

Name _____

HRT _____

Book _____

Sophia's War: A Tale of Revolution by Avi			
Timeline	Chapters to Read		Weekly Passage
Week 1 <i>due 04-22-24</i>	<input type="checkbox"/> Chapter 1 <input type="checkbox"/> Chapter 2 <input type="checkbox"/> Chapter 3 <input type="checkbox"/> Chapter 4 <input type="checkbox"/> Chapter 5 <input type="checkbox"/> Chapter 6	<input type="checkbox"/> Chapter 7 <input type="checkbox"/> Chapter 8 <input type="checkbox"/> Chapter 9 <input type="checkbox"/> Chapter 10 <input type="checkbox"/> Chapter 11 <input type="checkbox"/> Chapter 12	<input type="checkbox"/>
Week 2 <i>due 04-29-24</i>	<input type="checkbox"/> Chapter 13 <input type="checkbox"/> Chapter 14 <input type="checkbox"/> Chapter 15 <input type="checkbox"/> Chapter 16 <input type="checkbox"/> Chapter 17 <input type="checkbox"/> Chapter 18	<input type="checkbox"/> Chapter 19 <input type="checkbox"/> Chapter 20 <input type="checkbox"/> Chapter 21 <input type="checkbox"/> Chapter 22 <input type="checkbox"/> Chapter 23 <input type="checkbox"/> Chapter 24	<input type="checkbox"/>
Week 3 <i>Due 05-06-24</i>	<input type="checkbox"/> Chapter 25 <input type="checkbox"/> Chapter 26 <input type="checkbox"/> Chapter 27 <input type="checkbox"/> Chapter 28 <input type="checkbox"/> Chapter 29 <input type="checkbox"/> Chapter 30	<input type="checkbox"/> Chapter 31 <input type="checkbox"/> Chapter 32 <input type="checkbox"/> Chapter 33 <input type="checkbox"/> Chapter 34 <input type="checkbox"/> Chapter 35	<input type="checkbox"/>
Week 4 <i>due 05-13-24</i>	<input type="checkbox"/> Chapter 36 <input type="checkbox"/> Chapter 37 <input type="checkbox"/> Chapter 38 <input type="checkbox"/> Chapter 39 <input type="checkbox"/> Chapter 40 <input type="checkbox"/> Chapter 41	<input type="checkbox"/> Chapter 42 <input type="checkbox"/> Chapter 43 <input type="checkbox"/> Chapter 44 <input type="checkbox"/> Chapter 45 <input type="checkbox"/> Chapter 46	<input type="checkbox"/>
Week 5 <i>due 05-20-24</i>	<input type="checkbox"/> Chapter 47 <input type="checkbox"/> Chapter 48 <input type="checkbox"/> Chapter 49 <input type="checkbox"/> Chapter 50 <input type="checkbox"/> Chapter 51 <input type="checkbox"/> Chapter 52	<input type="checkbox"/> Chapter 53 <input type="checkbox"/> Chapter 54 <input type="checkbox"/> Chapter 55 <input type="checkbox"/> Chapter 56 <input type="checkbox"/> Chapter 57 <input type="checkbox"/> Chapter 58	<input type="checkbox"/>
Week 6 <i>due 05-28-24</i>	<input type="checkbox"/> Chapter 59 <input type="checkbox"/> Chapter 60 <input type="checkbox"/> Chapter 61 <input type="checkbox"/> Chapter 62 <input type="checkbox"/> Chapter 63 <input type="checkbox"/> Chapter 64	<input type="checkbox"/> Chapter 65 <input type="checkbox"/> Chapter 66 <input type="checkbox"/> Chapter 67 <input type="checkbox"/> Chapter 68 <input type="checkbox"/> Chapter 69 <input type="checkbox"/> Chapter 70	

Name _____

Put your answers in the boxes below:

