

6th Grade

Name: _____

WEEK AT A GLANCE!

Story:

"Hachiko: The True Story of a Loyal Dog"

Genre: Historical Fiction

Vocabulary/Word Study Skill:

Suffix -ly: in the manner or way of

Writing: Story Adaptation

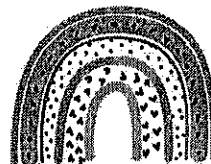
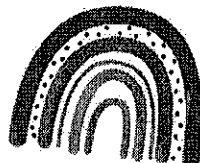
Comprehension: Elements of Historical Fiction

- ❖ Setting
- ❖ Conflict
- ❖ Theme

Grammar: Rules for Capitalization & Plural Spelling of Nouns

Vocabulary:

- timidly: in a shy or fearful way; cautiously
- anxiously: in a worried, uneasy manner; nervously
- patiently: bearing annoyance, hardship, or pain calmly and without complaint or anger
- thoughtfully: showing careful consideration or attention
- silently: without noise



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Hachiko: The True Story of a Loyal Dog

Pamela S. Turner

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 paragraphs 4–7 of “Hachiko: The True Story of a Loyal Dog.” Then explain what these paragraphs reveal about where Hachiko goes every day and why he goes there. Cite evidence from the text to support your response.

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

What can you infer about Hachiko based on the details in paragraphs 4–7? Support your inference using both details from the text and your background knowledge.

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 that is distinct from personal opinions or judgments.

2. Identify a theme or central idea of a text and explain how it develops over the course of a text.

Identify a theme, or central message, about how dogs relate to humans in “Hachiko: The True Story of a Loyal Dog.” Then, use details from the story to explain how the author develops this theme over the course of the story.



RL6.5 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.

- 3. Analyze how a particular scene fits into the overall structure of a text and contributes to the development of theme.**

Reread paragraph 31 of “Hachiko: The True Story of a Loyal Dog.” What details does the narrator use to develop this scene? How do these details about the scene add to the development of a theme of the story? What is a likely reason that the author included these details at the end of the story?



EXTENDED-RESPONSE ACTIVITY Conflict and Character

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

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.

4. Identify the key conflict, or problem, in "Hachiko: The True Story of a Loyal Dog." Then, analyze the events that show how the conflict begins, develops, and is resolved, or settled, over the course of the story. Also explain how Kentaro responds to events and to the way the conflict is resolved.

Use these guidelines in your writing or discussion.

- Remember that a key conflict is the main problem that characters face in a story.
- Events in a story help develop and resolve the conflict. Identify the events that show how the conflict begins and how it develops. Also identify the event that shows how the conflict is resolved.
- Explain how Kentaro changes as events unfold. What does he want to do after Dr. Ueno dies? How do his actions change when Hachiko returns to his old home and the station? How does Kentaro respond to the way the conflict is resolved? What do Kentaro's reactions to events in the story show about him?

TIP FOR WRITTEN RESPONSE

Present your ideas in a pattern that makes sense to your readers. For example, use order of importance or chronological order to organize your ideas.

TIP FOR DISCUSSION

Listen to everyone's ideas and the reasons for their ideas.

Name:

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CONCEPT VOCABULARY AND WORD STUDY

Hachiko: The True Story of a Loyal Dog

Pamela S. Turner

WORD LIST

timidly

thoughtfully

anxiously

silently

patiently

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

1. "A few days later he was back at Shibuya Station, *patiently* waiting, his brown eyes fixed on the entrance." Was it likely that Hachiko was agitated or nervous? Explain. _____
2. "Mr. Kobayashi said *thoughtfully*, 'I don't know, Kentaro . . .'" Is it likely that Mr. Kobayashi answered quickly? Explain. _____
3. "What's the matter, Papa?" I asked him *anxiously*, standing with one hand on Hachiko's broad head." Is the narrator worried? Explain. _____
4. "What is your dog's name?" I asked *timidly*." How did the narrator feel about the dog at that moment? Explain. _____
5. "Papa sat *silently* at the table, and Mama turned her tear-stained face to me." Did Papa speak? Explain. _____

B. **WORD STUDY:** The Anglo-Saxon suffix *-ly* can be added to an adjective to make an adverb. Adverbs ending in *-ly* describe the manner or way in which an action takes place.

