

6th Grade

Name: _____

WEEK AT A GLANCE!

Story:

"from My life With the
Chimpanzees"

Genre: Memoir

Vocabulary/Word Study Skill:
Suffix -able : capable, given to,
or tending to

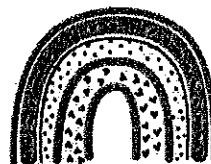
Comprehension: Author's
Purpose

Grammar: commas,
parentheses, and dashes



Vocabulary:

- vanished: disappeared
- irritable: easily annoyed or angered
- impetuous: acting suddenly with little thought
- miserable: extremely unhappy or uncomfortable
- threateningly: in a frightening or alarming way
- dominate: rule or control



Name: _____

[illegible]

Name: _____

Date: _____

CONCEPT VOCABULARY AND WORD STUDY

from My Life With the Chimpanzees

Jane Goodall

WORD LIST

vanished irritable impetuous miserable threateningly dominate

A. DIRECTIONS: In each of the following items, think about the meaning of the italicized word or phrase, and then answer the question.

1. The fear on the lost boy's face *vanished* when he saw his mother running toward him. Did the look on the boy's face disappear? Explain your answer.

2. Grandpa becomes very *irritable* when he doesn't think anyone is listening to his stories. Would you say that Grandpa doesn't mind feeling ignored? Explain your answer. _____
3. If June often acted on impulse, never thinking about the consequences, would you say that she was *impetuous*? Explain your answer. _____
4. Daniel said he felt *miserable* when he received the highest marks on the math test. Does it seem likely that Daniel is using this word correctly? Why or why not? _____
5. Kelvin's bulldog Rex likes to wrestle other dogs into submission. Would you say that Rex attempts to *dominate* other dogs? Explain your answer. _____
6. You notice a stranger walking *threateningly* towards you. Would you say that this person is approaching you in a friendly manner? Explain your answer.

B. WORD STUDY: Latin suffix *-able* The Latin suffix *-able* means "capable of; fit for; tending to," and it usually indicates that a word is an adjective. Below, change the following words into adjectives by adding the suffix *-able*. Then use each word in a sentence. Use a dictionary if needed.

1. *honor*- _____
2. *change*- _____
3. *laugh*- _____
4. *jump*- _____

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from My Life With the Chimpanzees

Jane Goodall

SHORT-RESPONSE QUESTIONS

DIRECTIONS: Complete the following items after you have read the text.

RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

1. (a) Explain what the text says explicitly.

Reread paragraphs 1–5 of the excerpt from *My Life With the Chimpanzees*. What main events does Goodall describe in these paragraphs? Cite textual evidence to support your response.

(b) Explain an inference you can draw from the text.

What characteristics, or personality traits, do you think Jane Goodall has based on the events and details described in paragraphs 1–5. Support your inference using both details from the text and your background knowledge.

RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes.).

2. (a) Analyze how a key event is introduced in a text.

In paragraphs 31 and 32 of the excerpt from *My Life With the Chimpanzees*, Goodall describes a chimp's visit to her camp. Explain why this was a key event and how Goodall uses details to introduce the idea that the chimp's visit was important to her.

(b) Analyze how a key event is elaborated in a text.

Reread paragraphs 36 and 37 of the excerpt from *My Life With the Chimpanzees*. How do the details in these paragraphs build on the key event that was introduced in paragraphs 31 and 32? Use details from the text to explain how the chimp's visit led to developments in Goodall's research.

RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

3. (a) Identify a central idea of a text and explain how it is conveyed through particular details.

Identify a central idea of paragraphs 53–56 of the excerpt from *My Life With the Chimpanzees*. Then, use details from the text to explain how this idea is conveyed, or shown.

(b) Write an objective summary.

Write an objective summary of paragraphs 53–61 of the excerpt from *My Life With the Chimpanzees* that includes main ideas but not personal opinions or judgments. Make sure to include the author and the title.

RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

4. Integrate information presented visually to develop a coherent understanding of a topic.

Look at the photograph of Goodall with the chimp she named David Greybeard. What is happening in the photograph, when was it taken, and how does it help deepen your understanding of how Goodall developed a relationship with this chimpanzee?



