Words in Bloom

Read how playful language brings a garden story to life.

4.LF.10.b "Explain how figurative language contributes to the meaning of text, including simile, metaphor, alliteration, personification, hyperbole, and idioms."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline four places where the writer plays with words. Beside each one, jot a few words about what it helps you picture, hear, or understand.

The Garden Stand

1. On Saturday, our class opened a little garden stand beside the school. I carried a basket of tomatoes outside. The morning sun painted the sidewalk gold. Busy bees buzzed beside the bean plants, and the pea pods hung like tiny green boats. I thought we would sell every vegetable before lunch. Then I saw a wall of weeds hiding the carrots.

2. Ms. Lee handed me a small shovel. "Can you give me a hand?" she asked. I knew she needed help, not a hand from my arm! The weeds held on like stubborn knots. I pulled and pulled until my back ached. It felt as if I had been weeding for a million years. At last, the first orange carrot peeked out of the dirt.

3. We brushed off the carrots and set them beside the tomatoes. Soon neighbors stopped to buy vegetables. One boy pointed to the carrots and asked if we had grown them ourselves. Ms. Lee nodded, and I stood a little taller. By noon, our basket was empty. The hard work had turned into something we could share with our neighbors.

2 ANSWER WITH EVIDENCE

Use the passage

1. Why does the writer call the weeds a “wall”?

2. What does comparing the weeds to “stubborn knots” tell you about pulling them?

3. What does Ms. Lee mean when she asks, “Can you give me a hand?” How do you know?

4. Why does the narrator say the weeding felt as if it took “a million years”?

3 YOUR TURN

Your own words

Write three sentences about a different outdoor job. Use alliteration in one sentence and make a nonhuman thing act like a person in another. Then write one sentence explaining what one of those phrases helps readers hear or picture.

ANSWER KEY

Words in Bloom

GRADE 4 · 4.LF.10.b

PART 1 · READ AND MARK

Underline four places where the writer plays with words. Beside each one, jot a few words about what it helps you picture, hear, or understand. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Why does the writer call the weeds a "wall"?	**The weeds hid the carrots like a wall blocks a view.**
2	What does comparing the weeds to "stubborn knots" tell you about pulling them?	**The weeds were hard to pull out, just as stubborn knots are hard to undo.**
3	What does Ms. Lee mean when she asks, "Can you give me a hand?" How do you know?	**She asks for help with the weeds. She gives the narrator a shovel, and the narrator begins pulling weeds.**
4	Why does the narrator say the weeding felt as if it took "a million years"?	**The exaggeration shows that the tiring work seemed to take a very long time.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

I swept the front steps after the storm. Scratchy sand slid across the stones. The broom begged me to chase every last grain. The broom's begging helps readers picture how the sweeping seemed to go on and on.

For the marking job, accept any four wordplay examples with notes that explain their effect, including the buzzing sounds in "Busy bees buzzed" or the image of the sun painting the sidewalk. For Your Turn, check that the alliteration and personification fit the student's scene and that the explanation tells what one phrase adds.