

5th Grade

Week 5: April 27-May 1

ELA

Parent/Student Directions - Instrucciones para padres / estudiantes

Reading/Writing: April 27th – May 1st 2020

- This week you will continue Checking Your Understanding of Unit 5. This will include the following **Target Skills**: Sequence of Events, Theme, Text and Graphic Features, Cause and Effect, and Main Idea and Details.
 - The following links will help remind you about these **Target Skills**:
 - **Sequence of Events (Order of Events)**: <https://www.youtube.com/watch?v=HwUpSsTVCFy&t=4s>
 - **Theme**: <https://www.youtube.com/watch?v=RecVd-6g-IY>
 - **Text and Graphic Features**: <https://www.youtube.com/watch?v=EziagKz9clU>
 - **Cause and Effect**: <https://www.youtube.com/watch?v=EZN4AhWskkA>
 - **Main Idea and Details**: <https://www.youtube.com/watch?v=LbO3IRXT0ww>
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- Esta semana continuará Verificando su comprensión de la Unidad 5. Esto incluirá las **siguientes habilidades específicas**: secuencia de eventos, tema, texto y características gráficas, causa y efecto, e idea principal y detalles.
 - Los siguientes enlaces te ayudarán a recordarte sobre estas habilidades de destino:
 - **Secuencia de eventos (Orden de eventos)**: <https://www.youtube.com/watch?v=HwUpSsTVCFy&t=4s>
 - **Tema**: <https://www.youtube.com/watch?v=RecVd-6g-IY>
 - **Características de texto y gráficos**: <https://www.youtube.com/watch?v=EziagKz9clU>
 - **Causa y efecto**: <https://www.youtube.com/watch?v=EZN4AhWskkA>
 - **Idea principal y detalles**: <https://www.youtube.com/watch?v=LbO3IRXT0ww>

Monday:

- Today you will continue Reading and Analyzing Text from Unit 5.
- Read and answer questions to the following story: Ode to an Otter on pages 167-169. Highlight, circle, or underline context clues in the text to support your answers.

Lunes:

- Hoy continuará leyendo y analizando texto de la unidad 5.
- Lea y responda preguntas a la siguiente historia: Oda a una nutria en las páginas 167-169. Resalta, encierra en un círculo o subraya pistas de contexto en el texto para respaldar tus respuestas.

Tuesday:

- Continue Reading and Analyzing Text from Unit 5.
- Read and answer questions to the following story: Five Boiled Eggs on pages 170-174. Highlight, circle, or underline context clues in the text to support your answers.

Martes:

- Continuar leyendo y analizando texto de la Unidad 5.
- Lea y responda preguntas a la siguiente historia: Cinco huevos cocidos en las páginas 170-174. Resalta, encierra en un círculo o subraya pistas de contexto en el texto para respaldar tus respuestas.

Wednesday:

- Continue Reading and Analyzing Text from Unit 5.
- Read and answer questions to the following story: The Newest Board Sport on pages 175-178. Highlight, circle, or underline context clues in the text to support your answers.

Miércoles:

- Continuar leyendo y analizando texto de la Unidad 5.
- Lea y responda preguntas a la siguiente historia: The Newest Board Sport en las páginas 175-178. Resalta, encierra en un círculo o subraya pistas de contexto en el texto para respaldar tus respuestas.

Thursday:

- This is a catch-up day. Students can use the day to complete any unfinished assignments and get any questions answered they may have by their teacher. You can ask me questions through Dojo, email, text message, or phone call. Use the rest of your day to “sharpen the saw!”

Jueves:

- Este es un día de recuperación. Los estudiantes pueden usar el día para completar cualquier tarea no terminada y obtener cualquier pregunta que su maestro pueda responder. Puede hacerme preguntas a través de Dojo, correo electrónico, mensaje de texto o llamada telefónica. Use el resto de su día para "afilarse la sierra".

Friday:

- Today you are going to learn and test your knowledge of determining the meaning of similes which you have practiced throughout the Galileo dialog! Answer the Galileo questions. You can use any information and resources in your packet to help you. Take your time! You’ve got this!

Viernes:

- ¡Hoy aprenderá y probará su conocimiento para determinar el significado de símiles que ha practicado a lo largo del diálogo de Galileo! Responde las preguntas de Galileo. Puede usar cualquier información y recursos en su paquete para ayudarlo. ¡Tome su tiempo! ¡Tienes esto!