EXTENDED-RESPONSE ACTIVITY Author's Purpose

DIRECTIONS: Complete the following activity as either a written response or a group discussion.

RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

5. Identify Goodall's purpose for writing the excerpt from *My Life With the Chimpanzees*. Then, explain how she uses details to reveal this purpose over the course of the text. Consider the facts and descriptions she includes and why they are important to the text.

Use these guidelines in your writing or discussion.

- Think about whether Goodall has written to inform, entertain, describe, persuade, or a combination of these. Then identify the author's purpose.
- Explain how the author uses memorable details to help achieve her purpose. Which details from the text are most memorable, and why?
- Find at least one example of a dash in the text and consider how the author uses dashes to call attention to certain details. What do such details reveal about the author's purpose?

TIP FOR WRITTEN RESPONSE

Take notes as you work through the bulleted items. Then, rework your notes into a cohesive essay.

TIP FOR DISCUSSION

Stay on topic. Think about what you want to say before you speak and connect your ideas to statements that others have made.

Name:

Date:

ANALYZE CRAFT AND STRUCTURE ➤ **AUTHOR'S PURPOSE**

from My Life With the Chimpanzees

Jane Goodall

An **author's purpose** is his or her main reason for writing. Nonfiction texts are written to inform, persuade, entertain, describe, and express the author's point of view. In many cases, an author has more than one purpose, or reason, for writing. For example an author may write about the impacts of an oil spill to both inform the readers as well as to persuade them to take action. Readers can identify an author's perspective by examining details in the text and an author's word choice.

My Life With the Chimpanzees is an example of a **memoir**, which is a type of autobiography that focuses on a period or series of events in the author's life. A memoir is typically written from the first-person point of view in which the author, or narrator, takes part in the story's events.

DIRECTIONS: Answer the following questions about *My Life With the Chimpanzees*. Use textual evidence from the selection to support your responses.

1. How can you tell that *My Life With the Chimpanzees* is a memoir?

2. What purpose did Goodall have for including so many details about her life in the camp and how she went about studying the chimpanzees?

3. What purpose did Jane Goodall have for writing this memoir?

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ANALYZE CRAFT AND STRUCTURE ➔ AUTHOR'S PURPOSE

An **author's purpose** is his or her main reason for writing. Nonfiction texts are written to inform, persuade, entertain, describe, express feelings, or some combination of these. Identifying the author's purpose early in a selection can help focus your reading and study of that selection. Readers can identify an author's purpose by examining both the details in the text as well as the author's word choice.

Different types of texts have different purposes. An editorial, for instance, is written to persuade the reader of a point of view. A humor piece might be written either to entertain or to persuade, or both. Certain kinds of essays would be written to express an author's point of view, to inform, or to describe something.

DIRECTIONS: Read the excerpts. Then answer the questions that follow.

1. The Elgin Marbles are a group of statues from the ruins of ancient Athens. Some were located in the Parthenon, while others were located elsewhere in the city. In the early 1800s, a British nobleman named Lord Elgin removed the statues and transported them to Great Britain, claiming he had a permit to do so. Not all authorities felt he took the statues legally.

What is the purpose of this passage?

2. A rooftop garden is easy to grow. It requires some preparation, but once you have soil and plants in place, caring for it requires little work. The benefits are many. Rooftop gardens can provide city dwellers with fresh vegetables in the summer, as well as a beautiful place to relax. Rooftop gardens also have environmental benefits. They can help cool a city in the summer and can help reduce pollution. If you live in an apartment, consider planting your own rooftop garden. You won't regret it.

What is the purpose of this passage?

3. My first day in winter training camp with the Hawks was an interesting one. We got up early and went to the training facility. We were shown the locker rooms, the workout rooms, and the rest of the grounds. After our tour, Coach Morales welcomed us, gave a speech about what he expected from us, and then told us what we could expect from him.

What is the purpose of this passage?

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ANALYZE CRAFT AND STRUCTURE → **AUTHOR'S PURPOSE****A. DIRECTIONS:** Read each passage below. Then, answer the questions.