DIRECTIONS: Write a definition of each adverb below.

1. knowingly

2. forcefully

3. politely

4. responsibly

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ANALYZE CRAFT AND STRUCTURE HISTORICAL FICTION

Hachiko: The True Story of a Loyal Dog

Pamela S. Turner

Historical fiction combines real and imaginary characters and events and places them in a real historical time period. It tells a story that *could* have happened. By including fictional details, the author helps readers visualize real historical events or life in an earlier time period.

Historical fiction should have a **setting** that is authentic. If the setting is a real place, the descriptions of it should be accurate. If the setting is made up, it should be believable. The way characters dress, speak, and behave should also be authentic to the setting.

Like all fiction, historical fiction should show how a **conflict** begins, increases, and ends, and should also have a **theme**, or message about life or human nature that the story reveals.

In *Hachiko: The True Story of a Loyal Dog*, the author uses a fictional narrator to tell the true story of Hachiko. The author's use of details helps the reader better understand the time period and the events.

DIRECTIONS: Answer the following questions about *Hachiko: The True Story of a Loyal Dog*. Use textual evidence from the story to support your responses.

1. What details about Kentaro's mother's clothing provide information about the setting of the story?

2. What conflict does Kentaro deal with after Dr. Ueno's death?

3. _____ Which of the following is a possible theme of the story? Write the letter of the best answer on the line.
 - a. It is important to remember who your friends are.
 - b. True loyalty to another is lifelong.
 - c. If you are good to your dog, he or she will be loyal to you.

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ANALYZE CRAFT AND STRUCTURE HISTORICAL FICTION

In **historical fiction**, the plot of a story takes place in a setting located in the past. Often, writers of historical fiction base their stories on real events. Historical fiction uses facts, but blends them with elements from the author's imagination. It shows what the past *might* have been like.

Historical fiction should have a **setting** that is authentic. If the setting is a real place, the descriptions of it should be accurate. If the setting is made up, it should be believable.

Like all fiction, historical fiction should show how a **conflict** begins, increases, and ends, and should also have a **theme**, or message about life or human nature that the story reveals.

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

I followed Pa out the door, ready to get on the mare and head west to Grundy's farm. I'd barely stepped off the porch when Pa turned to me and said sharply, "Boy, you better get on back in the cabin. Go on, and look after your little sister." I hesitated, downcast that I wouldn't be riding off with him on what seemed to my young mind to be an exciting adventure. Then I turned back toward the cabin slowly. That's when I looked up and noticed Jenny in the doorway, wearing her yellow traveling dress and her best bonnet tied firmly under her chin.

What is suggested about the setting in the passage?

Do the characters and setting seem authentic? Explain your answer.

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ANALYZE CRAFT AND STRUCTURE → HISTORICAL FICTION

A. DIRECTIONS: Read the short description of each work of historical fiction, and answer the question.

1. When the Civil War begins, young Hubert Clemens is excited to hear about battles waged and soldiers defending the Union. But the realities of war soon become apparent.

What kinds of historical facts might the author include in this work of historical fiction?

2. A young man mixes mud, cow hair, and straw together to make the walls of a willow-framed cottage.

What might these historical details help you to understand about life during the Middle Ages?

3. Jiang watches the master potter Ming with a mixture of awe and fear. Ming is the most skilled potter in the village, crafting beautiful vases and stunning works of art. But Ming is also a demanding teacher, accepting nothing less than perfection from himself and from Jiang. Jiang was determined to meet Ming's expectations.

What possible theme do these details suggest? Write the letter of the correct answer on the line.

- a. The expectations of others can motivate us to succeed.
- b. It is important to be the best at everything you do.

B. DIRECTIONS: Read each passage and answer the question that follows.

1. The line of wagons stretched for miles. And so did the dust—great clouds of it rising into the air. Abigail could feel it in her eyes, taste it on her lips. She dragged her feet behind the wagon, keeping pace at two miles an hour. They could expect to cover up to twenty miles today. It was a long way to Oregon.

What do the details in the passage reveal about the time period?

