

Name _____ Date _____

Story Structure

**The Hero and
the Minotaur**

Comprehension:
Story Structure

Read the story below.

Mythology Basketball

Laurie’s older sister Jennifer was studying, but Laurie wanted to do something outside because it was a beautiful day. “Can’t you study later?” Laurie asked.

“The test is tomorrow,” said Jennifer.

“Well, what are you studying anyway?” asked Laurie.

“Greek mythology,” answered Jennifer. “It’s a test about all of the Greek gods and their traits.”

Laurie frowned. “Okay. I’ll leave you alone.”

Jennifer looked up at Laurie. Over Laurie’s shoulder, she could see the sun shining into the back yard.

“Let’s go outside,” said Jennifer. “I’ve got an idea.” She grabbed her notes and put on her sneakers. Once both girls were outside, Jennifer explained the rules of Mythology Basketball. “You shoot first. If you make it, I go to the same spot. Before I can shoot, you ask me about one of the gods on the list. If I can name all of the god’s traits, I get to shoot. If I make it, I get to shoot again from wherever I want. If I miss, the ball goes back to you.”

“Great!” said Laurie, shooting the ball. It slid neatly through the hoop. “Who’s Zeus?” she asked.

Complete the Story Map to identify story elements.

Characters:	Settings:
Plot	
Conflict:	
Events:	
Resolution:	

Name _____ Date _____

Story Structure

The Hero and the Minotaur

Comprehension: Story Structure

Read the story below.

The Man and the Horse

Many years ago in a land of plenty, a young man set off to make his way in the world. He took with him his favorite horse. "Only after my steed and I prosper," he said, "will we return to our village."

After many miles, they came to a valley with a stream. "We will work this land," said the man. But instead of going into the field, the man said, "My horse is so clever, he can plow the field by himself," and he took a nap.

The horse worked the field until his back sagged and his hooves became sore

from the rocks. He kept working until the crops grew tall, and then he hauled the grain away. He never complained, even though he became thin and weak while the young man became fat and his hands stayed soft.

When the man and his horse returned to the village, the people saw the weak, thin horse and the fat man with soft hands, and they knew what had happened. They welcomed the horse with oats and with salve for its hooves, but the man they sent on his way.

Complete a Story Map like the one shown. Then answer the questions that follow to explain the story's conflict and how characters deal with the conflict.

1. Why does the man allow his horse to work while he lies around?

2. Why do the villagers treat the man and the horse the way they do?

Name _____ Date _____

Suffixes *-ful, -less, -ly, -ness, -ment, -ship*

The Hero and the Minotaur

Vocabulary Strategies: Suffixes
-ful, -less, -ly, -ness, -ment, -ship

The words in the box end with a suffix that means “in a _____ way,” “full of,” “without,” or “the state or quality of being.” Choose a word from the box that best completes each sentence. Then create a definition for the word, based on the meaning of its suffix and root word.

hardship	eagerly	happiness	secretly	embarrassment
dutiful	sorrowful	joyless	friendship	pointless

- The family faced much financial _____ when both parents lost their jobs. _____
- She showed her _____ when she helped Jessica finish her chores. _____
- The gift was given _____ so the receiver could not directly thank the giver. _____
- To be filled with sadness is to feel _____. _____
- The dog watched _____ as its master filled the bowl with food. _____
- Spending Saturday afternoon indoors was a _____ occasion. _____
- I felt such _____ when I found out I had won first place in the contest. _____
- It was a great _____ to the class when no one passed the exam. _____
- It was _____ to continue searching for the lost key in the dark. _____
- _____ children clean up after themselves. _____

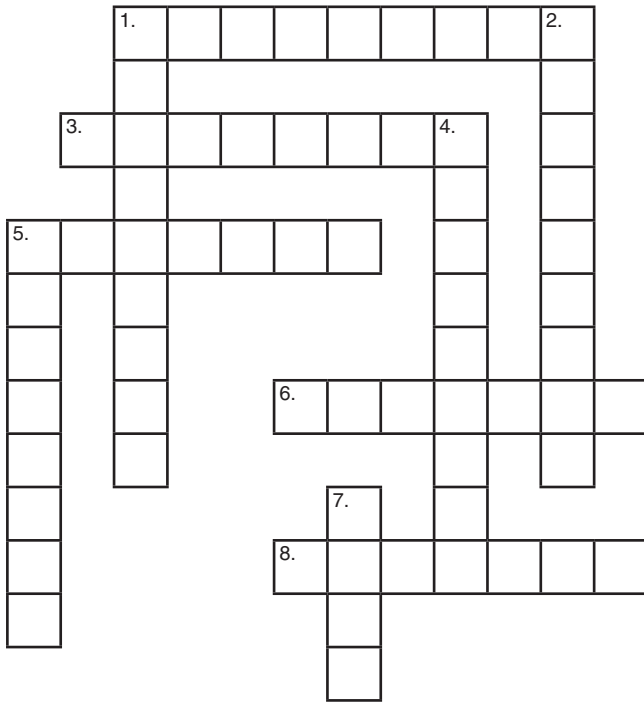
Name _____ Date _____

Spelling /sh/

The Hero and the Minotaur

Spelling: Spelling /sh/

Basic Complete the puzzle by writing the Basic Word for each clue.



