sentences 2 and 4
 C Sentences 3 and 4
 D Sentences 1 and 4
3. Which type of sentence is Sentence 5?
 A simple
 B compound
 C compound-complex
 D complex
4. Which two words should be capitalized in Sentence 2?
 A new library
 B library, lab
 C learning, lab
 D school, library
5. Which abbreviation could be used in Sentences 1 and 5?
 A prof.
 B Prof.
 C Pr.
 D Mr.
6. Which word in Sentence 3 should be lowercase?
 A Learning
 B Lab
 C Since
 D Current

Name _____

Which example is better? Underline the sentence.

Robust Vocabulary
Lesson 11

Word	Example 1	Example 2
1. refuge	Sol goes to the mall to shop and hang out with friends.	Sol goes to her room to relax after a busy day.
2. phenomenon	The northern sky is full of dancing, multi-colored lights.	The sky is always blue with scattered clouds.
3. bearable	Jaimie put on cream to relieve her itching.	Jaimie couldn't find anything to relieve her itching.
4. abundant	My uncle has fished here for years and has only caught an old boot.	My uncle says the fish here jump out of the lake and into his boat.

- Use what you know about the Vocabulary Words to answer the questions below. Write your answers in complete sentences. **Possible responses are shown.**

5. Describe what someone who is *thriving* at school might be like.

This person enjoys school, is doing well in class, and has many friends.

6. What *illuminates* your classroom?

Ceiling lights illuminate our classroom.



School Home Connection
Go over the Vocabulary Words with your child. Encourage him or her to think of another sentence that could serve as an example for each of the words.

Name _____

Reader's Guide
 Lesson 11

Before reading "Life Under Ice," fill in the first two columns of the chart with what you know and what you want to know about Antarctica. Then read each section and fill in the third column with information you have learned.

Possible responses are shown.

K What I Know	W What I Want to Know	L What I Learned
Antarctica is a continent.	What is Antarctica like?	Antarctica is the coldest, driest, windiest, and highest continent. You can only stay under water for half an hour, and you need lots of food for energy.
Antarctica is mostly ice and snow.	What is it like working in Antarctica?	Sea creatures in Antarctica's oceans include Weddell seals, sea anemones, sponges, sea stars, soft corals, whales, seabirds, fish, squid, penguins, and krill.

Review what you have learned from your chart. Then, on a separate sheet of paper, write a summary of the selection.

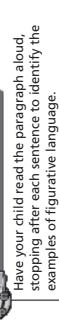
Figurative Language
 Lesson 11

Read the paragraph below. Then write your responses to the questions in complete sentences on the lines provided.

Possible responses are shown.

(1) On the first night that we spent outdoors, angry waves lashed at the icy shore. (2) Clouds dashed across the sky, spitting ice and snow at the rocks below. (3) We huddled in our sleeping bags like frightened puppies. (4) Occasionally I could see the cold moon gazing down at us. (5) It was a distant lamp, offering no comfort to me or my companions. (6) The whole continent was like an enormous prison, I thought. (7) All night long, gloomy thoughts like these circled in my head like black-winged birds of prey. (8) When the sun finally smiled at us, I was able to smile back.

1. What kind of figurative language is found in sentence 1?
Sentence 1 has personification.
2. What human qualities do the clouds have in sentence 2?
They dash and spit.
3. Three sentences in this paragraph include similes. Which sentences are these?
Sentences 3, 6, and 7 have similes.
4. What human qualities does the moon have in sentence 4?
It gazes down like a person.
5. Sentence 5 contains a metaphor. What is being compared?
The moon is compared to a lamp.
6. How do you know that sentence 8 includes an example of personification?
The sun doesn't smile in real life.



School-Homes Connection
Have your child read the paragraph aloud, stopping after each sentence to identify the examples of figurative language.

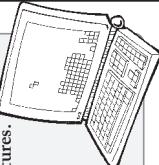
Name _____

**Prefixes, Suffixes,
and Roots**
 Lesson 11

Read the paragraph. Use the chart to help you determine the meaning of each underlined word. Then write the correct meaning on the line.

Prefix	Suffix	Root
pre-	-able, -ible	speak, say
in-	-ist	belief

Because I scored high on my grammar pretest today, I was allowed to take one of the portable laptop computers to my desk and use the new art program. The graphics are incredible! In the advanced mode, movable puzzle pieces fall from the top of the screen and must be arranged into special color patterns to form digital pictures. I printed one of my masterpieces when I was finished, and my teacher said it looked like a real artist had made it. My father and older sister are lawyers, and most of my family likes to predict that I will be one, too. However, I would rather use graphics tablets than legal pads!



1. Pretest means a test given before material has been taught

- A a test given before material B a test that is not given
has been taught

2. Portable means able to be carried

- A able to be carried B one who carries things

3. Incredible means not able to be believed

- A not able to be believed B not able to be spoken

4. Movable means able to be moved

- A one who moves things B able to be moved

5. Artist means one who makes art

- A one who makes art B able to make art

6. Predict means said beforehand

- A said beforehand B not ever spoken

School-Home Connection

Ask your child to form other words by using the prefixes and suffixes in the chart.

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Name _____

**Words with
Suffixes
-able, -ible**
 Lesson 11

Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

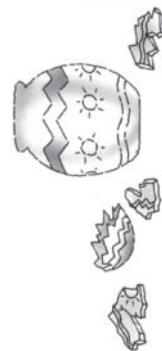
Spelling Words

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

School-Home Connection

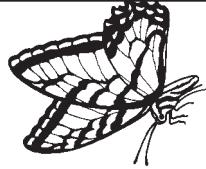
Have your child write a story using at least ten of the Spelling Words. Read the story together.

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Name _____

Write the correct plural form of each underlined noun.

1. We watched movie about animals in a variety of climates.**movies**2. The penguin waddled across the ice. penguins**penguins**3. Some slipped and fell into snowy ditch. ditches**ditches**4. Spotted deer raced through a forest. deer**deer**5. Orange butterfly flew across the field. butterflies**butterflies**6. Arctic fox have thick white fur. foxes**foxes**7. Huge moose galloped into the distance. moose**moose**8. Speckled trout swam in the stream. trout**trout**
Singular and Plural Nouns
 Lesson 11

Name _____

Read the Vocabulary Words. Then write the Vocabulary Word that best completes each sentence.

pelting **wedged** **ideal** **perched**
stranded **blurted** **slunk**

I thought it was an (1) **ideal** day for a bike ride until I hit a rock and was (2) **stranded** in the middle of nowhere with a flat tire. While I was walking my bike home, I saw a squirrel (3) **perched** in a nearby tree. It was watching as a cat slowly (4) **slunk** under the hedge. Suddenly the squirrel (5) **blurted** out a loud screech. I looked and saw a baby squirrel (6) **wedged** between the tree trunk and a rock. My initial reaction was to begin (7) **pelting** the cat with some fruit snacks I had in my pocket. I didn't want to hurt it—just scare it away.

Write the plural form of the noun. Then use the plural to write a sentence.

Possible responses are shown.9. camera cameras**cameras**10. hobby hobbies**Marisa has several cameras.****Nature photography is one of her hobbies.**11. mouse mice**Today she is taking pictures of mice.**12. bush bushes**She waits quietly near the bushes.**

Point to five items in your home. Ask your child to write a singular noun to name each item. Then have your child write the plural form of each noun.

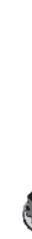
Robust Vocabulary
 Lesson 12

Name _____

Read the Vocabulary Words. Then write the Vocabulary Word that best completes each sentence.

pelting **wedged** **ideal** **perched**
stranded **blurted** **slunk**

Continue the story above. Choose three or more Vocabulary Words. Write a sentence for each word about what happened to the squirrels, the cat, and the narrator. **Accept reasonable responses.**



Your child is learning the above Vocabulary Words this week. Have your child make illustrations for at least three of the words.

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Point to five items in your home. Ask your child to write a singular noun to name each item. Then have your child write the plural form of each noun.

Name _____

Reader's Guide
Lesson 12

- Fill in the story map as you read "The Long Bike Ride."
- Possible responses are shown.**

Characters **Antoine** **Antoine's father** **Michael** **Keyana** **Jake**

Setting **California seashore**,
Antoine's house

Conflict

Antoine finds a stranded sea lion pup and wants to help it, but he doesn't want to be late getting home.

Plot Events

- Antoine shows his friends the sea lion pup.
- Antoine leaves the sea lion pup and gets home late.
- Antoine's father gets angry.
- Antoine reads that the sea lion pup freed itself.

Resolution

Antoine tells his father why he was late. His father is proud of his actions.

Name _____

Figurative Language
Lesson 12

- Read each sentence. The word in parentheses tells the kind of figurative language used in the sentence. Underline the words that form the figurative language.



1. We swam like hungry sharks after a school of fish. (simile)
2. The calm sea told me to dip my toes into it. (personification)
3. The sea lion pup's eyes were like dark pools of ink. (simile)
4. At the edge of the beach the water was a lapping tongue. (metaphor)
5. The whale's fin looked like a drooping flag sticking up out of the water. (simile)
6. Tiny crabs scurried like ants running across the hot sand. (simile)
7. The turtle was as clumsy as a newly crawling baby as it came to shore. (simile)
8. The clouds were mounds of whipped cream moving across the sky. (metaphor)

Possible responses

Write a sentence using each simile or metaphor. are shown.

- The man who helped me reach the top shelf was as tall as a sky scraper.**
- At the end of its string, the kite was a bird in flight, fighting to be free.**
- The teacher's clap for attention was as loud as thunder boooming through the stormy sky.**
- At the end of a long day, my blanket is a fluffy chick, soft and warm.**

Use the information in your story map to write a summary on a separate sheet of paper.



Your child identified and wrote sentences containing figurative language. Work with your child to identify examples of figurative language in magazines or books.

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Name _____

Words with Suffixes
-ous, -i-ous, -e-ous
Lesson 12

Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

Spelling Words

1. poisonous
2. glamorous
3. joyous
4. adventurous
5. courageous
6. disastrous
7. generous
8. miraculous
9. studious
10. hilarious
11. envious
12. industrious
13. infectious
14. mysterious
15. suspicious
16. advantageous
17. gorgeous
18. nutritious
19. nauvous
20. outrageous



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School-Home Connection
Have your child write two Spelling Words that have a common letter so that they cross over. Have them repeat until they write each word.

Name _____

Possessive Nouns

Lesson 12

Complete the phrase by writing the correct possessive noun.

Word's swimsuit

1. the swimsuit that belongs to a child: a child's _____

2. the beach ball that belongs to the girls: the girls' _____ beach ball

family's

3. the towels that a family owns: a family's _____ towels
4. the lunches that belong to the women: the women's _____ lunches
5. the basket that belongs to my grandparents: my grandparents' _____ basket
6. the beaks of two birds: two birds' _____ beaks
7. the fins of a fish: a fish's _____ fins
8. the teeth of the whales: the whales' _____ teeth
9. the pattern of the shell: the shell's _____ pattern

Use the possessive form of the noun to write a sentence.

Possible responses are shown.

The mouse's whiskers twitched when it was scared.

10. mouse mouse's _____

The mouse's whiskers twitched when it was scared.

11. deer deer's _____

The deer's antlers were shed in the spring.

12. goose goose's _____

The goose's feathers were white and gray.



School-Home Connection

Ask your child to write the names of four animals. Have your child write sentences that include the singular and plural possessive forms of each name.

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Name _____

Reader's Guide
Lesson 13

Read each section of "Escaping the Giant Wave." Then fill in the corresponding section of your story map.

Possible responses are shown.

Section 1 pages 334-337

Characters
Kyle, BeeBee, Pansy, Daren, Norm, Josie

Setting
Fisher Beach, Oregon

Conflict
Kyle and BeeBee are trying to protect themselves from the dangers of a tsunami.

Plot Events

- Kyle and BeeBee survive one giant wave when they hide with Pansy behind a giant tree.**
- Kyle and BeeBee worry about the safety of their parents and Norm and Josie.**
- At daylight, Kyle and BeeBee return to the beach. They find Daren and Norm safe.**

Resolution
Kyle and BeeBee survive the tsunami and find out their parents are safe. Kyle overcomes his fear of Daren.

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Name _____

Robust Vocabulary
Lesson 13

Write the Vocabulary Word that goes with each idea.

imperative premonition haphazardly optimistic
disoriented receded remorse

1. **premonition** sensing something

2. **optimistic** looks on the bright side

3. **imperative** Right now!

4. **receded** tide washing out

5. **haphazardly** to do something in a sloppy manner

6. **disoriented** dazed and confused

7. **remorse** sorrow over an action



Use what you know about the Vocabulary Words to answer the questions below.

Write complete sentences. **Possible responses are shown.**

8. When might *remorse* be helpful?

If can be helpful when it teaches someone a lesson.

9. How can you tell if someone is an *optimistic* person?

That person is usually smiling and enthusiastic about life.

10. If you wrote a paper *haphazardly*, what might your teacher say?

Please write this paper again, and be more careful this time.

School-Homes Connection
With your child, discuss the meaning of each Vocabulary Word. Work together to write a sentence for each word.

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Name _____

- Read the story below. Then fill in the graphic organizer.
Possible responses are shown.

"The John Adams School has challenged us to a poetry contest," said Mr. Watson, the English teacher. "You can write on any subject, but I need all poems by the end of the day. The top three will be entered in the contest."

Ali smiled. She had been writing poems for years. She was free the last hour of the day and would whip something up then. She was sure to win the contest. Mark wanted to win, too. Maybe if he started now, he would have a few lines by the end of the day. He pulled out his notebook and wrote down some ideas. After first period, he chose a topic. During lunch, he wrote the first three lines.

"You don't have a chance of winning," said Ali as she walked by with her tray.

By the last period, Mark had a three-stanza poem. It had been rewritten four times and was neatly printed on a clean sheet of paper.

"Oh no!" Mark heard Ali's wail. "I just spilled water all over my poem. I don't have time to do it over."

Mark read his poem again. It might not win the contest for his school, but it was a good try. And it would be in on time.

Theme
Lesson 13Author's Purpose
and Perspective
Lesson 13

- Name _____
 ► Each sentence below is a topic sentence for a story or an article. In the blank, write the author's purpose for writing. Choose from the following purposes: to entertain, to inform, or to persuade.

1. Max was taking his dog for a walk when he saw something sparkle in the grass.

to entertain _____

2. Once upon a time, in a kingdom far away, a lonely giant lived in the middle of a dark forest. _____

to entertain _____

3. Dear Mom, I'm writing this letter to let you know why I would like to spend this summer on Grandpa's farm. _____

to persuade _____

4. The Chinese invented many things we use today, including paper, boat rudders, fans, and spaghetti. _____

to inform _____

- Write the first sentence for a story or article that fits each purpose listed below.
 to entertain: **Accept reasonable responses.**

Setting

modern day
school

Characters' Actions

Ali—**writes poem**
during last period
Mark—**starts right away**

Characters' Qualities

Ali—**overconfident**
Mark—**hardworking**

Theme

It's better to plan ahead than to wait until the last minute.



Have your child reread a story he or she knows. Discuss qualities the characters have. Then have your child fill in a graphic organizer like the one on this page.



Work with your child to develop one of his or her ideas into a story or an article. Make sure all the details fit the purpose.



Name _____

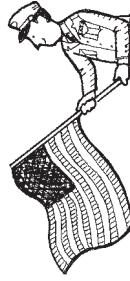
Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

Name _____

Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

Spelling Words

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____



Choose ten words and scramble the letters.
Have your child unscramble the letters and
write the Spelling Words.



Have your child write four sentences, each of
which includes the name of one or more family
members. Then have your child rewrite the
sentences, replacing the nouns with pronouns.

Write the correct pronoun to replace the underlined word or words.

1. Omar and his classmates arrived for a beach clean-up. They

2. The teacher asked the students to work in pairs. them

3. Ms. Kwan told the students to ask Mr. Johnson for trash bags. him

4. Omar spied an old shoe, and he put the shoe in a trash bag. it

5. Then Omar noticed unusual shells near Ms. Kwan. he

6. Ms. Kwan was interested in discussing the shells with Omar. She

Rewrite the sentences. Replace the incorrect pronouns with correct pronouns.

7. Michael planted trees, so him could help Uncle Luke.

Michael planted trees, so he could help Uncle Luke.

8. "You and me will make a good team," Uncle Luke said.

"You and I (or We) will make a good team," Uncle Luke said.

Luke said.

9. Ann came by, and her helped with the planting.

Ann came by, and she helped with the planting.

10. "Thanks for helping me and Michael," Uncle Luke said.

"Thanks for helping Michael and me (or us)," Uncle Luke said.

Name _____

Robust Vocabulary
Lesson 14

Match the Vocabulary Word in the box with the situation it fits best. Write the word in the blank.

cocky	gingerly	terminal	rank
-------	----------	----------	------

1. Which word describes the way a person tries walking on a sprained ankle? **gingerly**

2. Which word best describes rotten food? **rank**

3. Which word describes a cold that never seems to go away? **terminal**

4. Which word best describes someone with excessive pride? **cocky**

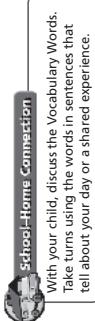
Use what you know about the Vocabulary Words to answer the questions below.
Possible responses are shown.