	Question 1	Question 2	Question 3	Question 4	Question 5	Total Score
Week 1	(RL 4.1)	(RL 4.1)	(RL 4.1)	(RL 4.1)	(RL 4.1)	
Week 2	(RL 4.2)	(RL 4.2)	(RL 4.2)	(RL 4.2)	(RL 4.2)	
Week 3	(RL 4.3)	(RL 4.3)	(RL 4.3)	(RL 4.3)	(RL 4.3)	
Week 4	(RL 4.4)	(RL 4.4)	(RL 4.4)	(RL 4.4)	(RL 4.4)	
Week 5	(RL 4.2)	(RL 4.4)	(RL 4.2)	(RL 4.2)	(RL 4.2)	
Week 6	(None)	(None)	(None)	(None)	(None)	

Week 1 - Chapters 1 through 12

Reading Due: 04-22-24

Fruit

Juicy and sticky,
Naturally sweet,
So many to choose from—
Which one should I eat?

A banana, perhaps,
Bright yellow and white?
Or maybe an apple—
I'll take a crisp bite.

Or how 'bout an orange
With its colorful peel?
Maybe some watermelon
With seeds I can feel . . .

I know, a peach!
Now that would taste great.
Its soft, tender flesh—
I could probably eat eight!

1) Based on the poem, which fruit has large seeds? (RL 4.1)

- A apple
- B banana
- C orange
- D watermelon

2) According to the poem, which fruit does the speaker choose? (RL 4.1)

- A a peach
- B an orange
- C a banana
- D a watermelon

3) Which line from the poem shows the speaker's problem? (RL 4.1)

- A "Juicy and sticky"
- B "So many to choose from"
- C "With seeds I can feel"
- D "Its soft, tender flesh"

4) Which stanza shows how the fruits are similar? (RL 4.1)

- A stanza 1
- B stanza 2
- C stanza 3
- D stanza 4

5) Which detail shows the speaker's love of peaches? (RL 4.1)

- A "Naturally sweet,"
- B "Which one should I eat?"
- C "I'll take a crisp bite."
- D "I could probably eat eight!"

Week 2 - Chapters 13 through 24

Reading Due: 04-29-24

The Little Girl Who Would Not Work

by Anonymous

There was once a little girl who loved to play all day out of doors among the flowers and the bees.

② Her mother thought she would grow to be an idle little girl if she played so much. "You are old enough to do some work, little daughter," she said. "Even when you are a tiny girl, you can learn to be busy."

But the little girl said, "Oh, Mother, I do not like to work. Please let me go to the woods and play just a little while before I do my tasks."

So her mother said she might play, but only for a little while.

The child ran out of the house, and across the garden, and down to the woods as fast as her feet could carry her. As she hurried on, a red squirrel jumped across her path, and the little girl said to him, "Red Squirrel, you don't have to work, do you? You may just play and eat nuts from morning till night. Isn't that all?"

"Not work!" chattered Red Squirrel. "Why, I am working now, and I worked all day yesterday and all of the day before. I have a family living in the old oak tree, and I must store away nuts for the winter. I have no time to stop and play."

Just then a bee came buzzing by, and the little girl said, "Little Bee, do you have any work to do?"

"Work!" buzzed Little Bee. "Why, I am always working, gathering sweets and making the honeycomb for you. I have no time for play."

The little girl walked along very slowly, for she was thinking, and she saw an ant, down in the path, carrying a very large crumb of bread.

"That crumb of bread is too heavy for you, Ant," said the little girl. "Drop it, and come and play with me!"

⑪ "I don't care how heavy it is," said the Ant. "I was so glad to find it that I am willing to carry it. Oh, no, I couldn't stop to play. Once someone stepped upon our house and crushed it. We ants thought we would go and hunt for a ready-made house, but we traveled a very long way, and we were not able to find a house ready made, and we were obliged to come home and build. Oh, we have no time to play," said Ant, as he started on with his crumb of bread.

So the little girl sat down upon a stone, that she might think better, and she said to herself, "The creatures all have their tasks to do, but I don't believe the flowers work. Do you work, Pink Clover?" she asked of a little flower growing at her feet.