2. Rosa Parks had become Ada's hero. She could listen again and again to her Mama tell the story of how Rosa refused to leave her seat on the bus that day. Now, just two months after Rosa's courageous stand, Ada was ready to walk clear across Montgomery to support the bus boycott that began after Rosa's arrest.

What do the details in the passage reveal about the Montgomery Bus Boycott of 1955?

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CONVENTIONS → SPELLING AND CAPITALIZATION

Hachiko: The True Story of a Loyal Dog

Pamela S. Turner

For many nouns, add *-s* or *-es* at the end of a word to change it from singular to plural. The nouns *train*, *watch*, and *hero* are singular. The plural forms of these nouns are *trains*, *watches*, and *heroes*. For **irregular plurals**, you must follow certain spelling rules:

- Remember the correct form of irregular plurals that don't follow a pattern or rule: *person, people; phenomenon, phenomena; women, woman; fish, fish*
- For most words ending in *-f* or *-fe*, change the *-f* or *-fe* to *-v* and add *-es*: *life, lives; yourself, yourselves*
- For most words ending in a consonant and *-y*, change the *-y* to *-i* and add *-es*: *story, stories; memory, memories*

You must also follow certain capitalization rules:

- Capitalize proper nouns and adjectives: *Nashville; Chinese; Jones Beach*
- Capitalize days of the week and months of the year: *Tuesday, January*
- Capitalize a person's title and proper names: *Mom, Lizzie; Mr. Jackson*
- Capitalize the first word in a sentence: *The dog stood at the entrance to the station.*

A. DIRECTIONS: Rewrite each sentence using proper capitalization.

1. papa introduced kentaro to dr. ueno. _____

2. hachiko returned to dr. uneo's home after dr. ueno's death. _____

3. mr. kobayashi introduced himself as the gardener at dr. ueno's house. _____

4. one cold day in september, mama sat crying at the kitchen table. _____

B. DIRECTIONS: Choose the correct plural form of each word. Use a dictionary if needed.

- | | |
|---------------------------------|------------------------------|
| 1. man (mans/men) _____ | 4. leaf (leafs/leaves) _____ |
| 2. photo (photos/photoes) _____ | 5. roof (roofs/rooves) _____ |
| 3. lunch (lunchs/lunches) _____ | 6. baby (babys/babies) _____ |

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CONVENTIONS SPELLING AND CAPITALIZATION

It is important to follow spelling and capitalization rules when writing.

For many nouns, add *-s* or *-es* at the end of a word to change it from singular to plural. The nouns *tree*, *glass*, and *tomato* are singular. The plural forms of these nouns are *trees*, *glasses*, and *tomatoes*.

For **irregular plurals**, you must follow certain spelling rules:

- Remember the correct form of irregular plurals that don't follow a pattern or rule:
child, children; cactus, cacti; goose, geese; foot, feet; moose, moose
- For words that end with a consonant and *-y*, change the *-y* to *-i* and add *-es*:
fly, flies; baby, babies; copy, copies
- For words that end in *-f* or *-fe* change the *-f* or *-fe* to *-v* and add *-es*:
wolf, wolves; knife, knives

You must also follow certain capitalization rules:

- Capitalize proper nouns and adjectives: *Miami; German shepherd; Pacific Ocean*
- Capitalize days of the week and months of the year: *Tuesday, January*
- Capitalize proper names as well as a person's title: *Professor Smith, Jake, Mrs. Chang*
- Capitalize the first word in a sentence: *The lawyer won her first case.*

A. DIRECTIONS: Choose the correct plural form of each word.

1. calf (calfs/calves) _____
2. fairy (fairys/fairies) _____
3. fish (fishs/fishes) _____
4. hero (heros/heroes) _____
5. woman (womans/women) _____
6. tooth (tooths/teeth) _____

B. DIRECTIONS: Rewrite each sentence using proper capitalization.

1. my sister is interested in a career in radio. _____
2. adnan assured us we were eating real lebanese cooking. _____
3. "let's go to the beach," kate said. _____
4. ms. jones teaches at jefferson high school. _____

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CONVENTIONS → SPELLING AND CAPITALIZATION

A. DIRECTIONS: Write the correct plural form of each of the following words.

- | | |
|-----------------|-----------------|
| 1. cliff _____ | 6. chief _____ |
| 2. melody _____ | 7. wife _____ |
| 3. glory _____ | 8. video _____ |
| 4. half _____ | 9. mouse _____ |
| 5. tower _____ | 10. scarf _____ |

B. DIRECTIONS: Rewrite the following sentences, inserting capitals where necessary.

1. kendall, michael, and i went to trago park to play basketball.

