

6th Grade

Name: _____

WEEK AT A GLANCE!

Story:

"Feathered Friend"

Genre: Science Fiction

Vocabulary/Word Study Skill:

Gatin root: -path-

=feeling or suffering

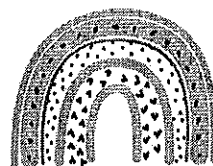
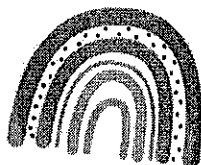
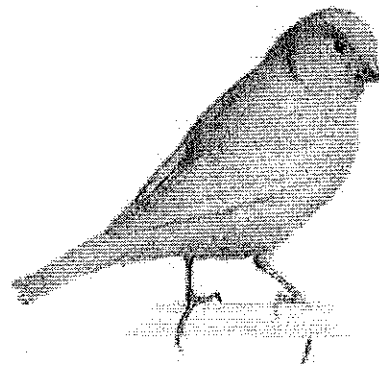
Writing: Argumentative

Comprehension: Theme

Conventions: compound words

Vocabulary:

- pathetically: in a way that causes someone to feel pity
- distressed: troubled; upset
- mournfully: in a way that expresses grief or sadness
- apologetically: in a way that shows someone is sorry for having done or said something; regretfully
- lamented: said in a way that showed sadness or sorrow



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[illegible]

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WORD STUDY → GREEK ROOT **-PATH-**

The Greek root *-path-* can mean either “feeling” or “disease.” For example, the word *pathos* means “a quality that falls up feelings of pity or sadness” whereas the word *pathology* means “the science of the causes and effects of diseases.”

A. DIRECTIONS: In each of the following items, think about the meaning of the italicized word. Then, answer the question. Use a dictionary if necessary.

- Booker, indifferent about swimming, was *apathetic* about going to the pool. Does Booker care a great deal about going to the pool? Why or why not?

- Having broken his own leg once, Payne could *empathize* with Cecilia’s pain. Does Payne have an understanding of how Cecilia is feeling?

- Martin looked so *pathetic* standing all alone in the middle of the ballroom that Katrina, feeling sorry for him, walked up and asked him to dance. Did Martin look happy and confident? Explain your answer.

- If a person thinks he or she can communicate with people by thinking about them, would you say that she believes she has *telepathy*? Explain your answer.

- Brandon is a really kind person. He is willing to help anyone, and he would do anything to avoid hurting someone. Based on this description, would you say Brandon is a *sociopath*?

B. DIRECTIONS: Write each italicized word from part A next to its meaning.

- _____ a person with extreme antisocial attitudes or behavior
- _____ arousing pity or sorrow
- _____ communicating with thoughts only
- _____ showing or feeling no interest
- _____ feeling or expressing pity and sorrow

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WORD STUDY > GREEK ROOT **-PATH-****A. DIRECTIONS:** Choose the correct word to complete each sentence.

1. I was upset that my brother was so (myopathic/unsympathetic) about my broken arm; it wasn't my fault I fell out of the tree! _____
2. Carol wears a surgeon's mask because she's afraid of all the (pathogens/pathos) in the air. _____
3. Taylor always looks for (sympathy/apathy) when her feelings are hurt. _____
4. The criminal was known to be a (pathological/pathogenic) liar; he seldom told the truth about anything. _____
5. Alexander has great (empathy/antipathy) toward exercise; he hates to sweat. _____

B. DIRECTIONS: Provide a definition for the following words; use a dictionary to help you.

1. pathetic _____
2. homeopathy _____
3. pathological _____
4. naturopathy _____
5. neuropathy _____

C. DIRECTIONS: The word *sympathy* means "feelings of pity and sorrow for someone's misfortune." The word *empathy* means "the ability to understand and share someone's pain." Write about a time when you *sympathized* with someone's misfortune and another time when you *empathized* with someone's misfortune.

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Feathered Friend

Arthur C. Clarke

SHORT-RESPONSE QUESTIONS

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

RL.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 the narrator's description of Sven in paragraphs 1–2 of "Feathered Friend." Why does the narrator say that Sven's physical appearance is likely to surprise people? Cite evidence from the text to support your answer.

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

Reread the last sentence of paragraph 2. What can you infer from the details in this paragraph about how some of the other crew members feel about Sven's size? Cite evidence from the text to support your answer.

RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

2. (a) Describe how the plot unfolds in a series of episodes.

The narrator of "Feathered Friend" is the first crew member to discover that Claribel is aboard the space station. Reread paragraphs 7 and 8. What happens when other crew members learn that the canary is aboard the space station?