"Oh, yes, I am very busy," said Pink Clover. "I gather the sunbeams every morning and keep them shut in my petals quite carefully all day long. I drink up all the moisture I can find with my roots, and I grow and grow, to get ready for the seed time. The flowers must all work," said Pink Clover.

⑭ Then the little girl decided to go home to her mother, and she said, "Mother, the squirrels, the bees, the ants, and the flowers all work. I am the only idle one. I want some work to do."

⑮ So her mother brought out a little apron that the child had begun to hem so long ago that she had forgotten all about it; and the little girl worked so faithfully and well that she was not idle anymore, but very industrious.

For the Children's Hour by Carolyn Sherwin Bailey and Clara M. Lewis.

www.archive.org/details/forchildrenshour00bail/page/215 (04/08/2019).

1) How does the quote below from paragraph 15 help determine the theme of the selection? (RL 4.2)

“The little girl worked so faithfully and well that she was not idle anymore, but very industrious.”

- A It shows how good the little girl was at hemming aprons.
- B It describes how the little girl completed her chores every day.
- C It describes how the little girl wanted to work as hard as her mother.
- D It shows how the little girl began to work hard like the animals from the forest.

2) How does the quote below from paragraph 2 help determine the theme of the selection? (RL 4.2)

“Her mother thought she would grow to be an idle little girl if she played so much.”

- A It shows how the little girl liked to play more than work.
- B It shows her mother wanted her to play everyday.
- C It explains why her mother worked so much.
- D It describes how the little girl became lazy.

3) How does the quote below from paragraph 14 help determine the theme of the selection? (RL 4.2)

“Mother, the squirrels, the bees, the ants, and the flowers all work. I am the only idle one. I want some work to do.”

- A It shows the little girl wanted to do the same work the animals did.
- B It shows how the little girl learns that everyone must work.
- C It shows how the little girl likes to always stay busy.
- D It shows the little girl likes to be busy sometimes.

4) How does the quote below from paragraph 2 help determine the theme of the selection? (RL 4.2)

“Even when you are a tiny girl, you can learn to be busy.”

- A It shows the mother thinks it is okay to play sometimes.
- B It shows the mother wants the little girl to play while she works.
- C It shows the mother thinks working is more important than playing.
- D It shows the mother wants the little girl to play as much as she can before working.

5) Which statement is a summary of the selection? (RL 4.2)

- A A little girl's mother sends her to the woods to do some chores, but talking to the animals and plants distracts her, and she forgets to do them.
- B A little girl is growing up too lazy, so her mother sends her to the woods to learn from animals and plants how to be hardworking and responsible.
- C A little girl wants to play with forest animals and plants, but they are busy, so she decides to help them with their chores, which causes her to think of helping her mother.
- D A little girl likes to spend all her time playing but after talking to the animals and plants around her, she realizes each of them has a job to do, so she decides to become busy herself.

Week 3 - Chapters 25 through 35

Reading Due: 05-06-24

Adapted from "Solomon John Goes For Apples and Cider"

by Lucretia P. Hale

Solomon John agreed to ride to Farmer Jones's for a basket of apples, and he decided to go on horseback. The horse was brought round to the door. Now, he had not ridden for a great while; and, though the little boys were there to help him, he had great trouble in getting on the horse.

He tried a great many times, but always found himself facing the wrong way, looking at the horse's tail. They turned the horse's head, first up the street, then down the street; it made no difference; he always made some mistake and found himself sitting the wrong way.

③ "Well," said he, at last, "I don't know as I care. If the horse has his head in the right direction, that is the main thing. Sometimes I ride this way in the cars, because I like it better. I can turn my head easily enough, to see where we are going." So off he went, and the little boys said he looked like a circus rider, and they were much pleased.

He rode along out of the village, under the elms, very quietly. Pretty soon he came to a bridge, where the road went across a little stream. There was a road at the side, leading down to the stream, because sometimes wagoners watered their horses there. Solomon John's horse turned off, too, to drink of the water.