Name _____ Date _____

Read the poem "Ode to an Otter" before answering Numbers 19 through 23.

Ode to an Otter



I ought to be an otter, 'cause when all is said and done
I could play along the riverbank, or stretch out in the sun.
I'd swim beneath the water, or backstroke up on top.
I'd dive in like a graceful swan, or do a belly flop.

My days would be so peaceful as a furry, swimming mammal
As opposed to bearing burdens like a one-humped desert camel.
I wouldn't want to herd sheep like a working collie dog
Or end up an amphibian—a turtle, toad, or frog.

But oh, to be an otter! It would be a stroke of luck
Just to spend all day a-swimmin', or a-rollin' in the muck.
But oh, as fate would have it, I'm required to spend my time
Doing schoolwork. What a pity. It seems like such a crime.

The month of May has ended, and all across the nation
The schools have shut their doors, and all of the kids are on vacation.
Yet here it's still the school year, and it can't end too soon,
But the days are standing still, stretching till the end of June.

Ah, the otter, who, when sunshine makes the heat rise at the shore,
Stays within its coolsome burrow, eating clams and snails and more.
It swims along the river, catching crayfish, frogs, and trout.
I'd be an awesome otter—of that I have no doubt.

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Right now I watch the summer tapping at each window pane
And count the days till school is out, and I can swim again.
I'll walk in glorious mud that squeezes coolness through my toes
And skip along the river, free from tests and schoolwork woes.

Till then, I'll be an otter, but only in my head,
And start the summer early there, along the riverbed.
'Cause if I was an otter and could romp and roll and roam,
I wouldn't have to think of what to write for my class poem.

Now answer Numbers 19 through 23 on your Answer Sheet. Base your answers on the poem "Ode to an Otter."

- 19 Read these lines from the poem.

**My days would be so peaceful as a furry, swimming mammal / As
opposed to bearing burdens like a one-humped desert camel.**

What does the word *burdens* mean in the sentence above?

- A. doubts
 - B. feelings
 - C. objects
 - D. rivers
- 20 Read these lines from the poem.

**Yet here it's still the school year, and it can't end too soon, / But the
days are standing still, stretching till the end of June.**

What does the author mean by the phrase *the days are standing still*?

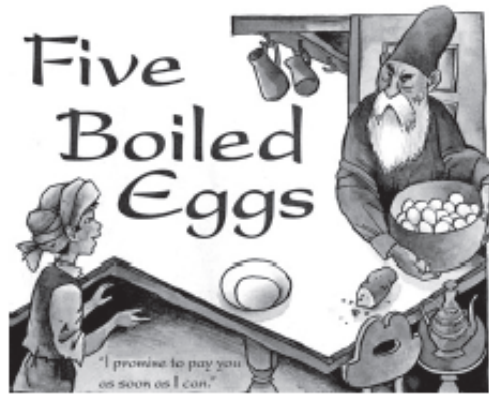
- F. The days seem to pass by slowly.
- G. The days are full of difficult work.
- H. The speaker's school day is longer than at most schools.
- I. There are more school days left than the speaker thought.

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- 21 Read these lines from the poem.
- I'll walk in glorious mud that squeezes coolness through my toes / And
skip along the river, free from tests and schoolwork woes.
- How would the effect of these lines be different if the author had used the word *walk* instead of *skip*?
- A. The speaker would seem less carefree.
 - B. The speaker would seem more friendly.
 - C. The speaker would seem to miss school.
 - D. The speaker would seem less serious.
- 22 What effect does the author's use of language such as '*cause, a-swimmin'*, and *awesome* create in the poem?
- F. It makes the speaker sound casual.
 - G. It makes the speaker sound persuasive.
 - H. It makes the speaker seem caring toward all animals.
 - I. It makes the speaker seem knowledgeable about otters.
- 23 The end of the poem is ironic because the speaker
- A. decides to write a poem about an otter.
 - B. turns into an otter and swims away from school.
 - C. changes her mind and doesn't want to be an otter.
 - D. has finished the poem that seemed too hard to write.

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Read the passage “Five Boiled Eggs” before answering Numbers 24 through 29.



An Old Turkish Tale

Retold by Laura S. Sassi
illustrated by Allan Eitzen

Long ago, a poor country boy left home to seek his fortune. Day and night he traveled, stopping to eat at inns along the way. Though he ate sparingly, his money quickly dwindled until, one day, no silver *akches* remained.

