Compare and Contrast

Read the selection below.

Kimo and Kara

Kimo and Kara live on the island of Maui in Hawaii. They go to the same school in the middle of the island. Kara lives on the beach in the south, and Kimo lives in the north on the slope of a volcano.

Kara loves to sit in her front yard with her feet in the sand. She watches the daring surfers slide down fifteen-foot waves. Kimo likes sitting in his front garden, watching the bicycling tourists zoom past as they coast down the volcano.

Kara sometimes goes to the sea with her dad and swims while he catches fish with his spear. Kimo collects plumeria flowers that his mother strings to make flowery leis. Kimo and Kara have different lives, but they share a love for their island.

Fill in the Venn diagram to show how the two children are alike and different.
Read the selection below.

Different but Similar

Sometimes two creatures can seem very different. However, they may have many similar traits. Two such creatures are the octopus and the scallop.

Both octopi and scallops are mollusks. Both creatures live and eat underwater. Even though scallops have a shell, they move like octopi, forcing water through their bodies, kind of like a jet engine pushes air.

Octopi don’t have shells, but they do have a covering called a mantle. This covering helps protect their internal organs just as a scallop’s shell protects it.

Although there are many similarities between these creatures, there are also many differences. While both are mollusks, they are each a different kind of mollusk. An octopus is a cephalopod, while a scallop is a bivalve. The mantle on an octopus is soft, while a scallop’s shell is hard. While they both use jet propulsion to move, octopi have tentacles, which help them move more precisely than scallops. Also, octopi can use camouflage and ink to defend themselves. Scallops have only their shell for protection.

Fill in a Venn diagram to show the similarities and differences between octopi and scallops. Then answer the questions below.

1. What are the biggest differences between scallops and octopi?

2. What words and phrases does the author use to show comparisons and contrasts?
Name ________________________ Date ____________

**Synonyms**

The word pairs listed are synonyms, or words with similar meanings. Fill in both blanks in the sentences below using the correct word pair from the box. Then think of another synonym for the word pair. If you need help, use a thesaurus.

lush/teeming  rare/uncommon  retain/keep  lore/wisdom
often/frequently  decay/rot  abandon/desert  plentiful/abundant

1. The garden was ______________ with flowers, and the air was ______________ with insects. ______________

2. Be sure to ______________ your password a secret, and ______________ the code in memory. ______________

3. Last year, the crop was ______________, but this year, the pests are ______________ ______________

4. They ______________, went to the Mexican restaurant, where they ______________ ordered burritos. ______________

5. It was difficult to ______________ her home, but the wildfires forced her to ______________ ______________

6. We heard many words of ______________ when the family ______________ was repeated on holidays. ______________

7. It was ______________ to make close friends when free time was so ______________ ______________

8. We learned how to brush properly to prevent tooth ______________, because we don’t want our teeth to ______________ ______________
Endings and Suffixes

Basic Write the Basic Word that best replaces the underlined word or words in the paragraph.

My sister’s wedding day was finally here. Lots of people thought Stephen and Megan were an (1) improbable couple, but I thought they were (2) charming. I walked into the room and stared in (3) wonder. It was (4) completely full. There were (5) barely enough seats for everyone. Luckily I had a (6) saved seat in the front row. As the bridesmaids walked in, the (7) thrill grew. Then it was my dad and Megan’s turn. My dad had a (8) determined air. Megan was so (9) elegant as she (10) moved forward down the aisle. I was very happy for her!

1. ___________________________  6. ___________________________
2. ___________________________  7. ___________________________
3. ___________________________  8. ___________________________
4. ___________________________  9. ___________________________
5. ___________________________ 10. ___________________________

Challenge Write a paragraph about one of your heroes. Tell why you consider that person to be a hero. Use three of the Challenge Words. Write on a separate sheet of paper.

Spelling Words

1. reserved
2. unlikely
3. purposeful
4. adorable
5. amazement
6. gentleness
7. sparkling
8. homeless
9. excitement
10. mileage
11. graceful
12. sincerely
13. advanced
14. usable
15. amusement
16. entirely
17. wireless
18. excluding
19. scarcely
20. changeable

Challenge inspiring idleness achievement precisely disciplined
Spelling Word Sort

Write each Basic Word beside the correct heading.