5. When was the last time you *winced*? What caused you to do this?
I winced when I bumped my sore arm on a table.

6. What is the difference between an *acquaintance* and a friend, in your opinion?
An acquaintance is someone you know a little, but a friend is someone you know well and trust.

7. What possession would you be willing to *retrieve* from the trash if it were accidentally thrown away? Why?
I would be willing to retrieve my yellow socks because whenever I wear them, something good happens.

8. What could you do when you are stymied about what to do for your mom on Mother's Day?
I could talk to Mom about her favorite meal and then have someone help me make it.



Reader's Guide
Lesson 14

Name _____

Read each section of "Brian's Winter" and answer the questions. Write your answers in the corresponding sections of the story map.

Possible responses are shown.

Section 1 pages 368–373

- What are Brian's conflicts?
- What two plot events happen in this section?

Section 2 pages 374–376

- What routine develops between Brian and Betty? Add this to the plot events.

Section 3 pages 376–379

- What new plot event occurs? Add it to the story map.
- How is Brian's conflict resolved?

Characters

Brian, Betty the skunk

Setting

winter in the Canadian wilderness

Brian faces the winter alone in the wilderness. A skunk enters his camp area.

Conflict

- Plot Events**
- Brian avoids being sprayed by a skunk by giving it meat.
 - It comes back expecting food, and he feeds it again.
 - Betty appears every morning and Brian feeds her.
 - A bear attacks Brian to get his food.

Betty sprays the bear and it flees, showing that Brian and Betty can help each other to survive.

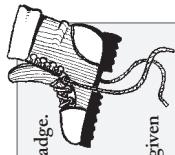
Resolution

Name _____

Read the story below. Then fill in the graphic organizer with information from the text.

Possible responses are shown.

Penny didn't think she had a chance of earning the Outdoor Expert badge. She knew how to make a good fire and how to put it out safely. She also knew how to build a lean-to with branches. Those parts of the competition were timed, but she was confident she could finish within the time allowed. It was the five-mile hike that worried her. Contestants were given three hours and one canteen of water to make it up Bald Knob—a steep mountain with a rocky path. To prepare, Penny decided to exercise and strengthen her legs. Then she practiced walking up slopes. After a month, she felt much stronger. On the day of the event, Penny made it up the slope with ease. As she held her badge, she smiled happily.



Theme
Lesson 14

Name _____

Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

Spelling Words

1. beggar
2. bungalow
3. cedar
4. computer
5. consumer
6. error
7. calendar
8. grammar
9. ranger
10. lumber
11. monitor
12. partner
13. pillar
14. prisoner
15. rumor
16. trader
17. traitor
18. vapor
19. vinegar
20. whimper



Setting
outdoors around Penny's house and at Bald Knob

Character's Qualities
Penny is determined.

Penny wants to earn the Outdoor Expert badge. She exercises and prepares for a five-mile hike up Bald Knob. She finishes the hike easily.

Character's Actions

↓

Theme

Extra effort can make all the difference in achieving your goals.



Read a short story with your child and work together to fill in a graphic organizer to identify the theme.



School-Homes Connection
Read the Spelling Words aloud. Then have your child sort the words into two categories: words with two syllables and words with three syllables.



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Possessive
and Reflexive
Case Pronouns;
Indefinite
Pronouns
Lesson 14

Name _____

Circle the appropriate possessive pronoun to complete each sentence.

1. Next week, (theirs, **our**, mine, hers) school will celebrate Earth Day.
2. Has **(yours, your, their, our)** ever celebrated it?
3. Students at (mine, yours, ours, **my**) school have done research for months.
4. The students are ready to present (yours, mine, **their**) projects.
5. Because Jan's presentation is more fragile than Bob's, she displays (its, **hers** our, my) very carefully.
6. Unlike ours, Ana and Bob's project is about forests, and (your, **theirs**, its, her) may win a blue ribbon.
7. I hope people like the climate change display, because it's (my, our, **mine**, their).
8. Let me know whether (yours, theirs, mine, **your**) school ever celebrates Earth Day.

Underline the pronoun in each sentence. Then write **reflexive** or **indefinite** to describe the pronoun.

9. Monday was a day when **everyone** wanted to sled. **indefinite**
10. None of the neighbors had expected so much snow. **indefinite**
11. Richard carried his sled to the hill himself. **reflexive**
12. The neighbors had been preparing **themselves** for sledding. **reflexive**
13. Richard heard **someone** yell, "Luz is going down the hill!" **indefinite**
14. Somebody was filming with a video camera. **indefinite**
15. Watching the video, Luz saw **herself** sledding. **reflexive**



Ask your child to write five phrases, each of which names an item and who owns it. For each phrase, have him or her write a sentence with a possessive pronoun that refers to the item.

Robust
Vocabulary
Lesson 15

Name _____

Underline the sentence that uses the Vocabulary Word in a way that makes sense.

Sentence 2

Sentence 1

- | Sentence 1 | Sentence 2 |
|--|--|
| 1. It is prudent to know when to go and when to stay. | It is prudent to never brush one's teeth. |
| 2. Walking the sandy beach was arduous for us. | Walking the rocky trail was arduous for us. |
| 3. Your impossible demands make it too hard to continue. | Your impossible demands made the meeting go smoothly. |
| 4. I am indebted to you for the confusion at the train station. | I am indebted to you for your help at the train station. |
| 5. The frown you showed me implied you were pleased with the results. | The frown you showed me implied that you are dissatisfied . |
| 6. Your phone call with the good news put me in a state of bliss . | Your disturbing phone call put me in a state of bliss . |
| 7. I would rather have a stationary bridge than a swinging one. | I would rather have a stationary bridge than a solid one. |
| 8. The letters on the top of the card were entwined to look like one. | The letters on the top of the card were entwined at opposite corners. |
| 9. The communal bicycle race was for everyone in the neighborhood. | The communal bicycle race was by invitation only. |
| 10. It became apparent that the sun was going to shine. | It became apparent next week. |



Have your child read the sentences above. Then play a guessing game in which your child gives you a definition of one of the Vocabulary Words for you to guess.

Name _____

► Read each sentence. Then identify the words that form the type of figurative language listed in parentheses.

1. Raphael tore through the crowd like a hurricane. (simile)
like a hurricane

2. Rain danced on the windowpane. (personification)
Rain danced

3. The girl was a cat on tiptoe as she walked through the house. (metaphor)
Was a cat on tiptoe

4. The flower grew toward the window for a kiss from the sun. (personification)
kiss from the sun

5. The ball bounced as if it had a spring in it. (simile)
as if it had a spring in it

► Use each phrase below in a sentence of your own. **Possible responses**
are shown.

6. as light as a balloon:
He was as light as a balloon as he danced across the floor.

7. laughing stars:
The laughing stars smiled down on our late-night game of tag.

8. like a tiger on the prowl:
Like a tiger on the prowl, she hunted for a snack in the empty pantry.

9. was a howling monkey:
He was a howling monkey as he shouted over the racket in the cafeteria.

10. the pencil danced:
The pencil danced across my page as I wrote my final essay of the school year.

Name _____

► Read each fable. Then write a theme that reflects its meaning. **Possible responses are shown.**

1. Raphael tore through the crowd like a hurricane. (simile)
like a hurricane

2. Rain danced on the windowpane. (personification)
Rain danced

3. The girl was a cat on tiptoe as she walked through the house. (metaphor)
Was a cat on tiptoe

4. The flower grew toward the window for a kiss from the sun. (personification)
kiss from the sun

5. The ball bounced as if it had a spring in it. (simile)
as if it had a spring in it

► Use each phrase below in a sentence of your own. **Possible responses**
are shown.

6. as light as a balloon:
He was as light as a balloon as he danced across the floor.

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Like a tiger on the prowl, she hunted for a snack in the empty pantry.

9. was a howling monkey:
He was a howling monkey as he shouted over the racket in the cafeteria.

10. the pencil danced:
The pencil danced across my page as I wrote my final essay of the school year.

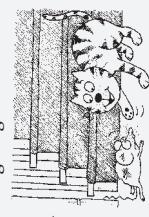
Name _____

Theme
Lesson 15

► Read each fable. Then write a theme that reflects its meaning. **Possible responses are shown.**

1. Cat and Mouse

Some mice decided to hold a meeting about a certain cat that had been bothering them. They were trying to find a way to know of the cat's presence so that they might escape its clutches. One young mouse suggested a bell be tied around the cat's neck. It would ring whenever the cat was nearby, thus giving the mice a fighting chance. Everyone agreed that this was a good suggestion. A solution had been found. Then one older mouse cleared his throat and said, "I agree that a bell would solve our problem, but my question is, who among you is going to put the bell around the cat's neck?"



1. Theme: **A good plan must be well thought out.**

2. What clues in the fable helped you to figure out its theme?
that a bell would warn them the cat is coming, but none thinks about how to get the bell on the cat.

Crow's Plan

A very thirsty crow saw a pitcher with water in it. When he flew down to drink, he found that he could not get to the water. The mouth of the pitcher was narrow, and the water was too low to reach. The crow sat and thought. Then he saw some pebbles nearby and proceeded to drop them one by one into the pitcher. The water rose higher and higher until it was near the top of the pitcher, and the crow could finally get a drink to quench his thirst.

3. Theme: **Necessity is the mother of invention.**

4. What clues in the fable helped you to figure out its theme?
The crow thought of a creative solution for getting water because he was thirsty.

School-Home Connection

Your child is reviewing figurative language. With your child, read the sentences in the second activity above. Then have him or her tell you what kind of figurative language each phrase is.

School-Home Connection

Your child is reviewing the theme this week. Read the first fable above together. Then have your child explain the theme.

Name _____

Combine a prefix or suffix (or both) from Box A with a root word from Box B to complete each sentence.

Possible responses are shown.

Prefixes, Suffixes,
and Roots
Lesson 15

Box A	Box B
prefixes: <i>in-, im-, re-, un-, de-</i>	root words: <i>able, assure, commit, correct, hope, take</i>
suffixes: <i>-ful, -ment, -ible</i>	roots: <i>cred, struct</i>

1. I was _____ to pass the test.

2. They answered most of the questions _____ and received a high grade.

3. I believed Lauren because her answers were _____.

4. The wrecking ball will _____ the buildings.

5. Jason will _____ the test next week.

6. Everyone should make a _____ to study.

7. Lauren was _____ that Jason could pass on his second try.

8. She tried to _____ him that he would do well.

Make two more words using word parts from Box A, from Box B, or from other word parts you know. Use each word in a sentence of your own.

Possible responses are shown. Jason's answers were incorrect. He knew he would have to recommit himself to studying for the test.



Your child is reviewing prefixes, suffixes, and roots this week. Have your child read the sentences he or she wrote above. Then help him or her look in magazines and newspapers to find other words that use prefixes or suffixes.

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Name _____

Read the poem and look for the following poetic devices: repetition, rhyme, alliteration, onomatopoeia. Then answer the questions below.



Winter

- (1) The ground was aglow
 (2) a reflection of stars on new snow below.
 (3) The soft flutter of falling flakes
 (4) had awakened birds from their sleep.
 (5) The sang a distant chirp
 (6) to a moon hung high over this clear, clear night.

rhyme
flutter, falling

1. What poetic device is used at the end of lines 1 and 2? _____
 2. What words are used in line 3 to create alliteration? _____
and flakes

3. In what line did the poet use onomatopoeia? How do you know? _____
is used in line 5 because the word chirp is also a sound.
 4. What two poetic devices are used in line 6? _____
alliteration and repetition

Use poetic devices to write lines from a poem. Identify the type of poetic device you use.

Accept reasonable responses.



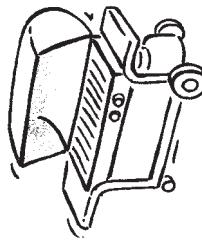
Your child is reviewing poetic devices. Read the poem with your child. Have him or her explain the poetic devices used. Then work with your child to write a poem about another season.

Name _____

 Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

Spelling Words

1. convertible
2. breakable
3. sensible
4. permissible
5. profitable
6. glamorous
7. infectious
8. advantageous
9. gorgeous
10. joyous
11. beckon
12. example
13. foreign
14. informal
15. sudden
16. consumer
17. monitor
18. rumor
19. vinegar
20. whimper



Name _____

 Read this part of a student's rough draft. Then answer the questions that follow.

(1) The butterfly flitted among the bushes in the garden. (2) A monarch sipped nectar from the garden's many flowers. (3) Trout listened in the streams as the fish swam around the rocks and lily pads. (4) The peaceful scene was disturbed when a boy's bike slid into his friend's picnic table. (5) Juan's friends helped him get his bike out of the mud. (6) Then they pulled the leaf out of the spokes.

1. Which is the correct plural form of the underlined noun in Sentence 1?
A butterfly
B butterflies
C butterflies'
D butterflies
2. Which change, if any, should be made to Sentence 2?
A Change garden's to gardens.
B Change flowers to flower's.
C Change flowers to flower's.
D Make no change.
3. Which plural noun in Sentence 3 is NOT correct?
A Trout
B streams
C fish
D pads
4. Which word in Sentence 4 is a singular possessive noun?
A scene
B boy's
C bike
D friends'
5. Which is the correct way to write the underlined noun in Sentence 5?
A Juans
B Juans'
C Juane's
D correct as is

**Grammar-Writing
Connection**
Lesson 15

Name _____

Read this part of a student's rough draft. Then answer the questions that follow.

(1) Mia and Ralph wanted to build a birdhouse in their backyard, near the spot where they liked to have lunch. (2) They knew that everyone in town bought building supplies at Chang's Hardware. (3) Mia asked her dad for their help in bringing home the building supplies. (4) "Mom and I can both help you," Dad told her. (5) "Me and you together can get the supplies quickly," Mom said to Dad. (6) Within a few days, the family had built itself a new birdhouse.

1. Which word in Sentence 1 is a possessive pronoun?
 A. Mia
 B. Ralph
 C. **their**
 D. they
2. Which word in Sentence 2 is an indefinite pronoun?
 A. They
 B. everyone
 C. Chang's
 D. Hardware
3. Which pronoun should replace the underlined word in Sentence 3?
 A. your
 B. our
 C. **his**
 D. Make no change.
4. Which word in Sentence 4 is a subject pronoun?
 A. Mom
 B. **I**
 C. you
 D. her
5. Which change should be made to the underlined words in Sentence 5?
 A. You and I
 B. I and you
 C. You and me
 D. Make no change.
6. Which change should be made in Sentence 6?
 A. Change *family* to *families*
 B. Change *itself* to *themselves*.
 C. Change *itself* to *it's*.
 D. Make no change.

**Robust
Vocabulary**
Lesson 16

Name _____

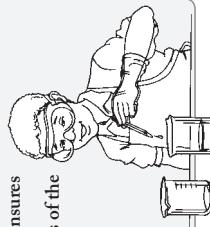
Read the passage. Fill in each numbered blank with the Vocabulary Word from the box that best completes each sentence.

meticulously	perfectionist	petition	counteracted
precise	regulates	trial	compensate

The problem with a (1) **perfectionist** is that he or she has to have everything right, down to the last detail. In writing, only the most

(2) **precise** word will do. In making something, every detail must be (3) **trial** attended to. If a

(4) **meticulously** run for a project exposes a flaw, it's back to the drawing board. This need to do everything without mistakes ensures that the person (5) **regulates** all aspects of the project. Since I need someone with these qualities to run this experiment, I'm going to (6) **petition** my instructor for a partner.



Write the Vocabulary Word that best completes each analogy.

(1) **precise**

(2) **trial**

(3) **meticulously**

(4) **regulates**

7. Hot is to cold as sloppy is to **precise**.
8. Helpful is to beneficial as test is to **trial**.
9. Cheerful is to optimist as demanding is to **perfectionist**.
10. Practices is to rehearses as controls is to **regulates**.
11. Show is to demonstrate as make up for is to **compensate**.
12. Destroyed is to damaged as prevented is to **counteracted**.



School-Home Connection
Ask your child to make up an original sentence using each Vocabulary Word. The sentence should include a hint about the meaning of the Vocabulary Word.

Name _____

As you read "The Man Who Made Time Travel," fill in the sequence chart with events from John Harrison's life. **Possible responses are shown.**

As a boy, John Harrison was a bell ringer. His curiosity led him to learn about mathematics and laws of motion. Harrison became a carpenter and experimented with making clocks.

In 1714, Britain offered the Longitude Prize to anyone who could find a way to measure longitude at sea.

In 1735, Harrison built H1, the first sea clock that could keep time accurately. It tested well, but Harrison was not content. He spent about 20 years working on other versions of the clock, which he called H2 and H3.

Harrison's next clock, H4, was a pocket watch that performed very well during sea trials. But one critic wanted to perform more tests on Harrison's clocks, and his worker dropped and shattered H1.

Harrison created his final clock, H5. H5 was not given the Longitude Prize; so Harrison petitioned the King, who gave him the remaining prize money. However, the Longitude Prize was never officially awarded to anyone.

Review the information in your graphic organizer. Then, on a separate sheet of paper, write a summary of the section.

Name _____

Reader's Guide
Lesson 16

► Read each passage. Then answer the questions.