The surface of the earth, called the *crust*, is not one solid piece. There are approximately 20 pieces, or plates, that are slowly, but constantly moving. The fastest of these plates moves no more than 6 inches per year. Earthquakes happen when one of these plates comes into contact with another. This is constantly happening. Approximately half a million earthquakes occur each day, though people don't feel most of them because they are too small, too deep within the sea, or too far below the surface of the earth.

1. What is the author's purpose for writing this passage?

My father loved do-it-yourself home repairs. When I was growing up, he allowed me to help him on easy projects. I learned how to use hand tools, and how to fix many things properly. One afternoon, I helped my father fix a leaky faucet in the upstairs bathroom. I held the tools and watched as my father made the repair. When he finished, he called down to my mother, "We're finished." She replied, "Really? Well it's raining in the kitchen." Obviously, not everything was fixed properly on the first try.

2. What is the author's purpose for writing this passage?
-

B. DIRECTIONS: Read the passage below. Then, answer the questions.

I visited the computer room in our school the other day, and I was appalled. Students were using the computers, but it was clear that many of them didn't know how to type. They wasted time hunting for letters on the keyboard and then pecking out words using two fingers. This seems like a waste of time and effort. I think it is time to bring typing instruction back to the classroom. Typing instruction and practice helps students to type quickly, with ease, and without looking at the keyboard. Imagine how much more our students would get out of their computer time if they were able to type properly.

1. What is the purpose of this passage?
-
2. What clues in the text help you determine the author's purpose?
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Name:	Date:
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WORD STUDY → **LATIN SUFFIX -ABLE**

The Latin suffix *-able* means “capable of; fit for; tending to,” and it usually indicates that a word is an adjective. For example, the word *loveable* means “capable of being loved.”

A. DIRECTIONS: Choose the word in parentheses that best fits into each sentence and write it on the line.

1. Jasper thought his computer was completely broken after he dropped it and broken the screen, but the technician told Jasper it was _____.
(fixable, obtainable, changeable)
2. Needing to get to school, I could either wait and get a ride from Paul or hop on my bike and get there in the same amount of time; both were _____ options. (sizable, doable, winnable)
3. I thought the guitar was very _____; I didn't think it was out of tune at all. (joinable, playable, eatable)
4. The grandmaster chess player was a _____ opponent; he was not easy to beat! (formidable, swayable, mixable)

B. DIRECTIONS: Select the correct word from the box on the right to complete each sentence. Use a dictionary, if needed.

1. Having served in the military for four years and graduated in the top of his class from university, Marcus was a very _____ job candidate.
2. The wood became _____ after it had soaked in water all day.
3. “Don't worry,” said Brady's mom, “That paint won't stain your pants; it's _____!”
4. The natural spring was the only _____ source of water in the area.

<p>pliable washable desirable drinkable</p>

Name: _____

Date: _____

WORD STUDY → **LATIN SUFFIX -ABLE****A. DIRECTIONS:** Choose the correct word to complete each sentence.

1. The car looked terrible after the accident, but it was still (drivable/sinkable).
2. I opened the storage closet to find that moths had eaten through at three of my sweaters which were now completely (unwearable/unbearable)!
3. None of the boats were (jumpable/sailable) after the hurricane destroyed them.
4. Sierra is one of the most (bearable/remarkable) students in class; she always completes her work and will help any of her classmates if they ask.
5. The movie was so bad that it was (unbearable/unbreakable) to watch.

B. DIRECTIONS: Use the following words in a complete sentence.

1. huggable _____
2. breakable _____
3. loveable _____
4. swimmable _____
5. reliable _____

C. DIRECTIONS: Look at the following words and, using a reliable print or online dictionary, provide the definition for each. Then use it in a sentence.

1. malleable: _____

2. affable: _____

3. laudable: _____

Name:

Date:

CONVENTIONS: COMMAS, PARENTHESES, AND DASHES

from My Life With the Chimpanzees

Jane Goodall

A **comma** signals readers to pause. It is used to separate words or groups of words in a series. Commas are also used to set off introductory or nonessential elements in a sentence. A **nonessential**, or **nonrestrictive**, element is one that is not needed to convey the sentence's main idea.