2. "the case is over," inspector farag said. "we have found the thief."

3. during our trip to england, we saw buckingham palace.

4. please ask mom if kyla can stay for dinner.

5. yesterday, marco had an interview at parson's bookstore.

6. my dog jasper knows several tricks.

7. after her return from india, rita had a number of stories to tell.

8. officer patricia cabot was awarded a medal for bravery.

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WORD STUDY > **ANGLO-SAXON SUFFIX -LY**

The Anglo-Saxon suffix *-ly* can be added to an adjective to make an adverb. An adverb ending in *-ly* is called an adverb of manner because it describes the manner or way in which an action takes place. For example, the adjective *correct* means "conforming to fact or truth; accurate." The adverb *correctly* means "in a way that is factual or true; accurately."

A. DIRECTIONS: Choose the word in the parentheses that best completes each sentence.

1. I took my time, but I got to the location (eventually/evenly).
2. The old friends, reunited after decades, embraced one another (wrongly/warmly).
3. The situation changed (rapidly/highly) over the course of just a few hours.
4. Rami and Joe (heartily/nervously) entered the creepy, abandoned mansion.
5. The car swerved (sharply/crisply) to avoid hitting a dog.

B. DIRECTIONS: Read each sentence. Choose the word from the box that best completes the sentence. Each word will be used only once.

angrily	uncertainly	seriously	sleepily	loyally	frequently
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1. Stephen never once doubted his sister; he continued to stand by her side _____.
2. The boy stared at James _____, not knowing whether to believe him.
3. After the argument with her brother, Deepa slammed the door _____.
4. During the hottest part of the summer, we swim in the lake _____.
5. Mr. Parekh, who usually joked around with the kids, spoke _____ to them about the upcoming exams.
6. Up late the night before, Isabel awakened _____ and rubbed her eyes.

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WORD STUDY ▶ ANGLO-SAXON SUFFIX **-LY**

A. DIRECTIONS: Choose the word in the parentheses that best completes each sentence. Use a dictionary if needed.

1. The bus arrived at (exactly/completely) 6 o'clock.
2. Roberto is (rightfully/unbelievably) intelligent; I could listen to him discuss any subject.
3. Hector answered the question as (truthfully/truly) as he could.
4. All donations will be (importantly/gratefully) accepted.

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

1. amazingly _____
2. smoothly _____
3. probably _____
4. intelligently _____

C. DIRECTIONS: Describe someone that you think has behaved *heroically*. Tell what they have done that is *heroic*. Use both the adjective *heroic* and the adverb *heroically* in your description.

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WRITING TO SOURCES STORY ADAPTATION

Hachiko: The True Story of a Loyal Dog

Pamela S. Turner

A **story adaptation** is a fictional narrative that is changed or revised. Adapting a story may involve changing the format, such as changing a play into a short story. It may also involve changing certain features of the story, such as the setting, the protagonists, and the point of view or perspective from which the story is told.

A. DIRECTIONS: Gather information from the story about Hachiko's actions and relationships with different people. Then write a short description of what these actions tell you about Hachiko. The details you find will help you write a story adaptation from Hachiko's point of view. Complete the following chart to help you get started. Part of the chart has been completed for you.

HACHIKO'S ACTIONS AND RELATIONSHIPS	WHAT YOU CAN INFER ABOUT HACHIKO
Beginning: He waits patiently for Dr. Ueno at the station and then bounds over to him.	He knows what time it is, and he loves Dr. Ueno.
Middle	
Ending:	

B. DIRECTIONS: Use the information from your analysis of the story to complete an outline of your adaptation. The first part has been completed for you.

I. Beginning:

Every day, I (Hachiko) wait at the train station for Dr. Ueno.