Still, the boy kept walking. Soon, however, his empty belly began to ache. Staggering up to the next inn he saw, he approached the innkeeper.

“Please feed me!” he said. “I don’t have any money now, but I promise to pay you as soon as I can.”

“I’ll see what I can spare,” the innkeeper grumbled. He took five boiled eggs out of a large bowl and put them on a plate with some stale bread. “Here,” he said, plopping the platter in front of the boy.

The famished lad gratefully gobbled every morsel. Then, repeating his promise to pay back the innkeeper, he journeyed on.

Revived by his five-egg breakfast, the boy soon reached a bustling seaport. Intent on finding his fortune, he set sail on the first ship that was leaving the harbor.

Years passed, and the lad prospered. As a sea merchant, he sailed far, stopping in many exotic ports. However, he never forgot his humble beginnings or the money he owed the innkeeper.

When he finally returned home, he stopped by the old roadside inn.

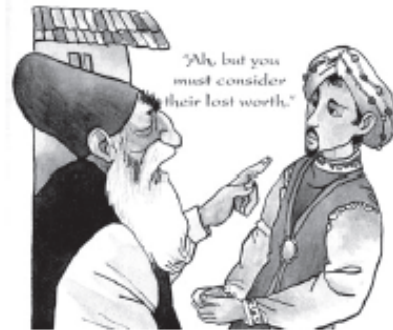
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"Kind sir," he respectfully inquired, "how much for the five boiled eggs that you served me so long ago?"

In truth, the innkeeper did not remember him, for this fine-looking fellow looked nothing like the scrawny lad who had begged for food some ten years before. Still, eager to make a profit, he readily added up the charges. "That'll be ten thousand akches," he declared.

"For five eggs?" The rich stranger gasped. He had thought that he would have to pay no more than ten or twenty akches.

"Ah, but you must consider their lost worth," the greedy innkeeper replied. "Had you not eaten those eggs, they would have hatched into hens. Those hens, in turn, would have laid eggs that would have hatched into hens. . . ." On and on he ranted until at last he reached his grand total.



When the stunned merchant refused to pay, the innkeeper declared that he would take him to court.

A trial was set for the following week. Alas, rumor had it that the judge was a close friend of the innkeeper.

"I'm ruined!" the merchant muttered as he sat in the village square. "What will I do?"

At that moment, he was approached by a sturdy little man wearing a white turban and riding a donkey. "Nasreddin Hodja, at your service," the man said with a friendly nod. "What seems to be the problem?"

After hearing the merchant's story, Hodja announced, "This is your lucky day! It would be my honor to defend you. I have great experience in these matters."



"Thank you," the merchant said, amazed at his good fortune.

But when the court date finally arrived, Nasreddin Hodja was nowhere in sight.

"Woe is me," mumbled the merchant.

"I'll soon be rich!" cried the innkeeper.

"Where is Hodja?" demanded the judge, growing angrier by the minute. He was about to render judgment in the innkeeper's favor when Hodja boldly barged in.

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“Pardon me,” he said, panting, as he hastily took the witness stand. “I would have been here sooner, but this morning I had the cleverest plan. Instead of eating my boiled corn for breakfast, I planted it. Think of the rich harvest I’ll reap!”

“That’s absurd,” the innkeeper scoffed. “You can’t grow corn from cooked kernels!”

“Indeed?” Hodja said with mock wonder. “Then, sir, how is it that you would have been able to hatch chickens from boiled eggs?”

At that, the whole room reeled with laughter.

“Order in the court!” shouted the judge, pounding his gavel and scowling at the innkeeper.

The judge then ruled that the merchant would not have to pay even one akche for the eggs. Instead, the innkeeper would have to pay a fine for wasting the court’s time with such foolishness.

Now answer Numbers 24 through 29 on your Answer Sheet. Base your answers on the passage “Five Boiled Eggs.”

- 24** Read this sentence from the passage.

Though he ate sparingly, his money quickly dwindled until, one day, no silver *akches* remained.

What does the word *dwindled* mean in the sentence above?

- F. was spent wisely
- G. lost worth over time
- H. became gradually less
- I. was placed into savings

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- 25 Read this excerpt from the passage.

