# Storm in the Garden

Find how word choices bring a garden scene to life.

**5.LF.12.a** "Locate similes, metaphors, personification, hyperbole, imagery, alliteration, onomatopoeia, and idioms and interpret their meanings in context."

NAME _____ DATE _____

## 1 READ AND MARK

Read it twice

**YOUR JOB** Underline at least six phrases that use language in a special way, then write the name of each device above it. Use clues in the passage to help you decide what each phrase means.

### The Seedling Rescue

1 On Saturday, our class carried seedlings to the school garden. The morning sun was a golden coin above the fence. Mia set down a tray, and the loose pots went clack, clack against the bench. Damp soil smelled rich and earthy, and tiny drops of water cooled my fingers. Mr. Lee told us to keep an eye on the sky because dark clouds were gathering.

2 By noon, clouds marched over the playground. A gust rushed through the rows like a train speeding past a station. We raced to cover the seedlings with old sheets. Mia's small shovel slipped from her hand, and Sam caught it before it hit a stem. “That was a close call,” he said. The sheets snapped in the wind while fat drops of rain spotted the path.

3 Then the rain came down in buckets. I could have filled a swimming pool with the water running off our sheets! Sam shouted, “Quick, stack the spare pots!” Busy beetles burrowed under a board beside us. After ten minutes, the clouds moved on. We lifted the sheets and found the seedlings still standing. Their leaves glistened, and Mia grinned as if the garden had won its first big test.

## 2 ANSWER WITH EVIDENCE

Use the passage

1. Why does the writer call the sun “a golden coin”? What does Mr. Lee mean by “keep an eye on the sky”?

2. What human action do the clouds seem to do when they “marched”? What does the simile about a train tell you about the gust?

3. What does the swimming pool sentence tell you about the rain? Choose one detail from the first paragraph that helps you smell or feel the garden, and explain it.

4. Find a sound word and a phrase with repeated beginning sounds. What does each help you hear or picture?

## 3 YOUR TURN

Your own words

Write three or four sentences about cleaning up a messy classroom. Use and underline one simile and one idiom, then explain what each means in your scene.

**ANSWER KEY** # Storm in the Garden



## PART 1 · READ AND MARK

Underline at least six phrases that use language in a special way, then write the name of each device above it. Use clues in the passage to help you decide what each phrase means. 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 sun “a golden coin”? What does Mr. Lee mean by “keep an eye on the sky”? | **The metaphor suggests the sun looked round and bright. The idiom means to watch the sky for signs of changing weather.** |
| 2 | What human action do the clouds seem to do when they “marched”? What does the simile about a train tell you about the gust? | **The clouds seem to march across the sky. The train simile suggests the gust moved fast and powerfully.** |
| 3 | What does the swimming pool sentence tell you about the rain? Choose one detail from the first paragraph that helps you smell or feel the garden, and explain it. | **The swimming pool sentence exaggerates to show that a lot of rain fell. For example, the rich, earthy smell of damp soil helps the reader imagine the garden's smell.** |
| 4 | Find a sound word and a phrase with repeated beginning sounds. What does each help you hear or picture? | **“Clack, clack” helps the reader hear the pots knocking against the bench. “Busy beetles burrowed” draws attention to the beetles moving under the board.** |

## PART 3 · YOUR TURN (SAMPLE ANSWER)

After art class, scraps covered the floor like colorful snow. This simile shows that little pieces of paper were scattered everywhere. Our teacher told us to pitch in, so we picked up the scraps together. This idiom means to help with a task.

For the marking job, accept correctly identified examples of the eight devices, including sensory details as imagery. For the writing task, accept any fitting simile and idiom whose meanings the student explains in context.