Point of View
Lesson 16

Nevil Maskelyne sniffed impatiently as the clock was brought before the Board of Longitude. He was sure the monstrosity would not keep accurate time. After all, it had been cobbled together using cheap materials—mostly wood—and made by a mere carpenter! His own vast learning about the heavens told him certainly that the stars were a more reasonable and reliable resource for measuring longitude.

1. What is the point of view? **third person**
2. What clues tell you this? **The passage uses the pronouns *he*, *his*, and *him*. It is told by an outside observer.**

3. This paragraph is an example of what genre? **biography**

It was almost too much to bear! That self-important man carted away my precious clocks. The largest part of my life—all my years of thought and care and labor—tumbled away with them. I knew Maskelyne would leave no test untried and would subject them to every extreme of the elements in order to discredit my work. I could only turn my back. Then came the horrific, splintering noise. The careless laborers had dropped H1. It lay in fragments on the stones. At that moment, my heart seemed to shatter, too.

4. What is the point of view? **first person**
5. What clues tell you this? **The passage uses the pronouns *I* and *my*. It is told by the principal character, who relates his own experience.**

6. This paragraph is an example of what genre? **autobiography**



With your child, rewrite one of the passages on this page, changing its point of view. Talk about how the language and the outlook changed when the point of view changed.

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Foreign Words in English
Lesson 16

Name _____

Read about each foreign phrase. Then select a phrase from the box to complete each of the sentences in the paragraph below.

mea culpa	a Latin phrase meaning "I am to blame"
bon appetit	a French phrase that means "enjoy your food"
carte blanche	a French phrase that means that someone has unrestricted power to act on his or her own
bon voyage	a French expression meaning "have a good trip"
à la carte	a French phrase meaning "from the menu"



As our friends wished us bon voyage, we boarded the cruise ship.

After we found our stateroom and unpacked our bags, we were ready for a bite to eat.

To our surprise, everything in the dining room was à la carte. We had

expected to have only buffet service. As soon as the waiter delivered our food and said "bon appetit", the ship began to rock. We had hit some rough seas.

When the waiter returned to refresh our drinks, the boat suddenly tilted. The drinks slid off his tray and onto our laps. The waiter was very apologetic and repeated one mea culpa after another. He later returned to our table with a complete set of clothes from the boutique on board. He also gave us carte blanche to help ourselves to anything in the dining room. Wow! We were definitely fans of this cruise line.

Find another foreign word in the paragraph. Use a dictionary to describe what it means and to identify its origin.

boutique; it is a French word for a small store

buffet; it is a French word for a meal in which guests serve themselves

Words Borrowed from Spanish and French
Lesson 16

Name _____

Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

Spelling Words

1. adobe
2. barbecue
3. barracuda
4. embargo
5. mosquito
6. patio
7. rodeo
8. sombrero
9. tornado
10. cargo
11. hallet
12. beret
13. bouquet
14. campaign
15. cassette
16. croissant
17. envelope
18. plateau
19. sergeant
20. depot



Have your child choose ten Spelling Words to illustrate. Ask him or her to label each picture with the Spelling Word it shows.

Name _____

Name _____

Adjectives
Lesson 16

If the underlined adjective is **correct**, write **correct**. If not, write the correct adjective.

1. One of Gina's least favorite activities is making a schedule. **correct**

2. She likes to do many creative things than that. **more**

3. Her happier moments of all are spent hammering and sawing. **happiest**

4. Gina built the longest skate ramp in her neighborhood. **correct**

5. She also built the large of all the bookcases in her house. **largest**

6. Gina wanted most time to build than she already had. **more**

7. She ended up spending a hour creating a schedule. **an**

8. Following that schedule gave her more time to build. **correct**

9. Gina no longer thinks making a schedule is the worse thing to do. **worst**

► Complete each sentence. Use the correct form of the adjective in parentheses ().

10. John was flying on the **biggest** plane he had ever seen. (big)

11. From high in the sky, the cars looked **smaller** than ants. (small)

12. Frightened, John decided to be **more careful** about future travel. (careful)



13. He thought that the **best** way to travel might be by car. (good)

14. Then John saw one of the **most beautiful** sunsets ever. (beautiful)

15. Maybe flying was not the **most awful** way to travel, after all. (awful)



Name five things you see in your neighborhood.
Ask your child to write them down. Challenge him or her to write as many adjectives as possible to describe each item.

Robust
Vocabulary
Lesson 17

Name _____

► Complete the sentence. Circle the letter of the ending that makes the most sense.

1. A store owner might want to *publicize* an upcoming sale because _____.

- A advertisement attracts customers
 B people love a good show
 C he's going on vacation
 D his store is closed

2. Listening to music might be a *distraction* when you are _____.

- A dancing
 B at the beach
 C jogging in the park
 D doing your homework

3. A crowded restaurant is *testimony* to its _____.

- A good food
 B menu colors
 C bad service
 D high prices

4. When your clothes are *grimy*, you should _____.

- A wear them to bed
 B wash them
 C bury them
 D throw them away

5. The girl's *foresight* helped her to _____.

- A prevent rain from falling
 B avoid a problem
 C remember the past
 D see a movie next weekend

6. The *faint* sound we heard coming from outside was made by a _____.

- A lawnmower
 B herd of elephants
 C kitten
 D police siren

7. If a circus performer can do *contortions*, she can _____.

- A dance with trained tigers
 B drive a clown car
 C walk a tightrope
 D twist her body



With your child, discuss your Vocabulary Words and their meanings. Ask your child to read the sentences to you and explain why he or she chose each ending.

Name _____

As you read "Maniac Magee," fill in the story map to help keep track of important events in the story.

Possible responses are shown.**Characters**

Maniac Magee, Amanda, Mr. Cobble

Setting

The setting is the street in front of Cobble's Corner in Two Mills, present day.

**Conflict**

Maniac Magee wants to untie Cobble's Knot to change the town's opinion of him and become a hero.

**Plot Events**

- People gather around to watch Maniac work on the knot.
- Maniac takes a nap.
- Maniac makes progress on the knot, and it slowly starts to come undone.

**Resolution**

Maniac unties Cobble's Knot and the town celebrates. He wins the prize of a year of free pizzas.

Review the information in your story map. Then write a summary of the selection on a separate sheet of paper.

100

Name _____

Read the story below. Then answer the questions in complete sentences.

Point of View
Lesson 17

The Inverted Hand-Walker

Marshall Mathews could do one strange and amazing thing—he could walk for blocks on his hands. No one knew why or how he learned to do this. One day, it seemed, he just flipped his feet to the sky and began walking on the palms of his hands.

"Well, he won't wear out his shoes," said his mother as she smiled nervously. "Yes," agreed his father, even though he felt the habit was rather bizarre.

Mrs. Mathews sighed and shook her head. Long ago, she had stopped being concerned with what the neighbors thought of her unusual son. She knew that people would eventually realize that Marshall was very talented.

1. What is the point of view?

It is told from third-person omniscient point of view.

2. What clues tell you this?

The passage uses the pronouns *he*, *his*, and *him*, so it is third-person. It is told by an outside observer who knows the thoughts of multiple characters, so it is omniscient.

3. Imagine that the story were told from first-person point of view. How would the story be different?

Possible response: The story would not involve what others think of Marshall, except as he experiences their reactions to him. It would include pronouns such as *me* and *I*.



Read aloud a familiar story with your child, and have him or her identify from which point of view the story is written.

101

Name _____

Name _____

Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

Spelling Words

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____



102



School-Home Connection
Have your child write the Spelling Words two times and cut the words apart. Turn the words face down and play a matching game together.

Circle each verb. Then identify it as *main verb* or *helping verb* and *main verb*.

1. Sports and art have both been important in our school.
helping verb and main verb
2. We take them very seriously.
main verb only
3. Each student has worked hard in an area of personal interest.
helping verb and main verb
4. Did you see our case of trophies and awards?
helping verb and main verb

Rewrite each sentence, adding a helping verb. Possible responses are shown!

5. Our team challenged another team to a volleyball competition.
The new student had challenged another team to a volleyball competition.
6. The new student said he was a good volleyball player.
The net was stretched across the field.
7. The net stretched across the field.
The players were taking their positions.
8. The players take their positions.
We have played our best.
9. We played our best.
We have played our best.
10. Our school achieved first place in the league.
Our school has achieved first place in the league.



School-Home Connection
Ask your child to look around outside your home and tell you what is happening. Have him or her write four sentences with helping verbs to explain the action.

103

Name _____

Underline the sentence that uses the Vocabulary Word in a way that makes sense.

Robust Vocabulary
Lesson 18

Sentence 2

1. Everyone marveled when the cat licked her fur.
2. The beacon on the hill showed us the way to safety.
3. If we raise a clamor, maybe we can stop the barn from being torn down.
4. The only disturbance was the fire sirens blaring all night long.
5. She was so enthralled by the music that she started dancing in the store.
6. When the sore throat persisted, Sally's mother took her to the doctor.

Use what you know about the Vocabulary Words to answer the questions below.

Write complete sentences.

Possible responses are shown.

7. When might people have an objection to my playing the drums?
People might object when they are trying to rest or sleep.
8. Why would it be a coincidence if two friends ran into each other in a distant city?
It would be a coincidence because it would be unusual to meet someone you know so far from home.



School-Homes Connection:

With your child, discuss the meaning of each Vocabulary Word. Ask your child to write a question using each word.

Practice Book

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Reader's Guide
Lesson 18

Name _____

Read each section of "The Kid Who Named Pluto." Then fill in the graphic organizers to identify the main idea and details for each section. **Possible responses are shown.**

Section 1 pages 468–471

Detail
Clyde Tombaugh saw an unknown object in the solar system.

Main Idea
Clyde Tombaugh discovered Planet X.

Section 2 pages 472–475

Detail
Astronomers believed a ninth planet might exist.

Detail
Pluto begins with the letters PL; PL would be a tribute to Percival Lowell.

Main Idea
Astronomers agreed that Pluto was the perfect name for Planet X.

Review your graphic organizer. Then write a summary of the selection.

Practice Book

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Name _____

Name _____

Make
Judgments
Lesson 18

Read the paragraph. Then fill in the boxes with evidence from the paragraph that supports the judgment, or assertion.

Scientists estimate that there are more than 25,000 underwater volcanoes, many of them active. When they erupt, hot gases stored deep inside earth rise up and dissolve the minerals on the sides of the volcanoes. The debris settles in a mound. One such mound, off the coast of Japan, is almost five miles underwater. The mound is really a "mountain" ten stories high and more than three miles in diameter. Scientists believe that it contains gold, silver, copper, and other precious and nonrenewable minerals and metals. So far, they have only been able to carry small lumps of the debris to the ocean's surface, using the mechanical arms on the outside of their small deep water submarine. Tests done on the lumps show they contain an unusually high percentage of gold. Now scientists are looking for economical ways to extract the minerals and precious metals from the debris.



Evidence
Scientists believe there are more than 25,000 underwater volcanoes.

Evidence
Gold has been found in small lumps of debris from the mound created by a volcanic eruption.

Evidence
Scientists are looking for economical ways to extract the metals from the debris.

judgment/Assertion
A large amount of gold, silver, and copper can be mined from the bottom of the ocean.



With your child, try to think of evidence that would support the judgment that it is a waste of time searching for precious metals in the ocean floor.

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Follow Multiple-Step Instructions
Lesson 18

Read the instructions on the application form for a library card. Fill in the blanks with the proper information.

The Everytown Public Library
222 Main Street
Everytown, USA 00000

Library Card Application

Instructions:
1) Complete the application in full.
2) Sign the application.
3) Give the completed application to your teacher.

PART A
(Please Print)

LAST NAME _____ FIRST NAME _____
CITY _____ STATE _____ ZIP _____
E-MAIL ADDRESS _____
SCHOOL NAME _____

PART B

Please check the boxes next to the programs that most interest you:

- lectures arts and crafts homework help
 author readings poetry contests book fairs
 book clubs workshops

Signature _____

STAFF USE ONLY: Date _____ ID NUMBER _____



Help your child get an application from your local public library or another location and work together to fill it out.

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Name _____

**Words with
Suffixes -ant,
-ent, -ist**
Lesson 18

Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Spelling Words

1. *compliant*
2. *contestant*
3. *immigrant*
4. *informant*
5. *inhabitant*
6. *significant*
7. *irritant*
8. *observant*
9. *resident*
10. *panelist*
11. *participant*
12. *scientist*
13. *biologist*
14. *columnist*
15. *medalist*
16. *cartoonist*
17. *efficient*
18. *pollutant*
19. *obedient*
20. *confident*

School-Home Connection
Ask your child to write four sentences about a favorite family activity. Tell him or her to use linking verbs in two of the sentences and action verbs in the other two.

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Name _____

**Action and
Linking Verbs**
Lesson 18

Identify the underlined word in each sentence as *direct object* or *indirect object*.

1. My neighbor gives me a book about the solar system. _____
2. I say that I will return it after I finish reading it. _____
3. I carefully read each chapter with great interest. _____
4. I return the book and tell my friend I really like it. _____

Write a sentence for each verb, using the form identified in parentheses ().

Possible responses are shown.

5. feels (linking verb)
6. feels (action verb)

Simon feels happy when he paints flowers.

He feels the bristles of the paintbrush.

7. smells (linking)
8. smells (action)

The rose smells good.

Simon smells the other flowers.

9. looks (linking)
10. looks (action)

The painting looks almost finished.

Simon looks at it carefully.

School-Home Connection
Ask your child to write four sentences about a favorite family activity. Tell him or her to use linking verbs in two of the sentences and action verbs in the other two.

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Name _____

Name _____

Reader's Guide
Lesson 19

Circle the letter of the best answer for each question.

1. Which one is *eager*?
A. loser B. referee C. **winner**
2. What might be *neglected*?
A. chores B. parties C. movies
3. Which one is *severe*?
A. drizzle B. flurry C. downpour
4. Which one is *beloved*?
A. stranger B. friend C. enemy
5. Which one can be *demolished*?
A. river B. shopping center C. performance
6. Which might be *humongous*?
A. lake B. creek C. stream
7. Which might be *abandoned*?
A. ocean B. current C. **ship**

Use what you know about the Vocabulary Words to answer the questions below.
Possible answers are shown.

8. Why might you be *eager* to do well on a test?

I'd be eager because it would improve my grade for the subject.

9. What would you wear in a *severe* snowstorm?
I'd wear boots, long pants, heavy socks, a parka with a hood, a scarf, and mittens.

10. How would you feel if you had *demolished* your friend's science project?
I would feel guilty and responsible for fixing it.



With your child, discuss the meaning of each Vocabulary Word. Work together to use each word in a sentence.

Reader's Guide
Lesson 19

Read each section of "Buildings in Disguise." Then complete each chart below. **Possible responses are shown.**

Section 1 pages 490–495

Detail
Lucy is a giant building shaped like an elephant.

Section 1 pages 490–495

Detail
More buildings were modeled after Lucy.

Main Idea
Lucy is an important example of mimetic architecture, and people want to preserve it.

Section 2 pages 496–499

Detail
The Big Duck increased sales of ducks and eggs.

Main Idea
Mimetic buildings were a very popular way to attract attention.

Section 3 pages 500–503

Detail
Storybook parks were built in the early 1950s.

Main Idea
People preserve mimetic buildings because they represent a unique and interesting part of the nation's story.

Use the information in the charts to write a summary of the selection.

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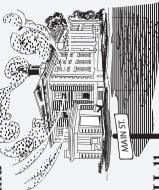
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Name _____

Make Judgments
Lesson 19

- Read the paragraph below. Then write your responses to the numbered items on the lines provided. **Possible responses are shown.**

The Town Hall of River Village was 200 years old. It stood at the end of Main Street. Some historic town events had taken place there, but now, the building was in dreadful shape and was no longer being used. It needed a new heating system, and the roof needed to be replaced. The floors had rotted in many places and were unsafe. Wind, rain, and snow blew through the aging window frames. To repair and paint the exterior would cost many thousands of dollars. River Village had received a small-town grant from the state for the purpose of improving the quality of life in the town. The money could be used for new construction or for renovation. After much deliberation, the town leaders voted to use the funds to build a community swimming pool instead of restoring the Town Hall.



1. What assertion could you make about the Town Hall based on this paragraph?

The Town Hall was a historic building that needed too much work to be restored.

2. Write three examples of evidence that you used to make your assertion.

The building needed a new heating system. It needed a new roof. Repairing and painting the exterior would cost many thousands of dollars.

3. Copy a sentence you could delete from the paragraph because it doesn't support your assertion.
It stood at the end of Main Street.

4. What other evidence from the paragraph might support your assertion?
The building was in dreadful shape and was no longer being used.

School-Home Connection

Work with your child to read a short newspaper article and make an assertion about it. Have your child point out evidence that supports the assertion.

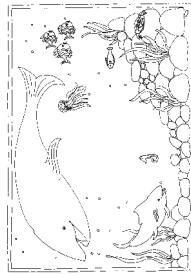
Name _____

Word Parts over,
under-, sub-
Lesson 19

Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

Spelling Words

1. overbearing
2. overcast
3. overconfident
4. overdevelop
5. overdraft
6. oversharing
7. overindulge
8. overlay
9. overpower
10. undercarriage
11. undone
12. underestimate
13. undervalued
14. undertake
15. underwent
16. submerge
17. substandard
18. underground
19. subcontract
20. subtitle



Have your child write the prefix and base word for each Spelling Word on separate slips of paper. Use the slips to play a matching game.