(b) Explain how characters respond as the plot moves toward a resolution.

How do crew members respond when Sven shows them that Claribel is sick? What problem do they discover as a result? Use details from the text to support your answer.

RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

3. (a) Determine the figurative meaning of words and phrases.

In paragraph 5, the narrator says that “when the stars ceased to explode before my eyes, I had my first view of Claribel.” What experience is the narrator describing with the figurative image of exploding stars?

(b) Analyze the impact of a specific word choice on meaning and tone.

In paragraphs 12–13, the narrator uses the words *distressed* and *mournfully* to describe the crew’s responses to seeing that Claribel is sick. What do these words help communicate about the crew’s feelings about Claribel? How do these words help develop the suspenseful tone of this section of the story?

RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

4. (a) Explain how a particular sentence contributes to the development of the setting.

In paragraph 5, the narrator explains, “I was sitting in the little cubbyhole laughingly called my office.” What does this sentence help you understand about the setting of the story?

(b) Explain how a particular paragraph fits into the overall structure of the text and contributes to the plot.

Reread paragraph 5 of “Feathered Friend.” Identify the first discovery the narrator makes and explain why it is both surprising and dramatic, or striking. Then, identify the second dramatic discovery the narrator makes in paragraphs 20 and 21. Explain how the narrator’s first discovery is connected to his second discovery.

EXTENDED-RESPONSE ACTIVITY Theme

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

RL.6.2 Determine a theme or 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.

5. Identify a theme, or central message, about new and old technology that is developed in "Feathered Friend." Then, use details from the text to explain how the author develops this theme.

Use these guidelines in your writing or discussion.

- Recall that a theme is a central message readers may learn from reading a story. Think about what the story suggests about old and new technology. Then, identify a theme about old and new technology.
- Identify the setting and explain how it helps to develop, or support, the theme that you identified.
- Identify the central problem of the story and explain how it is resolved, or settled. Then, explain how the problem and the way it is resolved help to develop, or support, the theme.
- Reread paragraphs 24 and 25. Identify one detail in each paragraph that develops the theme you identified.

TIP FOR WRITTEN RESPONSE

Choose meaningful details that clearly support your main ideas.

TIP FOR DISCUSSION

Encourage everyone to contribute to the discussion.

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ANALYZE CRAFT AND STRUCTURE DETERMINE THEME

Feathered Friend

Arthur C. Clarke

In a work of fiction, the story's **theme**, or central idea, is a message or insight about life that it expresses. Sometimes a theme is directly stated in the text, but more often, a theme is implied, or suggested by the details of the text. To figure out an **implied theme**, look closely at the story's details, how those details fit together, and the larger meaning that the details convey. To determine a story's theme, focus on the following elements:

- the story's title
- the characters' thoughts and feelings
- the setting of the story, or when and where the story takes place
- knowledge and insights that characters gain during the course of the story
- the outcome of the conflict and the effect the outcome has on the characters

Readers may interpret a theme in different ways. In order for an interpretation to be valid, it must take into account all of the story's important details.

DIRECTIONS: Answer these questions about "Feathered Friend." Use textual evidence from the story to support your responses.

1. _____ Which of the following is a possible theme of "Feathered Friend? Write the letter of the best answer on the line.
 - a. Sometimes people rely too much on technology when nature serves them better.
 - b. It's best not to rely completely on technology when you are in space.
2. What do the men learn at the end of the story? How does this support the theme?

-
3. Is the setting of the story important in shaping the theme? Explain.

-
4. How is the theme supported by the selection title?
-

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ANALYZE CRAFT AND STRUCTURE DETERMINE THEME

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- the outcome of the conflict and the effect the outcome has on the characters

Readers may interpret a theme in different ways. In order for an interpretation to be valid, it must take into account all of the story's important details.

DIRECTIONS: Read the passage below. Then, answer the questions that follow.

Tuesday Nerves

Alia slid into her desk before the bell rang. This was her first day at a new school. Soon, the other students entered the classroom and filed past her desk. Alia was fairly quiet and shy with people she didn't know, and she felt like everyone in the class was looking at her, the new girl. She stared down at her desktop, her long brown hair falling forward over her face. *Please let this be over soon*, she thought.

1. _____ Which of the following is a possible theme of this paragraph? Write the letter of the best answer on the line.
 - a. Try not to make new students feel uncomfortable.
 - b. Adjusting to a new environment can be scary and intimidating.
 - c. Don't sit near the door to the classroom.

