Garden After Rain

Notice comparisons, word connections, and changes in meaning.

CCSS.ELA-Literacy.CCRA.L.5 "Demonstrate understanding of figurative language, word relationships, and nuances in word meanings."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline phrases that create a nonliteral picture. Circle the words in two pairs that show different degrees of a condition or feeling, then write 1 by the milder word and 2 by the stronger word.

Saving the Seedlings

1 On Saturday morning, Maya arrived at the school garden after a night of rain. The path was damp, but the low corner near the bean beds was soaked. Rainwater shone in the puddles, and drops still drummed on the broad leaves. Maya carried a bucket and a trowel. She was worried that the rising water might harm the garden the class had planted only a week earlier. The tiny seedlings looked small and bendy beneath the silver morning sky.

2 First, Maya checked the herbs by the fence. Their stems stood straight, but their roots were hidden under a blanket of mud. The garden seemed to hold its breath as water crept toward the beds. Maya called for her brother, Leo. Together, they dug a narrow channel so the water could slip away. When a puddle began to cover the smallest plants, Maya became frantic, racing to lift them onto higher ground before the water reached their leaves.

3 Leo brought dry straw from the shed and spread it around the rescued seedlings. By noon, the clouds opened like gray curtains, and a thin stripe of blue appeared. Maya looked over the garden. The wet corner was still messy, yet the plants stood taller than she expected. “We saved them,” she said. Leo nodded. “We gave them a chance to grow.” A robin hopped along the path, inspecting their work with bright quick eyes.

2 ANSWER WITH EVIDENCE

Use the passage

1. What does the phrase “the garden seemed to hold its breath” mean in this passage?

2. Which word shows a greater amount of wetness, damp or soaked? Use one detail from the passage to support your answer.

3. Which feeling is stronger, worried or frantic? Explain how Maya’s actions show the difference.

4. How are the words rescued and saved related in the passage?

3 YOUR TURN

Your own words

Write a three-sentence scene about protecting something outdoors during stormy weather. Include a simile and two related words that show a mild and a strong degree of the same condition or feeling.

ANSWER KEY # Garden After Rain

PART 1 · READ AND MARK

Underline phrases that create a nonliteral picture. Circle the words in two pairs that show different degrees of a condition or feeling, then write 1 by the milder word and 2 by the stronger word. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What does the phrase "the garden seemed to hold its breath" mean in this passage?	**The garden was very still and tense as the water moved closer to the plants.**
2	Which word shows a greater amount of wetness, damp or soaked? Use one detail from the passage to support your answer.	**Soaked. The low corner had puddles and rainwater, while the path was only damp.**
3	Which feeling is stronger, worried or frantic? Explain how Maya's actions show the difference.	**Frantic is stronger. Maya is worried that water might harm the garden at first; when it covers the smallest plants, she is so distressed that she races to lift them onto higher ground.**
4	How are the words rescued and saved related in the passage?	**They are near synonyms. Both describe protecting the seedlings from the water.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

At first, a gentle breeze moved the kites. Soon, a fierce wind roared like a lion across the field. We grabbed the strings before the kites flew away.

Accept reasonable paraphrases of the figurative language that fit the events. For the marking task, mark damp as 1 and soaked as 2; mark worried as 1 and frantic as 2. Both feeling words show distress about the plants, with frantic describing the more intense distress and hurried action. Accept supported nonliteral phrases such as "blanket of mud" and "clouds opened like gray curtains."