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Have your child write the prefix and base word for each Spelling Word on separate slips of paper. Use the slips to play a matching game.

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Name _____

Name _____

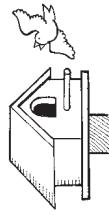
Simple Tenses:
Present Tense
Lesson 19

If the underlined verb is correct, write **correct**. If not, write the verb correctly. Use the present tense.

1. We build birdhouses for our science project. **correct**

2. They is part of the unit on animal habitats. **are**

3. I makes the floor and walls. **make**



4. My partner hammer the roof on top. **hammers**

5. She puts the finished product into the car. **correct**

Write a sentence that begins with the pronoun given and includes the correct present-tense form of the verb in parentheses ().

Possible responses are shown.

6. I (go) **I go to the architecture exhibit.**

7. He (guess)

He guesses the name of my favorite architect.

8. She (design)

She designs many different buildings.

9. They (have)

They have a unique style.

10. We (take)

We take pictures of the exhibit.

11. You (run)

You run back to the car.

12. It (be)

It is time to go home.



Ask your child to write a short story that includes the correct forms of sit, set, rise, raise, lie, and lay. Invite him or her to share the story with you. Help your child check to see that present-tense subjects and verbs agree.

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Robust
Vocabulary

Lesson 20

Read the Vocabulary Words. Then write the Vocabulary Word that best completes each sentence.

aficionados astute
commemorate conventional
utilitarian avid
wage traction
brainchild
unison

- Was the big fundraiser your **brainchild**?
- My parents consider themselves **aficionados** when it comes to growing orchids.
- The statue was erected to **commemorate** their hard work and heroism.
- Grandpa's old truck is strictly **utilitarian**.
- We are going to **wage** a campaign to get a new playground.
- Conventional** wisdom tells me that your plan will not succeed.
- We sound like one voice when we sing in **unison**.
- My brother is a(n) **avid** golfer.
- The girl made a(n) **astute** observation about the magician's trick.
- A car's rubber tires give it **traction** on the road.

Possible responses are shown.

Write two new sentences using Vocabulary Words from the box above.

- We are planning a party to commemorate our graduation from sixth grade.**
- The choir sings the school song in unison before every basketball game.**



School-Home Connection
Review the sentences your child wrote using the Vocabulary Words. Then have him or her define the Vocabulary Words listed in the box above.

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Name _____

Point of View
Lesson 20

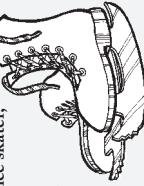
- Read the passage below. It is told from third-person omniscient point of view. Rewrite the passage to show first-person point of view. **Accept reasonable responses.**

Isabelle laced up her skates and took to the ice. She glided around twice before deciding to practice a few jumps and spins. She was glad to have the ice to herself this morning. It was hard getting practice in now that the ice rink was open to the public more often. She stopped and turned when she heard her name called. There were her friends, Colleen and Marla, skates laced and gliding toward her.

"Trying to get a practice skate in?" Marla asked her. She smiled at Colleen who winked at her. Both knew that Isabelle wanted to be a champion ice skater, and they loved to tease her about it.

Isabelle shrigged and smiled. "Trying," she told them. "You know it'll be open to the public in half an hour; don't you?"

"Of course," Colleen told her as she started to skate away. "That's why we came early, too!"



I laced up my skates and took to the ice. I glided around twice before deciding to practice a few jumps and spins. I was glad to have the ice to myself this morning. It was hard getting practice in now that the ice rink was open to the public more often. I stopped and turned when I heard my name called. There were my friends, Colleen and Marla, skates laced and gliding toward me. "Trying to get a practice skate in?" Marla asked me. She smiled at Colleen who winked at her. Both knew that I wanted to be a champion ice skater, and they loved to tease me about it. I shrugged and smiled. "Trying," I told them. "You know it'll be open to the public in half an hour, don't you?" "Of course," Colleen told me as she started to skate away. "That's why we came early, too!"

Name _____

Make Judgments
Lesson 20

- Read the passage below. Then use complete sentences to answer the questions on the lines provided.
Possible responses are shown.

Roald Engelbret Amundsen wanted to be the first person to reach the South Pole. He had dreamed of this adventure for a long time. Amundsen, a Norwegian, was descended from a long line of merchant sea captains and ship owners. He trained his body to adapt to the Polar Regions by sleeping at night with his windows open, even in winter. He led expeditions through the Northwest Passage between northern mainland Canada and its Arctic islands. This trip took three years to complete.

In the meantime, Ernest Shackleton, an Englishman, set out to be the first person to reach the South Pole. However, Shackleton's journey ended 97 miles short of his goal. Amundsen's childhood dream was still alive. He studied Shackleton's mistakes to learn what to do and what not to do. Finally, Amundsen set out with his crew, which he had hand-picked for their seaworthiness and ability to handle the frigid Antarctic weather. Telling no one he was going south, Amundsen waited until the crew was well at sea before telling them his real destination. With stoutness of heart and a good plan, Amundsen and his crew reached the South Pole on December 14, 1911.

- What assertions can you make about Amundsen?
He was a determined, smart man who planned well for his adventures.
- Cite two pieces of evidence for your assertion.
Amundsen trained to withstand the polar cold. He also learned from others' mistakes.
- Why do you think Amundsen waited to tell his crew about the trip to the South Pole?
He knew others might try to beat him to the South Pole, just as Shackleton had done. He wanted to make sure his plans were not told to anyone else.
- What assertions can you make about Shackleton?
Shackleton may have been a poor planner or may have run into bad luck since he was only 97 miles from the pole when he quit.

School-Home Connection

Your child is learning about point of view. Have your child read to you the passage he or she wrote and explain how it is the same as the one above it, told from a different point of view.

School-Homes Connection

This week your child is learning how to make judgments about a text. Review what your child has written above, and have him or her explain the answers given.

Name _____

Name _____

Foreign Words
in English
Lesson 20

Read the answers below. Notice that there are no questions given. Choose a word from the box that matches each answer and use it to write an appropriate question.

albatross	atlas	auburn	bagel
blank	cake	pajamas	taco

Question

Answer

1. **What are pajamas?** You wear these Persian-named clothes to bed.

2. **What is an atlas?** If you are lost, you might use a book of maps named for this Greek word.

3. **What is auburn?** Someone's hair may be this French-named reddish-brown color.

4. **What is a taco?** This Mexican word names a tortilla filled with chicken or beef.

5. **What is an albatross?** Sailors are wary of shooting down this Arabic-named bird.

6. **What is a bagel?** You might eat this Yiddish-named food for breakfast.

7. **What is blank?** This French word names an empty space to be filled in.

8. **What is cake?** We get the name of this sweet dessert from a Scandinavian word.

Possible responses are shown.

Choose four words from above. Use the words to write two sentences about something you like to do or eat. Use two words in each sentence.

I like to eat bagels with cream cheese in my pajamas on Saturday mornings.

I enjoy using colorful frosting to decorate blank cakes.



Your child is learning that some words in English come from foreign languages. Have your child read the sentences he or she created and explain the meaning of the foreign words.

Follow Multiple-Step Instructions
Lesson 20

Read the instructions below. Fill in the form correctly.
Possible responses are shown.

VILLAGE OF ASHTON Dog License Application 2007		
Is the dog vaccinated? No <input type="checkbox"/> Yes <input checked="" type="checkbox"/>		For Village Use Only: License No. _____ Amount \$ _____ Date ____/____/____
Last Name Watson	First Name Marcus	Middle Name Daniel
Street Address 1871 Seminole Road		Telephone Number 780-3882
Dog's Name Melly	Breed Black lab	Color black
		Gender female
Vaccination Number 0211-697	Date Vaccinated 2/11/07	Vaccinated By Dr. Julia Thomas
License Fee (any dog) \$25.00	Change of Ownership Fee \$5.00	Duplicate License Fee \$1.00
Fee Enclosed \$25.00		Signature of Owner Marcus D. Watson
LICENSE DUE MARCH 1		LICENSE EXPIRES IN ALL DOGS OVER 2 MONTHS OF AGE MUST HAVE LICENSE FEBRUARY OF THE FOLLOWING YEAR



Your child reviewed how to fill in an application that asks for information. Discuss with your child the information he or she provided on the form.

Name _____

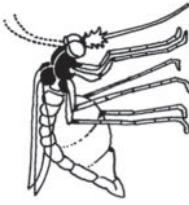
Theme 4 Review
Lesson 20

Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Spelling Words

1. *adobe*
2. *mosquito*
3. *tornado*
4. *bouquet*
5. *envelope*
6. *inability*
7. *irrational*
8. *immobile*
9. *illuminate*
10. *indigestion*
11. *informant*
12. *significant*
13. *participant*
14. *medalist*
15. *columnist*
16. *overdraft*
17. *overdevelop*
18. *underwent*
19. *submerge*
20. *subtitle*



Name _____

Grammar-Writing
Connection
Lesson 20

Read this part of a student's rough draft. Then answer the questions that follow.

(1) We had waited a week for our journalism teacher to post the newspaper staff assignments. (2) He had not want to give the assignments without serious planning. (3) He announced that he was posting the assignments when class ended. (4) He told us this year's decisions had been the more difficult ever. (5) The teacher held up the list and said, "This positions are for next semester." (6) He added, "I expect this to be the best staff we have ever had!"

1. Which words in Sentence 1 create a verb phrase?
A had waited
B waited a week
C to post
D staff assignments
2. Which is the correct way to write the underlined words in Sentence 2?
A had not wants to give
B do not wants to give
C did not want to give
D has not wants to gives
3. Which verb in Sentence 3 is a helping verb?
A announced
B was
C posting
D ended
4. Which is the correct way to write the underlined word in Sentence 4?
A many
B much
C most
D correct as is
5. Which is the correct way to write the underlined word in Sentence 5?
A That
B These
C Them
D correct as is
6. Which is the correct way to write the underlined word in Sentence 6?
A better
B most good
C most best
D correct as is

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Name _____

Grammar-Writing
Connection
Lesson 20

Read this part of a student's rough draft. Then answer the questions that follow.

(1) We had waited a week for our journalism teacher to post the newspaper staff assignments. (2) He had not want to give the assignments without serious planning. (3) He announced that he was posting the assignments when class ended. (4) He told us this year's decisions had been the more difficult ever. (5) The teacher held up the list and said, "This positions are for next semester." (6) He added, "I expect this to be the best staff we have ever had!"

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3. Which verb in Sentence 3 is a helping verb?
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B was
C posting
D ended
4. Which is the correct way to write the underlined word in Sentence 4?
A many
B much
C most
D correct as is
5. Which is the correct way to write the underlined word in Sentence 5?
A That
B These
C Them
D correct as is
6. Which is the correct way to write the underlined word in Sentence 6?
A better
B most good
C most best
D correct as is

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Name _____

Name _____

Read this part of a student's rough draft. Then answer the questions that follow.

Grammar-Writing Connection
Lesson 20

(1) Celia watches as the plane rises high in the sky, and then she sets down on a bench to roll the newspapers. (2) She gives me a wave before she starts on her paper route through our neighborhood. (3) She carry the newspapers in a big bag over her shoulder. (4) Her paper route seems long today. (5) She feels happy when she finishes the route, but she looks exhausted. (6) Now, she have homework to finish!

- Which change, if any, should the student make in Sentence 1?
 A Change watches to watch.
 B Change rises to raises.
 C Change sets to sits.
 D It is correct as it is.
- Which word in Sentence 2 is an indirect object?
 A me
 B she
 C her
 D our
- Which is the correct present-tense form of the underlined word in Sentence 3?
 A carrying
 B carries
 C carried
 D correct as is
- Which identifies the underlined word in Sentence 4?
 A linking verb
 B predicate adjective
 C helping verb
 D predicate nominative
- Which is true about the underlined verbs in Sentence 5?
 A Both are action verbs.
 B Feels is an action verb, and looks is a linking verb.
 C Both are linking verbs.
 D Looks is an action verb, and feels is a linking verb.
- What might someone in pursuit of popularity do?
 A is have
 B did having
 C has
 D correct as is
- Which is the correct form of the underlined verb in Sentence 6?
 A is have
 B did having
 C has
 D correct as is

Robust Vocabulary
Lesson 21

Name _____

Read each Vocabulary Word and the two example sentences. Then underline the sentence that gives the better example of the Vocabulary Word's meaning.

Word	Sentence 1	Sentence 2
1. urges	This book is great! You must read it.	It doesn't really matter which book you read. They are all good.
2. influenced	Watching him hit the ball changed the way I play baseball.	No one taught me how to play.
3. modern	We pump water by hand from a well at our summer cottage.	I learned on my own.
4. logic	Since we have been walking south all day, we must head north to return.	We have all the latest gadgets in our kitchen.
5. promote	We have sold enough merchandise at the store without advertising.	I have a hunch that the quickest way home will be in that direction.

Use what you know about the Vocabulary Words to answer the questions below. Write complete sentences. **Possible responses are shown.**

6. Why should people in business have to study ethics?

Business people should know how to gain the respect of the public through honest business practices.

7. What might someone in pursuit of popularity do?

He or she might work to excel in school or to become a good athlete, actor, or musician.

8. Why might dogs be banned from a playground?

Some dogs might scare children, bark too loudly, or make a mess.

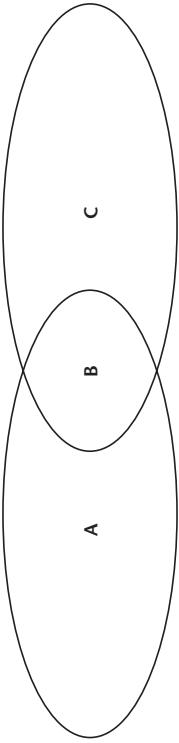


Review the sentences above with your child. Encourage him or her to think of another sentence that could show the meaning of one of the Vocabulary Words in items 1–5.

Name _____

Reader's Guide
Lesson 21

Read "Ancient Greece." Then write how you would complete the Venn diagram to compare and contrast the two people or events in each item. **Possible responses are shown.**



1. Herodotus and Aesop
 - A. **Herodotus wrote history and explored the Mediterranean around 450 B.C. He is called the "father of history."**
 - B. **Both are Greek writers.**
 - C. **Aesop wrote fables during the 500s B.C. His fables are still told today.**

2. Socrates and Plato
 - A. **Socrates was the first to study ethics; he developed a method known as the Socratic method; he taught Plato.**
 - B. **Both men were Greek philosophers.**
 - C. **Plato was Socrates's student, wrote a book, and founded a school.**

3. ancient Olympics and modern Olympics
 - A. **Ancient Olympics honored the Greek gods and were held every four years in Athens.**
 - B. **Events include wrestling, boxing and pentathlon; athletes participate in many different sports.**
 - C. **Modern Olympics are held every two years in different cities; athletes from 200 countries participate.**

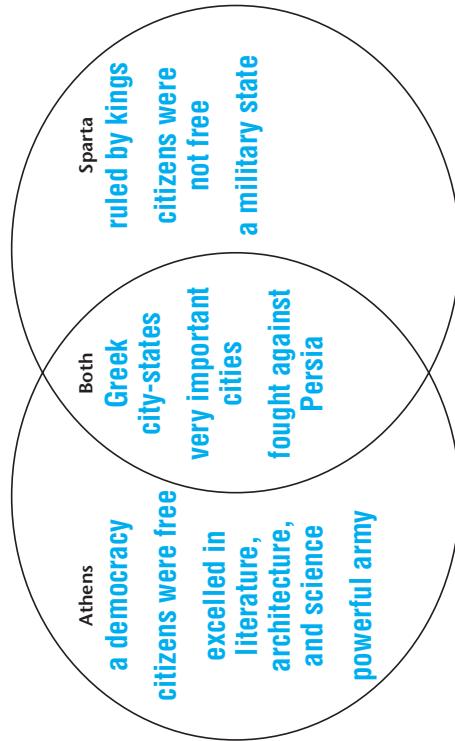
Name _____

Compare and Contrast
Lesson 21

Read the paragraph below and fill in the Venn diagram with information specific to Athens and Sparta in the appropriate oval. Write information that is true about both cities in the overlapping area.

Important Greek City-States

Athens and Sparta were both great city-states in ancient Greece. They were similar in power and importance. Their governments, however, were very different. Athens was a democracy, unlike Sparta, which was ruled by kings with absolute power. The citizens of Athens were free to vote and express their opinions, but Spartans had few such rights. Athens excelled in literature, architecture, and science. Sparta, on the other hand, was a military state. Athens also had a powerful army and frequently went to war. When a huge army from Persia attacked Greece, both Athens and Sparta fought against the invader.



Ask your child to point out words and phrases in the paragraph above that help explain the similarities and differences.

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Name _____

Study Techniques
Lesson 21

The five steps of the SQ3R study technique are listed out of order below. Rewrite the steps in the correct order.

SQ3R Steps

Read the selection carefully.

Review your questions and answers.

Write questions to which you want to find the answers.

Survey the entire selection.

Recite the answers to your questions.

Survey the entire selection.

1. Write questions to which you want to find the answers.

2. Read the selection carefully.

3. Recite the answers to your questions.

4. Review your questions and answers.

5. Review your questions and answers.

Five topics for a report are listed out of order below. Rewrite the topics in an appropriate order in the outline form provided.

