

Thursday, April 23<sup>rd</sup>

white, round eggs. She lays the eggs at different times, so they hatch at different rates. Usually, the female sits on the eggs, and the male brings food to her. Both the male and female protect their nests and young. They will attack any animal or person that comes too near.

The female owl stays with the tiny **owlets** for about one month after they hatch. Then they learn how to fly. Once an owlet knows how to fly, it leaves the nest and finds its own place to live and hunt.

Owls are beautiful and interesting, but they also help people. Insects and rodents are an important part of an owl's diet. Owls help farmers and ranchers because they eat these small creatures that can damage crops.

An owl's special characteristics and appearance set it apart from other birds. It's easy to understand why so many people like owls.

*Context Clues (I.B)*

1. In this passage, the word **wise** means—

- A smart
- B large
- C round
- D interesting

*Context Clues (I.B)*

2. What does the word **nocturnal** mean?

- A Having good eyesight
- B Excellent
- C Active at night
- D Open wide

*Context Clues (I.B)*

3. What does the word **talons** mean?

- A Hunters
- B Sharp claws
- C Special beaks
- D Food

*Structural Cues (I.A)*

4. The word **owlets** means—

- A female owls
- B baby owls
- C owl nests
- D male owls

*Facts/Details (II.A)*

5. About how long is the elf owl?

- A 6 feet
- B 5 feet
- C 30 inches
- D 5 inches

Friday, April 24<sup>th</sup>

TestSMART—Reading, Gr. 4

### Practice 6: Study Skills

Directions: Read each question. Then choose the best answer. On your answer sheet, darken the circle for the correct answer.

This is the title page from a book about taking tests. Use it to answer the questions.

## Learning How to Take Tests

### Doing Better Than You Ever Thought You Could!

by Jeffrey T. Martin

Illustrations by Melanie Johnson

Lori Moore, Editor

© 1998

Better Learning Books  
Columbus, Ohio

Printed in the U.S.A.

Friday, April 23<sup>rd</sup>

1. This book is probably about—

- A choosing a good school
- B improving test-taking skills
- C pleasing your parents and teachers
- D writing test questions for fun

2. Who wrote this book?

- A Better Learning Books
- B Lori Moore
- C Melanie Johnson
- D Jeffrey T. Martin

3. 1998 is the year that this book was—

- A written
- B placed in the library
- C bought
- D published

4. The title page explains—

- A how long it should take to read the book
- B where the book was printed
- C why the authors wrote the book
- D how to take tests

5. The subtitle for this book is—

- A Better Learning Books
- B Learning How to Take Tests
- C Doing Better Than You Ever Thought You Could!
- D Learning How to Do Better

6. Who drew the pictures included in this book?

- A Jeffrey T. Martin
- B Lori Moore
- C Melanie Johnson
- D Better Learning Books

Monday, April 27<sup>th</sup>

## 15: The Elves and the Shoemaker

Once upon a time, there was an honest shoemaker who was very poor. He worked as hard as he could, and still he could not earn enough to keep himself and his wife. At last there came a day when he had nothing left but one piece of leather, big enough to make one pair of shoes. He cut out the shoes, ready to stitch, and left them on the bench. Then he went to bed, trusting that he could finish the shoes on the next day and sell them.

Bright and early the next morning, the shoemaker rose and went to his workbench. There lay a pair of shoes, beautifully made, and the leather was all gone! The shoemaker looked all around, but there was no sign of anyone else. The shoemaker and his wife did not know what to make of it. The first customer who came in that day was so pleased with the beautiful shoes that he bought them. He paid so much that the shoemaker could buy enough leather for two pairs of shoes.

Happily, the shoemaker cut out the shoes. Then, since it was late, he left the pieces on the bench, ready to sew in the morning. But when the morning came, two pairs of shoes lay on the bench, most beautifully made. Again, there was no sign of anyone else. The shoemaker and his wife were at a complete loss about what was happening.