Spelling Words

1. section
2. shallow
3. direction
4. musician
5. rash
6. position
7. astonish
8. pressure
9. attention
10. impression
11. crucial
12. official
13. emotion
14. bashful
15. delicious
16. establish
17. ancient
18. situation
19. suspicion
20. permission

Across

1. tastes very good
3. Is the tire inflated to the correct _____?
5. very old
6. the opposite of deep
8. shy

Down

1. general line you are moving in
2. The police said the _____ was under control.
4. to create or set up
5. surprise
7. acting without careful consideration

Challenge Come up with an idea for a new charity. What will your charity do? Whom will it try to help? Write a description of your new charity. Use four of the Challenge Words. Write on a separate sheet of paper.

Challenge

- diminish
beneficial
efficient
potential
compassion

Name _____ Date _____

Spelling Word Sort

The Hero and the Minotaur

Spelling: Spelling /sh/

Write each Basic Word beside the correct heading.

<p>/sh/ spelled <i>sh</i></p>	
<p>/sh/ spelled <i>ti</i></p>	
<p>/sh/ spelled <i>ci</i></p>	
<p>/sh/ spelled <i>ss</i></p>	

Spelling Words

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Challenge Add the Challenge Words to your Word Sort.

Connect to Reading Look through *The Hero and the Minotaur*. Find words that have the /sh/ spelling patterns on this page. Add them to your Word Sort.

Challenge

diminish
beneficial
efficient
potential
compassion

Name _____ Date _____

Proofreading for Spelling

The Hero and the Minotaur

Spelling: Spelling /sh/

Find the misspelled words and circle them. Write them correctly on the lines below.

Greenview Middle School's production of *The Minotaur* held its official opening night tonight. Under the direction of Ms. Linda Steers, the cast brings this ancient tale to life in an exciting new way. Josh Ballard plays the lead role in this musical, and shows both his talent as a musician and his ability to handle the pressure of the leading role. He is neither bashful nor rash, and shows just the right emotion to make his character come to life on the stage. Much attention has been paid to the details in the stage design, which works to establish the crucial setting in the labyrinth. The cast and crew will continue to astonish audiences through next Sunday, when the show closes. Seats are still available in almost any section. Be sure to ask your parents' permission to attend. This is a show you don't want to miss!

Spelling Words

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15. delicious
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18. situation
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20. permission

- | | |
|----------|-----------|
| 1. _____ | 8. _____ |
| 2. _____ | 9. _____ |
| 3. _____ | 10. _____ |
| 4. _____ | 11. _____ |
| 5. _____ | 12. _____ |
| 6. _____ | 13. _____ |
| 7. _____ | 14. _____ |

Name _____ Date _____

Adjectives and Adverbs

The Hero and the Minotaur

Grammar: Adjectives and Adverbs

Adjectives modify nouns and pronouns, while **adverbs** modify verbs, adjectives, and other adverbs.

Adjective **adverb**

The red sun blazed fiercely on the pyramid.

Thinking Question

Does the word modify a noun or a pronoun?

Does the word modify a verb, an adjective, or an adverb?

1–5. Underline the adjectives.

1. This pharaoh was extremely cruel.
2. The Sahara is vast and almost waterless.
3. Crocodiles are often quite unfriendly.
4. It is nearly always sunny in Cairo.
5. Egypt has a fairly long coastline.

6–10. Underline the adverbs.

6. This pharaoh was extremely cruel.
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Articles and Demonstratives

The Hero and the Minotaur

Grammar: Adjectives and Adverbs

The **definite article** *the* is used before a noun that refers to a specific person, place, or thing. The **indefinite articles** *a* and *an* are used before nouns that refer to any person, place, or thing. The **demonstratives** – *this*, *that*, *these*, and *those* – show where something is. *This* and *these* indicate that something is nearby. *That* and *those* indicate that something is far away.

definite **indefinite** **indefinite**

The book is long. A book can be long. An animal can be dangerous.

demonstratives

I always use this book. Can you hand me that book?

I always use these markers. Can you hand me those markers?

Thinking Question

Does the noun refer to something specific or not specific? Does it refer to something nearby or far away?

