

6th Grade

Name: _____

WEEK AT A GLANCE!

Story:

"Michaela DePrince: The War Orphan Who Became a Ballerina"

Genre: Magazine Article:
Biographical Writing

Vocabulary/Word Study Skill:
synonyms and antonyms

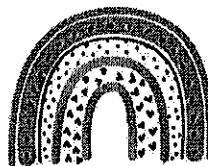
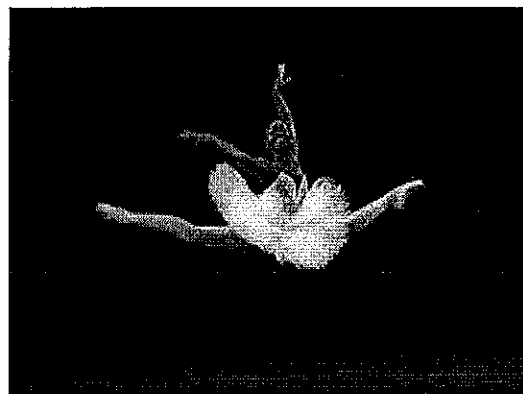
Comprehension:

Understanding Biographical Writing

Grammar: Reflexive and
Intensive Pronouns

Vocabulary:

- antagonism: hatred or hostility
- refugee: a person searching for a place of safety or fleeing from harm
- distraught: anxious or very distressed



Name: _____

[illegible]

Name:

Date:

Michaela DePrince: The War Orphan Who Became a Ballerina

William Kremer

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.**

Read paragraphs 7 and 8 of "Michaela DePrince: The War Orphan Who Became a Ballerina." Then, explain what these paragraphs reveal about DePrince's fellow orphan Mabinty. Cite evidence from the text to support your response.

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

What can you infer from paragraphs 7 and 8 about Mabinty? Support your inference using both details from the paragraphs and your background knowledge.

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.

2. (a) **Identify a central idea and explain how it is conveyed through particular details.**

Identify a central idea about childhood dreams, or ambitions, in "Michaela DePrince: The War Orphan Who Became a Ballerina." Then, identify particular details from the text that help the author convey, or communicate, this idea.

- (b) **Write a summary of the text.**

Write an objective summary of "Michaela DePrince: The War Orphan Who Became a Ballerina" that includes the main ideas but not your personal opinions or judgments. Remember to include the title and author's name in your summary.

RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

3. Reread paragraphs 22-25 of "Michaela DePrince: The War Orphan Who Became a Ballerina." Explain how these paragraphs fit into the overall structure of the text and help develop the author's ideas. Consider the key events described in the paragraphs and Michaela's response to them.

RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

4. **(a) Determine the meaning of words and phrases as they are used in a text, including figurative meanings.**

In paragraph 2 of "Michaela DePrince: The War Orphan Who Became a Ballerina," the author uses this figurative language to describe Michaela's view of her life: "... I am living my dream every day." Explain what Michaela means by the phrase "living my dream." Then, explain how these words expand your understanding of Michaela's feelings about her life.

- (b) Determine the meaning of words and phrases as they are used in a text, including technical meanings.**

Reread paragraph 5 of "Michaela DePrince: The War Orphan Who Became a Ballerina," focusing on the use of the term *pigmentation*. Then, read paragraph 25 of the text. Based on the information in paragraphs 5 and 25, explain what *pigmentation* means and how you determined the meaning.



EXTENDED-RESPONSE ACTIVITY Key Individual

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

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).

5. Think about the key individual in this text: Michaela DePrince. Analyze how the author introduces Michaela and then goes on to reveal information about her, through examples and stories.

Use these guidelines in your writing or discussion.

- Describe how the reader is first introduced to Michaela. Explain the effect of introducing Michaela in this way.
- Identify how the author presents additional information about Michaela. What anecdotes, or stories, does he include?
- Explain how details in the text expand the reader's understanding of Michaela. Cite an example of specific details that helped you understand something important about Michaela.
- Identify aspects of Michaela's personality that the author highlights through the stories and details he provides. What have you learned about Michaela from these stories and details?