That day a customer came and bought both pairs of shoes. He paid so

much for them that the shoemaker bought enough leather for four pairs of shoes. Once more, he cut out the shoes and left them on the bench. In the morning, all four pairs of shoes were made.

It went on like this until the shoemaker and his wife were very **prosperous** people, but they could not be totally happy. They could not be **satisfied** to have so much and not know whom to thank for all they had. So, one night after the shoemaker had left the pieces of leather on the bench, he and his wife hid behind a curtain and left a light in the room.



Just as the clock struck twelve, the door opened softly and two tiny elves came dancing into the room. They hopped on to the bench and began to put the pieces of leather together. They had **wee** little scissors and hammers and thread. Tap, tap, went the little hammers; stitch, stitch went the thread. The little elves worked very hard. No one ever worked as fast as they did. In almost no time, all the shoes were stitched and finished. Then the tiny elves took hold of each other's hands and danced around the shoes on the bench. They looked like two dancing dolls. The shoemaker and his wife had to work hard not to laugh aloud. When the clock struck two, the little creatures **whisked** away out the window and left the room as it was before.

Monday, April 27<sup>th</sup>

The shoemaker looked at his wife and said, "How can we thank the little elves who have made us happy and prosperous?"

"I should like to make them some pretty clothes," said the wife. "The clothes they have are ragged and torn."

"I will make the shoes, if you will make the clothes," said her husband.

That very day, they set to work. The wife cut out two tiny, tiny coats of green; two teeny, teeny pairs of pants of white; and two bits of caps of bright red (for everyone knows that elves like bright colors). Her husband made two little pairs of shoes with long, pointed toes. They made the wee clothes with nice little stitches and beautiful buttons. By the next evening, they were finished.

That night the shoemaker cleaned his bench and on it, instead of leather, he laid the two sets of little elf clothes. Then, he and his wife hid behind the curtain as before.

Promptly at midnight, the little elves came in. They hopped up on the bench, but when they saw the little clothes, they laughed and danced for joy. Each one took up his little coat and pants and hat and began to put them on. Then they hopped down and began to dance and dance and dance. When the clock struck two, they danced away and out the window.

The little elves never came back. The shoemaker and his wife had just great **fortune** and never needed anyone's help again.

(adapted from *How to Tell Stories to Children* by Sara Cone Bryant)

Context Clues (I.B)

1. In this story, the word **prosperous** means—

- A poor
- B angry
- C upset
- D rich

Context Clues (I.B)

2. What does the word **satisfied** mean?

- A Pleased
- B Working
- C Rich
- D Poor

Context Clues (I.B)

3. The word **wee** means—

- A broken
- B small
- C many
- D soft

Monday, April 27<sup>th</sup>

*Synonyms/Antonyms (I.D)*

4. Which word means about the same as the word **whisked** in this story?

- A Hurried
- B Fell
- C Entered
- D Opened

*Synonyms/Antonyms (I.D)*

5. Which word means about the same as the word **fortune** in this story?

- A Anger
- B Shoes
- C Luck
- D Elves

*Sequential Order (II.B)*

6. Which of the following happens first in this story?

- A The shoemaker and his wife make clothes for the elves
- B The shoemaker and his wife hide behind the curtain.
- C The shoemaker cuts out one pair of shoes and leaves them on the bench.
- D The shoemaker and his wife see the elves dancing in the room.

*Setting (II.D)*

7. Most of this story takes place—

- A outside the shoemaker's window
- B just outside the shoemaker's house
- C behind the curtain of a stage
- D inside the shoemaker's work room

*Cause/Effect (IV.A)*

8. The shoemaker and his wife hide behind the curtain because they—

- A want to see who makes the shoes each night
- B are afraid of the elves
- C want to make several pairs of shoes before morning
- D know the elves will find them there

*Generalizations (V.C)*

9. When the elves finish making the shoes, they seem to be—

- A frightened
- B tired
- C happy
- D curious

*Figurative Language (VII.D)*

10. When the elves danced, they *looked like two small dancing dolls*. The phrase *like two dancing dolls* is—

- A personification
- B a simile
- C a metaphor
- D rhyme

Tuesday, April 28<sup>th</sup>

### Practice 7: Study Skills

Directions: Read each question. Then choose the best answer. On your answer sheet, darken the circle for the correct answer.