Parentheses also set apart nonessential elements from the rest of the sentence. However, parentheses suggest the information is even less important than information set off by commas.

Similar to commas and parentheses, **dashes** also separate elements in a sentence, but they indicate a more sudden and stronger interruption in thought.

A. DIRECTIONS: Write the letter of the correctly punctuated sentence on each line.

1. _____ a. Goodall studied the chimps by interacting with them a novel approach—at the time!
b. Goodall studied the chimps by interacting with them—a novel approach at the time!
2. _____ a. At the camp each person had a knife, a fork a spoon, a mug and a few plates.
b. At the camp, each person had a knife, a fork, a spoon, a mug, and a few plates.
3. _____ a. Gombe National Park, which is approximately 20 square miles, is located in Tanzania, Africa.
b. Gombe National Park which is approximately 20 square miles is located in Tanzania, Africa.
4. _____ a. Jane who would watch the chimps each day would collect the leaves, flowers, and fruits they left behind.
b. Jane, who would watch the chimps each day, would collect the leaves, flowers, and fruits they left behind.

B. DIRECTIONS: Rewrite the following sentences, inserting **dashes** or **parentheses** where appropriate.

1. Chimps like people sleep all night. _____
2. Jane had a favorite chimp David Greybeard. _____
3. Jane observed chimps using objects sticks, rocks, etc. as tools. _____

Name:

Date:

CONVENTIONS COMMAS, PARENTHESES, AND DASHES

A **comma** signals readers to pause. It is used to separate words or groups of words in a series. Commas are also used to set apart introductory or nonessential elements in a sentence. A **nonessential**, or **nonrestrictive**, element is one that is not needed to convey the sentence's main idea.

Parentheses also set apart nonessential elements from the rest of the sentence. However, parentheses suggest the information is even less important than information set off by commas.

Similar to commas and parentheses, **dashes** also separate elements in a sentence, but they indicate a more sudden and stronger interruption in thought.

DIRECTIONS: Read each set of sentences. Then write a *X* on the line of the sentence that is punctuated correctly.

1. _____ a. Sorting mail, checking postage, and selling stamps are part of a postal worker's job.
 _____ b. Sorting mail, checking postage, and selling stamps, are part of a postal worker's job.
2. _____ a. Computers and scanners, necessary tools for all projects, are important to office workers.
 _____ b. Computers, and scanners, necessary tools for all projects are important to office workers.
3. _____ a. After discovering the typographical errors—all 56 of them—the —publisher pulled the article from their website.
 _____ b. After discovering the typographical errors—all 56 of them, the publisher pulled the article from their website.
4. _____ a. Carpenters use tools such as planes, saws, drills, and sanders.
 _____ b. Carpenters use tools such as, planes, saws drills, and sanders.
5. _____ a. She finally replied (after pausing two full minutes to think) that she did not understand the question.
 _____ b. She finally replied after pausing two full minutes to think (that she did not understand the question).
6. _____ a. The car which was sitting, in the middle of the road, had run out of gas.
 _____ b. The car, which was sitting in the middle of the road, had run out of gas.

Name: _____	Date: _____
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CONVENTIONS COMMAS, PARENTHESES, AND DASHES

A. **DIRECTIONS:** Insert commas where necessary in the following sentences. If the sentence does not need any commas, write *correct* on the line.

1. _____ Natural disasters can be very destructive.
2. _____ Flash floods can be scary harmful and dangerous.
3. _____ The storm's winds which reached speeds of 90 miles per hour caused widespread damage.
4. _____ The area received three inches of rain in just over an hour.
5. _____ People often pull together after bad storms.
6. _____ They work hard at saving lives supplying food and rebuilding homes.
7. _____ Many volunteers helped with rescue and recovery efforts.
8. _____ One agency known for supplying food water and medicine to victims of natural disasters had been distributing supplies since the day after the storm.

B. **DIRECTIONS:** Insert dashes where necessary in the following sentences. If the sentence does not need any dashes, write *correct* on the line.

1. _____ Barry if you could believe him told us that he would help.
2. _____ Math, science, and social studies are all subjects I enjoy.
3. _____ The speakers each spoke on a different subject were superb.
4. _____ The teacher would not change the due date Friday at 10:00.