When they reached the middle of the stream, the horse bent over his head.

"How far his neck comes into his back!" exclaimed Solomon John, and at that very moment he found he had slid down over the horse's head and was sitting on a stone, looking into the horse's face.

"It is time for me to go on," said Solomon John. So he gave a jump, and this time he came all right on the horse's back, facing the way he was going.

"It is a little pleasanter," said he.

At last he reached Farmer Jones, who gave him his basket of apples.

Next he was to go on to a cider mill, up a little lane by Farmer Jones's house, to get a jug of cider. But as soon as the horse was turned into the lane, he began to walk very slowly, so slowly that Solomon John thought he would not get there before night. He whistled, and shouted, and thrust his knees into the horse, but still he would not go.

"Perhaps the apples are too heavy for him," said he. So he began by throwing one of the apples out of the basket. It hit the fence by the side of the road, and that started up the horse, and he went on merrily.

"That was the trouble," said Solomon John. "That apple was too heavy for him."

⑬ So Solomon John thought he would try another apple. This hit a large rock and bounded back under the horse's feet, which sent him off at a great pace. But very soon he fell again into a slow walk.

⑭ So the only way Solomon John could make his horse go was by flinging his apples, now on one side, now on the other. One time he frightened a cow, which ran along by the side of the road while the horse raced with her. Another time he started up a brood of turkeys, which gobbled and strutted enough to startle twenty horses. In another place he came near hitting a boy, who gave such a scream that it sent the horse off at a furious rate. "Very well," said he, "if the horse is so lazy, he won't mind my stopping to pick up the apples on the way home. And I am not sure but I shall prefer walking a little to riding the beast."

⑮ The man came out to meet him from the cider mill and handed him the jug. He was just going to take it, when he turned his horse's head round, and, delighted at the idea of going home, the horse set off at a full run without waiting for the jug. Solomon John clung to the reins, and his knees held fast to the horse. He called out "Whoa! Whoa!" but the horse would not stop. He never stopped till he had reached the door of the house.

Out came Mr. and Mrs. Peterkin, Agamemnon, Elizabeth Eliza, and the little boys.

Solomon John got off his horse all out of breath.

"Where is the jug of cider?" asked Mrs. Peterkin.

"It is at the cider mill," said Solomon John.

"At the mill!" exclaimed Mrs. Peterkin.

"Yes," said Solomon John, "the little boys had better walk out for it; they will enjoy it; and they had better take a basket; for on the way they will find plenty of apples, scattered all along on either side of the lane, and hens, and ducks, and turkeys, and a donkey."

Adapted from *The Peterkin Papers* by Lucretia P. Hale. www.archive.org/details/peterkinpapers00haleiala (03/26/2013).

1) Which statement describes Solomon John's behavior after he gets on the horse? (RL 4.3)

- A He lazily rides the horse and slips off its back on his way to the cider mill.
- B He foolishly rides backwards until he slips off the horse's neck at the stream.
- C He eagerly rides to the cider mill and startles a bunch of turkeys along the way.
- D He carelessly rides to Farmer Jones' farm until the horse is too tired to ride home.

2) Which statement describes the events that occur when Solomon John begins his journey to the cider mill? (RL 4.3)

- A His horse goes merrily down the road, so he gives it apples to keep it happy, and the horse slows down.
- B His horse moves too slowly, and he thinks the apples are too heavy, so he tosses them away.
- C His horse refuses to move, so he feeds it apples to keep it going down the road.
- D His horse wanders off the road, and he uses the apples to lead it back.

3) How does throwing the apples change Solomon John's problem in the selection? (RL 4.3)

- A Solomon John's basket becomes lighter, but he has to go back to collect the apples later.
- B Solomon John gets his horse to move slower, but he does not have any apples left when he gets home.
- C Solomon John gets his horse to move quicker, but he does not have any apples left when he gets home.
- D Solomon John's basket becomes lighter when he feeds the other animals, but he has fewer apples for cider.