2. How does the title support the theme?

3. Is the theme implied or directly stated?

Name:

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ANALYZE CRAFT AND STRUCTURE > DETERMINE THEME

A. DIRECTIONS: Read each pair of statements. Then write the letter of the statement that clearly expresses a theme on the line.

1. ____ a. Everyone joined in to help, and soon the dishes were done.
b. Many people working at once makes a job easier.
2. ____ a. It may be better to have half a loaf of bread than to have none.
b. Only half a cookie was left on the plate.
3. ____ a. Families matter.
b. Franco felt bad about hurting his sister's feelings.
4. ____ a. Kaneesha had a great time visiting historical sites.
b. Travel can enrich a person's life.

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

Emma was having a wonderful time at summer camp. She'd made friends with all the girls in her cabin, and she was having taking part in all the activities, and she even secretly enjoyed some of the chores.

One day, a package arrived at camp from Emma's grandmother. The other girls in the cabin were excited about what the package contained, and watched as Emma opened it. Inside was a box of her grandmother's homemade caramels, which were Emma's favorite. She was about to eat one of them when one of the other girls asked if she could have a caramel. Then the other girls asked the same question. Emma counted the caramels. There were ten in the box. There were eight other girls in the cabin, so if she gave each of them one caramel, there would only be two left for her. She thought about keeping them for herself. After all, they were her favorite, and her grandmother had sent them to her. As much as she loved the caramels, though, she also wanted her friends to get a chance to try them. So she gave each girl a caramel. That night they all got a treat, and Emma was glad she'd shared her favorite treat with her new friends.

1. ____ Which of the following is a possible theme of this paragraph? Write the letter of the best answer on the line.
a. If you share what you have, people will expect it from you.
b. It's more enjoyable to share what you have with others than to keep what you have to yourself.
- 2 Is the theme implied or directly stated?

Name: _____

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CONCEPT VOCABULARY AND WORD STUDY

Feathered Friend

Arthur C. Clarke

WORD LIST

| | | | | |
|--------------|------------|------------|----------------|----------|
| pathetically | distressed | mournfully | apologetically | lamented |
|--------------|------------|------------|----------------|----------|

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 poodle stood outside the neighbor's house in the freezing rain, *pathetically* looking inside the window. Would you say the poodle was looking inside happily? Explain your answer. _____
2. Jerome became *distressed* when he saw the poodle freezing outside. True or false: Jerome was worried about the poodle. Explain your answer. _____
3. Jerome *mournfully* explained to his mother what was happening next door with the neighbor's poodle. Was Jerome expressing happiness or sadness? Explain your answer. _____
4. "I'm sorry, but we can't bring her inside. She's not our dog," Jerome's mother said *apologetically*. Would you say that Jerome's mother felt bad about the situation? Explain your answer. _____
5. "I know mother, but she's so cold," Jerome *lamented*. "Maybe I'll just sneak her into our garage." True or false: Jerome is happy to see the dog suffer. Explain your answer. _____

B. WORD STUDY: The Greek root *-path-* means "feeling" or "suffering." For example, the word *pathos* means "a quality that arouses emotions," whereas the word *pathology* means "the science of causes and effects of diseases." Write the definition of each word below. Use a dictionary if necessary.

1. sympathy _____
2. antipathy _____
3. pathogen _____
4. sociopath _____

Name:

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CONVENTIONS ► COMPOUND WORDS

Feathered Friend

Arthur C. Clarke

The short story "Feathered Friend" contains several **compound words**, which are words that are made up of two or more words. Compound words may appear as a single word, such as *zookeeper*, or they may be hyphenated, such as *build-up*. Some compound words may even appear as two separate words, such as *post office*. Compound words function as various parts of speech, depending on their usage.

A. DIRECTIONS: Identify all compound word in each sentence and write them on the line.

1. _____ The space station is a busy place.
2. _____ The snowflakes fell to the ground in a slow-motion way.
3. _____ The canary is larger than the hummingbird.
4. _____ A bird without feathers is earthbound.
5. _____ Sunlight shone down on the bird's wings.

B. DIRECTIONS: Write sentences using the following compound words from "Feathered Friend."

1. twelve-hour

2. doorway

3. heartbeat

4. safeguarded

5. skyscraper

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CONVENTIONS > COMPOUND WORDS

Compound words consist of two or more words. They sometimes appear as a single word, as in *grandmother*. Sometimes they are hyphenated, as in *semi-annual*. Some compound words appear as two separate words, as in *post office*.

