


Vocabulary for Grade 6 Set B: Being Different

Directions: In the first activity in this packet, you will use context clues to try and determine the meaning of each of your new vocabulary words. The example below shows you how to do this activity.

1. Begin by looking at the **photo**.
Ask yourself, **What do I see?**
I see birds flying in the air. They are not being controlled or told where to go.
2. Next, look at the **caption**.
Ask yourself, **what word could I put in place of the underlined vocabulary word?**
Here I might substitute "all" or "complete" for absolute.
3. Then, look at the **example sentence**.
Ask yourself, **do my substitutions from the caption — "all" and "complete" — make sense in this sentence?**
Yes, "complete" works in the example sentence as well.
4. Finally, **write or type a prediction** in the last box.

Example: Absolute (ab-suh-loot)

My mother's no was absolute. Once she said it, there was no chance of changing her mind.



Birds have absolute freedom to go wherever they like.


What's your **prediction**?

My Answer: *complete*

Let's begin!

1. Clamor (klam-er)

Family gatherings were filled with the clamor and constant chatter of people talking over each other.




Mario couldn't sleep through the clamor of the baby's music.

What's your **prediction**?

My Answer:

2. Conduct (kuhn-duhkt)

The mother told her son she hopes he will conduct himself well while sitting in church.



The zoo keeper was alarmed at the way the tigers conducted themselves.

What's your **prediction**?

My Answer:

3. Disturb (dih-sturb)

The theater posted “Do Not Disturb” signs to remind people to turn off the sound on their phones.



The loud music disturbed the baby while he was napping.

What’s your **prediction**?

My Answer:

4. Gesture (jes-cher)

Camilla gestured with her arms for the taxi cab to pull over.



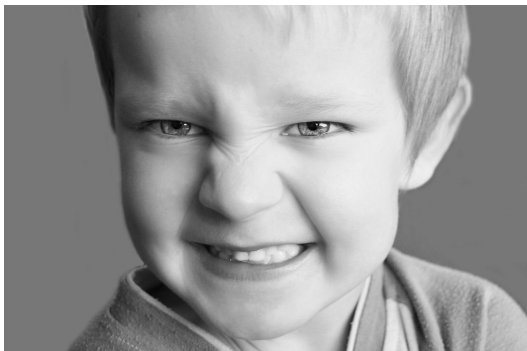
As Ryan talked, he used his hands to gesture and explain the ideas.

What’s your **prediction**?

My Answer:

5. Grimace (grim-uh s)

The students grimaced when the teacher announced an additional assignment to complete over spring break.



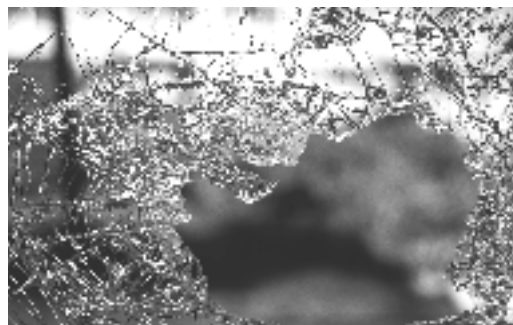
Kyle couldn’t help but grimace when his dad said he had to finish his vegetables before he could eat dessert.

What’s your **prediction**?

My Answer:

6. Predict (pri-dikt)

Since Carlos does the same thing every day, you can predict where he will be at any given time.



Knowing his mother, Sam predicted she would be furious at the broken window.

What’s your **prediction**?

My Answer:

7. Resemble (ri-zem-buh l)

Doris wanted her garden to resemble the English gardens she saw during her vacation.



The cousins resembled each other so much that most people thought they were twins.

What's your **prediction**?

My Answer:

8. Shame (sheym)

The academic team felt shame when people learned they made it to the state tournament by cheating.



Ariel covered her face out of shame after she caused her trivia team to lose the tournament.

What's your **prediction**?

My Answer:

9. Survival (ser-vahy-vuh l)

Food, shelter, and clean water are necessary for survival.



The survival of the Terracotta Warriors after thousands of years is amazing.

What's your **prediction**?

My Answer:

10. Tone (tohn)

Lacey's tone changed after she realized she had not been accepted on the cheerleading squad.



The man spoke to the other driver in an angry tone.

What's your **prediction**?

My Answer:

Let's review the definitions of the words.

