Sand, Wind, and Words

Notice how word choices shape a beach project.

4.T.SS.2.a "Identify and explain how figurative language, such as hyperboles and personification, shapes how ideas and information in texts are understood. (I)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline each phrase that gives an object, plant, or force of nature a human action. Circle each exaggeration, then write P or H in the margin and a few words about how the phrase changes the idea.

Dune Grass Day

1 At the edge of Harbor Park, volunteers planted young dune grass beside a sandy path. The grass has long roots that help hold sand in place when wind blows. On Saturday morning, Maya carried water from a tank to each new clump. The sun climbed over the beach, and the shovels waited in a neat row.

2 By noon, the wind grabbed at the loose sand and tossed it across the path. Maya said the wind was a giant broom sweeping the beach. Her friend Leo replied, "We have planted a million clumps today!" They had really planted forty clumps. Their words made the windy work seem powerful and made their busy morning sound much bigger than it was.

3 Later, a park ranger explained that dune grass does not stop every grain of sand. Instead, its roots trap some moving sand, helping dunes keep their shape. Maya looked at the small plants and imagined them as tiny guards along the shore. The new grass seemed to whisper, "We will stand here all year." Maya knew the plants could not truly speak.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does the phrase “the shovels waited” shape your picture of the work area?

2. What human actions does the writer give the wind? How do those actions help you understand the wind?

3. What hyperbole does Leo use? What fact in the passage shows that it is an exaggeration?

4. Why does the writer say that the grass seemed to “whisper,” then explain that plants cannot truly speak?

3 YOUR TURN

Your own words

Write three sentences about caring for an outdoor place. In sentence 1, use personification. In sentence 2, use hyperbole. In sentence 3, explain how both choices shape the reader’s understanding.

ANSWER KEY

Sand, Wind, and Words

GRADE 4 · 4.T.SS.2.a

PART 1 · READ AND MARK

Underline each phrase that gives an object, plant, or force of nature a human action. Circle each exaggeration, then write P or H in the margin and a few words about how the phrase changes the idea. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does the phrase "the shovels waited" shape your picture of the work area?	**It makes the shovels seem ready for workers, creating a quiet, prepared picture.**
2	What human actions does the writer give the wind? How do those actions help you understand the wind?	**The wind "grabbed" and "tossed" sand. These actions make the wind seem strong and forceful.**
3	What hyperbole does Leo use? What fact in the passage shows that it is an exaggeration?	**Leo says they planted "a million clumps." The passage says they really planted forty clumps.**
4	Why does the writer say that the grass seemed to "whisper," then explain that plants cannot truly speak?	**The writer uses personification to make the grass seem like a loyal protector of the shore, while making clear that the phrase is not literal.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

The tired playground begged us to pick up its litter. We filled a million bags before lunch. The personification makes the playground seem like it needs help, and the hyperbole shows that the cleanup felt huge.

Accept personification that gives a nonhuman thing a human action and hyperbole that is clearly an exaggeration. The explanation should connect each word choice to the picture, feeling, or idea it creates.