Compare and Contrast

Read the selection below.

The Party Plan

The graduation party was just around the corner, and Marcy and Jack had been chosen to decorate the gym for the festivities. The principal said they could decorate however they wanted, as long as they stayed within the budget.

Marcy had hardly slept the night before meeting with the principal. She was thinking of how the gym would look—pink and white streamers, floating balloons, and a big glittery sign.

Before he went to bed, Jack thought about plans for the decorations. He had drawn sketches and made lists. “We can make the gym look spooky,” he told his mom, displaying his drawings. “The door will be draped with spider webs. We can keep the lights low. I can even play a recording of an owl hooting. Won’t it be cool?”

Before school, Marcy and Jack met with the principal in the library. Marcy described her plans. She waved her hands to show streamers swaying back and forth. She released imaginary balloons. She described how the light would sparkle off the glittery sign.

When it was Jack’s turn, he carefully clipped his drawings to the board. He pulled out his notebook and turned to the page marked Proposal for Graduation Decorations. In a firm voice, he read his lists. “I’ve priced all the items, and we are within budget,” he announced.

Use details from the text to fill in the Venn diagram to show the similarities and differences between Marcy and Jack.

Marcy

Jack

Both

Name ______________________  Date __________

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Introduce Comprehension

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Grade 6, Unit 5: Taking Charge of Change
Compare and Contrast

The Power of One

Most of the time, Karen likes being with other people. She enjoys having people to talk with and share jokes with. She likes the safety and support she feels when she is in a group. She is most comfortable in the middle of noise.

On the other hand, being alone has always made Karen nervous. She feels unprotected and lonely. She doesn’t like all the quiet and stillness.

One day, however, Karen had no choice but to spend an entire afternoon alone. Her parents had agreed that she could stay home by herself while they went to an event with her brothers. She could talk on the phone, but she wasn’t allowed to use the computer or have any friends over while they were gone.

She made lots of phone calls at the beginning, but eventually she had talked to everyone who had their phones on. Finally, she pulled a book from her mom’s bookshelf and started reading. It was a pretty good story, and soon she had forgotten that she was alone. Before she knew it, it was 4 P.M. and her friend was there to take her to the movies. Karen was glad to be going out, but she was also excited about coming home again and being alone with her book!

Draw a Venn diagram like the one shown here and use it to compare and contrast being in a group with being alone. Then answer the questions below.

1. How does Karen feel about being in a group?

2. How is being alone different from being in a group?

3. What does Karen learn about herself after an afternoon alone?
The words in the box have multiple meanings. Read the sentences below and think about the situation, or context, before choosing the word that best completes each sentence. Then give a brief definition of or synonym for the word as it is used in the sentence. If you need help, use a dictionary.

stable  course  store  signal  blossom
station  trade  whisper  fence  staple

1. The plastic containers were __________ once we filled them with water. __________
2. Our teacher set up a __________ at the back of the room for us to read books. __________
3. A __________ of wind blew the treetops, and the rain began to fall. __________
4. Do you want to __________ lunches today? __________
5. Pasta is a __________ food. __________
6. I completed the Spanish __________ and took the final exam. __________
7. The family had to __________ in their backyard before getting a pet dog. __________
8. A scratchy throat could __________ an oncoming illness. __________
9. I went to the __________ to buy groceries. __________
10. The plant began to __________ when springtime came. __________
Prefixes: **pre-**, **pro**-

**Basic**  Write the Basic Word that best completes each group.

1. safeguard, care, ___________
2. announce, shout, ___________
3. stop, avoid, ___________
4. put off, make longer, ___________
5. stick out, jut, ___________
6. old, ancient, ___________
7. demand, condition, ___________
8. win, succeed, ___________
9. assume, jump to conclusions, ___________
10. method, technique, ___________

**Challenge**  Write an editorial for the school paper comparing candidates for class president. Be sure to include several of your opinions. Use three of the Challenge Words. Write on a separate sheet of paper.

**Spelling Words**

1. prediction
2. project
3. prevent
4. prepaid
5. prevail
6. proclaim
7. prehistoric
8. prejudge
9. preapprove
10. pregame
11. precaution
12. preorder
13. prescreen
14. preshow
15. pretreat
16. prolong
17. process
18. protrude
19. provision
20. production

**Challenge**

prologue
proportion
prorate
preseason
prearrange
Spelling Word Sort

Write each Basic Word beside the correct heading.

Prefix pre-

Prefix pro-

Challenge Add the Challenge Words to your Word Sort.

1. prediction
2. project
3. prevent
4. prepaid
5. prevail
6. proclaim
7. prehistoric
8. prejuge
9. preapprove
10. pregame
11. precaution
12. preorder
13. prescreen
14. preshow
15. pretreat
16. prolong
17. process
18. protrude
19. provision
20. production

Challenge
prologue
proportion
prorate
preseason
prearrange
Proofreading for Spelling

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

Rajanha watched her mother pretreet her little sister with sunscreen. “Your hat won’t preject enough shadow on your face. Be still!” Her mother took precautin when it came to the sun. “You’ll thank me when you’re older and your skin doesn’t look like a prehistorik dinosaur!”

Rajanha sighed. She wasn’t going to the pool. She wasn’t doing anything. Rajanha had prepaid for tickets to her school’s progam dance. Her mother said she could go under the prevision that Rajanha did all of her chores, but her mom was skeptical. Her mother’s predikshun had been right. In the pross of planning, Rajanha had neglected them all.

