Garden After Thunder

Analyze how figurative language shapes a stormy scene.

7.9.D "describe how the author's use of figurative language such as metaphor and personification achieves specific purposes;"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline each metaphor and example of personification in the passage. Label each one M or P, then number them in order so you can track how the garden changes.

After the Storm

1 At dusk, Maya carried a bucket to the community garden, where tomatoes leaned on their stakes. A summer storm had passed an hour earlier, leaving puddles between the beds. The clouds were a wrung-out gray towel above the roofs. Water dripped from the bean leaves, and the fence held its breath. Maya moved slowly, listening for the last rumble of thunder. In the quiet, even the usual traffic sounded far away beyond the schoolyard tonight.

2 She checked the basil first. Its leaves, flattened by rain, lifted toward the fading light. Near the path, a young sunflower stood with its head bowed, and Maya tied it gently to a bamboo pole. The garden was a tired runner after a long race, muddy and bent but still standing. As she worked, the wind poked through the marigolds and tugged at her hood. Maya laughed when a snail crossed the wet stone, carrying its small house like a traveler with a heavy pack.

3 Then Maya noticed a break in the irrigation hose. A thin stream sprayed the kale, so she turned off the faucet and wrapped the split with tape from the shed. Above her, the sky opened one pale blue eye between the clouds. That small patch of color changed the scene. The storm no longer seemed like an enemy; it became a teacher that showed which plants needed support. When Maya left, the garden was no longer a tired runner. It was a team resting together, ready for tomorrow's work.

2 ANSWER WITH EVIDENCE

Use the passage

1. What does the metaphor “a wrung-out gray towel” suggest about the clouds? How does it help create the opening mood?

2. The author writes that “the fence held its breath.” What type of figurative language is this, and what effect does it create?

3. Why does the author first compare the garden to “a tired runner” and later to “a team resting together”?

4. How does describing the storm as “a teacher” reveal Maya's changed view of it?

3 YOUR TURN

Your own words

Write a three-sentence description of a place after a weather event. In the first two sentences, use at least one metaphor and one example of personification. In sentence three, explain the specific feeling or idea your figurative language creates.

ANSWER KEY

Garden After Thunder

GRADE 7 · TEKS 7.9.D

PART 1 · READ AND MARK

Underline each metaphor and example of personification in the passage. Label each one M or P, then number them in order so you can track how the garden changes. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What does the metaphor "a wrung-out gray towel" suggest about the clouds? How does it help create the opening mood?	**It suggests the clouds are gray, heavy, and emptied of rain. It creates a damp, tired, quiet mood after the storm.**
2	The author writes that "the fence held its breath." What type of figurative language is this, and what effect does it create?	**It is personification. It makes the garden seem tense and very quiet as Maya waits for the storm to fully pass.**
3	Why does the author first compare the garden to "a tired runner" and later to "a team resting together"?	**The tired runner shows that the garden is damaged and exhausted after the storm. The resting team shows that the plants are recovering and ready to continue growing.**
4	How does describing the storm as "a teacher" reveal Maya's changed view of it?	**Maya no longer sees the storm only as an enemy. She sees that it revealed which plants needed care and support.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

After the blizzard, the playground was a white ocean. The swings shivered beneath their coats of snow. These comparisons make the empty playground feel cold and lonely.

Accept clearly identified metaphors and personification that are supported by the passage, including the clouds, fence, garden, wind, sky, storm, and garden team. For the open task, accept varied figurative language if the student explains a specific intended effect.