Years passed, and the lad prospered. As a sea merchant, he sailed far, stopping in many exotic ports. However, he never forgot his humble beginnings or the money he owed the innkeeper.

The excerpt above reveals that, unlike the innkeeper, the merchant is

- A. honest.
 - B. arrogant.
 - C. content with his life.
 - D. ashamed of his background.
- 26 The people in the courtroom burst into laughter when they suddenly realize how
- F. smart the merchant is.
 - G. ridiculous Hodja can be.
 - H. silly the innkeeper's claim is.
 - I. inexpensive boiled eggs really are.
- 27 In this passage, Nasreddin Hodja is shown to have both cleverness and
- A. great fame.
 - B. great wealth.
 - C. a sense of humor.
 - D. a lack of common sense.
- 28 Because he took the merchant to court, the innkeeper must
- F. pay a fine.
 - G. pay for the eggs.
 - H. buy dinner for Hodja.
 - I. apologize to the merchant.

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- 29 Which of the following best describes a theme of this passage?
- A. Humor can often get you out of a sticky situation.
 - B. Trying to pay someone back usually turns out bad.
 - C. Sometimes it is better to be lucky than to be clever.
 - D. It is unwise to take advantage of another person's kindness.

Name _____ Date _____

Read the article “The Newest Board Sport” before answering Numbers 30 through 35.

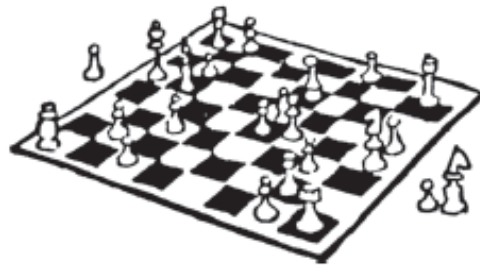
The Newest Board Sport

People spot them in airports or checking into a hotel—an excited group of city teenagers, known as the Raging Rooks. Sometimes, they carry a large, shiny trophy. People stare. A few ask, “What sport do you play?” or “Are you a singing group?” The answer is almost always a surprise.

These Harlem middle school boys are a chess team. Yes, ladies and gentlemen, *chess*. And they are champions. The Raging Rooks come from the Adam Clayton Powell Jr. Junior High School 43. Once, they tied for first place in the National Junior High Chess Championship, and along the way, they topped sixty other teams.

The Rooks are named for a chess piece called a rook, or castle. These young people are changing the common image of chess players: shy, dull, and, well, sort of . . . not cool. This hip team of teens challenges what people often think about chess: that kids will be bored by a board game.

How did these ordinary kids get the chance to become such winners? They learned in school. Since 1986, New York City’s “Chess-in-the Schools” program has involved thousands of students. This program brings great chess players into the public schools. It brought the Raging Rooks their coach, Maurice Ashley.



One Cool Coach

Maurice Ashley, at the age of 33, became the world’s first African American to earn the title of International Grandmaster. Grandmaster . . . sounds like a DJ or a karate instructor. Actually, it’s the highest level of achievement in chess.

Born in Jamaica, Maurice Ashley grew up in Brooklyn, New York. He got serious about chess when he was 14. As he was first beginning to play, a friend beat him in a game . . . badly. Maurice Ashley’s response was to hit the library, where he began to study chess books. He decided to play in local tournaments. He also improved his skills by playing members of the Black Bear School of Chess. This local group of African American masters helped feed his hunger for the game. The Black Bears held Friday night “chess rumbles.” Here, he says, members attacked the game like fighters.

Maurice Ashley is known for his modern playing style, which is aggressive and determined. He has also been a guest announcer for famous chess meets. At the mike, he spices things up. He has also made the video “Maurice Ashley Teaches Chess,” in which he uses sports comparisons to make the game more exciting.

Are Chess Players *Athletes*?

Maurice Ashley has worked to show that chess is a true sport—and a fun, cool one. He knows that people laugh when chess is compared to athletics. Let’s face it, a chess move is nothing like shooting a three-pointer or leaping up a wall to catch a sure home run. However, what chess and all sports are about, he says, is not just what

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fans see, but also the energy that goes *into* the game.

Top players like Maurice Ashley train hard in order to have the staying power for tournament play. One game can last as long as six hours; during this time, players need

to remain focused. Their brains must be sharp and ready. "If I am not fit," Maurice Ashley explains in an interview for a Jamaican sports newsletter, "come round seven or eight . . . my tongue is hanging on the floor."