<table>
<thead>
<tr>
<th>Drop the final e</th>
<th>Keep the final e</th>
</tr>
</thead>
<tbody>
<tr>
<td>reserved</td>
<td>graceful</td>
</tr>
<tr>
<td>unlikely</td>
<td>里程</td>
</tr>
<tr>
<td>purposeful</td>
<td>advanced</td>
</tr>
<tr>
<td>adorable</td>
<td>usable</td>
</tr>
<tr>
<td>amazement</td>
<td>amusement</td>
</tr>
<tr>
<td>gentleness</td>
<td>entirely</td>
</tr>
<tr>
<td>sparkling</td>
<td>wireless</td>
</tr>
<tr>
<td>homeless</td>
<td>excluding</td>
</tr>
<tr>
<td>excitement</td>
<td>scarcely</td>
</tr>
<tr>
<td>mileage</td>
<td>changeable</td>
</tr>
</tbody>
</table>

Challenge  Add the Challenge Words to your Word Sort.

Connect to Reading  Look through *Children of the Midnight Sun*. Find more words that have the endings and suffixes on this page. Add them to your Word Sort.

Challenge  inspiring
idleness
achievement
precisely
disciplined
Proofreading for Spelling

Find the misspelled words and circle them. Write them correctly on the lines below.

When you look at the adoruble, fur-encased face of the child on the Alaska travel poster, you don’t see the whole story. Native American children in Alaska live in an entirely changebel environment not known for its gentelness. It’s a land of vast milage between towns, sparkling glaciers, and midnight sun. In schoolyards, exclooding wildlife can be a challenge, and a cell phone isn’t always useabal because wirless towers aren’t everywhere. Although traditional stories show these children carving ice blocks for amusment, there are scarcely any igloos still built in the region. Alaskan Native Americans sincerly want their children to have the same opportunities as children anywhere else.

1. reservation
2. unlikely
3. purposeful
4. adorable
5. amazement
6. gentleness
7. sparkling
8. homeless
9. excitement
10. mileage
11. graceful
12. sincerely
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16. entirely
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19. scarcely
20. changeable

Name ____________________ Date ____________

Lesson 10
PRACTICE BOOK

Children of the Midnight Sun

Spelling: Endings and Suffixes

Spelling Words
1. reserved
2. unlikely
3. purposeful
4. adorable
5. amazement
6. gentleness
7. sparkling
8. homeless
9. excitement
10. mileage
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Grade 6, Unit 2: Common Ground
More Compound and Complex Sentences

A simple sentence contains a subject and a predicate. It states a complete thought.

Whales are huge. Their blubber is used in many ways.

The conjunctions and, but, and or can be used to make two simple sentences into a compound sentence. Compound sentences have two subjects and two predicates.

Whales are huge, and their blubber is used in many ways.

A complex sentence contains an independent clause joined to one or more dependent clauses. The conjunctions after, although, as, because, before, if, since, so that, until, when, and while can be used to make a simple sentence and a dependent clause into a complex sentence.

Because whales have blubber, they can survive in severely cold waters.

Activity. Label each example a simple sentence, compound sentence, or complex sentence. If there is a conjunction, circle it.

1. The mountains were covered in snow. ________________
2. Seri had seen snow, but he had never seen so much. ________________
3. Although he had been to Sea Planet, Seri had never seen whales in their natural habitat __________________
4. When he ate caribou for the first time, he thought it tasted great. __________________
5. Everyone he met was very friendly. ________________
6. Seri was feeling adventurous, but he didn’t know where to explore. __________________

Thinking Question
Does the sentence have two subjects and two predicates?
Does the sentence contain an independent clause? Is the clause joined to one or more dependent clauses?
A compound-complex sentence is made up of at least two independent clauses and one or more dependent clauses.
Since it was too cold, we stayed in the lodge, and Jack made soup.

Activity Label each example a compound sentence, complex sentence, or compound-complex sentence. Underline the independent clauses. Circle the dependent clauses.

1. Before we went whale-watching, Mr. White made us breakfast, and we ate in the lodge.
2. After we ate, we dressed in our warmest clothes, and Mr. White led us to the boat.
3. Kim was mesmerized by the whales, although it wasn’t her first trip.
4. Though it was extremely cold, I had a great time, and I would like to go again soon.
5. Kim and Jack were ready to go back, but I wanted to stay on the boat.
6. Because we were on the boat all day, we were pretty tired.
7. After we returned, we couldn’t stop talking, and Mr. White laughed at our excitement.
8. I couldn’t wait for the next day’s events, and I headed off to bed.
Writing Clear Sentences

When writing complex sentences, good writers place the most important idea in the independent clause.