4) What do the quotes below reveal about Solomon John? (RL 4.3)

"So he began by throwing one of the apples out of the basket."

"So the only way Solomon John could make his horse go was by flinging his apples, now on one side, now on the other."

- A Solomon John is creative and finds ways to make his horse move.
- B Solomon John is lazy and tries to get the horse to do all the work for him.
- C Solomon John is determined to get the apples and cider back before it gets dark.
- D Solomon John is curious to see how many animals he can frighten with the apples.

5) Which event causes Solomon John to ride his horse properly? (RL 4.3)

- A Farmer Jones feeds the horse apples and Solomon John climbs on.
- B Farmer Jones shows Solomon John how to get on the horse differently.
- C Solomon John throws apples out of his basket to get the horse to turn around.
- D Solomon John slides down the horse's neck when it takes a drink from the stream.

Week 4 - Chapters 36 through 46

Reading Due: 05-13-24

The Story of Fidgety Philip

by Heinrich Hoffman

“Let me see if Philip can
Be a little gentleman;
Let me see if he is able
To sit still for once at table”:
Thus Papa bade Phil behave;
And Mamma looked very grave.
But fidgety Phil,
He won't sit still;
He wriggles,
And giggles,
And then, I declare,
Swings backwards and forwards,
And tilts up his chair,
Just like any rocking horse—
“Philip! I am getting cross!”
See the naughty, restless child
Growing still more rude and wild,
Till his chair falls over quite.
Philip screams with all his might,
Catches at the cloth, but then
That makes matters worse again.
Down upon the ground they fall,
Glasses, plates, knives, forks, and all.
How Mamma did fret and frown,
When she saw them tumbling down!
And Papa made such a face!

Philip is in sad disgrace.
Where is Philip, where is he?
Fairly covered up you see!
Cloth and all are lying on him;
He has pulled down all upon him.
What a terrible to-do!
Dishes, glasses, broken in two!
Here a knife, and there a fork!
Philip, this is cruel work.
Table all so bare, and ah!
Poor Papa, and poor Mamma
Look quite cross, and wonder how
They shall have their dinner now.

Struwwelpeter: Merry Stories and Funny Pictures: by Heinrich Hoffmann. Project Gutenberg, 2004.
www.gutenberg.org/files/12116 (06/19/2013).

1) Based on the context of the first stanza, what is the meaning of *grave* in line 6? (RL 4.4)

- A angry
- B bored
- C disappointed
- D serious

2) Which two words from the poem are synonyms? (RL 4.4)

- A cross and fret
- B wriggles and giggles
- C fidgety and naughty
- D fidgety and restless

3) Which word means the same as *fret* in line 24? (RL 4.4)

- A clap
- B ignore
- C laugh
- D worry

4) Which word means the same as *bade* in line 5? (RL 4.4)

- A asked
- B ordered
- C suggested
- D yelled

5) Based on the last stanza, what is the meaning of the lines below? (RL 4.4)

“Poor Papa, and poor Mamma / Look quite cross, and wonder how / They shall have their dinner now.”

- A Philip's parents are upset that all the dishes are on the floor, and they are no longer able to have dinner.
- B Philip's parents are very upset over his behavior at the dinner table and for his refusal to sit still.
- C Philip's parents make the best of the dishes being on the floor and decide to sit on the floor and have dinner.
- D Philip's parents find it funny that Philip is covered by the tablecloth and all the dishes and join him on the floor for dinner.

Week 5 - Chapters 47 through 58

Reading Due: 05-20-24

Excerpt from *Aunt Amy*

by Francis Forrester

As Minnie Brown was walking one day along the principal street of Rosedale, she met Arthur Ellerslie, who said to her,—

"Minnie, there is a letter in the post office for you."

"A letter for me!" exclaimed the little girl, her bright eyes flashing at the bare idea of a letter being sent to her.

"Yes, there is a letter for you, Minnie. I saw it myself in the post office window," replied Arthur.