At the library, Debra used the computer card catalog to find some books about basketball. Here are the title cards for two of the books Debra found. Use them to answer the questions.

#### Card 1

Juvenile Fiction	
Title	The million dollar shot/Dan Gutman
Author	Gutman, Dan
Publisher	New York: Hyperion Books for Children, c 1997.
Description	114 pp.
Summary	Eleven-year-old Eddie gets a chance to win a million dollars by sinking a foul shot at the National Basketball Association (NBA) finals.
Subject(s)	Basketball fiction Contests fiction Wealth fiction
Format	Juvenile

#### Card 2

796.323	
Title	The story of basketball/Dave Anderson; foreward by Grant Hill
Author	Anderson, Dave
Publisher	New York: W. Morrow, c 1997
Description	144 pp., illustrated
Notes	Includes index
Summary	Presents an overview of the history of basketball from its beginning in 1891 and profiles some famous players and coaches of modern times.
Subject(s)	Basketball history Basketball players
Format	Juvenile

Tuesday, April 28<sup>th</sup>

1. Who wrote *The Million Dollar Shot*?

- A Grant Hill
- B Dave Anderson
- C Dan Gutman
- D W. Morrow

2. *The Story of Basketball* was published in—

- A 1891
- B 1944
- C 1995
- D 1997

3. *The Story of Basketball* is about—

- A learning to play basketball
- B the rules of basketball
- C a boy who tries to win a basketball contest
- D where and when basketball began

4. Which of these is NOT true?

- A *The Million Dollar Shot* is fiction.
- B *The Story of Basketball* has 144 pages.
- C *The Story of Basketball* does not have pictures in it.
- D *The Million Dollar Shot* was published by Hyperion Books

5. To find other books like *The Story of Basketball*, Debra could look under the following category of books:

- A Basketball fiction
- B Contests fiction
- C Basketball history
- D Juvenile

6. *The Million Dollar Shot* is about—

- A how Dan Gutman became a basketball star
- B why basketball players earn so much money
- C how the game of basketball began
- D how a boy has a chance to win a million dollars at a basketball game



Wednesday, April 29<sup>th</sup>

## 16: Insect Languages

Did you know that insects can send messages to one another? In fact, they have many ways to **communicate**. They can warn one another of danger. They can send directions for finding food or give each other important messages.

Some insects communicate with special sounds. These sounds are not like human speech, but they do the same job. For example, crickets make chirping noises with their wings when they want to send messages to each other. On quiet summer nights, you can hear crickets “talking” to one another.

Other insects use movement to send their messages. Honey bees do dances. Their dances tell other bees where to find food. When the bees return to their hive with food, they dance in the shape of an eight. The dance tells other bees where to find food and how far away it is.

You may have seen fireflies blinking in the dark. Why do these “lightning bugs” turn on their lights? This is how they let other fireflies know where they are. When one firefly blinks, another firefly answers with a blink of its own.

Some insects use **odors** to communicate with each other. For example, some moths release an odor that helps them find one another. The moths have a good sense of smell. They can follow the odors and find the moths that are sending the message.

Ants give each other information through touch. You may have seen the way ants stop and touch one another when they meet on the ground. This is one way they “talk” to each other. It also helps explain how so many ants are able to find the same small piece of food!



Insects have many ways to let each other know what is happening in their world. Without their special languages, insects could not find and help one another.