Suddenly, there was a knock on the door. “Why do you want to porlong everything?!” Rajanha’s best friend, Sara, asked when Rajanha answered the door. “Let me help you finish these chores and get you to the dance!”

“You’re the best friend ever!” said Rajanha.

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

Spelling Words

1. prediction
2. project
3. prevent
4. prepaid
5. prevail
6. proclaim
7. prehistoric
8. prejudget
9. preapprove
10. pregame
11. precaution
12. preorder
13. prescreen
14. preshow
15. pretreat
16. prolong
17. process
18. protrude
19. provision
20. production
Present Progressive

The **present progressive** tense is used to talk about an action that is in progress or happening right now. To form the present progressive tense, add the present tense of the verb *be* before the main verb. Add *-ing* to the end of the verb.

**present progressive**

I am watching the television.

**Activity** Rewrite each sentence using the present progressive tense of the underlined verb.

1. I talk to my brother right now.
   
2. My friends and I **go** to the movies.
   
3. He **learns** how to be a good friend.
   
4. They **earn** the most points.
   
5. Mrs. Chan **gives** a prize for the best story.
   
6. We **try** to get the machine to work.
   
7. My friend **bakes** a pie for the party.
   
8. We **build** a computer.

**Thinking Question**

Does the sentence describe an action that is in progress or happening right now?
Past Progressive

The **past progressive** tense is used to talk about a past action that happened at the same time as another action, or was in progress at a particular time in the past. To form the past progressive tense, add the past tense of the verb *be* before the verb. Add *-ing* to the end of the base form of the verb.

**past progressive**
I was cooking dinner when the phone rang.

**Activity** Rewrite each sentence using the past progressive tense of the underlined verb.

1. Mike **ate** when I came over.

2. We **walked** to the theater when the rain started.

3. The cat **drank** water when she started to cough.

4. Yesterday we **hiked** all day long.

5. Dad **watered** the flowers while we swam.

6. Last night at 9:00 I **watched** a movie.
Future Progressive

**Future progressive** tense is used to talk about an action that will happen at some time in the future. To form the future progressive tense, add *will be* before the main verb and *-ing* to the end of the verb.

**future progressive**

She will be singing at the ceremony.

**Activity** Rewrite each sentence using the future progressive tense of the underlined verb.

1. Tomorrow, we **eat** pizza for lunch.

2. Jack **runs** a marathon in a few weeks.

3. My brother **throws** a birthday party on Saturday.

4. We **read** Shakespeare in ninth grade.

5. If you just started that book, you **read** all weekend.

6. I **think** about you when you’re on your trip.

7. She **moves** on Saturday.

8. They **take** a math test at 1:00.
Correct Pronouns

Demonstrative Pronouns

| Singular, near | This is the first carnival of the summer. |
| Singular, far | I can hold that while you go on the merry-go-round. |
| Plural, near | Some caramel apples are too sticky, but these are just right. |
| Plural, far | Those are the ticket booths over there. |

Indefinite Pronouns

| Singular | Someone is dressed up as a clown. |
| Plural | Both are riding unicycles. |

1–4. Write demonstrative or indefinite to describe the underlined pronoun.

1. Everyone in town is going to the carnival. ________________
2. That is where we will go on rides and play games. ________________
3. My brother wants to win something. ________________
4. I hope he wins these. ________________

5–7. Choose the pronoun in parentheses that correctly completes the sentence.

5. (These, This) is my sister’s favorite ride.
6. (Many, Nothing) is as fun as being high up on the ferris wheel!
7. I like to sit next to (someone, nobody) I know.

8–9. Replace any unclear pronouns with a noun or noun phrase. Write the new sentence on the line.

8. The pirate ship ride is exciting, but this is even more exciting!

9. I won a teddy bear and a baseball cap, but my brother didn’t win any.
Conventions

Incorrect Verb Tenses | I wasn't going to say anything, but as we are walking by the river, she is smiling. I asked her what she has smiled about.
---|---
Correct Verb Tenses | I wasn't going to say anything, but as we were walking by the river she was smiling. I asked her what she was smiling about.

Correct the underlined verb phrases. Write the new sentence on the line.

1. I laughed and went on the rides, but I'm not enjoying myself.

2. They will be going on vacation together, and I was staying at home.

3. I've known Maureen for eight years, but I'm only knowing Glenna for six weeks.

4. I'm going to the river. Were you coming with me?

5. I am trying to save money, but instead I had spent two dollars.

6. I'm pleased to see that Maureen was getting out of the car.
Focus Trait: Voice
Using Examples to Show Feelings

<table>
<thead>
<tr>
<th>States an Emotion</th>
<th>Shows the Emotion</th>
</tr>
</thead>
<tbody>
<tr>
<td>I felt lousy.</td>
<td>My head was like a nail that had just been hammered into a wall.</td>
</tr>
</tbody>
</table>

Read each sentence that states an emotion.

**Pair/Share** Work with a partner to write examples to show each emotion.

<table>
<thead>
<tr>
<th>States an Emotion</th>
<th>Shows the Emotion</th>
</tr>
</thead>
<tbody>
<tr>
<td>He felt excited.</td>
<td></td>
</tr>
<tr>
<td>We were very sad.</td>
<td></td>
</tr>
<tr>
<td>I felt nervous.</td>
<td></td>
</tr>
<tr>
<td>They were extremely happy.</td>
<td></td>
</tr>
<tr>
<td>She was anxious.</td>
<td></td>
</tr>
</tbody>
</table>