The Benefits of Playing Chess

- Chess improves memory and concentration.
- Chess encourages independent thinking as players make on-the-spot decisions.
- Chess develops players' ability to make predictions and to see ahead to what might happen next.
- Chess improves thinking in science and mathematics.
- Chess develops creativity and helps players use their imaginations.
- Chess helps players control their nerves and helps them learn patience.
- Chess gives players the chance to play, meet people, and have fun!

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Now answer Numbers 30 through 35 on your Answer Sheet. Base your answers on the article “The Newest Board Sport.”

- 30 Why would the Jamaican sports newsletter in which Maurice Ashley is quoted be considered a primary source?
- F. It was published relatively recently.
 - G. It includes a direct interview with Ashley.
 - H. It was produced after Maurice Ashley became a chess champion.
 - I. It reviews important chess tournaments in which Ashley took part.

- 31 Read this excerpt from the article.

These Harlem middle school boys are a chess team. Yes, ladies and gentlemen, chess.

The author’s word choice in the excerpt helps create a tone that is

- A. conversational.
 - B. dreamy.
 - C. proud.
 - D. serious.
- 32 Which detail from the article is an opinion about the Raging Rooks?
- F. The team’s members are hip and exciting.
 - G. The team has beaten at least 60 other teams.
 - H. The team’s members learned chess at school.
 - I. The team comes from a junior high school in Harlem.

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- 33 Read this excerpt from the article.

As he was first beginning to play, a friend beat him in a game . . . badly. Maurice Ashley's response was to hit the library, where he began to study chess books.

What does the excerpt above reveal about Maurice Ashley?

- A. He is loyal.
 - B. He is dedicated.
 - C. He plays chess for fun.
 - D. He didn't like chess at first.
- 34 Based on the way the author describes the game of chess, the Raging Rooks, and their coach, Maurice Ashley, readers can conclude that the author
- F. is a serious and passionate chess player.
 - G. has little to no experience playing chess.
 - H. believes that chess is like any other sport.
 - I. respects the game of chess and its players.

- 35 Read this sentence from the article.

One game can last as long as six hours; during this time, players need to remain focused.

Complete this analogy, based on how the word *focused* is used in the sentence above: *careful* is to *thorough* as *focused* is to

- A. alert
- B. sensible
- C. sly
- D. talented



Determining the Meaning of Similes

Slide 1

What You Will Learn...

In this dialog, you will learn how to figure out the meaning of similes, a type of figurative language.

Slide 2

Key Words

Literal language—words that have straightforward meanings. Literal words mean exactly what they say.

Figurative language—words that are not used for their literal meanings. Figurative language often uses words in original, creative ways to create clear mental pictures.

Simile—a type of figurative language that compares two different things. Similes always use the words *like* or *as*.

Slide 3

Activity: How Are You Feeling?

How are you feeling right now? Are you happy? Tired? Sad? Hungry?

Please take out a piece of paper and a pen or pencil. Now, **describe how you are feeling as clearly as you can in one or two sentences.**

When you are finished, move on to the next slide.

Slide 4

Introducing Similes

Did you write something like one of the following examples?

- I am hungry because it is almost time for lunch.
- I am really, really sad because my dog is sick right now.
- I am very happy because today is my birthday and I am having a big party.
- I am so tired because my friends and I raced on the playground today.

These sentences all use **literal language**. The words give you information about *why* the writers' feel the way they do, but they do not allow you to feel what the writers are feeling. How happy? How tired?

Now look at these sentences:

- **I am as hungry as a starving pig.**
- **My sadness made me feel like a drooping flower.**
- **I am as happy as a carefree summer day.**
- **My eyes feel like lead weights.**

Do you notice how these sentences give you a better idea of how the person is feeling than the first set of sentences? That is because these sentences use a type of **figurative language** called **similes** to describe feelings.

Similes are one of the most important types of figurative language. They help you express yourself so that other people can better understand you. They are not just used to describe feelings—you can use similes to describe ideas, nature, people...almost anything. Most authors and poets rely on similes in their writing. If you can figure out what similes mean, you will understand and enjoy more of what you read.

How Similes Work

A simile compares two different things using the words *like* or *as*. The purpose is to show what one thing is like by using details of another thing.

Read this simile:

The cotton candy dissolved in my mouth like a good dream.

