A Puddle Voyage

Notice how word choices bring a small adventure to life.

4-5.R5 "Identify and explain literary devices in prose and poetry."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the simile and the metaphor, circle the sound words, and put a star beside a sentence that gives a nonliving thing a human action. These marks will help you explain what each device adds to the story.

The Paper Boat

1. After the rain, Maya found a wide puddle beside the school garden. The water was as smooth as a mirror. She folded a page from her old notebook into a tiny boat and set it on the puddle. At first, the boat stayed still. Then a light breeze pushed it past a row of wet stones.

2. Plip, plop! Drops fell from the leaves above Maya's head. The puddle swallowed each drop and made a tiny ring. Maya watched the rings spread across the water and bump against her boat. One ring tipped it sideways, but the boat did not sink. "Keep going," Maya whispered. Across the puddle, her brother Leo crouched near a patch of bright yellow flowers.

3. The puddle was an ocean to the little boat, and the far edge seemed miles away. Maya gave the boat a gentle push with one finger. It skimmed toward Leo, who lifted it from the water with a twig. "Your captain made it," he said. Maya smiled and tucked the damp boat into her pocket for another voyage.

2 ANSWER WITH EVIDENCE

Use the passage

1. What two things does the simile compare? How does the comparison help you picture the water?

2. What sound do “Plip, plop!” and the words around them help you hear?

3. Which human action does the story give the puddle? What does that action help you imagine?

4. Why does the story call the puddle an ocean to the boat? What does this metaphor add to the trip?

3 YOUR TURN

Your own words

Write three sentences about a kite caught in a tree. Include a simile and an example of personification. In a fourth sentence, name one of your devices and explain what it helps the reader imagine.

ANSWER KEY

A Puddle Voyage

GRADE 4 · 4-5.R5

PART 1 · READ AND MARK

Underline the simile and the metaphor, circle the sound words, and put a star beside a sentence that gives a nonliving thing a human action. These marks will help you explain what each device adds to the story. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What two things does the simile compare? How does the comparison help you picture the water?	**It compares the water to a mirror. The comparison shows that the water is smooth and still.**
2	What sound do "Plip, plop!" and the words around them help you hear?	**They help the reader hear drops falling from the leaves.**
3	Which human action does the story give the puddle? What does that action help you imagine?	**The puddle "swallowed" the drops. This helps the reader imagine the drops disappearing into its water.**
4	Why does the story call the puddle an ocean to the boat? What does this metaphor add to the trip?	**The boat is tiny compared with the puddle. Calling it an ocean makes the short trip feel like a long voyage.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

The kite hung like a bright flag among the branches. A gust of wind shook the tree, and the branches grabbed the kite's tail. I reached up with a long stick, but the kite stayed out of reach. "The branches grabbed the kite's tail" is personification that makes the tree seem unwilling to let the kite go.

Accept explanations that connect each device to a detail in the passage. For Your Turn, look for four sentences, both required devices, and an explanation of one device's effect.