Activity Circle the correct article or demonstrative in parentheses.

1. Did you like (these, those) pita chips we had at the party?
2. We visited (the, a) Parthenon yesterday.
3. It's exciting to see (these, this) ruins close up.
4. I can't reach (this, that) guidebook. It's too high on the shelf.
5. Overall, it has been (the, an) educational trip.
6. (This, that) artifact in my hand is ancient.
7. Can you hand me (a, the) brochure from the pile?
8. Use binoculars to see (this, that) building.

Name _____ Date _____

Proper Adjectives

The Hero and the Minotaur

Grammar: Adjectives and Adverbs

A **proper adjective** starts with a capital letter and refers to a specific person, place, or language. A **common adjective** does not refer to a specific person, place, or language, and does not start with a capital letter.

proper adjective

I met a nice American woman on my trip.

common adjective

I met a nice American woman on my trip.

Thinking Question

Does the adjective start with a capital letter and refer to a specific person, place, or language?

Activity Write whether the underlined adjective is proper or common.

1. We saw many breathtaking sites on the trip. _____
2. I enjoyed learning about Greek culture. _____
3. My new friend wanted to practice speaking the English language.

4. The ancient architecture was beautiful. _____
5. Mary said she would like to go to a Cretan restaurant. _____
6. Ancient Greece was ruled by wealthy landowners. _____
7. The Greeks were very powerful during the Hellenistic period.

Name _____ Date _____

Correct Pronouns

The Hero and the Minotaur

Grammar: Spiral Review

Correct Pronoun	Examples
After Linking Verbs	It <u>was</u> they who found the treasure. The first ones at the site <u>were</u> she and I .
In Compound Subjects	<u>Julie, Mike, and I</u> grabbed our shovels. <u>He</u> and <u>Franco</u> dug in a different spot.
In Compound Objects	The reporter questioned <u>Julie and me</u> . Someone took a picture of <u>him</u> and <u>her</u> .

1–6. Underline the correct pronouns in parentheses to complete the sentences.

- Julie, Mike, and (her, she) were studying about ancient China.
- Mike told (he, him) and (I, me) about Emperor Qin’s pottery army.
- It was (he, him) who had the statues made.
- The first ones to think of the idea were (he, him) and (I, me).
- Steve gave shovels to (she, her), (he, him), and (I, me).
- (They, Them) and (I, me) had no idea what we would uncover.

7–12. There are five errors with pronouns in this e-mail. Use proofreading marks to correct the errors.

Something amazing happened to my friends and I yesterday. Them and me were pretending to go on an archaeological dig along the north end of Mr. Paddock’s field. Mr. Paddock gave us permission to dig there. It was him who encouraged us to dig. First, Julie and Mike found an old bowl, and it was also them who found a small basket. Mr. Paddock and us are going to take the objects to a museum.

Name _____ Date _____

Word Choice

The Hero and the Minotaur

Grammar: Connect to Writing

When you write, it is important to use precise adjectives and adverbs to describe nouns or verbs. A precise adjective or adverb is an exact description as opposed to a vague one.

Less precise adjective

You're good at baseball.

More precise adjective

You're skillful at baseball.

Write whether the underlined adjective or adverb is precise or not precise.

1. Greek myths are nice stories. _____
2. The stories are fictional. _____
3. Most Greeks have a deep respect for tradition. _____
4. The rock outcrops and beaches of the Cycladic Islands are beautiful. _____
5. The bus went really fast. _____
6. She fought courageously to keep the island safe. _____
7. The islands are rugged. _____
8. It was a very hot day. _____

Name _____ Date _____

Focus Trait: Sentence Fluency

Transitions

**The Hero and
the Minotaur**

Writing: Write to Inform

Good writers use transition words and phrases in their writing. This makes the writing more coherent and easier to understand. Transition words and phrases can bridge the gap between two different ideas, show contrast, or sum up a conclusion. Some commonly used transition words and phrases are *additionally, as a result, because, besides that, consequently, first, finally, instead of, on the other hand, second, since, so, and then.*

Underline the ten transition words or phrases in the paragraph below.

There are several reasons why I was unable to make it to the football game yesterday. First, as I was getting ready to leave, my grandmother called and we talked for 20 minutes. As a result, I had to rush to get dressed. Then, as we all piled into the car, I realized I'd forgotten my helmet. I ran back inside, and, consequently, wasted another 10 minutes trying to find it. Additionally, my dad misplaced his keys and had to run upstairs for the spare set. Besides that, the car took three tries to start. Everything seemed to be working against us! Finally, when we started to drive, we got stuck in traffic! Since I was late for the game by more than an hour, I concluded I wouldn't be able to play. So, instead of going to the game, we went out for ice cream.