



6th Grade English Unit 2- Worksheets

Academic Year: 2025-2026

Name:

Date:

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

Name:

Date:

CONVENTIONS → SPELLING AND CAPITALIZATION

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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) _____ |

Name:

Date:

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? _____

Name:	Date:
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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.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

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		