### Context Clues (1.B)

1. What does the word **communicate** mean in this passage?

- A Grow longer
- B Send information
- C Dance
- D Make noises

### Synonyms/Antonyms (1.D)

2. Which word means about the same thing as **odors**?

- A Languages
- B Moths
- C Smells
- D Senses

Wednesday, April 29<sup>th</sup>

Test SMART—Reading, Gr. 4

*Facts/Details (II.A)*

3. How do crickets "talk" to each other?

- A They make noises with their wings.
- B They release an odor.
- C They do a special dance.
- D They touch the bees in the hive.

*Main Idea (III.A)*

4. What is the main idea of this passage?

- A People and insects send messages in different ways.
- B Dancing is one way to send a message.
- C People have better ways to send information than insects.
- D Insects have many ways to send messages to each other.

*Fact/Opinion (VI.A)*

5. Which of these is a FACT stated in this passage?

- A Bees like to dance for each other.
- B Crickets make the loudest noises on a quiet night.
- C Some insects use movement or sound to send messages to each other.
- D People can understand many of the codes that insects use.

*Main Idea (III.A)*

6. What is the main idea of the second paragraph in this passage?

- A Crickets make loud chirping noises.
- B You can hear crickets on a quiet night.
- C Insects can use sounds to send messages.
- D Human speech is different from insect sounds.

*Interpretations/Conclusions (V.B)*

7. How do honey bees show other bees where food can be found?

- A The bees follow each other so they can find food together.
- B The bees make noises with their wings.
- C The bees release an odor that tells the other bees where to find food.
- D The bees make a special movement in their dance that tells the direction of the food.

*Cause/Effect (IV.A)*

8. Fireflies can find each other at night because they—

- A make special noises
- B have an unusual smell
- C do a special dance
- D blink their lights

Thursday, April 30th

TestSMART—Reading, Gr. 4

### Practice 10: Multiple-Meaning Words

Directions: Read each question. Find the word that fits both bolded meanings. On your answer sheet, darken the circle for the correct word.

1. Which word means **speedy** and **to go without food**?

A quick  
B diet  
C fast  
D digest

2. Which word means a **herd of cattle** and **did drive**?

A crowd  
B flocked  
C drove  
D gathering

3. Which word means **ice that falls like rain** and a **shout of welcome**?

A drop  
B hail  
C greet  
D fall

4. Which word means a **place for learning** and a **group of fish**?

A pond  
B class  
C net  
D school

5. Which word means a **cloth belt** and a **part of a window**?

A sash  
B cord  
C pane  
D sill

6. Which word means **ground** and **to make dirty**?

A earth  
B grime  
C mess  
D soil

7. Which word means a **small building** and **to get rid of**?

A hut  
B shed  
C rid  
D home

8. Which word means **to growl** and a **tangle**?

A bark  
B snap  
C mess  
D snarl

Friday, May 1<sup>st</sup>

### Practice 8: Study Skills

Directions: Read each question. Then choose the best answer. On your answer sheet, darken the circle for the correct answer.

At the library, Mike used the computer card catalog to find some books about guide dogs. Here are the title cards for two of the books Mike found. Use them to answer the questions.

#### Card 1

362.41	
Title	Mom's best friend/Sally Hobart Alexander; photographs by George Ancona
Author	Alexander, Sally Hobart
Publisher	New York: MacMillan, c 1992
Description	45 pp., illustrated
Subject(s)	Guide dogs
Other	
Entries	Ancona, George, illustrator
Format	Juvenile

#### Card 2

362.4	
Title	A guide dog goes to school: the story of a dog trained to lead the blind/Elizabeth Simpson Smith; illustrated by Bert Dodson
Author	Smith, Elizabeth Simpson
Publisher	New York: W. Morrow, c 1987
Description	51 pp., illustrated
Notes	Includes index
Subject(s)	Guide dogs
Other	
Entries	Dodson, Bert, illustrator
Format	Juvenile

