

Name _____

possess

necessary

treasure

alarmed

obsessed

reward

anguish

wealth

Use the context clues in each sentence to help you decide which vocabulary word fits best in the blank.

“Guess what I just read?” said Mary. “It was an exciting story about two friends looking for a secret _____, something of great value hidden in a jungle. Finding it was all they could think about. They were _____!”

“Well, do they find it?” asked Charlene.

“I won’t tell you the end. It’s _____ for you to read the book to find out. I will tell you, though, that the two friends go on a great adventure. They want to _____ the valuable item to have it for their own. So they follow a map.”

“That sounds exciting!” said Charlene.

“It is! But little do they know that someone else has seen their map, someone who wants all the _____ and money that the map promises.”

“Oh, no!” said Charlene. She sounded _____, worried about what might happen in the story.

“The two friends soon find out that someone else is following their map. They think someone else might find the _____ at the end of the map before they do. But they want the prize for themselves!”

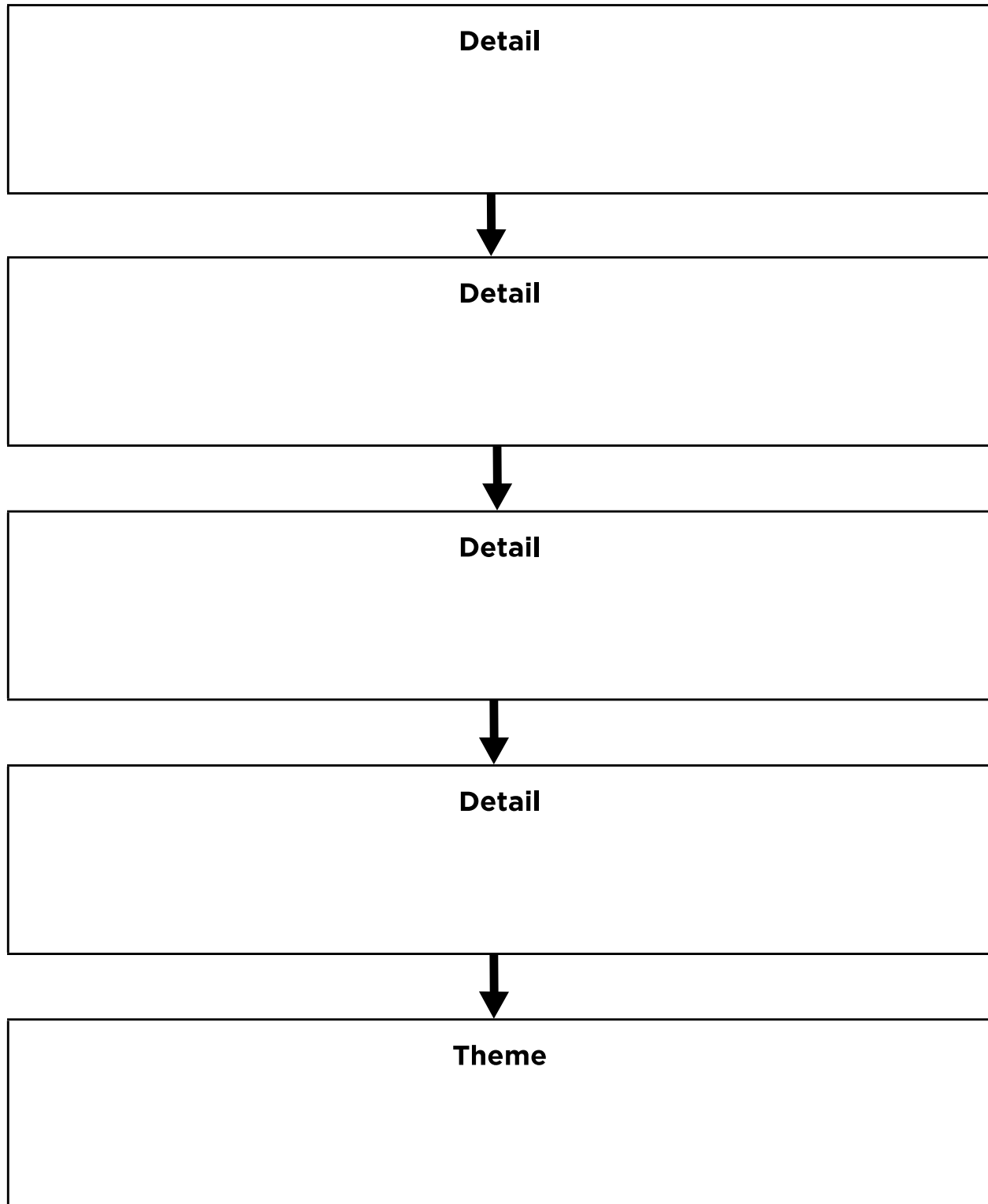
“Oh, my goodness,” said Charlene. “After following the map and going on such an adventure, it must fill them with _____ to think that someone might find the prize before them. They must be so worried. What happens next?”

Mary handed the book to Charlene. “Like I said, you have to read it!”

Charlene raced home, eager to read about the adventure Mary described.

Name _____

Read the selection. Complete the theme graphic organizer.



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Name _____

Read the passage. Use the make predictions strategy to check your understanding as you read.

Prometheus Brings Fire to Humans

Cast:

1 Narrator | Prometheus | Zeus | Human 1 | Human 2

8 Scene 1

10 *Setting: Mount Olympus, the home of the ancient Greek gods.*
 20 *Zeus sits on a throne in the middle of the stage. There is a*
 34 *fireplace with a roaring fire in it to his left. Prometheus enters.*

46 **Zeus:** Prometheus! Welcome to my throne room! I trust
 55 everything is good.