Compound words can function as various parts of speech, depending on usage. Here are some examples:

| PART OF SPEECH | EXAMPLE |
|------------------|--|
| <i>noun</i> | Sit down at the dinner table . Raindrops covered the tables and chairs on the porch. |
| <i>verb</i> | He was hired to ghostwrite an autobiography of a famous actor. Always proofread an email before sending it. |
| <i>adjective</i> | The daycare worker cleaned up the playroom. Our weekday chores kept us busy after school. |
| <i>adverb</i> | She never tired of photographing the ever-changing sky. |

A. DIRECTIONS: Identify the compound word in each sentence and write it on the line.

- _____ The handmade wedding dress sold to the highest bidder.
- _____ He rode by our white house on a skateboard.
- _____ The full moon shone brightly through the window.
- _____ The long-term solution to the problem is to hire more workers.

B. DIRECTIONS: Identify the compound word in each sentence and write it on the line. Then, identify the word's part of speech.

- _____ The schoolhouse stood in a field.
- _____ Lee could overhear the others talking.
- _____ Mira made a delicious pineapple upside-down cake for the party.
- _____ Damon decided to invest part of his savings in real estate.
- _____ The entire class must take another makeup exam tomorrow.
- _____ Our flight was canceled, so we had to wait overnight in the airport.

Name: _____

Date: _____

CONVENTIONS > COMPOUND WORDS

A. DIRECTIONS: Identify the compound word in each sentence and write it on the line.

1. _____ The rattlesnake shook his tail.
 2. _____ My flight was delayed at the airport.
 3. _____ We watched the fireflies move around in the dark.
 4. _____ If you are traveling, remember to take your passport.
 5. _____ He cannot get the ball in the net.
-

B. DIRECTIONS: Underline the compound word in each sentence. Then, identify what part of speech the compound word is.

1. _____ The well-fed cattle moved slowly.
 2. _____ The flight attendant upgraded my seat to business class.
 3. _____ They walked along the railroad tracks.
 4. _____ The sunflowers are beginning to bloom.
 5. _____ I sometimes see squirrels in my yard.
-

C. DIRECTIONS: Write sentences using the following compound words.

1. moonlight

2. airline

3. grasshopper

4. well-suited

5. living room

Name:

Date:

WRITING TO SOURCES > ARGUMENTATIVE ESSAY

Feathered Friend

Arthur C. Clarke

An **argumentative essay** is a form of writing in which a writer states a claim, develops it with reasons, and supports it with evidence. The purpose of the argument is to convince readers to agree with the claim.

An argumentative essay should include:

- a claim, or clear statement of the writer's position
- a logical organization, with words and phrases that show how the claim, reasons, and evidence connect
- relevant details that support the claim
- a concluding statement that emphasizes the strength of the claim

DIRECTIONS: First, analyze the short story "Feathered Friend" to describe the space station and its researchers. Consider whether or not the characters relied too much on technology and not enough on their own knowledge. Next, do research to find out about the relationship between people and technology on a real space station. Then, complete the outline below to help you organize your thoughts. Use reasons and evidence from the story and from your research about space stations to support your ideas.

I. Thesis statement:

II. Reasons and evidence to support thesis:

A. Reason 1: _____

1. Evidence: _____

2. Evidence: _____

B. Reason 2: _____

1. Evidence: _____

2. Evidence: _____

III. Conclusion:

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WRITING TO SOURCES > ARGUMENTATIVE ESSAY

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- a concluding statement that emphasizes the strength of the claim

A. DIRECTIONS: A common theme in science fiction is the relationship between people and technology. Science fiction often presents the question "What if this dangerous situation happens?" Read a short story of science fiction. For example, you might choose Ray Bradbury's "The Veldt" or "There Will Come Soft Rains." As you read, consider the theme of the story. Use the chart below to help you determine the theme.

| Question | Ideas | Source in Story |
|--|-------|-----------------|
| How might the title of the story support the theme? | | |
| What is the main problem in the story? | | |
| How do the characters respond to the problem? | | |
| What is the story's conclusion? | | |
| Thesis: Explain in a sentence the message the author wants to convey about people and/or technology. | | |

B. DIRECTIONS: Conduct research on the technology featured in the short story you chose. For example, if you read "The Veldt," you might research virtual reality. Consult the Internet and the library. Ask a librarian to help you find additional reliable sources. Complete the following chart. Add rows as needed.

| Interesting Facts | Source of Information about Technology |
|-------------------|--|
| | |

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WRITING TO SOURCES ➤ ARGUMENTATIVE ESSAY

DIRECTIONS: To write an argument about the relationship between people and technology as shown in the short story you read, you will use reasons and evidence based on your analysis of the short story. You may also use information found while conducting online research as additional evidence. Complete the following chart to help you organize the ideas to develop your argument.