Friday, May 1<sup>st</sup>

1. Who wrote *Mom's Best Friend*?
  - A George Ancona
  - B Elizabeth Simpson Smith
  - C Bert Dodson
  - D Sally Hobart Alexander
2. Which of these is NOT true?
  - A Both books were published by the same company.
  - B Both books have pictures.
  - C *Mom's Best Friend* was published in 1992.
  - D *A Guide Dog Goes to School* has an index.
3. Both of these books—
  - A have the same number of pages
  - B were written by the same person
  - C are about the same subject
  - D were published in the same year
4. *A Guide Dog Goes to School* was published in—
  - A 1945
  - B 1951
  - C 1987
  - D 1992
5. Who took the pictures used in *Mom's Best Friend*?
  - A Sally Hobart Alexander
  - B Bert Dodson
  - C George Ancona
  - D Elizabeth Simpson Smith
6. What is the copyright year for *Mom's Best Friend*?
  - A 1992
  - B 1987
  - C 1951
  - D 1945

## Optional Reading Packet

The optional packet covers different types of genres that we cover in 4<sup>th</sup> Grade. The students will also need to know these types of genres for 5<sup>th</sup> grade as well. I left off a couple genres which we have already covered in detail in class already this school year.

The two sheets of the packet can be cut to make flash cards. The definition is on the front and the type is on the back of the card. The students can study the terms which are located on the last page of the packet and then read the definition on the front of the flashcard, say what genre they think it is and then flip it over to see if they were correct.

We have not yet covered Folktale, Myth or Legend in class this year, so I attached one story of each genre with a few questions for the students to answer.

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## Optional Packet

<p>has characters, events, and a setting that could exist in the real world</p>	<p>takes place in the past and may involve important people or events from history; details are made up by the author</p>
<p>tells about science and technology of the future; may be set in the future, space, or an unusual place</p>	<p>a story from <u>long ago</u> that has been repeated for many years</p>
<p>a traditional story that explains how something was created or how it works</p>	<p>a type of folktale about heroes and their brave actions</p>

Historical  
Fiction

Realistic  
Fiction

Folktale

Science  
Fiction

Legend

Myth



has characters, events, and a setting that could exist in the real world

takes place in the past and may involve important people or events from history; details are made up by the author

tells about science and technology of the future; may be set in the future, space, or an unusual place

a story from long ago that has been repeated for many years

a traditional story that explains how something was created or how it works

a type of folktale about heroes and their brave actions

Name \_\_\_\_\_ Date \_\_\_\_\_

## Sybil Ludington

Read the passage below. Then answer the questions that follow.

In the town of Carmel, New York, near the banks of Lake Gleneida, you'll find the bronze statue of a young woman atop a horse. She is brandishing a large stick and riding fiercely through the night.

This is Sybil Ludington. You might not find her in the history books. But long ago, in April 1777, during the American Revolutionary War, Sybil sounded the warning that the redcoats had arrived, and the militiamen needed to prepare for battle.

Her father was Colonel Henry Ludington, commander of the 7th Regiment of the Dutchess County Militia. The colonel had released his men to return home and tend to their families and farms. It was spring. Fields needed to be plowed, and crops needed to be planted. The militia's soldiers were scattered across the countryside.

However, British soldiers were on the move. About 2,000 redcoats entered nearby Danbury, Connecticut searching for hidden Continental Army supplies. The 150 rebel militiamen left to guard them were no match. The rebels were defeated, and the town was burned.

A messenger was sent to Colonel Ludington and arrived at the colonel's farm late in the evening. The message was simple: Colonel Ludington needed to gather his men.

Someone had to sound the alarm. It couldn't be Colonel Ludington. He had to make marching plans and organize the men as they arrived. It couldn't be the messenger. He was tired and unfamiliar with the area. Sybil, the oldest of the colonel's eight children at that time, volunteered. She was 16.

There was neither moon nor stars. The sky was covered in dark clouds that brought a cold rain. The countryside was full of British loyalists and highwaymen. Colonel Ludington initially told her no. But she persisted. She told him there was no one else who could make the journey. So, he gave in.