1. **Clamor** (noun) loud and confusing noise
2. **Conduct** (verb) to behave (oneself) or carry out a task in a specific way
3. **Disturb** (verb) to interrupt or prevent someone from continuing what they were doing *Related: disturbance, disturbed*
4. **Gesture** (verb) to use one's body to communicate with others to communicate through body movements
5. **Grimace** (verb) to make a facial expression that reveals disgust or pain, sometimes in an effort to be funny
6. **Predict** (verb) to know or say what will happen in the future *Related: prediction, predictable, predictably, predictability*
7. **Resemble** (verb) to look like (something)
8. **Shame** (noun) a feeling of embarrassment or humiliation that comes from having done something wrong *Related: ashamed*
9. **Survival** (noun) the state of continuing to live or exist despite danger or struggle *Related: survive*
10. **Tone** (noun) the feeling(s) that a person reveals through the way they speak about something

Activity 2: Fill-in-the-Blank Sentence

Directions: Fill in the blanks using the correct vocabulary word to complete each sentence.

SET 1: Clamor Conduct Disturbed Predict Shame	My answer
1. If you could _____ the upcoming lottery number, you could be a millionaire.	
2. The neighborhood could not find the source of the early morning _____ until they discovered the new construction site down the street.	
3. Because the monkeys were not acting normally, the zookeeper monitored their _____ for the rest of the day.	
4. Elliott brought _____ to his family when he admitted to breaking the neighbor's window and lying about it.	
5. Rainey knew her father was working and didn't want to be bothered, but she _____ him anyway.	

SET 2: Gestured Grimaced Resemble Survived Tone	My answer
6. On Halloween children like to wear costumes that _____ their favorite movie characters.	
7. You could tell the teacher was upset by the _____ of her voice.	
8. The police officer _____ for the drivers to stop so that the pedestrians could cross the street.	
9. The athletes _____ when their coach told them to complete an extra set of drills instead of ending practice early.	
10. Having forgotten her lunch, Lisbeth _____ on peanut butter crackers and water until she got home.	

Activity 3: Fill-in-the-Blank Scenario

Fill in the blanks using the correct vocabulary word to complete each scenario. Then, explain why that vocabulary word fits best based on context clues provided in the scenario. You may have to change the form of the word (ex: go, going, gone).

For Example:

Every single day, Bryan wakes up at 5 o'clock in the morning to take a 10-mile jog. Then, he goes to the gym to lift weights. Afterwards, he does 20 laps in the pool. And this is before he goes to practice with the team every afternoon! Bryan is _____ about training because _____.	
My Answer	My Reason
<i>relentless</i>	<i>He is extremely dedicated and exercises all of the time. He runs 10 miles, lifts weights, swims, and attends practice every day.</i>

SET 1:

Conduct Disturbance Predictable Survive Tone

1. For the spring semester, Justin has art first period. He has math second period, American history third period, and biology fourth period. This will be his schedule every day of this semester.

Justin's schedule is _____ because _____

My Answer	My Reason

2. The principal was disappointed by the disrespectful way the two students were talking to each other in the hallway. She reminded the students of the proper way to behave when walking and talking in the hallway.

The students did not _____ themselves well because _____

My Answer	My Reason

3. It was the first day of class and everyone was working quietly at their desks until: crash! Boom! A new student had dropped all her stuff from an open book bag.

The new student caused a _____ because _____

My Answer	My Reason

4. Sometimes, it is hard to know how someone feels just by looking at their face. However, you can listen to their voice to determine how they feel.

You can use a person's _____ to tell _____

My Answer	My Reason

5. Laney somehow got separated from the group on the hike. She was lost and it was getting dark. She hadn't packed any water or snacks since it was only supposed to be a one-hour hike. She didn't know how she would live through the night.

In order to _____, Laney needs _____

My Answer	My Reason

SET 2:

Ashamed Clamored Gestured Grimaced Resembled

6. Standing in line at the grocery store, I waited until the cashier motioned for me to walk over to her register.

The cashier _____ because _____

My Answer	My Reason

7. After spending the rainy evening watching scary movies alone in his house, Kenneth was startled awake by unfamiliar noises in the attic. At first, he thought he was dreaming, but then the noise became too loud and distracting to ignore. He thought it was a ghost, but it turned out to be a family of squirrels.

The squirrels _____ in the attic because _____

My Answer	My Reason

8. When practice ended, Dean could not wait to rush home and eat dinner. However, when he walked through the door he made a face in response to the smell of his dad's meatloaf. Dean knew the emotion on his face was obvious as he slowly took each bite, but his dad ignored his look of pain and happily enjoyed the meatloaf!

Dean _____ because _____

My Answer	My Reason

9. Damion was hesitant to tell his parents about his poor grade in chemistry. His parents were always telling their friends how smart he was and he did not want to disappoint them. Every day his parents praised him and supported him, and he was embarrassed to admit to them that he was struggling in class.