Passage Topics

Entertainment

The army

Soldiers organized into legions

Ancient Rome

Gladiators fought wild animals

6. I. Ancient Rome

7. A. Entertainment

8. — 1. Gladiators fought wild animals

9. — B. The army

10. — 1. Soldiers organized into legions



Ask your child to choose any period in history that interests him or her and to show you how to make a K-W-L chart on the topic.

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Words with Greek and Latin Word Parts—Body Language
Lesson 21

Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper, and check your work. Practice spelling the words you missed.

Spelling Words

1. *pedal*
2. *peddler*
3. *pedestrian*
4. *pedestal*
5. *dental*
6. *dentist*
7. *dentures*
8. *vocalize*
9. *manual*
10. *manuscript*
11. *manipulate*
12. *manufacture*
13. *vocalist*
14. *memoir*
15. *memorial*
16. *memorize*
17. *tripod*
18. *podium*
19. *memorable*
20. *maneuver*



Hold a mini Spelling Bee. Call out the words and have your child spell them aloud. Ask him or her to write any misspelled words.

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Name _____

Simple Tenses:
Past and Future
Lesson 21

If the underlined verb and its tense are correct in the sentence, write *correct*. If they are not, write the correct verb form.

1. Tomorrow, we worked on our volleyball skills again. will work _____2. We play to improve our volleyball skills last week. played _____3. Last Friday, the coach complimented the way we will pass the ball. practiced _____4. Yesterday afternoon, we will practice for two hours. correct _____5. Last night, we talked about the new season. hurried _____6. At the meeting last night, the coach hurry to discuss everything. will compete _____7. Next year, we competed at a higher regional level. Underline the correct past-tense form of the verb in your sentence.

Possible responses are shown.
8. She; train She trained for the marathon. _____

9. They; identify They identified the players. _____

10. We; jog We jogged around the track. _____

Robust
Vocabulary
Lesson 22

Name _____
Read the passage. Fill in each blank with a Vocabulary Word from the box. Use each word only once.

preceded trespass strategically restored
prolong resigned temperaments

The Tigris and Euphrates rivers flow from the mountains of modern-day Turkey **preceded** through Syria and Iraq, and on to the Persian Gulf. But what _____ these modern day countries? In ancient times the land between these two rivers was known as Mesopotamia, a Greek word meaning "between two rivers."

Mesopotamia was a varied area with cedar trees in the northern mountains and wide, barren plains in the south. In ancient times, people made the **strategically** sound decision to settle in this area to farm and enjoy the bounty that the land offered. The climate suited their **temperaments**, and they soon established cities. There were disputes, however, when people from neighboring cities would **trespass** on each other's land. These disputes eventually were settled, and one of the earliest civilizations, Sumer, was established here.

People in southern Mesopotamia were not at all **resigned** to just living near the water; they thrived there. They learned how to irrigate their crops and how to **prolong** the growing season using water from the rivers. Mesopotamia was truly a lush and growing land. Modern times have not been kind to this land, as wars and other disruptions have hurt it. But slowly things are improving. Swampy areas that once were drained are now being **restored** to the glory that they once had. The rivers are being cleaned up. Mesopotamia, the land between two rivers, will be beautiful once again.

Write a sentence that explains what might make something *lustrous*.
Accept reasonable responses.



Ask your child to write sentences that include the past-tense and future tense of each of these verbs: cry, rake, rot, pop.



Your child is learning new Vocabulary Words this week. Review the words with your child, and have him or her tell you what each word means.

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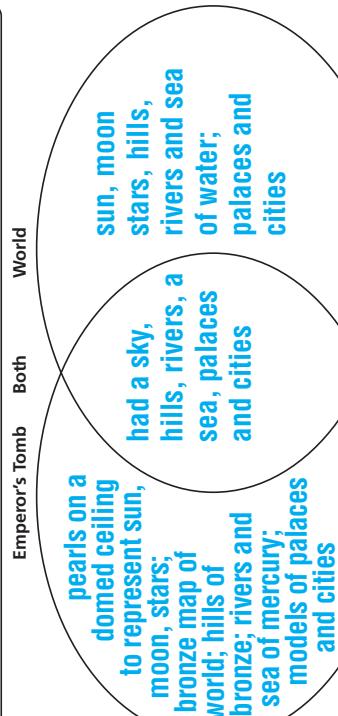
Name _____

Text Structure:
Compare and
Contrast
Lesson 22



- Read the passage below. Look for things that are compared or contrasted, and write them in the chart.
Possible responses are shown.

"The Quest for Immortality" (pages 571–573)
Compare and contrast the emperor's tomb with his real world.

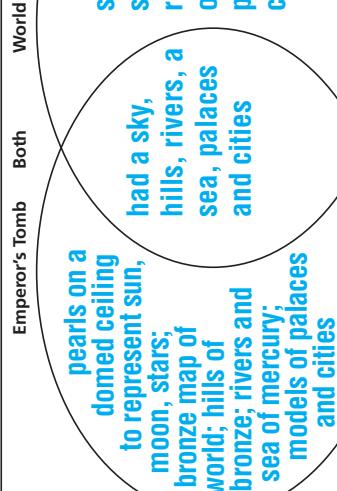


Name _____

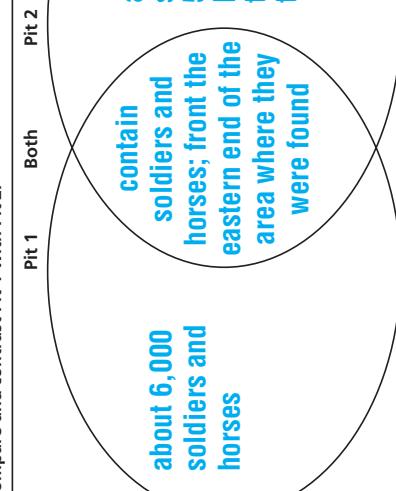
- As you read "The Emperor's Silent Army," look for the items below that are compared or contrasted. Write the similarities and differences in the Venn diagram.
Possible responses are shown.

"The Quest for Immortality" (pages 571–573)

Compare and contrast Pit 1 with Pit 2.



"Buried Soldiers" (pages 573–576)
Compare and contrast Pit 1 with Pit 2.



Text Structure:
Compare and
Contrast
Lesson 22

The Incas of South America

The Incas had one of the largest civilizations of native peoples in the Americas. But with an army of 40,000 soldiers, they were still no match for fewer than 200 Spanish conquistadores. What happened to the Incan people in the 1500s? A well-established society, the Incan empire consisted of various tribal groups. When the Incan army captured a group of people, it assimilated those people into the Incan empire. If the group pledged allegiance to the Incan ruler, its members were treated as members of the empire. Although captured people were treated well, they were not able to participate in the Incan political structure. Though they pledged loyalty to the Incas, they were still considered a conquered people, and were subject to Incan rules. The Spanish understood these policies and used them against the Incas. They easily turned the conquered tribal groups against the Incan authority by making promises to them. With a fighting force increased by the members of those tribes, the Spanish used weapons that were far superior to Incan weaponry. With the death of the central Incan authority, the Spanish managed to wipe out Incan rule and declare the lands Spanish territory. By 1535, a great South American society had come to an abrupt end. And Spain, not the Incas, ruled the New World empire.

Topic	Compare	Contrast
Spanish and Incan armies	Both the Spanish and the Incas had armies.	The Incas had 40,000 soldiers, while the Spanish had fewer than 200.
the Incas and the groups they conquered	Both the Incas and those they conquered were considered part of the empire and subject to its rules.	Unlike the Incas, the conquered people were not able to participate in the political structure.
Spanish and Incan weapons	Both the Incas and the Spanish had weapons.	The Spanish weapons were far superior.



Your child found comparisons and contrasts in the passage above. With your child, look for other comparisons and contrasts in magazines or newspapers.

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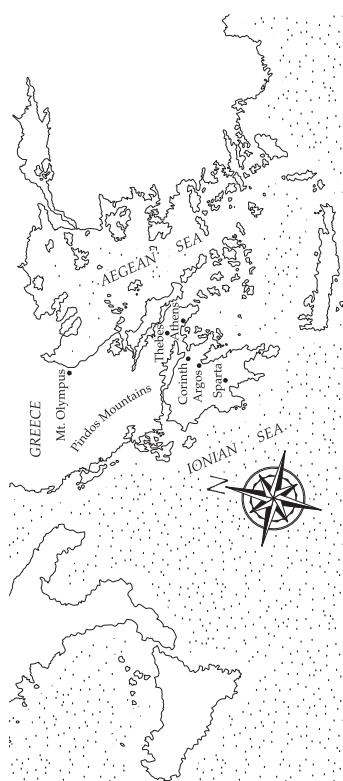
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Name _____

Graphic Aids
Lesson 22

- Use the information shown on the map of ancient Greek city-states to answer the questions. Write complete sentences.

Ancient Greek City-States



1. Which city-state is located the farthest south?

Sparta is located the farthest south.

2. What two seas are shown on the map?

The Aegean and the Ionian Seas are shown.

3. What is the name of the mountains in the west?

The mountains are the Pindos Mountains.

4. Where is Mount Olympus located?

Mount Olympus is shown in northeast Greece.

5. What city-state is closest to Athens?

Thebes is the city-state closest to Athens.

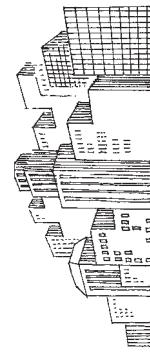
Words with Greek
and Latin Word
Parts—Social
Studies and
Science Words
Lesson 22

Name _____

- Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper, and check your work. Practice spelling the words you missed.

Spelling Words

1. biology
2. biography
3. biome
4. democracy
5. epidemic
6. democratize
7. geology
8. geography
9. geometry
10. archaeic
11. microwave
12. psychology
13. archaeology
14. microscopic
15. political
16. metropolis
17. police
18. cosmopolitan
19. policy
20. politician



School-Home Connection
Have your child write the headings Science and Social Studies on a sheet of paper, and write each Spelling Word under the correct heading.

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Your child has been learning how to use graphic aids to help in understanding nonfiction texts. Help your child find and interpret graphic aids in everyday reading, including magazines and newspapers.

Name _____

Circle the correct form of the verb in parentheses ().

1. Athletes had competed (are competing) in chariots long ago.
2. Chariots (are rolling, had rolled) around the track during the earliest Olympic Games.
3. Horses had pulled, (are pulling) them during those races many years ago.
4. Today, we are watching (had watched) a film about chariot races.
5. Right now, the teacher (is looking, has looked) forward to teaching more information about chariots.



Name _____

Underline the sentence that best uses the Vocabulary Word.

Principal Parts
of Verbs
Lesson 22

1. Athletes had competed (are competing) in chariots long ago.
2. Chariots (are rolling, had rolled) around the track during the earliest Olympic Games.
3. Horses had pulled, (are pulling) them during those races many years ago.
4. Today, we are watching (had watched) a film about chariot races.
5. Right now, the teacher (is looking, has looked) forward to teaching more information about chariots.

Write the present participle and the past participle of each verb. Then write a sentence that includes the specified verb part. **Possible sentences**

fading, faded are shown.

Sentence with present participle: The colors on the figures are fading away.

6. fade nodding, nodded

Sentence with past participle: The archaeologist had nodded his head.

7. nod finding, found

Sentence with past participle: He had found many important artifacts.

8. find hoping, hoped

Sentence with present participle: Museums are displaying them.

9. display hoping, hoped

Sentence with present participle: Archaeologists are hoping to find more.



Ask your child to write a sentence about a day at school. Have him or her use the present participle and the past participle of the verb study.

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Robust
Vocabulary
Lesson 23

Name _____

Underline the sentence that best uses the Vocabulary Word.

Sentence 2

Sentence 1

- | Sentence 1 | Sentence 2 |
|---|---|
| 1. Everyone <u>tolerated</u> the loud noise from the street-cleaning machine. | Everyone <u>tolerated</u> the sunny day at the beach. |
| 2. The group's <u>disposition</u> turned pleasant when they were refused entrance to the theater. | The group's <u>disposition</u> turned pleasant when the speaker finally arrived. |
| 3. The <u>dispute</u> over what kinds of flowers to plant in the park became heated. | The <u>dispute</u> over what kinds of flowers to plant in the park made everyone happy. |
| 4. It was <u>unsettling</u> knowing a tornado had been spotted. | It was <u>unsettling</u> to watch the sunrise. |
| 5. She wore an apron <u>befitting</u> a princess. | She wore a gown <u>befitting</u> a princess. |
| 6. The mother cat <u>vigilantly</u> watched over her newborn kittens. | The mother cat <u>vigilantly</u> watched over the pie baking in the oven. |

Use what you know about the Vocabulary Words to answer the questions below.
Write complete sentences. **Possible responses are shown.**

7. When someone asks for a savory dish at a restaurant, what kind of food does he or she want to eat?

He or she wants to eat salty or spicy food, not food that is sweet.

8. Why would someone be inspired by a revered person in the community?

Revered people are those who are admired for something they have done.



Ask your child to use the sentences above as examples for writing his or her own question and answer for each Vocabulary Word.

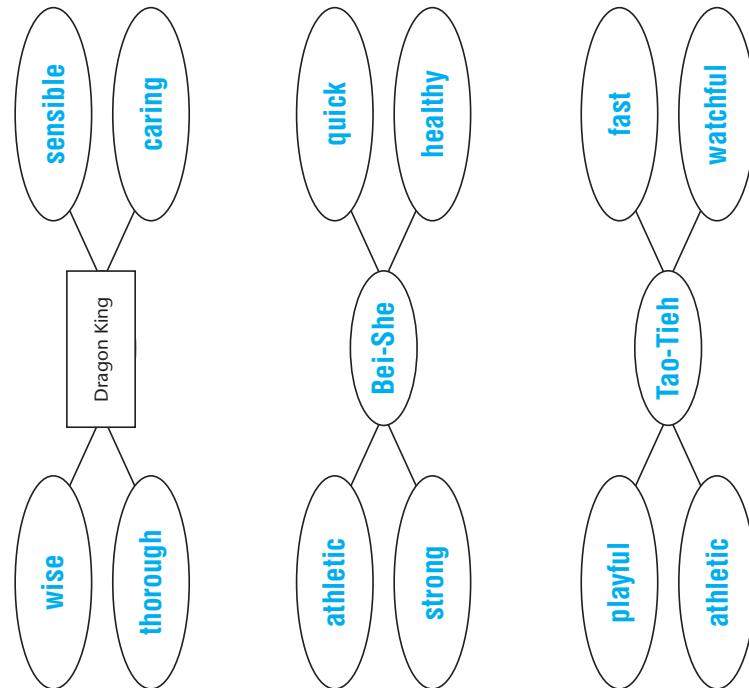
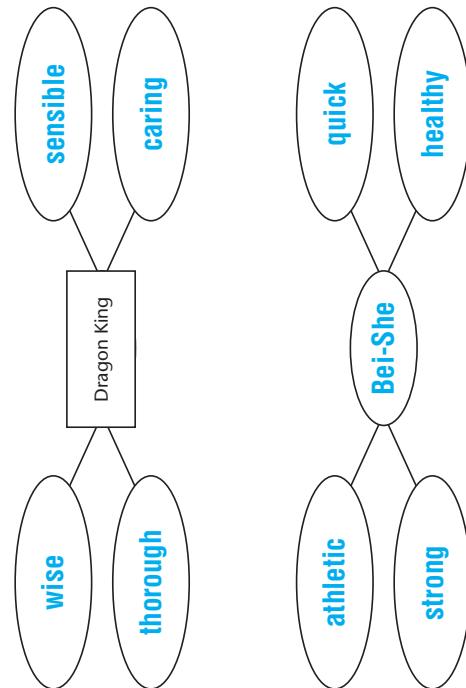
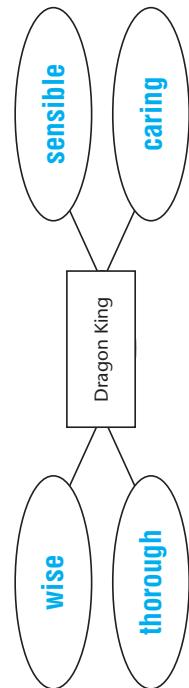
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Name _____

Reader's Guide
Lesson 23

- Read "The Sons of the Dragon King." Complete character webs for the Dragon King and two of his sons. Write their traits in the outside ovals. **Possible responses are shown.**



- Think about the information above and the other characters in "The Sons of the Dragon King." Then, on a separate sheet of paper, write a summary of the selection.

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Name _____

Literary Devices
Lesson 23

- Read the paragraph. Then write an example from the paragraph for each literary device below. After the example, write a sentence about what the literary device stands for or shows. **Possible responses are shown.**

Many years ago in a land of plenty, a young man set off to make his way in the world. He took with him his favorite horse. "Only when my steed and I prosper," he said, "will we return to our village." After many miles, they came to a valley with a stream. "We will work this land," said the man. But instead of going into the field, the man said, "My horse is so clever, he can plow the field by himself," and he took a nap. The horse worked the field until his back sagged and his hooves became sore from the rocks. He kept working until the crops grew tall, and then he hauled the grain away. He never complained, even though he became thin and weak while the young man became fat and his hands stayed soft. When the man and his horse returned to the village, the people saw the weak, thin horse and the fat man with soft hands, and they knew what had happened. They welcomed the horse with oats and with salve for its hooves. But the man they sent on his way.