C. **DIRECTIONS:** Insert parentheses where necessary in the following sentences. If the sentence does not need any parentheses, write *correct* on the line.

1. _____ She graduated from high school class of 2019 and enrolled in the University of Kentucky.
2. _____ She called her sister and told her what to get a notebook and two pencils.
3. _____ Sue's aunt is coming to visit next week.
4. _____ I was not happy riding the roller coaster they scare me.
5. _____ They came back from vacation to a winter storm.

Name:

Date:

WRITING TO SOURCES ➤ **HOW-TO ESSAY*****from My Life With the Chimpanzees***

Jane Goodall

A **how-to essay** is a kind of nonfiction writing that explains how to do something or how something works. This type of essay uses factual information and it follows a logical order. How-to essays begin by telling the reader what process will be explained. Then, paragraphs detail each of the steps in the process. Boldface headings are often used to help distinguish each of the steps. A concluding statement brings the essay to a close.

DIRECTIONS: Write a how-to essay explaining the process by which Dr. Goodall became acquainted with the chimps. Before you write your how-to essay, make sure you analyze the excerpt from *My Life With the Chimpanzees*. Complete the chart below using information from the selection to help you organize your information. Then use the information in the chart to guide you as you write your explanatory essay. The first several entries on the chart have been completed for you. Add additional steps if needed.

Process: _____

Steps	Actions	Support from text	Paragraph number(s)
Step 1	Observation of primates at the Peak	Saw chimps moving in groups; mothers with children; saw community of 50 chimps	12, 13, 14, 15
Step 2			
Step 3			
Conclusion			

Name: _____

Date: _____

WRITING TO SOURCES → **HOW-TO ESSAY**

A **how-to essay** is a kind of nonfiction writing that is used to explain the steps in a process. For example, a how-to essay might explain how to change a tire. How-to essays may also explain how something works, for example, a microwave oven or a car engine. How-to essays begin with a topic sentence, which is the main idea. Then paragraphs develop the main idea with specific steps that include supporting details. A concluding statement brings the essay to a close.

How-to essays may contain special formatting so that readers can more easily follow the process. Subheadings may help readers determine the next step at a glance. For example, if you were writing about how to mow a lawn, you might include subheadings like "Check the fuel in the lawnmower" and "Start the lawnmower." Another formatting choice is to outline the steps, such as Step 1, Step 2, Step 3.

DIRECTIONS: Choose a process or task that you would like to write about. Then fill out the outline below to help you build your how-to essay. Adjust the outline to the number of steps in the process you will describe.

I. Process or Task: _____

II. A. Step 1: _____

1. Detail: _____

2. Detail: _____

B. Step 2: _____

1. Detail: _____

2. Detail: _____

C. Step 3: _____

1. Detail: _____

2. Detail: _____

D. Step 4: _____

1. Detail: _____

2. Detail: _____

III. Conclusion: _____

Name:	Date:
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WRITING TO SOURCES > HOW-TO ESSAY

- A. DIRECTIONS:** Continue to work on the essay you outlined or on another topic of your choice. To write a **how-to essay**, follow the steps in the process outlined below, answer the questions, and complete the checklist. If you answer "NO" to any question, revise your essay to correct.

Step I. Drafting: Write your ideas. Arrange your paragraphs in a logical order.

Did I support my main idea with paragraphs that contain explanation of steps or ideas supporting evidence?	YES	NO
--	-----	----

Step II. Revising: Reread your essay. Decide if the ideas are arranged sequentially with full explanations.

Did I include all the steps in my process or all the ideas in my main idea? Do I have a clear introduction and a strong conclusion?	YES	NO
Have I used subheadings, bulleted lists, or step numbers in order to make my final copy visually appealing and easy to follow?		

Step III. Editing: Look at the way your paragraphs flow into one another. Check that your ideas are logically connected both between paragraphs and within paragraphs. Also be sure there are no spelling or grammatical errors.

Have I used transitions, such as <i>first, next, then, finally, in addition, therefore, or however</i> to link my steps or ideas?	YES	NO
Have I proofread my final copy to make sure that there are no typos or stray errors?		