I. Thesis Statement:

II. Reasons and Evidence

| | Reasons/Evidence | Sources |
|-----------------------|------------------|---------|
| Reason 1 | | |
| Evidence for Reason 1 | | |
| Evidence for Reason 1 | | |
| Reason 2 | | |
| Evidence for Reason 2 | | |
| Evidence for Reason 2 | | |
| Reason 3 | | |
| Evidence for Reason 3 | | |
| Evidence for Reason 3 | | |

III. Conclusion:

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SPEAKING AND LISTENING MULTIMEDIA PRESENTATION

Feathered Friend

Arthur C. Clarke

A **multimedia presentation** combines a spoken presentation with other media. Adding photos, illustrations, videos, sound clips, or music engages your audience and makes your topic more interesting.

- A. DIRECTIONS:** Create a presentation on a high-tech product or process that is helping to improve or save lives. First, brainstorm possibilities. Use this chart to help you make choices as you consider options and resources. One idea has been completed for you as an example.

| High tech product or process | Media possibilities |
|---|--|
| Mask for firefighters that has "bionic vision" to see in dark smoke | <ul style="list-style-type: none"> - firefighter mask with "bionic vision" - Video of fire/photos or illustrations - Sound of (siren) |
| | |
| | |

- B. DIRECTIONS:** Complete the following chart to help you organize your spoken presentation. Make notes about the places that you will use the media.

Topic of presentation _____

Thesis: _____

| Presentation | Cues | Media: V = Visual; S = Sound |
|-------------------|------|---------------------------------|
| Thesis: | | |
| Main Point 1: | | |
| Main Point 2: | | |
| Main Point 3: | | |
| Summary of ideas: | | |

Name:

Date:

SPEAKING AND LISTENING MULTIMEDIA PRESENTATION

A **multimedia presentation** is a presentation to a group about an assigned topic using several different forms of media. One or more speakers may present the bulk of the information, however, media, such as photos, illustrations, videos, sound clips, or music, are added to make the presentation more interesting.

DIRECTIONS: Complete the lines below to help you prepare to give a multimedia presentation. The topic of the presentation will be: the ways in which technology has changed education. For example, many students use the Internet to do research, and some teachers use screen projectors or interactive white boards instead of chalkboards. Additionally, the Internet allows students to communicate across towns, countries, and continents. Research these or other possibilities using the Internet or print sources. Consult your librarian about research sources. Keep a record of the sources you consult.

1. Results of research:

2. Key facts about one type of technology in education:

3. Supporting source material:

4. Ideas for media additions:

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SPEAKING AND LISTENING > MULTIMEDIA PRESENTATION

- A. DIRECTIONS:** Organize your multimedia presentation into a script for presentation. Fill in the topic. On the left side of the chart, write a thesis, the main points of your presentation, and a conclusion. On the right side, fill in the information to align the media with the presentation's main points. In the center, fill in the "cues"—that is, the words that signal in your script when to use the media.

TOPIC: _____

| Presentation | Cues | Media: V = Visual; S = Sound |
|-------------------|------|---------------------------------|
| Thesis: | | |
| Main Point 1: | | |
| Main Point 2: | | |
| Main Point 3: | | |
| Summary of ideas: | | |

- B. DIRECTIONS:** Think about your research and the information you presented. Consider what you have learned about your topic through the research that you've conducted. In the space provided, write a "Before" and "After" statement. Explain the opinions and understandings you had about the ways technology has changed education before you began the multimedia presentation. Then describe your opinions and understandings after your presentation preparation was completed.

Before:

After:

Unit 1 Independent Reading Log

| 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 Awful 1 | |
| <i>Tuesday</i> From _____ to _____ | | | Great 5 4 3 2 Awful 1 | |
| <i>Wednesday</i> From _____ to _____ | | | Great 5 4 3 2 Awful 1 | |
| <i>Thursday</i> From _____ to _____ | | | Great 5 4 3 2 Awful 1 | |
| <i>Friday</i> From _____ to _____ | | | Great 5 4 3 2 Awful 1 | |

Unit 1 Independent Reading Log

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| Reading Time | Title and Author | What is it about? | How did 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 |