58 **Prometheus:** I'm afraid not, Lord Zeus. I have been to Earth
 69 and lived among the people. They are miserable. They live in
 80 caves and eat raw meat. When winter comes, they die of cold and
 93 starvation. I would like to ask you to share fire with them.
 105 I believe it would help them keep warm and cook their meat.

117 **Zeus:** Absolutely not! If humans have fire, they might become
 127 strong and wise like the gods. They could force us from our
 139 kingdom. I am happy to keep them cold and uninformed. That
 150 way we gods can rule the world unthreatened and happy.

160 **Prometheus:** *(under his breath)* But I am not a god. I am a
 173 Titan. If you will not help them, I will! *(he exits)*

Name _____

Scene 2

Narrator: (Voice over) Prometheus wanted to do something to help humans. One day, walking along the seashore, he found a reed sticking out of the water. It was soft and dry on the inside—perfect for carrying fire. So Prometheus traveled to the end of the earth, where the morning sun lives, and touched his reed to the fires that light the sun. Then he quickly returned to his homeland, so he could share the fire with the humans he knew.

Setting: Prometheus is standing outside of a cave with some humans dressed in animal furs.

Prometheus: Look! *(he touches his reed to a pile of sticks and a fire lights)* I have brought you the secret to your empowerment! This is the fire that will change your life!

Human 1: What do we do with it?

Prometheus: You can use it to cook meat or keep warm. It will let you leave your caves to experience the world. When you are warm and well fed, it is much easier to do anything you want!

Human 2: Why would you do this for us?

Prometheus: I know how hard it is to live someplace that doesn't seem to want you. It is important to me that, given the chance, I can help you become the creatures I know you must become. I only ask that you also help those less fortunate when you have the chance.

Narrator: The humans agreed to Prometheus's request. Then they began the slow process of bringing about a world in which they could live in happiness without suffering.



Name _____

A. Reread the passage and answer the questions.**1. How does Prometheus describe humans to Zeus?**

2. What does Prometheus want to do to help humans?

3. List some ways Prometheus thinks fire will help improve the lives of humans.

4. What is the theme 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		—		=	

Name _____

Scene 3: The Fall of Icarus

Daedalus and his son, Icarus, have escaped from the island of Crete where the king had held them captive. They are flying above the sea, using the wings Daedalus has built.

DAEDALUS: Stay close to me, Icarus. We have a long way to fly! Be safe.

ICARUS: But Father, when will I ever have another chance to see the sun so close?

DAEDALUS: If you fly too high, the sun will melt the wax holding your wings together!

ICARUS: Don't worry, I'll pay close attention. If the wax starts to melt, I'll come down.

DAEDALUS: If the wax starts to melt, it will be too late! Come down now!

ICARUS: But you should see the view from up here! I can see every island in the sea! What an incredible sight! *The wax in Icarus's wings begins to melt; his wings no longer work properly, and he struggles to stay in the air.*

DAEDALUS: *Shouting.* Icarus! Your wings!

Answer the questions about the text.

1. How do you know this text is a drama?

2. Do you think being safe is important to Icarus? Why or why not?

Name _____

Read each sentence below. Write the root word of the word in bold on the line. Then write the definition of the word in bold.

1. I have been to Earth and lived among the people. They are **miserable**.

2. When winter comes, they die of cold and **starvation**.

3. I am happy to keep them cold and **uninformed**.

4. That way we gods can rule the world **unthreatened** and happy.

5. I have brought you the secret to your **empowerment**!

6. I only ask that you also help those less **fortunate** when you have the chance.

Name _____

A. Read each sentence. Underline the word that has a prefix. Write the meaning of the word on the line.

1. My model ship fell off the table, and now I have to rebuild it.

2. Of all the vegetables on the table, I dislike peas the most.

3. Before my sister started kindergarten, she went to preschool.

4. When I fell into the mud puddle, I knew I was having an unlucky day.

5. I lost my copy of the story, so I need to reprint it before class.

B. Related words have a common root or base word. Read each set of words. Circle the words that have a common root or base word.

1. alike

unlike

click

2. precook

pretty

cooking

3. halfway

unhappy

happily

4. review

viewing

voting

5. unlucky

cluck

luckily

Name _____

Evidence is details and examples from a text that support a writer's ideas. The student who wrote the paragraph below found evidence to show how the author uses dialogue, setting, and stage directions to tell a story.

Topic sentence	→ In "Prometheus Brings Fire to Humans," the author uses dialogue, scenes, and stage directions to tell a story.
Evidence	→ The dialogue, scenes, and stage directions tell me what is happening in the play. Each scene tells part of the story in time order. In Scene 1, Zeus and Prometheus are talking, and Prometheus says something under his breath. This stage direction tells me that he has a plan and does not want Zeus to hear it. From the dialogue, I can tell that they do not agree.
Concluding statement	→ The author uses dialogue, scenes, and stage directions to tell about the characters and the events in a play.

Write a paragraph about a play you have read. Find text evidence to show how the author uses dialogue, scenes, and stage directions to tell the story.

Write a topic sentence: _____

Cite evidence from the text: _____

End with a concluding statement: _____

Name _____

A. Read the draft model. Use the questions that follow the draft to help you vary sentence lengths.

Draft Model

My apron is important to me. My mother wore it when she was a girl.
I wear it now when I am spending time with my mother, just like she did.

1. How could the writer combine the first and second sentences?
2. What short fourth sentence could the writer add after the long third sentence to vary the rhythm?
3. Can any of the sentences be deleted?
4. How might you improve the rhythm of the writing? How might you vary sentence length?

B. Now revise the draft by creating sentence fluency with a combination of long and short sentences about something the writer values.