TIP FOR WRITTEN RESPONSE

Choose meaningful details that clearly support your main ideas.

TIP FOR DISCUSSION

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

Name:

Date:

TEXT QUESTIONS

Michaela DePrince: The War Orphan Who Became a Ballerina

William Kremer

DIRECTIONS: Respond to these questions. Use textual evidence to support your responses.

1. **Compare and Contrast** (a) How was child number 26 similar to Michaela?
(b) How was she different from Michaela?

2. (a) **Interpret** What did the magazine photograph of the ballerina symbolize for Michaela? (b) **Relate** What inspires similar feelings in you or in someone you know well?

3. **Summarize** How did Michaela develop her interest in ballet after she was adopted and moved to the United States?

4. **Analyze** Why did Michaela's conversation with her ballet teacher about her skin condition become a significant turning point for Michaela and her goal of becoming a professional ballerina?

| | |
|-------|-------|
| Name: | Date: |
|-------|-------|

CONCEPT VOCABULARY AND WORD STUDY

Michaela DePrince: The War Orphan Who Became a Ballerina

William Kremer

WORD LIST

| | | |
|------------|---------|------------|
| antagonism | refugee | distraught |
|------------|---------|------------|

A. DIRECTIONS: In each of the following items, think about the meaning of the italicized word. Then, answer the question.

1. If there were personal *antagonism* between two candidates running for office, do you think they would be friends? Explain. _____

2. Julia had to abandon her home because it was destroyed by a hurricane. Would you describe Julia as a *refugee*? Explain. _____

3. If a person is *distraught*, is he or she happy? Explain. _____

B. WORD STUDY: One way to better understand a word is to find *synonyms*, or words that mean the same or almost the same, and *antonyms*, or words that have an opposite meaning. For example, one synonym for the word *distraught* is *agitated*, and one antonym for the word *distraught* is *calm*.

Using a dictionary or thesaurus, write two additional synonyms and one additional antonym for the word *distraught*. Then, use each in a sentence.

1. *synonym*

2. *synonym*

3. *antonym*

Name:

Date:

ANALYZE CRAFT AND STRUCTURE → BIOGRAPHICAL WRITING

Michaela DePrince: The War Orphan Who Became a Ballerina

William Kremer

Writers of **biographical texts** develop their texts with facts and events from their subject's life. They include quotations from the subject and from other people who are featured in the biography to demonstrate how people thought and felt about events. They usually include the most important facts and events in their subject's life, and they include quotations that are relevant and add to the reader's understanding of the subject.

DIRECTIONS: The following items are facts, events, or direct quotations from "Michaela DePrince: The War Orphan Who Became a Ballerina." Read each item. Then, explain how each item helps the reader understand the life of Michaela DePrince.

1. "'They named us from one to 27,' [DePrince] recalls. 'One was the favorite child of the orphanage and 27 was the least favorite.' DePrince was number 27. ..."

2. DePrince goes to an orphanage after both of her parents died during the civil war.

3. DePrince discovers a magazine photograph that shows a ballet dancer dressed in a pink tutu and standing on her tippy-toes.

4. The "Aunties" who ran the orphanage considered DePrince a "devil's child" because patches of her skin had no pigmentation.

5. DePrince completes a debut tour of South Africa.

Name: _____

Date: _____

WORD STUDY → **SYNONYMS AND ANTONYMS**

A **synonym** is a word that means exactly or nearly the same as another word. For example, the words *close* and *near* both mean "at or within a short distance."

An **antonym** is a word that means the exact opposite of another word. For instance, the word *far*, meaning "distant," is the opposite of *close* or *near*.

A. DIRECTIONS: In each of the following items, think about the meaning of the italicized word. Then, circle the *synonym* of that word below. Use a dictionary if necessary.