We won the sledding contest because we practiced.

Good writers also place dependent clauses at the beginning or the end of a complex sentence, not in the middle.

incorrect: They, after we won, cheered for us.
correct: After we won, they cheered for us.

1–4. Combine the two sentences to make a complex sentence.
1. I needed help. I had never ridden a sled before.

2. Nic went sledding last year. He taught me.

3. It was very cold. We had to wear many layers.

4. We were sledding. I almost fell off my sled.

5–6. Rewrite the sentences, placing the dependent clause at the beginning or end of each sentence.
5. Nic, because he sledded last year, did a great job.

6. My sled was, since I hit a tree, broken.
Other Kinds of Nouns

<table>
<thead>
<tr>
<th>Singular Nouns</th>
<th>alphabet</th>
<th>microscope</th>
<th>bunch</th>
<th>boss</th>
<th>fox</th>
<th>waltz</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plural Nouns</td>
<td>alphabets</td>
<td>microscopes</td>
<td>bunches</td>
<td>bosses</td>
<td>foxes</td>
<td>waltzes</td>
</tr>
<tr>
<td>Singular Nouns</td>
<td>potato</td>
<td>studio</td>
<td>memory</td>
<td>holiday</td>
<td>scarf</td>
<td>mouse</td>
</tr>
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<td>potatoes</td>
<td>studios</td>
<td>memories</td>
<td>holidays</td>
<td>scarves</td>
<td>mice</td>
</tr>
<tr>
<td>Singular Possessives</td>
<td>a baby’s heart</td>
<td>Mr. Jones’s routine</td>
<td>a child’s health</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plural Possessives</td>
<td>two babies’ cribs</td>
<td>the Joneses’ plans</td>
<td>the children’s programs</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1–4. Write the noun in parentheses in its correct plural, singular possessive, or plural possessive form.

1. We climbed on my (parent) boat for a cruise across the bay. 

2. All of the (child) sat at the front of the boat. 

3. Several (wave) crashed over the bow. 

4. We could see some (fish) swimming along the boat. 

5–7. Correct the incorrect plurals and possessive nouns in these tongue twisters.

5. Bobbys boat boasts the best float’s from coast to coast.

6. Captain Stevens storys of the sea seem seriously silly.

7. The wave’s wispy whitecap’s whack the walls’ of Willys’ whaler.
## Sentence Fluency

<table>
<thead>
<tr>
<th>Choppy Sentences</th>
<th>Combined Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>The mountain was enormous. We could still see its peak. We took pictures.</td>
<td>Though the mountain was enormous, we could still see its peak and we took pictures.</td>
</tr>
</tbody>
</table>

Combine each group of sentences. Write the new sentence on the line.

1. He comes in from the cold. We should make a fire. We should heat some soup.

   ________________________________________________________________

2. We have dinner. We will play a game. We will go to sleep.

   ________________________________________________________________

3. We can add wood to the fire. You will need to get it. I can’t carry it.

   ________________________________________________________________

4. The dogs are hungry. We should feed them. We brush them.

   ________________________________________________________________

5. They have worked all day. The dogs should rest. We should leave them alone.

   ________________________________________________________________
Focus Trait: Sentence Fluency
Correcting Misplaced Modifiers

<table>
<thead>
<tr>
<th>Sentence with a Misplaced Modifier</th>
<th>Clear Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mara and her sister took a walk to the store in long, puffy winter coats.</td>
<td>In long, puffy winter coats, Mara and her sister took a walk to the store.</td>
</tr>
</tbody>
</table>

Read each sentence. Rewrite it to correct the misplaced modifier.

1. Appearing on the horizon, the girls finally see the boat.

```
Appearing on the horizon, the girls finally see the boat.  
```

2. Grown-ups watch the children playing in the chilly water sitting on the shore.

```
Grown-ups watch the children playing in the chilly water sitting on the shore.  
```

3. Sealed in plastic bags, Selina’s family keeps dried seaweed.

```
Sealed in plastic bags, Selina’s family keeps dried seaweed.  
```

4. Klukwan is where Josh is growing up, sparsely populated.

```
Klukwan is where Josh is growing up, sparsely populated.  
```

5. Crunchy and better than potato chips, Josh likes herring eggs.

```
Crunchy and better than potato chips, Josh likes herring eggs.  
```