Sybil rode upon her father's favorite horse, Star, and carried a large stick. Through the storm, she galloped. First, she rode south from her family farm to Carmel, past the spot where her statue now rests. Sybil continued east, and then north to Kent Cliffs, Farmer's Mills, and Stormville. There, she turned southeast and passed through Pecksville before returning home.

Sybil rode 40 miles that night, and all along the way she used the large stick to beat on doors and rouse the militiamen. She knew all of her father's soldiers and where they lived. She arrived home before dawn, soaked from the storm and exhausted. But her efforts were a success. Sybil was responsible for the muster of 400 men.

Colonel Ludington led his soldiers to join other Continental Army forces at the Battle of Ridgefield. There, American soldiers overtook the British troops and pushed them back to Long Island Sound. Because of Sybil Ludington's courage and persistence, her father's 7th Regiment gathered in time to help win the battle.

Those who knew the story of Sybil Ludington told their children. She was a local hero. In 1961, the statue was erected along the path she took through Carmel, New York. Here you can see the young woman riding defiantly, calling the soldiers to arms.

Name \_\_\_\_\_ Date \_\_\_\_\_

## Respond to Reading

Read each question. Circle the letter next to your answer choice.

1. How do you know this is a legend?
  - a. it explains how something in nature works
  - b. it describes the American Revolutionary War
  - c. it is based on a heroic person who lived long ago
  - d. it includes characters and places that seem real

2. Read the following excerpt.

She knew all of her father's soldiers and where they lived. ...Her efforts were a success. Sybil was responsible for the muster of 400 men.

Based on the context, what does the word *muster* mean?

- |               |              |
|---------------|--------------|
| f. reviewing  | h. hiring    |
| g. assembling | j. arranging |
3. What is the likely reason Colonel Ludington did not want to send Sybil?
    - a. Danbury was too far away for Sybil to ride alone.
    - b. It was too late to wake up the soldiers for battle.
    - c. His younger son was better suited for the task.
    - d. He thought the ride would be too dangerous.
  4. Which of these is the best summary of the selection?
    - f. The British flee to Long Island Sound. Rebels attack Danbury searching for supplies. Colonel Ludington releases his men to tend their farms.
    - g. The British attack Danbury. The colonel needs to muster his men. Sybil Ludington rides to sound the alarm. The 7th Militia helps win the battle.
    - h. Redcoats enter Danbury searching supplies. The city is burned. A messenger is sent to Colonel Ludington's farm
    - j. Sybil Ludington rides through the night to assemble the militia. The people of Carmel put up a bronze statue to commemorate the battle.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Achilles's Heel

Read the passage below. Then answer the questions that follow.

Like all ancient Greek gods and goddesses, Thetis was immortal. When she was young, Thetis received a prophecy that her son would become stronger than his father. When the other gods learned of the prophecy, none of them would marry Thetis. They didn't want a son who was going to be stronger than they were. So, Thetis looked for a husband among the humans. In time, she fell in love with King Peleus of Thessaly and became his queen.

Soon, Peleus and Thetis had a son. Knowing that he was destined to be even more powerful than his father, they named their child Achilles. Thetis worried that Achilles would have to go to war when he grew up. Because Achilles was mortal like his father, he might get injured fighting—or worse. To make matters worse, a prediction was made that Achilles's fate would be to die in battle against the Trojans. Thetis decided to protect him as best she could.

Thetis, a sea-nymph, knew of the powers of the waters in the river Styx. If she bathed Achilles in this river of the underworld, it would protect him from injury. If he could not be hurt, he would live forever. Thetis considered how best to “dip” her young son. To gain the greatest protection possible, Thetis decided it would be best to hold the baby by a single foot. She grasped the baby's heel and quickly dipped him into the water. In her moment of happiness and relief, Thetis forgot that the water did not touch the boy's heel, leaving him with a weakness.

Thetis's fears about Achilles were realized when the Greeks went to war with the Trojans, Achilles commanding his father's warriors. This time Thetis turned to the god Hephaestus, the blacksmith of Olympus. On the night before one thousand Greek ships set sail for Troy, Thetis presented her gift to Achilles: a suit of gleaming bronze armor, a sword, and a shield, crafted by Hephaestus. Would it all be enough to save Achilles?