II. Middle:

A. I go to the train station to wait for Dr. Ueno, but he never comes. I feel confused.

B. _____

C. _____

III. Conclusion: _____

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WRITING TO SOURCES > STORY ADAPTATION

A **story adaptation** is a fictional narrative based on an existing story. Adapting a story can involve changing certain features of the story, such as the setting or the point of view from which the story is told. Changing the point of view can change the way the reader feels one or more of the characters in the story. For example, consider the fairy tale "Jack and the Beanstalk." The story is told from the third-person point of view, with Jack as the protagonist. Imagine the story told from the giant's perspective.

DIRECTIONS: Read the following summary of the fairy tale "Jack and the Beanstalk." Consider how the story might be different if it were told from the giant's point of view. Then answer the questions.

Jack and his mother have little money, so they decide to sell the family cow to buy food. On the way to the market, however, Jack trades the cow for a few magic beans. When his mother finds out what he did, she gets angry and throws the beans out the window.

The next day, Jack finds a huge stalk growing in his back yard. Curious, he climbs the stalk and discovers a castle belonging to a giant. When Jack explores the castle, he finds all manner of luxuries—a goose that lays eggs of pure gold, as well as a golden harp. Acting quickly, Jack grabs the goose and slips down the stalk, delivering it to his astonished mother. But when he goes back for the harp, things don't go quite as smoothly.

The giant, who had been napping, wakes up when he hears Jack prowling around his house. Determined to catch the intruder, the giant goes after Jack, yelling for the boy to bring back the harp. Jack is small and quick, and he easily dodges the giant, who trips and falls. Jack manages to shinny down the beanstalk with the giant's harp under his arm. Once on the ground, he chops down the stalk.

1. What do you think the giant thought when he woke up and found Jack prowling around his house? _____
2. Describe how you think the giant might have felt when he tripped and fell, unable to catch Jack. _____

3. Why does the reader cheer or root for Jack in the original story? _____
4. How might writing the story from the giant's perspective change who the reader cheers for? _____

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WRITING TO SOURCES STORY ADAPTATION

DIRECTIONS: Choose a fairy tale, myth, or legend that interests you. Think about the perspective or point of view from which the story is told. Consider the main characters in the story, the roles they play, and how other characters react to them. On the lines below, indicate the story you have chosen, and then rewrite the story from the point of view of one of the other main characters in the story.

1. *Introduction*
 2. *Background*
 3. *Methodology*
 4. *Results*
 5. *Discussion*
 6. *Conclusion*
 7. *References*
 8. *Appendix*
 9. *Index*
 10. *Glossary*
 11. *Notes*
 12. *Footnotes*
 13. *Endnotes*
 14. *References*
 15. *Appendix*
 16. *Index*
 17. *Glossary*
 18. *Notes*
 19. *Footnotes*
 20. *Endnotes*
 21. *References*
 22. *Appendix*
 23. *Index*
 24. *Glossary*
 25. *Notes*
 26. *Footnotes*
 27. *Endnotes*
 28. *References*
 29. *Appendix*
 30. *Index*
 31. *Glossary*
 32. *Notes*
 33. *Footnotes*
 34. *Endnotes*
 35. *References*
 36. *Appendix*
 37. *Index*
 38. *Glossary*
 39. *Notes*
 40. *Footnotes*
 41. *Endnotes*
 42. *References*
 43. *Appendix*
 44. *Index*
 45. *Glossary*
 46. *Notes*
 47. *Footnotes*
 48. *Endnotes*
 49. *References*
 50. *Appendix*
 51. *Index*
 52. *Glossary*
 53. *Notes*
 54. *Footnotes*
 55. *Endnotes*
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 57. *Appendix*
 58. *Index*
 59. *Glossary*
 60. *Notes*
 61. *Footnotes*
 62. *Endnotes*
 63. *References*
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 66. *Glossary*
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 69. *Endnotes*
 70. *References*
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 73. *Glossary*
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 75. *Footnotes*
 76. *Endnotes*
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 227. *Glossary*
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 230. *Endnotes*
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 233. *Index*
 234. *Glossary*
 235. *Notes*
 236. *Footnotes*
 237. *Endnotes*
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 244. *Endnotes*
 245. *References*
 246. *Appendix*
 247. *Index*
 248. *Glossary*
 249. *Notes*
 250. *Footnotes*
 251. *Endnotes*
 252. *References*
 253. *Appendix*
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SPEAKING AND LISTENING > PARTNER DISCUSSION