⑤ "O, I'm so glad! It must be from my aunt Amy. I will run and get it;" and away she skipped to the post office, with a step as light as a fawn's, and a heart as cheerful as merry music. It was very pleasant to see her standing before the little window of the post office, her face wreathed in smiles, and her hand stretched out, as she said,—

"Please, sir, give me my letter."

"Yes, Miss Minnie, you shall have your letter," replied the good-natured man who kept the office, and who seemed, by his looks, to share the child's delight, as he handed her the letter.

⑧ "Thank you, sir," said Minnie; and then, with swift feet, she ran into the street, and almost flew along the sidewalk. When she reached home, she was nearly out of breath. Finding her mother in the parlor, she exclaimed,—

⑨ "O mother! I've got a letter! I've got a letter!" and throwing her bonnet on the chair, she eagerly opened the letter, and, after looking at it a moment, cried out,— "Ma, it's from aunt Amy!"

"From aunt Amy!" repeated Mrs. Brown.

"Yes, mother, and she says she is coming to see us next week. O, I am so glad—ain't you, mother?"

"Yes, Minnie, I shall be very glad to see my sister."

⑬ "She wants me to write to her directly, and tell her if it will be convenient for you to have her come. What shall I write, mother?"

"You may say we shall be very happy to see her at that time."

"Shall I answer the letter at once, mother?"

"You may, Minnie. Though, perhaps, you had better let me read it first."

Minnie blushed a little, as she handed the letter to her mother. She had been too hurried, and her mother's request sounded like a kind rebuke.* Minnie's gentle spirit felt it, and she grew more quiet, as she waited for her mother to read the letter.

⑪ "There, my child, that will do," said Mrs. Brown, giving her the letter again. "Now you may go to your chamber and write as pretty a reply as you can to your aunt, inviting her to come, as she proposes."

Minnie carried the letter to her room, where she had some nice writing materials of her own. She spread a clean sheet of white paper on the table, and began her letter. When she wanted a thought, she stood the pen in the inkstand while she read over her aunt's letter anew. When an idea came, she wrote it down, and so kept on until she finished her answer.

⑫ And a nice little letter it was, written in neat style, without a single blot. Minnie took it to her mother, who said it would please aunt Amy very much. The thought of adding to her aunt's pleasure increased Minnie's joy. So, after folding the letter very smoothly, she directed it in large, bold writing to her aunt, and, with her mother's consent, took it to the post office.

***rebuke:** to express sharp, stern disapproval of

Aunt Amy or, How Minnie Brown learned to be a Sunbeam by Francis Forrester. *Project Gutenberg*, 2008.
www.gutenberg.org/files/24991/24991-h/24991-h.htm (06/22/2012).

1) Which word summarizes Minnie's feelings upon receiving a letter from her aunt Amy in the text? (RL 4.2)

- A delighted
- B patient
- C rushed
- D upset

2) Which is the meaning of *eagerly* as used in paragraph 9? (RL 4.4)

- A carefully
- B excitedly
- C gently
- D patiently

3) Which is the theme of the text? (RL 4.2)

- A Close family ties make families stronger.
- B Hearing from family makes one anxious.
- C A good relationship with family brings delight.
- D Family members maintain contact with each other.

4) Which detail conveys the theme of the text? (RL 4.2)

- A "She said,--'Please, sir, give me my letter.' "
- B "O mother! I've got a letter!"
- C "She eagerly opened the letter, and, after looking at it a moment, cried out,--'Ma, it's from aunt Amy!'"
- D "What shall I write, mother?"

5) Which statement summarizes the text? (RL 4.2)

- A Minnie excitedly replies to a letter from her aunt Amy inviting her to visit the family as she had planned.
- B Minnie's letter from her aunt Amy upsets her mother because she opens and reads the letter before giving it to her mother.
- C Minnie excitedly talks with her mother about what to include in a letter to her aunt inviting her to visit Minnie and her mother.
- D Minnie excitedly stops at the post office to pick up a letter from her aunt announcing her plans to visit Minnie and her mother.