Damion is _____ because _____

My Answer	My Reason

10. After her grandparents sold their farmhouse, Cora promised that one day she would build a new house to look just like it. She spent years saving up enough money to recreate the house that held so many of her childhood memories. She knew the new house would not be identical to the original, but it was close enough that she felt her grandparents' presence each time she walked through the door.

Cora's new house _____ her grandparents' because _____

My Answer	My Reason

Activity 4: Matching

Match the following vocabulary words to their synonyms from the box. Write your answer in the column next to the word.

Synonyms: Attitude Behave Bother Embarrassment Frown Guess Living Look like Motion Noise

Words	My Answer
1. Clamor	
2. Conduct	
3. Disturb	
4. Gesture	
5. Grimace	
6. Predict	
7. Resemble	
8. Shame	
9. Survival	
10. Tone	

Activity 5: Application of Vocabulary

Answer each question in **1-2 complete sentences**. Make sure that you **use the underlined vocabulary word** in your answer.

1. What is something that adults might describe as clamor, but that young people would not?

2. How do you think students should conduct themselves when working in groups? Explain or describe.

3. Do you think people playing music without headphones disturb the people around them? Explain why or why not.

4. Describe a situation where people might choose to communicate through gestures rather than words.

5. What is a specific sound or smell that causes you to grimace? Why?

6. What is one thing you do in the morning in a predictable way? Explain.

7. Name a family member or famous person who you think you resemble. Explain why.

8. Describe a character from a movie, book, or short story that has done something about which they were later ashamed.

9. What is one piece of advice you would give a fifth grader about survival in school? Explain why.

10. Describe a time you used the wrong tone with a friend or a parent. What happened?

Grade 6 Set B: Being Different

FINAL ASSESSMENT: Cross-textual Thematic Essay

Essay Question: How does it feel to be different?

In this packet, you will find:

- a [graphic organizer](#) to help you prepare for your essay,
- a page of [helpful hints](#) to help you organize your essay, and
- the [essay prompt](#) with space to write.

Prewriting: Graphic Organizer

At the end of this distance learning text set, you will write a multi-paragraph essay answering the essential question: **How does it feel to be different?** After you have completed each reading assignment, use the chart below to help you remember how that text answered the essential question.

How does it feel to be different?		
Text Title	How does this text answer the essential question?	Text Evidence (include paragraph number)
"Fish Cheeks"		
"Unusual Normality"		
"Inside Out"		
"Drum Dream Girl"		

Helpful Hints for Writing your Essay

Multi-Paragraph Essays include:

- A **CLAIM** that answers the essay question
- **REASONS** that the claim is true
- **EVIDENCE** that supports the reasons
- **EXPLANATIONS** that describe how the evidence supports the reason and the claim

MULTI-PARAGRAPH ESSAY STRUCTURE
Introduction <ul style="list-style-type: none"> ● Claim / Thesis
Body Paragraphs <ul style="list-style-type: none"> ● Reason 1 <ul style="list-style-type: none"> ○ Evidence 1 <ul style="list-style-type: none"> ■ Explanation 1 ○ Evidence 2 <ul style="list-style-type: none"> ■ Explanation 2 ● Reason 2 <ul style="list-style-type: none"> ○ Evidence 1 <ul style="list-style-type: none"> ■ Explanation 1 ○ Evidence 2 <ul style="list-style-type: none"> ■ Explanation 2
Conclusion <ul style="list-style-type: none"> ● Summary statement

TRANSITION WORDS TO START A BODY PARAGRAPH:	
<ul style="list-style-type: none"> ● First (second, etc.), ● In addition, ● Another ● Similarly, 	
SENTENCE PROMPTS FOR INTRODUCING EVIDENCE:	
<ul style="list-style-type: none"> ● For example, ● For instance, ● To demonstrate, ● To illustrate, 	<ul style="list-style-type: none"> ● In the text, / In the story ... ● In [paragraph X], ... ● When [X happens] / When [character Y does / says] ... ● The author illustrates this when ...
SENTENCE PROMPTS FOR EXPLAINING EVIDENCE:	
<ul style="list-style-type: none"> ● This means ... ● This illustrates ... ● This reveals ... ● This highlights ... 	

Name: _____ Class: _____ Date: _____

Grade 6 Set B: Being Different

FINAL ASSESSMENT: Cross-textual Thematic Essay

Essay Prompt: You have read four texts: “Fish Cheeks,” “Unusual Normality,” “Inside Out,” and “Drum Dream Girl.” Write a multi-paragraph essay in which you answer the essential question for this text set: **How does it feel to be different?** Be sure to include specific details from **more than one text** in your essay.

Directions: Answer the essay prompt in a complete, **multi-paragraph** essay. Use your graphic organizer to help you, and write your essay in the space below. Use complete sentences. Cite evidence when appropriate.