Hachiko: The True Story of a Loyal Dog

Pamela S. Turner

A **partner discussion** is a discussion between two students on an assigned topic. In a partner discussion, partners express their ideas and listen to each other. Often, one partner will take notes so that the both may summarize and report the results of the discussion to the whole class. Sometimes **research** needs to be conducted on the discussion topic beforehand. Partners may either work individually or together to conduct the research.

- A. DIRECTIONS:** With your partner, discuss a comparison of Hachiko and another heroic dog. Before you begin your discussion, consider the qualities and behaviors of each dog and the ways in which the two dogs are similar. To plan for your discussion, write your ideas in the chart below. Part of the chart has been filled out for you.

HACHIKO'S QUALITIES AND BEHAVIORS	SIMILARITIES BETWEEN THE TWO DOGS	OTHER HEROIC DOG'S QUALITIES AND BEHAVIORS
1. Waited at the same place at the same time every day for many years. 2. Cared for by strangers in the train station. 3. Became a hero when a statue of him was built.		1. 2. 3.

- B. DIRECTIONS:** After you have considered the similarities between your dog and Hachiko, you and your partner will discuss your findings. To help you with your discussion, complete the following listening log as you and your partner discuss each other's ideas.

QUESTIONS	NOTES FROM DISCUSSION
Why is Hachiko considered a hero?	
What did the other dog do?	
How do their acts show loyalty?	
What are the main points of our discussion?	

Name:	Date:
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SPEAKING AND LISTENING → PARTNER DISCUSSION

A **partner discussion** is a discussion between two students on an assigned topic. In a partner discussion, partners express their ideas and listen to each other. Often, one partner will take notes so that the both may summarize and report the results of the discussion to the whole class. Sometimes **research** needs to be conducted on the discussion topic beforehand. Partners may either work individually or together to conduct the research.

- A. DIRECTIONS:** Of all the dog breeds that have evolved, some are better family pets than others. Before you conduct a partner discussion, do research to find out which dogs are considered to be good breeds for a family's first dog. Ask your school librarian to help you research, if necessary. Complete the following chart to help you plan your discussion. Remember to cite your sources for the research section of the discussion. Part of the chart has been completed for you to help you get started.

DOG BREED	CHARACTERISTICS
1. Breed #1: bulldog	Even disposition; strong; friendly
2. Breed #2	
3. Breed #3	
Summary of research	

- B. DIRECTIONS:** In a partner discussion, each partner describes his or her ideas and listens to the ideas of the other partner. For an assigned discussion, the partners discuss a question for a certain amount of time. After the time has elapsed, each set of partners reports the results of their discussion to others in the class. Therefore, time for discussion must be used wisely. Use the following Discussion Log to help you and your partner organize the information from your discussion.

Topic: Which breed of dog is best for a family and why?

DISCUSSION FORMAT	NOTES ON DISCUSSION
Partner 1: presentation of breed 1	
Partner 2: presentation of breed 2	
Partner 1: questions or comments	
Partner 2: questions or comments	
Joint decision/Summary of discussion	

Name:	Date:
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WRITING TO SOURCES > PARTNER DISCUSSION

A. DIRECTIONS: Share the results of your partner discussion with others. Use the notes from your Discussion Log and decide with your partner which ideas are the most important. Complete the following to help you structure the oral report of your partner discussion.

Partners: _____ and _____

1. Topic for discussion:

2. Summary of discussion/decision:

3. Important points made during the discussion:

4. Evaluation of the strengths and weaknesses of the discussion:

B. DIRECTIONS: Listening to the results of other partner discussions is also important. Complete the following note-taking chart to jot down the high points of other partner discussions. Use a separate sheet of paper if necessary.

PRESENTATIONS	MAIN IDEAS	STRENGTHS OF PRESENTATION
Presentation 1		
Presentation 2		
Presentation 3		

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	