1. Dialogue **"Only when my steed and I prosper will we return to our village."** This literary device is used to show action that furthers the plot.

2. Symbol **"his hands stayed soft"**; In this story, "soft hands" symbolize the laziness of the young man. If he worked hard in his fields, his hands would be hard and calloused.

3. Mood and Tone **"Many years ago in a land of plenty..."** This tells the reader that the story is a folktale or fable and should be read for entertainment, while it reveals a lesson.

4. Irony **"They welcomed the horse with oats and with salve for its hooves. But the man they sent on his way."** It is ironic that the young man thought he would be welcomed back to the village, but instead the villagers welcomed the horse.



With your child, write a simple folktale using the literary devices of dialogue, symbol, irony, and mood and tone.

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Name _____

Words with
Greek and Latin
Word Parts—
Numbers

Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper, and check your work. Practice spelling the words you missed.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

17. _____

18. _____

19. _____

20. _____

Name _____

Regular and
Irregular Verbs
Lesson 23

Circle the correct form of the verb. Then write the infinitive form.

1. Only boys (go, **went**) to school in the American colonies.

2. The students had (write, **written**) the alphabet many times.

to go _____

to speak _____

to write _____

to come _____

3. If a student (speak, **spoke**) out of turn, he was punished.

Accept reasonable sentences.

4. They tried not to (**come**, came) late to school.

drew _____

5. draw past tense: **drew** _____

I drew an illustration for my essay on colonial America.

6. draw past participle: **drawn** _____

I had drawn many illustrations in the past.

7. drink past tense: **drank** _____

We learned that colonists rarely drank water.

8. drink past participle: **drunk** _____

In England they had not drunk water, either.

9. eat past tense: **ate** _____

The colonists ate a lot of corn.

10. eat past participle: **eaten** _____

They had not eaten corn before coming to this country.



Assign each letter of the alphabet a number from 1 to 26. Then have your child write the Spelling Words along with their codes.



Ask your child to write four sentences about history. In the four sentences, have your child use the past tense and the present participle of the verbs to begin and to know.

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Name _____

Robust Vocabulary
Lesson 24

- Read each pair of sentences. Which sentence makes more sense? Underline it.

Sentence 2

Sentence 1	Sentence 2
1. Primitive people made tools from <u>bones</u> and rocks.	Cars are primitive compared to bikes.
2. The land by the river was <u>fertile</u> , and many crops grew there.	He was a fast kid and could run <u>fertile</u> and very far.
3. Sadly, the town was <u>flourishing</u> and many people were leaving.	The region was <u>flourishing</u> with new businesses and new people.
4. The Egyptians had special <u>rituals</u> for burying the dead.	The Egyptians liked to build <u>rituals</u> for their dead.
5. Without its nose, the Great Sphinx was <u>intact</u> .	The Great Sphinx is not <u>intact</u> , because it has no nose.
6. The walls were <u>reinforced</u> with many heavy stones.	The walls were reinforced with many coats of paint.

► Use what you know about the Vocabulary Words to answer the questions below.

Possible responses are shown.
Write your answers in complete sentences. **Possible responses are shown.**

7. What would you want your descendants to know about you?

I would want them to know that I tried to help others.

8. What are some ways that people are immortalized?

People are immortalized in statues, songs, stories, pictures, and scholarships in their names.



School-Home Connection
With your child, discuss the Vocabulary Words.
Have your child tell you what each word means.
Ask him or her to think of two example sentences.

Name _____

Reader's Guide
Lesson 24

- Read "Secrets of the Sphinx." Use the K-W-L chart to help keep track of what you already know, what you want to know, and what you learned. **Possible responses are shown.**

K	W	L
What I Know	What I Want to Know	What I Learned
This selection is going to give me information on the Great Sphinx and the pyramids.	What does the author mean by "giant creature is almost invisible"?	The author is describing the Great Sphinx and how it appears to the viewer at sunrise.

This selection is going to give me information on the Great Sphinx and the pyramids.

What does the author mean by "giant creature is almost invisible"?

The author is describing the Great Sphinx and how it appears to the viewer at sunrise.

What is the connection between Egyptian religion and the pyramids?

The building of the pyramids had something to do with ancient Egyptian religion.

What kind of settlement did the people live in?

The people who built the pyramids lived in a settlement.

Craftspeople and skilled laborers lived in mud-brick houses. Unskilled laborers lived near them in barracks.

The settlement was like a city.

► Review the information in your chart. On a separate sheet of paper, write a summary of the selection.

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Name _____

Word Parts
-ation, -i-tion,
-sion, or -ion
Lesson 24

Rewrite each sentence to make the imagery stronger.
Make sure you use imagery that appeals to the sense
that is shown in bold type.

Possible responses are shown.

Example: The socks did not smell good. **SMELL**

Answer: The socks smelled as if they had been left under
a giant lump of rotting cheese.

1. The wool coat was uncomfortable. **TOUCH**

The wool coat was hot and itchy.



Literary Devices
Lesson 24

Name _____

Rewrite each sentence to make the imagery stronger.

Make sure you use imagery that appeals to the sense
that is shown in bold type.

Possible responses are shown.

Example: The soup smelled good. **SMELL**

Answer: The soup cooking on the stove filled the air with the
smell of carrots, onions, and freshly picked herbs.

2. The soup smelled good. **SMELL**

**The soup cooking on the stove filled the air with the
smell of carrots, onions, and freshly picked herbs.**

3. The boy was crying. **SIGHT**

**Two steady trails of tears made their way down the little
boy's face.**

4. The milk tasted awful. **TASTE**

**The milk was so old and sour that I gagged when I took
a sip.**

5. The sirens from the street were very loud. **HEARING**

The wailing sirens screeched through the streets.



With your child, look through books or
magazines to find sentences that appeal to
the senses. Then discuss ways of changing the
imagery or making it stronger.

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Name _____

Fold the paper along the dotted line. As each Spelling Word
is read aloud, write it in the blank. Then unfold your paper,
and check your work. Practice spelling the words you missed.

Spelling Words

1. accuation
2. adaptation
3. animation
4. application
5. conversation
6. dehydration
7. destination
8. preparation
9. specialization
10. variation
11. definition
12. rejection
13. ignition
14. opposition
15. recognition
16. observation
17. emotion
18. duplication
19. celebration
20. transportation



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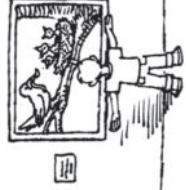
Have your child write the Spelling Words. Then
have him or her circle the word parts -ation,
-sion, or -ion in each word.

Name _____

Perfect Tenses
Lesson 24

Circle the tense of the verb in each sentence.

1. We will have gone on four field trips by the end of next semester.
present perfect past perfect future perfect
2. We had visited the museum on one field trip last month.
present perfect past perfect future perfect
3. Our class has looked for interesting places to go.
present perfect past perfect future perfect
4. Earlier, the teacher had suggested a visit to the new exhibit on ancient Egypt.
present perfect past perfect future perfect



Write a sentence, using each verb in the tense shown in parentheses ().

Possible responses are shown.

- I **have tried to find the exhibit of King Tut's tomb.**
- If I **can't find it, I will have paid for nothing!**
- I **had thought for a long time about visiting it.**
6. pay (future perfect)
If I can't find it, I will have paid for nothing!
7. think (past perfect)
I had thought for a long time about visiting it.
8. give (past perfect)
- The guide had given the last tour at 4:00 P.M.**
9. provide (present perfect)
However, he has provided a map of the sixth floor.
10. see (future perfect)
After we explore this room, we will have seen everything!

School-Home Connection

Ask your child to write three sentences about a hobby. Have your child include one of the following tenses in each sentence: present perfect, past perfect, and future perfect.

Robust Vocabulary
Lesson 25

Name _____

Read the Vocabulary Words and the passage. Then fill in the blanks in the passage with the Vocabulary Words that best complete the sentences.

overwhelming	ornery	aggravated	sophisticated
imposing	notable	prosperous	unassuming
	conspicuous	pillaged	

Kim loved her town. Because of its many successful businesses, it was (1) **prosperous**. Its most (2) **conspicuous** feature was an (3) **imposing** statue of one of the town's (4) **notable** mayors. Kim loved to sit in the courthouse park and watch birds lounge on the statue.

But then a flood hit her town, and some people reacted badly. They (5) **pillaged** the businesses. They broke into the museum and stole (6) **sophisticated** paintings off the walls. They even broke the statue of the mayor.

Kim watched stories on the news and became (7) **aggravated** about how her town was reacting. She had always been an (8) **unassuming** person, but she became (9) **ornery** the more she learned. "All of this is (10) **overwhelming**," she thought. "I can sit here being mad, or I can turn my anger into action." Kim put on her coat. She was going to help clean up the damage.

On the blanks below, write a synonym, or a word that is close in meaning, for each Vocabulary Word.

11. overwhelming = **overpowering**
12. aggravated = **upset**
13. imposing = **impressive**
14. ornery = **irritable**
15. unassuming = **modest**

School-Home Connection

Have your child name an antonym for each Vocabulary Word in Items 11–15.

Name _____

Text Structure:
Compare and
Contrast
Lesson 25

Read the passage below. Then answer the questions in
complete sentences.

The graduation party was just around the corner, and Marcy and Jack had been chosen to decorate the gym for the festivities. The principal said they could decorate however they wanted, as long as they stayed within the budget.

Marcy had hardly slept the night before meeting with the principal. She was thinking of how the gym would look—pink and white streamers, floating balloons, and a big glittery sign.

Before he went to bed, Jack thought about plans for the decorations. He had drawn sketches and made lists. “We can make the gym look spooky,” he told his mom, displaying his drawings. “The door will be draped with spider webs. We can keep the lights low. I can even play a recording of an owl hooting. Won’t it be cool?”

Before school, Marcy and Jack met with the principal in the library. Marcy described her plans. She waved her hands to show streamers swaying back and forth. She released imaginary balloons. She described how the light would sparkle off the glittery sign.

When it was Jack’s turn, he carefully clipped his drawings to the board. He pulled out his notebook and turned to the page marked *Proposal for Graduation Decorations*. In a firm voice, he read his lists. “I’ve priced all the items, and we are within budget,” he announced.

1. How are Marcy and Jack similar in their thinking? **They both want to spend time and money making the gym look great for graduation.**

2. How do they differ in their thinking? **Marcy wants light colors, glitter, streamers, and balloons. Jack wants to make the gym look spooky.**

3. How are Marcy and Jack different in their presentation styles? **Marcy talks without notes, creates an imaginary picture, and talks with excitement. Jack talks firmly and uses his notes.**

Name _____

Text Structure:
Compare and
Contrast
Lesson 25

Read the paragraph. Then fill in the chart with examples of the literary devices.

Many years ago in an opening in a thick forest, there lived a father and his little son. They gathered juicy red berries for their breakfast, collected speckled eggs from their chickens for lunch, and had thick slabs of brown bread for dinner. Yet, with all of this, the little boy couldn’t help asking, “Papa, do you think there is another child for me to play with in this dark forest?”

The father said, “I will go into the forest and see if there is anyone for you to play with. Do not stray far from our house while I am gone.”

“Yes, Papa,” the boy said gleefully.

The boy waited by the window for his father to return. Then he went outside and sat under a tree. Soon he heard a rustle in the bushes.

It was a little chipmunk—and it could talk! “I am alone, too, and I’m looking for a friend. Would you like to play with me?”

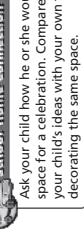
When the father got home, he found the boy and the chipmunk snuggled together fast asleep by the warmth of the hearth.



Literary Devices
Lesson 25

Read the paragraph. Then fill in the chart with examples of the literary devices.

Literary Device	Example
dialogue	“Papa, do you think there is another child for me to play with in this dark forest?”
irony	The child found his own friend nearby while the father was out looking for one far away.
words for overall mood or tone	opening in a thick forest; juicy red berries; speckled eggs



School-Home Connection
Ask your child how he or she would decorate a space for a celebration. Compare and contrast your child’s ideas with your own thoughts on decorating the same space.



School-Home Connection
Have your child locate and explain examples of imagery in the story.

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Name _____

Study Techniques
 Lesson 25

Each of the following situations describes a person's choice of a study technique. Tell whether the choice was good and why.

1. Richard read a chapter about thermal energy. To help him study, he outlined the chapter after reading it.

Richard made a good choice. Outlining after you read is a good way to remember important points in a passage.

2. Leanne made a K-W-L chart to help her study the ancient civilization in the Indus Valley. She had never heard of the Indus Valley before.

Leanne doesn't know anything about the Indus Valley, so this is not a good choice. To use a K-W-L chart, readers should know something about what they are reading and about what they want to learn.

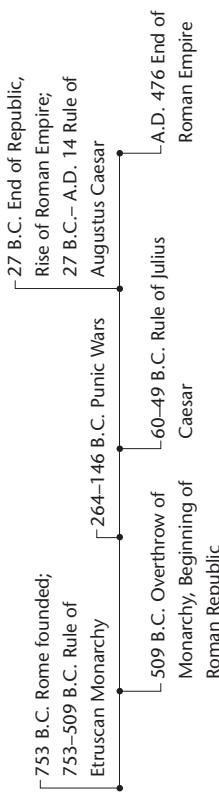
3. The next chapter in Kevin's social studies book is on economic policies in ancient China. Kevin wanted a complete guide to studying this chapter. He decided to use the SQ3R study technique.

Kevin chose a good study technique. He can make a survey, ask questions, and then answer his questions. Then Kevin can review.

Name _____

Graphic Aids
 Lesson 25

Read the time line. Then write complete sentences to answer the questions.



1. What information is given in this time line?

The time line shows a brief history of ancient Rome, from its founding to the end of its empire.

2. What two rulers are noted on the time line?

The two rulers noted are Julius Caesar and Augustus Caesar.

3. In how many different forms did ancient Rome exist? What were they?

Ancient Rome had three forms: it was a monarchy, a republic, and an empire.

4. What wars are mentioned on the time line?

The Punic Wars are mentioned on the time line.

5. What do the numbers on the time line signify?

The numbers on the time line signify years for the events.



Review with your child the study techniques described above. Have your child use one of the methods to study for a test or to prepare for an upcoming reading assignment.



Your child is reviewing graphic aids and how to read a time line. Help your child make a time line of significant events in his or her life. Leave the time line open-ended for future events, and add them as they occur.

Name _____

Theme 5 Review
Lesson 25

Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Spelling Words

1. *pedal*
2. *dentures*
3. *manuscript*
4. *memorial*
5. *tripod*
6. *memorable*
7. *biology*
8. *democracy*
9. *geography*
10. *archaeology*
11. *cosmopolitan*
12. *century*
13. *tricycle*
14. *diagram*
15. *bifocals*
16. *monotone*
17. *conversation*
18. *rejection*
19. *celebration*
20. *definition*



Grammar-Writing
Connection
Lesson 25

Read this part of a student's rough draft. Then answer the questions that follow.

(1) We had worked for hours last month to build a model sailboat for competition. (2) We learned of a problem with one of the sails when we first started. (3) We will fix it before we compete. (4) We are thinking about how to make the final adjustments. (5) Last week, the organizers of the competition us all the information we needed. (6) Yesterday, we look at the plans to keep the model safe on the way to the competition.

1. Which form of the verb is underlined in Sentence 1?
 A past
 B past participle
 C present participle
 D infinitive
2. Which change, if any, should be made in Sentence 2?
 A Change *learned* to *learns*.
 B Change *learned* to *have learned*.
 C Change *learned* to *will have learned*.
 D Make no change.
3. Which is the tense of the underlined verb in Sentence 3?
 A future perfect tense
 B present tense
 C past tense
 D future tense
4. Which identifies the underlined verb form in Sentence 4?
 A present participle
 B past
 C past participle
 D infinitive
5. Which verb could complete Sentence 5?
 A have offered
 B has offered
 C will offer
 D offered
6. Which change, if any, should be made in Sentence 6?
 A Change *look* to *will look*.
 B Change *look* to *looked*.
 C Change *look* to *are looking*.
 D Make no change.

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Name _____

Grammar-Writing Connection
Lesson 25

► Read this part of a student's rough draft. Then answer the questions that follow.

(1) Today, my friend has taken a special trip to the lake. (2) When she comes back, she will have swum farther than any student in our school. (3) She has break every record in the county! (4) Last month, she _____ about ways to improve at her sport. (5) She _____ me a full report on the phone by the time she gets home. (6) I had make up my mind long ago to find a sport I enjoy as much as my friend enjoys swimming.