What does this simile mean? To figure it out, we will use the following three steps.

STEP 1: DETERMINE WHAT TWO THINGS ARE BEING COMPARED.

This is easy to do in most similes. Look for the *first* thing *before* the words "like" or "as," and look for the *second* thing *after* the words "like" or "as."

In the simile above, the way cotton candy dissolves in the mouth is being compared to a good dream.

STEP 2: LIST THE QUALITIES OF THE THINGS THAT ARE BEING COMPARED.

A simile works by making you see a connection between two different things. Figure out the qualities that those things share and you can figure out the simile.

Think about cotton candy. It is:

- Sweet
- Colorful
- Light
- Fluffy
- Served in fun places, like amusement parks
- Dissolves in your mouth

Now think about good dreams. They are:

- Fun
- You want them to go on and on

In what ways are cotton candy and good dreams similar?

- They make you happy
- It is disappointing when they are gone

STEP 3: USE THE SIMILARITIES OF THE TWO THINGS TO STATE THE MEANING OF THE SIMILE

Once you know what qualities are shared by the things in a simile, you can state what the simile means.

Based on our work here, here is one possible statement of what the sample simile means:

The simile tells us that the cotton candy tastes good, but it dissolves in the mouth too soon and leaves you wanting more.

You can see how quite a lot of information can be packed into one small simile!

Check Your Work

1. The old loaf of bread was like a bar of steel.
 - STEP 1: An old loaf of bread is being compared to a bar of steel.
 - STEP 2: An old loaf of bread and a bar of steel are both hard.
 - STEP 3: The simile is telling you that the bread was so hard it could not be eaten.
2. "David," my mom said, "your room looks like a hurricane hit it!"
 - STEP 1: A boy's room is being compared to the effects of a hurricane.
 - STEP 2: A boy's room can get very messy, and a hurricane can pull up cars, throw trees, and destroy houses.
 - STEP 3: The simile gives you a mental picture of how messy the boy's room looks (this simile is easy to figure out if you have seen what a town looks like after a hurricane blows through it).
3. The little mouse ran like lightning to escape the cat.
 - STEP 1: A running mouse is being compared to a bolt of lightning.
 - STEP 2: A mouse can run very fast, and a bolt of lightning strikes so fast you can barely see it.
 - STEP 3: The simile gives you a mental picture of a mouse running very fast to escape a hungry cat.

The next three slides contain practice questions. Remember the three steps and you should do fine.

Slide 6

Practice Using the Three Steps

Each of the following sentences contains a simile. For each sample sentence, write down your answers to the three steps that you learned in the previous slide.

The steps are:

STEP 1: Determine what two things are being compared.

STEP 2: List the qualities of the things that are being compared.

STEP 3: Use the similarities of the two things to state the meaning of the simile.

1. The old loaf of bread was like a bar of steel.
2. "David," my mom said, "your room looks like a hurricane hit it!"
3. The little mouse ran like lightning to escape the cat.

Slide 8

Read the sentence.

"My love is like the ocean," he told her.

What is the meaning of the simile "my love is like the ocean"?

- A) His love is blue and clear.
 - B) His love is wet and cold.
 - C) His love is vast and deep.
 - D) His love is stormy and ugly.
-

Slide 9

Read the sentence.

The hotel guest complained that the bed in his room was like a concrete slab.

What is the meaning of this simile?

- A) The bed is cold.
- B) The bed is hard.
- C) The bed is rough.
- D) The bed is lumpy.

Slide 10

Read the sentence.

I bit into the peach and discovered that it was like cardboard on the inside.

What is the meaning of this simile?

- A) The peach was cold and crunchy.
 - B) The peach was brown and rotten.
 - C) The peach was soft and juicy.
 - D) The peach was dry and tasteless.
-

Slide 11

Using Similes in Your Writing

You should try writing your own similes! If you use them correctly, similes can make poems, stories, book reports, and many other types of writing much more descriptive.

Here are some things to remember when you write your own similes:

✓ **Think about what your audience will probably be familiar with.** What if you wrote a simile in which you compared something to your dog? Your readers will probably not know anything about your dog, so they will just be confused by your simile. However, most people are familiar with dogs as a type of animal. You can use their general knowledge of dogs to write effective similes.