Greek ships lined the beaches at Troy, and Greek warriors encamped outside the great walled city. For nine years, the forces battled. Many Greeks became heroes, but none was more admired than Achilles. As the prophecy had foretold, he was stronger, wiser, and more skilled in battle than King Peleus. Achilles's pride also grew until his superhuman strength and courage on the battlefield seemed to match the grandeur of his armor. His fiery appearance inspired the Greeks to victory over and over. Yet, the war had reached a deadlock. Frustrated, Achilles began to let his pride get the better of him. After an insult came from another Greek leader, the proud Achilles refused to fight.

Soon, the Trojans were winning more battles. Other Greek warriors begged Achilles to fight, but he refused. Then his closest friend, Patroclus, came up with a clever plan: he would wear Achilles's armor into battle. The sight would embolden the Greeks and might frighten the Trojans if they believed Achilles had rejoined the fight. However, the dirty trick angered the god Apollo who favored the Trojans. With Apollo's help, the Trojan prince Hector killed the imposter.

Achilles returned to battle in a rage. He killed Hector and the Greeks won that day. They would go on to win the war too, but Achilles would not be with them. In the final battle, Apollo took revenge on Achilles for his prideful actions. The god guided an arrow to pierce Achilles in the heel and the wound proved deadly. Achilles did not see that his own prideful actions had a role in Patroclus's death. As a result, when someone doesn't recognize their own shortcomings, we call it their "Achilles heel."

Name \_\_\_\_\_ Date \_\_\_\_\_

## Respond to Reading

Read each question. Circle the letter next to your answer choice.

1. This story is a myth because it—
  - a. describes real people and battles from Greek history.
  - b. tells about events that happened long ago and far away.
  - c. shows what a mother will do to protect her beloved child.
  - d. explains how an expression originated.
  
2. "Thetis's fears about Achilles were *realized* when the Greeks went to war with the Trojans." In this sentence, *were realized* means—
  - f. disappeared
  - g. were remembered
  - h. came true
  - j. got worse
  
3. Which sentence shows the author building suspense?
  - a. "Thetis decided to protect him as best she could."
  - b. "If he could not be hurt, he would live forever."
  - c. "Would it all be enough to save Achilles?"
  - d. "Soon, the Trojans were winning more battles."
  
4. What is the theme of this myth?
  - f. People cannot escape their fate.
  - g. The Greeks could see into the future.
  - h. Parents need to protect their children.
  - j. Soldiers should not try to get revenge.

Name \_\_\_\_\_ Date \_\_\_\_\_

## The Fisherman and His Wife

Read the passage below. Then answer the questions that follow.

A long time ago there was a fisherman who lived with his wife in a filthy shack near the sea. One day, after many hours without a bite, the fisherman caught a large flounder that spoke to him.

"I beg you to let me live. I am not an ordinary flounder but an enchanted prince. Please, let me go."

The fisherman felt sorry for the fish and let him swim away. Later, when the fisherman returned home empty-handed, he told his wife about the flounder.

"Didn't you ask for anything before you set him free?" she asked. "A magic fish could surely give us a better home. Go back and tell him we want a little cottage."

The man did not want to go, but neither did he want to argue, so he went back to the sea and called the fish, which soon appeared.

"My wife says I should have asked for something in return for setting you free. She would like a cottage."

"Go home, and you will find she already has it," the flounder said.

The man went home to find his wife standing in the doorway of a cottage. It had a little front yard, a beautiful little porch, a bedroom with nice furnishings, a kitchen, and a sitting room. For more than a week, they enjoyed the cottage, but soon, the wife wanted more.

"Go back to the flounder and tell him to give us a palace."

The man did not want to go, but he went anyway and called the fish, which soon appeared.

"My wife wants to live in a palace."

"Go home, and you will find she already has it," the flounder said.