

# Wonders

Grade 6

## Your Turn

Practice Book



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Name \_\_\_\_\_

benefit	deftly	derision	eaves
expertise	impudence	legacy	symmetry

Use each pair of vocabulary words in a single sentence.

1. benefit, expertise

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2. deftly, symmetry

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3. impudence, derision

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4. legacy, eaves

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Comprehension: **Point of View Graphic Organizer**

Name \_\_\_\_\_

Read the selection. Complete the details and point of view graphic organizer.

Details	Point of View

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Name \_\_\_\_\_

Read the passage. Use the make predictions strategy to make logical guesses about what will happen next.

### Approaching Zero

Basu counted the steps, doing quick measurements as he walked along the south bank of India's Ganges River, kicking up the hot, dusty ground. He had arisen before daybreak, and the sun was now rising in the east. By his calculations, he had walked 12,563 steps and covered about one-quarter of the distance from his small village. By the time the sun was directly overhead, he should finally reach the university at Patna. There he hoped to find Aryabhata. Perhaps the great mathematician could help him with the questions he'd been pondering: How do you measure the passing of time and days? How do you determine the circumference of Earth? How far away is the moon?

From what Basu had heard, Aryabhata had all of the answers, but the master did not like to be disturbed. Basu's parents had warned him not to go. "Why would a wise scholar want to waste his time with a twelve-year-old boy?" his father had chided. Basu had a burning desire to study math and to one day write a book like *Aryabhatiya*, Aryabhata's masterpiece. According to the local scholars, the book described the earth as a sphere that rotated around the sun, and it explained mathematics, time, astronomy, and other mysteries of the universe.

Basu dragged a stick along the dirt, drawing a line. Was it a straight line between where he just was and where he was going? He posed question after question to himself to pass the time, keeping a running step count as he went—18,231. The sun was just where Basu expected, casting a long shadow from his stick.



Name \_\_\_\_\_

Finally, just as the sun was overhead, Basu spotted a man crouched on a mat by a small, low table. He could see the man was furiously writing with a long iron spike that he dipped in ink, inscribing on the surface of hardened palm leaves. Basu held his breath and took quiet, short steps, cutting the remaining distance in half, and then in half again. Finally, he was standing beside Aryabhata. Basu was so close, he could see the mysterious numbers and symbols.

Basu was invisible to Aryabhata, who was immersed in his thoughts, but just then a beetle flew off the spike and landed on Basu's arm. He brushed it off without thinking and jarred Aryabhata's hand, which skidded across the ink. Aryabhata looked up in a flash of anger and thundered, "Who are you?"

"I am just a merchant's son," confessed Basu, "but I've come here desperate to benefit from your knowledge and hoping to absorb a fraction of your wisdom."

Aryabhata fixed him with a hard stare and replied grudgingly, "All right. You may ask me one question."

Basu thought for a long moment. "I walked 50,348 steps to get here, and then crossed your courtyard, cutting it in half, in half again, and again. Now our arms have brushed, and I cannot get any closer, but I am lost because I have no number to tell me the distance between us. What is the number that tells how many steps I have to go?"

A broad smile lit Aryabhata's face. "You have just asked the very question I have been working on for many moons. The answer is *zero*. There are zero steps left. Zero is the number."

"There's one other thing I want to know—" Basu began.

Aryabhata interrupted. "You have zero questions left!" he admonished. Basu looked crushed with disappointment, but Aryabhata laughed. "Zero, plus one thousand! You may ask me as many questions as you wish, because I think we can learn a lot together."



Name \_\_\_\_\_

**A. Reread the passage and answer the questions.**

1. What details from the first paragraph help you determine this story’s point of view?

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\_\_\_\_\_

\_\_\_\_\_

2. At the beginning of paragraph 5, what does the narrator say about Aryabhata’s thoughts?

\_\_\_\_\_

\_\_\_\_\_

3. Is the person telling the story a character in the story? How do you know?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. What is the point of view of this story?

\_\_\_\_\_

**B. Work with a partner. Read the passage aloud. Pay attention to expression. Stop after one minute. Fill out the chart.**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

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Name \_\_\_\_\_

**Urco: Craftsman in Training**

"Father, I am meant to be a craftsman, an artist," pleaded Urco, a twelve-year-old Inca boy. The year was 1425.