- Which identifies the tense of the underlined verb in Sentence 1?
 A past
 B past perfect
 C infinitive
 D present perfect
- How should the underlined verb in Sentence 2 be written?
 A had swim
 B had swum
 C will have swam
 D correct as is
- Which change, if any, should be made in Sentence 3?
 A Change *has break* to *have broken*.
 B Change *has break* to *has broken*.
 C Change *has break* to *broken*.
 D Make no change.
- Which verb could complete Sentence 5?
 A had thought
 B is thinking
 C have thought
 D has thoughted
- Which verb could complete Sentence 6?
 A will has given
 B had gave
 C will have given
 D give
- How should the underlined verb in Sentence 6 be written?
 A *have make*
 B *had made*
 C *am making*
 D *correct as is*

Name _____

Robust Vocabulary
Lesson 26

► Read the Vocabulary Words in the box below. Then write the Vocabulary Word that best completes each sentence in the paragraph.

impact scale barren warped
mottled distinctive prominent chasm

When viewed from Earth, the moon appears to have a face. This illusion comes from a (1) **distinctive** pattern of dark and light regions on its surface. Up close, you see that the surface is (2) **mottled** by many craters and irregularities in its surface. The craters formed long ago from the (3) **impact** of asteroids striking the moon's surface. Covered with (4) **barren** dust and rock, the uneven surface is (5) **prominent** of all life. Perhaps the most (6) **prominent** feature is the South Pole-Aitken Basin, a crater 1,550 miles in diameter.

► Use a Vocabulary Word from the box above to complete each sentence.

- The opposite of *not easily seen* is **prominent**.
- The opposite of *fertile* is **barren**.
- The opposite of *terrible* is **distinctive**.
- The opposite of *ordinary* is **mottled**.
- The opposite of *clear* is **warped**.
- The opposite of *straight* is **mottled**.
- Write a sentence using the Vocabulary Word shown.

11. scale _____
12. chasm _____



School-Homes Connection
Ask your child to draw a picture or point out an object that illustrates the meaning of each Vocabulary Word.

Name _____

Reader's Guide
Lesson 26

Before reading, fill in the first two columns of the K-W-L chart with information you know and want to know about our solar system. Then read "Next Stop Neptune: Experiencing the Solar System," and fill in the third column with information you learn from the selection.

K What I Know	W What I Want to Know	L What I Learned
<p>The sun is at the center of our solar system.</p> <p>Saturn has rings.</p> <p>Mercury and Venus are the only planets that do not have moons.</p> <p>The length of a day and year on each planet depends on the planet's movement.</p>	<p>What is the sun made of?</p> <p>How do planets orbit the sun?</p> <p>What are Saturn's rings made of?</p> <p>Which planets have many moons?</p> <p>How did we learn about Mars?</p> <p>How is Earth different from the other planets?</p>	<p>Planets orbit the sun and rotate at different rates.</p> <p>The sun is an enormous, fiery gas ball.</p> <p>Earth is the only place where people can live without spacesuits.</p> <p>Space probes have landed on Mars and sent back information.</p> <p>Jupiter, Saturn, Uranus, and Neptune are the gas giants, and they each have many moons.</p> <p>Saturn's rings are made of pieces of rock and ice.</p>

Use the information in your chart to help you write a summary of the selection on a separate sheet of paper.

Draw and Evaluate Conclusions
Lesson 26

Read the paragraph and the three numbered conclusions below. Write evidence from the paragraph that supports the conclusion. **Possible responses are shown.**

If you live in the northern part of the Earth, you may get to see an amazing sight in the sky on clear nights. It's called the *aurora borealis*, which means "northern lights." The northern lights are great sheets of light in the sky that seem to wave and ripple. Watch closely and you may see flickers of red or green light, too. The sun causes the light show. The magnetic pole near the North Pole attracts particles from the sun. The northern lights occur when these particles collide with particles within the Earth's atmosphere and energy is given off. In the Southern Hemisphere, the same phenomenon occurs, but there it is called the *aurora australis*, or southern lights.

1. Without the sun, the *aurora borealis* would not exist.

When the sun's particles collide with particles in Earth's Northern Hemisphere, the northern lights occur. The sun causes the aurora borealis.

2. The *aurora australis* cannot be seen in cloudy weather.

The northern lights can only be seen on clear nights.
Because the northern lights and the southern lights are the same phenomenon, the southern lights can also only be seen on clear nights.

3. People who live near Earth's equator are unable to see the *aurora borealis*.

People living in the north part of Earth can see the aurora borealis. Because the equator is far from the North Pole, however, people living near the equator cannot see the aurora borealis.



With your child, review the paragraph above and think of another conclusion you can draw from the evidence.

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Name _____

Read the letter to the editor with numbered sentences below. Underline statements of opinion.

Fact and Opinion
Lesson 26

Dear Editor:

(1) This weekend we have an opportunity to experience something amazing. (2) Between midnight and 5 A.M. on Saturday, August 11, the Perseid meteor shower will occur. (3) The Perseid meteors become visible from Earth every year at about this time. (4) Because the skies will be clear Saturday night, conditions will be perfect for viewing the meteors.

(5) Meteors are rocks traveling through our solar system. (6) They are too small to be seen with the naked eye unless they enter our atmosphere. (7) If they do, friction makes them very hot, and we see the streak of light we call a "shooting star" or a "falling star." (8) Few things are as thrilling as seeing dozens of these graceful arcs of light streak across the night sky.

(9) Objects in the night sky are easier to see if you view them from a darkened location, away from city lights. (10) It means staying up late, but this show is so spectacular that we should all wake the family and have them watch it.

Sincerely,
Dr. Daniel Vesta
Professor of Astronomy



Choose one of the facts from the letter above. Write the number of the sentence on the lines below. Then explain why it is a fact. **A possible response is shown.**

9. The statement can be checked by viewing the night sky from a dark location and from a lit location and comparing how much can be seen. Once it is checked, the statement will be proved true.

School–Home Connection

With you child, brainstorm a list of opinions. For each opinion, state a fact that could be used to persuade someone to agree with the opinion.

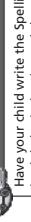
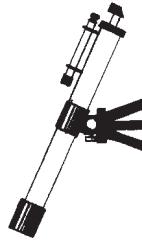
Words with
Prefix + Root +
Suffix: Words with
Root + Root
Lesson 26

Name _____

Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

Spelling Words

1. postponement
2. misinformation
3. uncertainty
4. improvement
5. indestructible
6. uncomfortable
7. unbeatable
8. unexpectedly
9. reexamination
10. unmistakable
11. telescope
12. thermometer
13. microscope
14. mischievous
15. prescription
16. telephone
17. octopus
18. process
19. transport
20. aquatic



Have your child write the Spelling Words in alphabetical order and then in reverse alphabetical order.

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Name _____

Circle the progressive-verb phrase. If it is correct, write **correct**. If it is not, write the correct progressive-verb phrase.

1. Last month, we **will be doing** experiments. _____

2. During the past week, we **are starting** new experiments. _____

3. I **was writing** experiment results last week. _____

4. The teacher **will be giving** new information yesterday. _____

5. We **will be finishing** the experiments next week. _____

6. Next year, students **were completing** new experiments. **will be completing**

Replace each past-tense verb with its past-progressive form, each present-tense verb with its present-progressive form, and each future-tense verb with its future-progressive form.

7. The sunspots (interfered) _____ **were interfering** _____ with radio reception.

8. Scientists (predicted) _____ **were predicting** _____ ongoing problems.

9. They (do) _____ **are doing** _____ all they can to learn more about sunspots.

10. Next year, the sunspots (will occur) _____ **will be occurring** _____ often.

11. Researchers (write) _____ **are writing** _____ about the effects of sunspots.

12. One day, researchers (will discover) _____ **will be discovering** _____ even more.

13. I (hope) _____ **am hoping** _____ to study astronomy in college.

14. I (looked) _____ **was looking** _____ into the best programs last year.

15. My aunt and I (drove) _____ **were driving** _____ to visit a nearby college.

Progressive Forms

Lesson 26

Name _____

Read the Vocabulary Words in the box below. Then write the Vocabulary Word that best completes each sentence in the paragraph.

murky	remains	lavish
doomed	dreaded	ascent

Our annual Fourth of July party was a gala event. The picnic table groaned under the weight of a (1) **lavish** spread of food. Earlier in the week, we had feared the party would be (2) **doomed** because of thunderstorms, but the day dawned brilliant and clear. Once everyone had feasted, we whisked the (3) **remains** of our feast into the refrigerator. By then it was dusk and the evening sky had grown (4) **murky**. But our moods weren't dampened, because it was time for **ascent** fireworks! In the darkness, we traced the (5) **ascent** of the flares and waited for the glorious explosions of color, shape, and light. Only the dog trembled and hid from the (6) **dreaded** noise.

Write the Vocabulary Word that best completes each sentence.

7. A word that means the same as *fancy* is **lavish**.

8. A word that means the same as *leftovers* is **remains**.

9. A word that means the same as *climb* is **ascend**.

10. A word that means the same as *feared* is **dreaded**.

11. A word that means sure to *be ruined* is **doomed**.

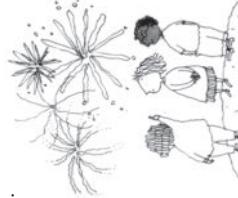
12. A word that means the same as *dark* is **murky**.



Ask your child to write three sentences about his or her future. Have your child use each of these verb forms: past-progressive, present-progressive, and future-progressive.



Echo-Home Connection
Have your child write each Vocabulary Word on a card. Every day, "feature" a new word at mealtimes. See who can use the word the most times in conversation.



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Name _____

Reader's Guide
• • • • • • •
Lesson 27

Read each section of "The Incredible Quest to Find the *Titanic*." Then fill in the chart with the main idea and the supporting details of the section.

Section 1 *Titanic's Voyage*, Pages 694–702

Detail

Detail

Detail

There were not enough lifeboats. Only 712 people survived.



Main Idea

***Titanic* hit an iceberg and sank to the bottom of the ocean in 1912. There were only 712 survivors.**



Section 2 *Finding the Wreck*, pages 703–709

Detail

Detail

Detail

They made fifteen dives and learned that *Titanic* sank because its steel plates came apart.



Main Idea

Explorers found *Titanic* in 1985 and used a small submarine and tiny robot to get close to the wreck on the bottom of the ocean. During their many dives, they learned more about the ship and why it sank.



Name _____

Draw and Evaluate Conclusions
• • • • • • •
Lesson 27

Read the paragraph below and underline the author's conclusion. On the lines, write evidence that supports the conclusion. **Possible responses are shown.**

At 2:20 A.M. on April 15, 1912, *Titanic* sank to the ocean floor. To reach it, explorers had to descend 12,400 feet, or more than 2 miles. To understand what this was like, consider these facts. No scuba diver has gone more than 437 feet beneath the surface. Naval submarines will only go down 1,500 feet because, beyond this, the ocean is in total blackness. In waters a mile deep, one might see glowing sea creatures. At two miles, there is only darkness, crushing pressure, and water just above the freezing point. To reach *Titanic*, explorers risked great danger.

People can only stand the temperature and pressure to a depth of about 450 feet. A submarine can only go 1,500 feet deep. Nothing lives 2 miles down, where it is pitch black, the water is freezing, and the pressure would crush a person instantly.

Read the paragraph below and use the evidence given to draw a conclusion. Then write an explanation of why your conclusion is valid.

Of the 2,228 people on board *Titanic*, just over 700 survived. That is less than 32 percent. However, if you look at the survivors based on their wealth, the numbers are different. Sixty percent of all first-class passengers lived; this number included most of the women and children in first class. Forty-four percent of second-class passengers made it to lifeboats. But of the poorest passengers, only 25 percent survived. Fewer than half of the women and children in steerage lived to tell their stories.

Conclusion:
The lives of wealthy passengers on *Titanic* were valued more than the lives of the poor.

Explanation:
More than half of the wealthiest passengers were saved, while only one in four of the poorest passengers survived.

Use the information in your charts to write a summary of the selection on a separate sheet of paper.



With your child, reread the first paragraph above. Think of another conclusion that could be drawn from the facts.

Name _____

Name _____

Words with
Silent Letters
Lesson 27

For each word in bold type in the first column, write a synonym that you associate with favorable or positive feelings and another synonym that causes unfavorable or negative feelings. Use a dictionary or thesaurus if you need help. Possible responses are shown.

Neutral Word	Synonym with Positive Connotation	Synonym with Negative Connotation
1. a large helping	generous	excessive
2. old furniture	antique	outdated
3. ask for help	plead; appeal	beg; nag
4. talk about an issue	chat	argue
5. make a joke	witticism	wisecrack
6. a smelly odor	fragrant	rank; foul

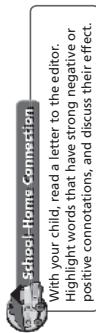
Write four sentences, using a synonym from the table in each to create a positive or negative connotation. Possible responses are shown.

7. **We ordered an excessive amount of food.**

8. **Ms. Watson said Ben had better stop making wisecracks or he'd get in trouble.**

9. **I always enjoy my Saturday morning chats with Grandpa.**

10. **We knew a skunk was in our yard by the foul odor in the air.**



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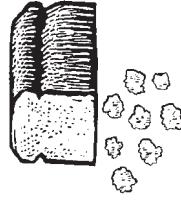
With your child, read a letter to the editor. Highlight words that have strong negative or positive connotations, and discuss their effect.

Words with
Silent Letters
Lesson 27

Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

Spelling Words

1. aisle
2. align
3. rhythm
4. crumbs
5. fasten
6. glistened
7. knottily
8. knuckle
9. open
10. plumber
11. reign
12. bustle
13. shepherd
14. soften
15. sword
16. thistle
17. knock
18. wrestle
19. wrinkled
20. yolk



Have your child write the Spelling Words and draw a line through the silent letter or letters.

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With your child, read a letter to the editor. Highlight words that have strong negative or positive connotations, and discuss their effect.

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Name _____

Write a contraction to correctly complete each sentence.
Possible responses are shown.

1. We knew that _____ better hurry if we wanted to be on time.

2. "What will happen if we do not get to the dock before _____ time to sail?" I asked.

3. " _____ going be on time," my grandmother said.

4. _____ waving to us from the house.

5. If we call ahead, I think _____ wait for us.

6. _____ right; that is a very good idea.

7. If the sentence is correct, write **correct**. If it is not, write the sentence correctly.

7. The Morse code book is your's.

The Morse code book is yours.

8. I saw the old Morse code book, and its cover was torn.

I saw the old Morse code book, and its cover was torn.

9. The radio officer said we were the best students of all.

correct

10. I can't read the author's name on the cover.

I can't (or cannot) read the author's name on the cover.

11. There classes in Morse code are excellent.

Their classes in Morse code are excellent.

12. The radio officer won't be late to class today.

Correct

Contractions
Lesson 27

Name _____

Underline the sentence that best uses the Vocabulary Word.
we'd

Robust
Vocabulary
Lesson 28

Name _____

Underline the sentence that best uses the Vocabulary Word.
we'd

Sentence 1

1. Simon looked contentedly at the thriving lettuce plants the rabbit had eaten.
2. Sid had qualms about riding the tandem bicycle for the first time.
3. The torrent of water made everything that was in the park sticky.
4. You can endanger a butterfly by putting it inside a jar.
5. Contemplating a project before I start helps me do it right.
6. The bicycle path was intolerable because it was filled with rocks.

Sentence 2

1. Simon looked contentedly at the thriving lettuce plants in his garden.
2. Sid had qualms about riding the tandem bicycle with an instructor.
3. The torrent of water washed away the layer of mud on the picnic table.
4. You can endanger a butterfly by watching it fly outdoors.
5. Contemplating a project before I start helps me do it right.
6. The bicycle path was intolerable because it was filled with rocks.

Use what you know about the Vocabulary Words to answer the questions below.

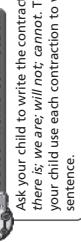
Write complete sentences. **Possible responses are shown.**

7. How might an officious person act while waiting in line for something?

He or she might try to make the line move faster or tell people where to stand.

8. If someone believes something that is contrary to what you believe, do you agree with him or her? Explain.

We would not agree because our beliefs are not the same.



School-Home Connection
Ask your child to write the contractions for:
there is; we are; will not; cannot. Then have
your child use each contraction to write a sentence.

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Name _____

► Read the selection "Eager." Then fill in the chart with examples of the appropriate character traits and clues from the story. **Possible responses are shown.**

Characterization
Lesson 28

Name _____

Reader's Guide
Lesson 28

► Read the selection "Eager." Then fill in the chart with examples of the appropriate character traits and clues from the story. **Possible responses are shown.**

Character and Character Trait	Clues from Story
Mrs. Bell is a concerned parent.	" a qualm seized her at the last moment "
Eager is still inexperienced and learning about Charlotte.	" She pushed it away with unexpected strength. "
Eager has good intentions. He wants to be helpful and good.	" Eager was feeling pleased with himself. This was obviously the right thing to do. "
Grumps has a temper.	" 'What are you doing?' thundered a voice; "Grumps unleashed a torrent of words." "

► Write a summary of "Eager" on a separate sheet of paper.



With your child, write a paragraph in which Charlie tells a friend about meeting Zozo. Help your child use character traits and clues from the story to develop his or her paragraph.

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Characterization
Lesson 28

► Read the story. In the chart, write Charlie's and Zozo's character traits. Then write clues from the story that reveal each character's traits. **Possible responses are shown.**

When Charlie stepped outside his front door, his first thought was that it looked like an ordinary day. The sun was shining, the flowers were blooming, and the spaceship was parked in front of the house. He wondered if, as usual, he had forgotten something important for school that day. *Absentminded Charlie* is what his friends sometimes called him. And now, something seemed...

"Spaceship? Did I see a spaceship parked in front of my house?" Charlie said.