1. I *hate* cauliflower! It's not so much the taste, but the texture that I can't stand.

A. miss B. horde C. despise

2. Jenna is one of the *nicest* people on the planet. She will do anything to help a friend.

A. silliest B. kindest C. smartest

3. Going to the circus and seeing the tightrope walkers makes me so *nervous* that I can barely watch!

A. anxious B. lazy C. elated

4. Josh enjoyed the *calm* morning by the lakeside.

A. anxious B. boring C. peaceful

B. DIRECTIONS: Write an *antonym* for each of the words below. Then, provide a definition for each antonym. Use a dictionary to help you.

1. hate Antonym: _____

Antonym definition: _____

2. nicest Antonym: _____

Antonym definition: _____

3. nervous Antonym: _____

Antonym definition: _____

4. calm Antonym: _____

Antonym definition: _____

Name: _____

Date: _____

WORD STUDY > SYNONYMS AND ANTONYMS

A. DIRECTIONS: Select the correct *antonym* of the italicized word to complete each sentence. Use a dictionary if needed.

1. The snow will quickly *vanish* in this unseasonably warm weather, so Christine and I plan to go skiing while we still can. (appear / disappear)
2. Todd always speaks in a *muffled* tone. (grumbly / boisterous)
3. Even a *gentle* breeze will get the sailboat moving. (light / harsh)
4. Nina was *bold* when she asked to see the manager. (timid / kind)

B. DIRECTIONS: Write a *synonym* for each of the words below. Then, provide a definition for each synonym. Use a dictionary to help you.

1. **vanish** Synonym: _____
 Synonym definition: _____
2. **muffled** Synonym: _____
 Synonym definition: _____
3. **gentle** Synonym: _____
 Synonym definition: _____
4. **bold** Synonym: _____
 Synonym definition: _____

C. DIRECTIONS: Using a dictionary, provide a *synonym* and an *antonym* for the following words. Then, use each in a sentence.

1. **brilliant**: Synonym: _____ Antonym: _____

2. **graceful**: Synonym: _____ Antonym: _____

Name:

Date:

CONVENTIONS REFLEXIVE AND INTENSIVE PRONOUNS

Michaela DePrince: The War Orphan Who Became a Ballerina

William Kremer

A **pronoun** is a word that takes the place of one or more nouns or other pronouns. A **reflexive pronoun** reflects, or directs, the action of a verb back on its subject. It indicates that the person or thing performing the action of the verb is also receiving the action. A reflexive pronoun always ends with *-self* or *-selves* (*myself, yourself, himself, herself, itself, ourselves, yourselves, themselves*).

Jason bought *himself* an ice cream cone.

(The reflexive pronoun is *himself*. The subject is Jason.)

An **intensive pronoun** emphasizes the noun or pronoun to which it refers. It usually appears very close to the noun or pronoun it emphasizes. An intensive pronoun always ends with *-self* or *-selves* and can be removed from a sentence without changing the meaning of the sentence.

Only Carla and Rich *themselves* can make the decision.

(The intensive pronoun is *themselves*. It emphasizes Carla and Rich.)

A. DIRECTIONS: Underline the *reflexive pronoun* in each sentence. Then, circle the word (the subject) to which the reflexive pronoun refers.

1. I bought myself a new pair of shoes.
2. The children were too young to take care of themselves.
3. Ellen left a note as a reminder to herself.
4. He blamed himself for the team's loss last night.
5. The dog hurt itself when it jumped from the deck.

B. DIRECTIONS: Read each sentence. Then, on the line, write *reflexive* if the sentence contains a *reflexive pronoun*, or *intensive* if the sentence contains an *intensive pronoun*.

1. _____ They themselves could not remember the dance routine.
2. _____ She herself decided to become a dancer.
3. _____ *The Nutcracker* itself is one of the most popular ballets.
4. _____ The girl dressed as a swan looked at herself in the mirror before she went onstage.
5. _____ Mark was mad at himself for losing the ballet tickets.

| | |
|-------|-------|
| Name: | Date: |
|-------|-------|

CONVENTIONS → REFLEXIVE AND INTENSIVE PRONOUNS

A **pronoun** is a word that takes the place of one or more nouns or other pronouns. A **reflexive pronoun** reflects, or directs, the action of a verb back on its subject. It indicates that the person or thing performing the action of the verb is also receiving the action. A reflexive pronoun always ends with *-self* or *-selves* (*myself, yourself, himself, herself, itself, ourselves, yourselves, themselves*).