- B. DIRECTIONS:** After you have completed your explanatory essay, decide how you may **publish** your essay for a wider audience. Write suggestions for places that you may post or publish your essay.

Name:

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SPEAKING AND LISTENING > CLASS DISCUSSION

from My Life With the Chimpanzees

Jane Goodall

A **class discussion** is a term used to describe a discussion in which all members of a classroom participate. It may also be referred to as a **whole-group discussion**. Class discussions are usually moderated by the teacher, although a member of the class may be appointed as chair. Class discussion can be a lively exchange of ideas, as long as the group follows some basic guidelines.

An effective class discussion takes place when members talk about meaningful questions. Group members should respect other members' viewpoints and remain polite during the discussion. At the end of a discussion, someone usually summarizes the main points of the discussion. Sometimes taking notes in a discussion log helps to record the various ideas.

DIRECTIONS: To prepare for a class discussion, first analyze the questions to be discussed. Make notes about places in the text where you have found specific information that will support your comments if you are called on in class. To help you plan for the discussion, complete the following chart.

Questions	Ideas and responses
1. In what ways are chimpanzee communities like human communities?	
2. Do these similarities help you better understand the chimpanzees? Why or why not?	

Name:

Date:

SPEAKING AND LISTENING → CLASS DISCUSSION

A **class discussion** is a term used to describe a discussion in which all members of a classroom participate. It may also be referred to as a **whole-group discussion**. Class discussions are usually moderated by the teacher, although a member of the class may be appointed as chair. Class discussion can be a lively exchange of ideas, as long as the group follows some basic guidelines.

An effective whole-group discussion takes place when members respond to meaningful questions. Group members should be respectful of other speakers' viewpoints and remain polite during the discussion. At the end of a discussion, someone usually summarizes the main points of the discussion. Taking notes in a discussion log helps create a record of group members' ideas.

DIRECTIONS: Select a question or topic for discussion. To help you prepare for the discussion with your classmates, write down ideas for each of the following prompts.

1. Questions to be answered in your discussion:

2. Key ideas in answer to the questions:

3. Supporting evidence (remember to cite your sources):

Name:	Date:
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SPEAKING AND LISTENING → CLASS DISCUSSION

- A. DIRECTIONS:** After you have prepared for the discussion, boost your participation in it by keeping a listening log. A listening log identifies the main ideas and any source material that the participant might have offered. Keep in mind that for a class discussion, you will be speaking to the class members and listening to what others say. However, taking notes will help focus your attention on other parts of the discussion. Afterwards, you can summarize the main points of the discussion and write your responses to those main points in a concluding statement.

Topic for discussion:

Speaker (group member's name)	Ideas	Source cited	My response
1.			
2.			
3.			

Summary of the discussion:

- B. DIRECTIONS:** Often after a class discussion, you can assess the strong and weak points about the discussion. Strengths would include class participation, the quality of the discussion, and the important points made. Weaknesses might include that one or two speakers dominated the discussion or that the discussion got off track. Write about the strengths and weaknesses of the class discussion. Include suggestions for improving the format.

Unit 1 Independent Reading Log

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Reading Time	Title and Author	What is it about?	How would you rate it?	Explain your rating.
Monday From _____ to _____			Great 5 4 3 2 1 Awful	
Tuesday From _____ to _____			Great 5 4 3 2 1 Awful	
Wednesday From _____ to _____			Great 5 4 3 2 1 Awful	
Thursday From _____ to _____			Great 5 4 3 2 1 Awful	
Friday From _____ to _____			Great 5 4 3 2 1 Awful	

Unit 1 Independent Reading Log

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Reading Time	Title and Author	What is it about?	How would you rate it?	Explain your rating.
<i>Monday</i> From _____ to _____			Great 5 4 3 2 1 Awful	
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<i>Wednesday</i> From _____ to _____			Great 5 4 3 2 1 Awful	
<i>Thursday</i> From _____ to _____			Great 5 4 3 2 1 Awful	
<i>Friday</i> From _____ to _____			Great 5 4 3 2 1 Awful	