There was indeed a spaceship, and coming out the door was a little green man. "My name is Zozo, and I am afraid I am lost. Could you help me find my way east?" He held out his hand hesitantly.

"Wow, sure, cool," said Charlie. "By the way, my name is Charlie." He held out his left hand.

"Good morning, Charlie," said Zozo as he shook Charlie's hand hesitantly. "I don't want you to be late for anything! If you show me the way east, I'll surely find my home."

Then Charlie had an idea. If he could get a picture of Zozo, the kids at school might call him *Charlie the Great* instead. He ran into the house for a camera.

Five minutes later, Charlie came back out. The street was empty. Zozo's spaceship was a dot in the sky. Charlie stared at it until it disappeared. Then he laughed.

"Serves me right," he said to himself. "If I just kept track of my things, I might be famous today."

Character and Character Traits	Clues from Story
Charlie; forgetful	His nickname is Absentminded Charlie . He wonders what he might have forgotten.
Zozo; polite, shy	Zozo has a polite way of speaking; Zozo shakes hands hesitantly.

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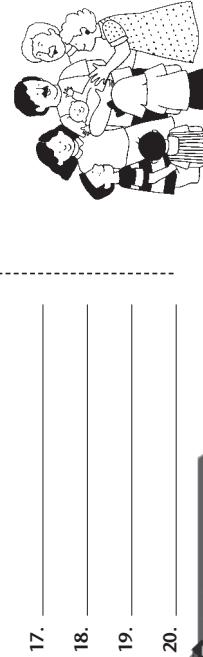
Name _____

Related Words
Lesson 28

Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

Spelling Words

1. ability
2. able
3. decompose
4. decomposition
5. familiar
6. family
7. muscle
8. muscular
9. meter
10. metric
11. precise
12. precision
13. relate
14. relative
15. commerce
16. commercial
17. similar
18. similarity
19. offense
20. offensive



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School-Home Connection
Have your child write the Spelling Words on slips of paper. Play Go Fish and try to collect pairs of related words.

Name _____

Adverbs
Lesson 28

Write the word in parentheses () that correctly completes the sentence.

1. Visitors couldn't go **anywhere** outside the viewing area.
(nowhere, anywhere)
2. Nobody would **ever** believe the things the robots could do.
(ever, never)
3. The results hadn't been reported in **any** newspapers. (no, any)
4. No previous experiment **had** even come close to this.
(had, hadn't)

Use each adverb to write a sentence. Be certain to use the word as an adverb.

Possible responses are shown.

5. earliest

I was the competitor who arrived the earliest.

6. carefully

I carefully built my robot from spare parts.

7. better

It worked better than any other machine.

8. farthest

It walked the farthest of all the robots in the competition.

9. faster

It walked even faster than it had the week before!

10. happily

I happily accepted my trophy.



School-Home Connection
Ask your child to write three sentences about a school activity. Have your child include one of the following adverb forms in each sentence:
positive, comparative, superlative.

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Name _____

Robust Vocabulary

Underline the sentence that best uses the Vocabulary Word.

Name _____

Reader's Guide
Lesson 29

Read each section of "The Phantom Tollbooth." Write Milo's character traits as you read. Describe the story clues you used to identify the traits. **Possible responses are shown.**

Sentence 1

1. The impostor insisted he was the true prince.

At daybreak, we took a ride in the imposter.

2. I spoke very clearly to make sure there wouldn't be any misapprehension.

There was a misapprehension, so I was easily able to follow the directions.

3. The man was in a hurry and decided to linger a bit more before going.

Jake wanted to linger at the party even though it was way past his bedtime.

4. "I'm so glad you all came!" Marta said dejectedly.

"I miss my friends," Marta said dejectedly.

5. The evil king was banished from the kingdom and never seen again.

After I was banished, I came back to visit the next day.

Use what you know about the Vocabulary Words to answer the questions below. Write your answers in complete sentences. **Possible responses are shown.**

6. What can you do to get out of the Doldrums?

I could make plans with a friend, do a physical activity, start a project, or read an exciting book.

7. What are some rules you must abide by at your school?

At my school we must be on time for class, complete our homework, and listen to and follow instructions.

8. What is the most strenuous activity that you have recently done?

I ran a mile, and then I helped my mom carry heavy boxes up two flights of stairs.



With your child, discuss the Vocabulary Word in each sentence. Have your child tell you the meaning in his or her own words.

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Character Traits	Clues from Story
MILo	Milo is not interested in any of the things in his room. He is not interested in the package. He doesn't show much enthusiasm about going to Dictionopolis.
Section 1 pages 748–752	
Section 2 pages 753–756	While in the Doldrums, Milo says he is just killing time. He yawns and stretches tiredly.
imaginative	Milo thinks different kinds of thoughts to get out of the Doldrums.
Section 3 pages 757–759	
Section 4 pages 760–764	Milo shows excitement at the market. Milo tries new words. He asks the Spelling Bee questions and asks questions at the banquet.
Section 5 pages 765–767	Milo is very polite at the banquet when he is talking to King Azaz. Milo states that having dinner after the banquet is ridiculous.
Section 6 pages 768–769	Milo doesn't want to go to rescue the princesses. He ends up going because he is told to go, not because he wants to go.

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Name _____

Characterization
Lesson 29

Write a character trait for the underlined character name in each paragraph. **Possible responses are shown.**

1. Everyone was happy that Raymond had decided to come to the party. Raymond always told such good jokes and made a lot of people laugh.

funny

Character Trait: _____

2. "Are we almost there yet?" Star asked her father. They were on their way to visit Star's cousin, who lived an hour away. Star's father sighed. They had been driving for only fifteen minutes, and this was already the third time Star had asked that question.

impatient

Character Trait: _____

3. Martha looked around her room. It was a mess. It would take way too much time to put everything away. Martha would much rather just plunk herself down in front of the TV and watch her favorite show.

lazy

Character Trait: _____

4. Rose stood at the edge of the high-dive board. Secretly she was afraid of diving from so high up. But if she wanted to be part of the swim team, she had to overcome her fear and just do it. Rose waved to her coach and took a deep breath. Then she got into position, gave a bounce, and dove toward the cold, blue water.

brave, determined

Character Trait: _____

5. Isaac put the bag of candy under his shirt. No one would see it there. Isaac's brother was in the living room reading. Isaac carefully sneaked past the living room and went quietly upstairs to his own room. No one saw him, which was good because he had no intention of sharing the candy with his brother. Isaac happily dumped the bag on his bed and began sorting out all the different kinds of candy.

sneaky, selfish

Character Trait: _____

 School-Home Connection
Have a discussion with your child about a favorite character from a book, play, or movie. Discuss the traits of the character. Talk about the story clues that reveal those traits.

Unusual
Plurals
Lesson 29

Name _____

Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

Spelling Words

1. allergies
2. data
3. bacteria
4. yourselves
5. potatoes
6. pianos
7. leaves
8. comes
9. achieves
10. scarves
11. chief
12. lenses
13. quizzes
14. heroes
15. even
16. batteries
17. mosquitoes
18. spacecraft
19. crises
20. veterans



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School-Home Connection
Have your child write ten sentences using all the Spelling Words. Check to see if they used the words correctly.

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Name _____

Quotation Marks
and Colons
Lesson 29

Add the correct punctuation mark where it belongs in each sentence.

1. Grandma said, “It’s a long trip, so take several books to read.”

2. “I’ll take the book about the adventures of a boy named Milo,” said Lisa.

3. Milo meets the following characters: Tock, King Azaz, and the Mathemagician.

Read each sentence. If capitalization and punctuation are used correctly, write correct. If they are not, rewrite the sentence correctly. **Possible responses are shown**

4. “Because the words are long said Ms. Jackson, you’ll need to study hard.

“Because the words are long,” said Ms. Jackson, “you’ll need to study hard.”

5. “These are the subjects we’ll cover: spelling, grammar, and word choice,” she said.

Correct

6. Be sure to take plenty of notes during the lecture Dave said.

“Be sure to take plenty of notes during the lecture,” Dave said.

7. “Terry said if you run out of paper, let me know.”

Terry said, “If you run out of paper, let me know.”

8. While we’ll try to take breaks Grandma mentioned “We’ll study many long hours.”

“While we’ll try to take breaks,” Grandma mentioned,

“we’ll study many long hours.”

9. My brother asked, “Can I borrow your book, Lisa?”

Correct

10. I still need to read these chapters: one, five, and seven, said Lisa.

“I still need to read these chapters: one, five, and seven,” said Lisa.



Have your child use quotation marks while writing four short sentences that tell about a conversation that took place at school today.

Name _____

Underline the sentence that best uses the Vocabulary Word.

Robust
Vocabulary
Lesson 30

Sentence 1

1. If I had something special, I would only entrust it to someone I knew.

2. Finding the right color socks was critical for us.

3. It was an understatement to say the flooding river made us nervous.

4. The boy’s soft whisper emanates from the alley.

5. A wild animal’s erratic behavior might mean it is healthy.

6. Because the sun was so elusive, we canceled the day at the beach.

7. The Wright brothers’ first flight at Kitty Hawk was an unprecedented act.

8. My ears were not used to the cacophony of sounds coming from the sky.

9. When the house imploded, it caused much damage to the nearby houses.

10. Because Jan’s pain was acute, we paid no attention to it.

Sentence 2

If I had something special, I would only entrust it to a stranger.

Finding the right path home was critical for us.

It was an understatement to say the flooding river made us happy.

The boy’s drum playing emanates from the alley.

A wild animal’s erratic behavior might mean it is ill.

Because the sun was so elusive, we knew we would get a sunburn.

The regular flight from New York to Chicago is an unprecedented act.

My eyes were not used to the cacophony of sights coming from the sky.

When the house imploded, it caused little damage to the nearby houses.

Because Jan’s pain was acute, we rushed her to the hospital.



School-Home Connection
Have your child read the sentences above. Then ask your child to make up two sentences for each word—one using it correctly and one using it incorrectly. Discuss what makes the sentences right or wrong.

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Name _____

Possible responses are shown.

Draw and Evaluate
Conclusions
Lesson 30

- Read the passage below and then fill in the Evidence and Conclusions boxes. **Possible responses are shown.**



Dirty Snowballs in the Sky

Comets are sometimes called “dirty snowballs” or “icy mudballs.” This is because they are made up of water and frozen gas that has mixed with cosmic dust to form a small celestial body with a very long tail. The tail is called a dust tail and can be 10 million kilometers long! The dust tail is what we can see from Earth.

One feature of comets is that they have orbits. Orbit is the path the comets take as they travel around the sun. Of the approximately 878 comets that astronomers have catalogued, about 184 are called periodic comets. This means they can be seen from Earth more than once every 200 years. The most famous of these comets is Halley’s Comet, which was first documented by the Chinese in 240 B.C. It was named after Edmund Halley, the scientist who predicted the comet’s 76-year orbit.

Many of the other comets’ orbits take them deep into space. Even when we can’t see them, it is fun to think they are up there, their long tails sparkling in the sunlight.

Evidence

Comets are made up of frozen water, gas, and dust.

Some comets can be seen at regular intervals.

Conclusion

“Dirty snowball” and “icy mudball” are appropriate names for comets.

Comets have orbits.

Name _____

Characterization
Lesson 30

- Read the two passages below. Put a checkmark by the passage that you feel gives you a better description of the character. Then write a short description of the character on the lines provided.

AUNT MINNIE

Aunt Minnie is my aunt. I like her very much. She looks pretty normal and I guess she is, but she loves me and is always nice to me. This makes me feel special around her. My mom likes her, too, and even my cat likes to sit on her lap.

AUNT MINNIE

I always hear my Aunt Minnie before I see her. She has a big booming laugh, which is surprising because she is a tiny person. Tiny, but full of OOMPH!, my mom says. When she comes into view, she gives me the high-five sign, and then a big hug follows. Those hugs make me feel like the most special person in the world. Next she asks where Gruffy, my cat, is. She knows that next to her, I love Gruffy almost more than anything in the world.

Possible response: Aunt Minnie is fun to be around. She is a happy person and very vibrant. She is not afraid to show people she loves them. She is also considerate, because she asks about the cat that the narrator loves, too.



School-Home Connection
Your child is reviewing characterization this week. With your child, think of a person you both know. Write down that person’s character traits. Then, using the traits, help your child write a short character study of that person.

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School-Home Connection
Your child is reviewing how to draw and evaluate conclusions. With your child, watch a program for children about science on television. Help your child take notes on the program and discuss its conclusions.

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Name _____

Fact and Opinion
Lesson 30

Read the following sentences and identify whether they are fact or opinion. On the lines provided tell why you feel the statement is a fact or an opinion. **Possible responses are shown.**

1. The sun is our nearest star. **Fact. This can be confirmed in a science text or encyclopedia.**

2. We should work to save the Earth's endangered animals. **Opinion. This is a reasonable statement, but it still represents how someone feels about something.**

3. Going up in a hot-air balloon is always dangerous. **Opinion. The word always is a clue that this is an opinion.**

4. Poison ivy causes welts and itching on many people's skin. **Fact. This can be verified.**

5. You don't want to get poison ivy! **Opinion. Although this is reasonable, it still is someone's opinion about the irritation of poison ivy.**

6. People ought to get more sleep. **Opinion. The word ought indicates an opinion.**

7. Some doctors say to drink eight glasses of water a day. **Fact. It can be verified that some doctors say this, even though others may disagree.**

8. Comets are made up of frozen gases and water and cosmic dust. **Fact. This is the definition of a comet.**

Name _____

Connotation/
Denotation
Lesson 30

Read the following poem and think about each underlined word. If the word is used to mean its dictionary definition, write **denotation** on the line provided. If the word is used to create emotions and images, write what images the word brings to mind.

Possible responses are shown.

Shimmering Chimneys

We heard a tale of shimmering chimneys **beauty, sparkly, light**

of gold and silver, copper and zinc, **denotation**

diamonds even

buried deep under the placid turquoise waters **quiet, uneventful; beautiful** in the sea off Japan.

Volcanoes, we were told, **denotation**

hundreds, maybe even thousands of them, spouting fishtails of precious metals and gems **geysers**

in lines on the sea floor. **denotation**

The metals settle in mounds, **denotation**

The mounds grow, year after century.

Some have seen these chimneys. **denotation**

Some have come back to tell of their splendor. **magnificence**

I can only gaze at the clear water. **mesmerize**

No matter how far down I look, **mesmerize**

It isn't far enough.



Your child is reviewing fact and opinion. Take a walk with your child. Together, observe what is around you, and make a factual statement and then an opinion statement about each thing you see.



Your child is learning about connotation and denotation. Read some poems with your child and discuss which words express connotation and which express denotation.



Name _____

Spelling Words

Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____



Theme 6 Review
Lesson 30

Grammar-Writing Connection
Lesson 30

Name _____

Read this part of a student's rough draft. Then answer the questions that follow.

(1) Sulima and Jon were studying deep-sea diving last year. (2) Their the best divers in the class," the instructor told the coach. (3) The instructor said, "Next year, I be checking to see if they are still diving in these waters." (4) Then the instructor told Sulima and Jon, "I am looking for divers now to help with the big coral dive. (5) The job is yours, if you're interested. (6) _____ you please agree to make the dive?"

1. Which change, if any, should be made to the underlined words in Sentence 1?
 A is studying
 B will be studying
 C are studying
 D Make no change.
2. Which is the correct way to write the underlined word in Sentence 2?
 A There
 B They're
 C Their
 D The're
3. Which change, if any, should be made to the underlined word in Sentence 3?
 A I'll
 B I'l
 C I've
 D I'm
4. Which describes the underlined verb in Sentence 4?
 A present-progressive form
 B past-progressive form
 C future-progressive form
 D infinitive
5. Which change should the student make to Sentence 5?
 A Change yours to you're.
 B Change yours to your's.
 C Change your to you're.
 D Change your to you're.

 Read this part of a student's rough draft. Then answer the questions that follow.

(1) I had never seen nothing so beautiful as the boat. (2) "Because you have been interested in sailing for such a long time," my aunt said, we are going sailing. (3) I couldn't hardly believe my luck! (4) "I am so glad you are happy" my aunt said. (5) "Before you board, be sure you are carrying the following life jacket, sunglasses, sunscreen, and your camera." (6) I got on the boat _____.

1. Which change, if any, should be made to Sentence 1?
 - A Change *never* to *ever*.
 - B Change *nothing* to *anything*.
 - C Change *had never to havn't never* to *haven't ever*.
 - D Change *had never to havn't ever*.
2. Which change should the student make to Sentence 2?
 - A Remove the quotation mark before the word *Because*.
 - B Remove the comma after the word *time*.
 - C Add a quotation mark before the word *we*.
 - D Add a comma after the word *are*.
3. Which is the correct way to write Sentence 3?
 - A I could not hardly believe my luck!
 - B I couldn't never believe my luck!
 - C I could hardly believe my luck!
 - D I could hardly not believe my luck!
4. Which punctuation mark is missing from Sentence 4?
 - A colon
 - B semicolon
 - C comma
 - D quotation mark
5. Which punctuation mark is missing from Sentence 5?
 - A colon
 - B semicolon
 - C comma
 - D quotation marks
6. Which word or words could complete Sentence 6?
 - A eager
 - B more eager
 - C more eagerly
 - D eagerly

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