"No, I absolutely refuse. You must work as a laborer like the rest of us, building roads, fortresses, and temples in our great city of Cuzco," replied Urco's father. As angry as he felt toward his father, Urco knew that most Inca men did exactly what his father described. They dedicated their lives to building the city, which was high in the mountains. Urco, however, was different. He wanted to create golden goblets and ornaments for the nobles and the emperor! Now, Urco had to convince his father to agree.

**Answer the questions about the text.**

1. What is the time and place of this historical fiction?

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2. What does the text tell you about life during the time of the Incas?

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3. Give an example of dialogue from the text and explain how it helps you learn about the character.

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Name \_\_\_\_\_

Read each excerpt from the passage and the meaning of the suffix of the word in bold. Then write a possible meaning for the word in bold.

1. Basu counted the steps, doing quick **measurements** as he walked along the south bank of India's Ganges River, kicking up the hot, dusty ground.

*-ment* means "act of" or "state of"

\_\_\_\_\_

2. According to the local scholars, the book described the earth as a sphere that rotated around the sun, and it explained mathematics, time, **astronomy**, and other mysteries of the universe.

*-nomy* means "law"

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3. Basu dragged a stick along the dirt, drawing a line. Was it a straight line between where he just was and where he was going? He posed **question** after question to himself to pass the time.

*-tion* means "state of"

\_\_\_\_\_

4. Basu was so close, he could see the **mysterious** numbers and symbols.

*-ous* means "full of" or "having"

\_\_\_\_\_

5. Basu looked crushed with **disappointment**, but Aryabhata laughed.

*-ment* means "act of" or "state of"

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Name \_\_\_\_\_

voter

brutal

favor

focus

vital

**A. Read each word below. Choose a word from the box that rhymes with it and write the word on the line. Then underline the open syllable in both words.**

1. futile \_\_\_\_\_

2. flavor \_\_\_\_\_

3. crocus \_\_\_\_\_

4. tidal \_\_\_\_\_

5. motor \_\_\_\_\_

**B. Read each sentence. Circle the two-syllable word with an open syllable.**

6. My soccer shorts are made of nylon.

7. How can you resist a picnic on a warm day?

8. The football team plays its rival on Saturday.

9. It is brave to stand on stage and recite poetry.

10. My dad could detect the smell of onions in the house.

Name \_\_\_\_\_

**A. Read the draft model. Use the questions that follow the draft to help you think about transitions to clarify shifts in time or setting.**

**Draft Model**

Uncle Max agreed to show me the magic trick. I tried to learn how to hold the coin the way he showed me. I got it, and I pulled the coin out of Uncle Max's ear.

1. When and why did Uncle Max agree to teach the narrator the trick?
2. What happened after Uncle Max agreed? How was the narrator able to learn to do the trick?
3. What transitional words and phrases could be added to help connect all the events?

**B. Now revise the draft by adding transitions to clarify shifts in time or setting.**

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Name \_\_\_\_\_

The student who wrote the paragraphs below used text evidence from two different sources to respond to the prompt: *Write a short narrative from Min's point of view as he decides to trust Tree-Ear and offers to teach him.*

Over the next few days, I noticed that Tree-Ear worked hard and did not speak other than saying, "Good morning" at the beginning of the day and, "Thank you for this opportunity, honorable sir" at the end of the day. I was impressed. I remembered what the boy had said about watching me work. I also remembered that I would not be the great potter I was if it weren't for my grandfather, who taught me.

"What does your father do?" I asked the boy the next day. When I heard the boy's story about being an orphan and living with Crane-Man under the bridge, my heart softened. Again I watched the tattered boy finish another day of hard work. After Tree-Ear left, I sat in my workshop, thinking. I thought, "Everyone who has a desire to create pottery should be able to learn. Tree-Ear is honest and willing to work hard."

So the next morning, when Tree-Ear said, "Good morning," I smiled and greeted the boy with a slab of clay.

"Today you will not work," I said. "Today you will learn."

Reread the passage. Follow the directions below.

1. From whose point of view is this sample written? **Circle** a word or words that show the point of view.
2. **Underline** descriptive details that help the reader picture what is being described.
3. **Draw a box** around a transition that tells when a scene takes place.
4. **Write** a possessive noun on the line.

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