



Selection No. 4

Unit (4)

Student's Name: _____

Grade: 6 / Section: _____

***Reading:**

The Hare and the Tortoise (Fable) >> p.216 - 217

***Vocabulary:**

Words in footnotes>> p.217

***Grammar:**

Agreement in Compound Sentences >>p. 137

***Vocabulary:**

No.	Word/ Phrase	Part of Speech	Meaning
1.	plodding	Verb	walking slowly
2.	teased	Verb	made jokes and laughed at in order to embarrass
3.	steadily	Adverb	moving in a continuous, gradual way
4.	nap	Noun/Verb	short sleep
5.	catch up to	Phrasal Verb	come from behind and reach by going fast
6.	confident	Adjective	sure
7.	finish line	Noun	line at which a race ends
8.	moral	Noun	It is the lesson that is sometimes stated at the end of the fable. Sometimes, it is implied. The reader must figure it out.

A) Fill in the blanks using the words in the list below:

plodding/ teased/ steadily/ catch up to

1. The tortoise was _____ along the path, making sure to keep a steady pace.
2. The hare _____ the tortoise for being so slow.
3. The tortoise was determined to _____ the hare, even though it seemed impossible.
4. The lesson in the fable is about the importance of moving _____, no matter how slow it may seem.

B) Which of the following is an adverb and which is an

adjective? (Choose from: steadily, confident)

1. She walked _____ toward the finish line, never stopping.
2. He felt _____ that he would win the race.

C) Use the following in meaningful sentences.

1. Finish line:

2. Evident:

D) Writing Task:

Use any words from the list to write a short paragraph. Be creative!

"Attitude is more important than skill in succeeding."

***Comprehension:**

1. Read the title, then identify which word is a synonym for “turtle” and which word is a synonym for “rabbit”.

2. What is the moral?

3. Describe the setting.

4. Who are the characters?

5. Who used to tease or laugh at the other one?

6. Who suggested a challenge? What was the challenge?

7. What did Hare decide to do before he reached the finish line? Why?

8. Did Tortoise do the same?

9. What did Hare discover when he woke up?

10. Who won in the end?

Critical Thinking Questions:

1. **What if** Hare had not stopped to rest during the race—how might the story have ended differently?

2. **In my opinion**, the true lesson of the story is _____. *Justify your answer with examples from the fable.*

3. **Do you think** Hare truly learned a lesson at the end of the story? **Why or why not?**

Writing Tasks:

1. **Narrate the story from the perspective of Tortoise**—how did he feel before, during, and after the race?

***Grammar:**

Agreement in Compound Sentences

A compound sentence is two simple sentences or two independent clauses joined with a coordinating conjunction such as *and*, *but*, or *so*. When a coordinating conjunction connects two independent clauses, the subject and verb in each clause must agree. A comma is usually used before the coordinating conjunction.

A pronoun must also agree with its antecedent, which is the noun that comes before it. Be careful that the person (first person: I, my, me) and the gender (male: he, his) are in agreement.

Remember that *and* shows similarity, *but* shows contrast, and *so* shows result.

REMEMBER A compound sentence is two simple sentences, or independent clauses, joined with a coordinating conjunction such as *and*, *but*, or *so*. The verb tense in both clauses must agree. A comma is usually used before the coordinating conjunction.

Example: The boy spoke, and the girl answered.

Pronouns must also agree with their antecedents (the noun that comes before them).

Example: The boy was awake, but he couldn't speak.

Match the sentences below. Then rewrite them as complete sentences. Use the correct punctuation.

1. Her parents were worried. (so)
2. My brother doesn't study hard. (but)
3. Our cats don't like milk. (so)
4. The bus was late. (and)
5. The girl wore a coat. (but)
 - a. She didn't have a hat.
 - b. It was very crowded.
 - c. They called the school.
 - d. He gets good grades.
 - e. They drink water.

- 1.-----
- 2.-----
- 3.-----
- 4.-----
- 5.-----

Form a compound sentence by writing a simple sentence after each coordinating conjunction.

6. The boy was sick, and.-----
7. We gave the boy some soup, so -----
8. The boy woke up, but-----

Critical Thinking Questions:

1. What if one subject in a compound sentence is singular and the other is plural—how do we decide whether the verb should be singular or plural?

Example: “The teacher and the students ____ (was/were) in the classroom.”

2. In my opinion, the rule for subject–verb agreement in compound sentences is sometimes confusing. *Justify your answer with an example where agreement is tricky.*

3. How would the meaning of a sentence change if the wrong verb form is used in a compound sentence? For example: “My brother and my cousin likes football.”

Writing Task:

Use the coordinating conjunctions to write a short paragraph (3-4 Sentences).

Good Luck