Example: My cat grooms *itself*.

In the example above, the reflexive pronoun *itself* shows that the action of *grooming* is done to the cat's own self. The reflexive pronoun *itself* answers the question, *Who does the cat groom?*

An **intensive pronoun** emphasizes the noun or pronoun to which it refers. It usually appears very close to the noun or pronoun it emphasizes. An intensive pronoun always ends with *-self* or *-selves* and can be removed from a sentence without changing the meaning of the sentence.

Example: You *yourself* must be the one to complete this task.

In the example above, the intensive pronoun *yourself* intensifies the pronoun You. The use of the intensive pronoun expresses that there is absolutely no one else to complete the task.

DIRECTIONS: Underline the reflexive or intensive pronoun in each sentence. Then, circle the word or words to which the pronoun refers.

1. Viewers of television owe it to themselves to choose shows wisely.
2. The person responsible for making the decisions is Coach Jimenez herself.
3. You yourself thought it was a good idea to plant a garden.
4. Ethan himself was surprised by the news.
5. My sisters and I make ourselves TV viewing schedules, and our parents review them.
6. I myself have always wanted to be a scientist.
7. Because the TV does not turn itself off, we limit our viewing to one hour per night.
8. You yourself can lead the team to victory.
9. The librarian himself could not find the missing book.
10. We ourselves deserve a vacation.

Name: _____

Date: _____

CONVENTIONS → REFLEXIVE AND INTENSIVE PRONOUNS**A. DIRECTIONS:** Complete each sentence by writing the correct reflexive pronoun.

1. A mother chimp occupies _____ with taking care of her baby until it is about five years old.
2. My teammates and I pushed _____ hard to prepare for the big game.
3. Aren't you being a bit too hard on _____?
4. The bird made _____ a nest in the oak tree.

B. DIRECTIONS: Read each sentence. Then, on the line, write *reflexive* if the sentence contains a *reflexive pronoun*, or *intensive* if the sentence contains an *intensive pronoun*.

1. _____ I myself must solve the problem.
2. _____ Tamara made herself dinner.
3. _____ Kyle said he himself would take out the trash.
4. _____ Carlos and Taylor packed themselves a picnic lunch.
5. _____ The book itself was great, but the movie adaptation was disappointing.

C. DIRECTIONS: For each item, write a sentence in which you use the pronoun shown in the specified way (*reflexive* or *intensive*).

1. (himself; *intensive*)

2. (myself; *intensive*)

3. (herself; *reflexive*)

4. (itself; *reflexive*)

5. (herself; *intensive*)

Name:

Date:

SPEAKING AND LISTENING > ORAL PRESENTATION

Michaela DePrince: The War Orphan Who Became a Ballerina

William Kremer

An **oral presentation** is a speech you give to an audience. The audience may be your class, your teacher, or your parents. Here are some tips to help you with a successful oral presentation:

- Prepare your presentation by writing down your ideas.
- Make sure you present your ideas in a logical order.
- Use descriptions, facts, and details to support your points.
- Choose language appropriate for your audience.
- When you speak, be sure to make eye contact with your audience.
- Speak slowly, clearly, and loud enough to be heard.

A. DIRECTIONS: Decide whether you want to write a *personality profile* or an *informative report*. Then, perform basic research, using the following chart to record your findings. Be sure to include your sources. Add lines as needed.

| Interesting idea / Detail: | Source: |
|----------------------------|---------|
| | |
| | |
| | |

B. DIRECTIONS: Draft your oral presentation. Then, practice delivering it, using the following checklist for guidance. Make necessary adjustments to your presentation before delivering it to your audience.

- Do my ideas flow in a logical sequence, and are they clear to the audience?
- Have I looked directly at my audience and made eye contact?
- Have I monitored my body language?
- Have I spoken clearly and loudly enough for the audience to hear me?
- Have I varied the sound of my voice as I speak?

Name _____

Unit 1 Independent Reading Log

| 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 | |