✓ **Consider the qualities of the things you are comparing.** When you are trying to find something to compare with a simile, the qualities you are looking for can help guide you. If you want your readers to know how heavy something is, think of other heavy things: weights, a backpack full of books, a pile of bricks. Choose the one that seems to be the best match.

✓ **Do not overuse similes.** Similes are useful, but they can be *overused*. A paragraph with four or five similes would probably annoy your readers. Unfortunately, there is no simple rule that tells you when you have too many similes in your writing. You can ask someone you trust to read your writing. You should listen to their feedback and rewrite if necessary.

✓ **Finally, practice builds skills.** Writing similes is like any skill: the more you practice, the better you become. Try writing similes in stories, poems, and journal entries. Also, pay attention to similes when you read. You can learn a lot from experienced authors.

What You Learned...

✓ **Similes**, a type of **figurative language**, compare two different things using the words *like* or *as*.

✓ Unlike **literal language**, similes use words in creative ways to clearly express an author's ideas and feelings.

✓ To understand what a simile means, think about the qualities of the things that are being compared.

✓ Similes are useful language tools that you can include in your own writing.

Determining the Meaning of Similes Test

1) Read the sentence.

Jorge is as skinny as a beanpole.

What is the meaning of this simile?

- A) Jorge is very thin.
 - B) Jorge likes to farm.
 - C) Jorge is very tall.
 - D) Jorge likes beans.
-

2) Read the sentence.

When Rita turned on the lamp in the dark room, the light felt like needles in her eyes.

What is the meaning of this simile?

- A) The light hurt Rita's eyes.
 - B) The light made Rita blind.
 - C) Rita was scared of the light.
 - D) Rita hit her head on the lamp.
-

Tony's pile of birthday presents was like a mountain rising up in the living room.

What is the meaning of this simile?

- A) The pile of presents is steep and dangerous.
 - B) The pile of presents is brown and rocky.
 - C) The pile of presents is hard and rough.
 - D) The pile of presents is large and tall.
-

4) Read the sentences.

"Open the window," said Mom. "It feels like a furnace in here!"

What is the meaning of this simile?

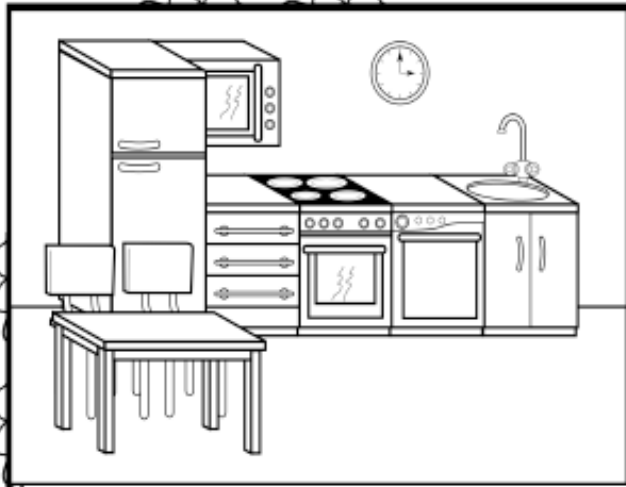
- A) The room is very dark.
 - B) The room is on fire.
 - C) It is very hot in the room.
 - D) It is very crowded in the room.
-

5) Read the sentence.

The candle looked like an ice cream cone left out in the sun.

What is the meaning of this simile?

- A) The candle is burning.
- B) The candle is melted.
- C) The candle is hot.
- D) The candle is covered in ants.



My Kitchen Scavenger Hunt

Locate one item for each number below. Write each item that you find on the given blank line(s).

- 1) Something frozen: _____
- 2) Something healthy: _____
- 3) Something unhealthy: _____
- 4) Something that makes noise: _____
- 5) Something that opens and closes: _____
- 6) Something that helps me to clean: _____
- 7) Something that can be spread on toast: _____
- 8) Something that I can turn on and off: _____
- 9) Something that I can drink: _____
- 10) Something that can get very hot: _____

When you are finished, select and complete one extension idea on the back of this paper.



My Bedroom Scavenger Hunt

Locate one item for each number below. Write each item that you find on the given blank line(s).

1) Something soft: _____

2) Something tall: _____

3) Something that I can sit on: _____

4) Something that I love: _____

5) Something that opens and closes: _____

6) Something that I can sleep on: _____

7) Something that is colorful: _____

8) Something that I can wear: _____

9) Something that I can play with: _____

10) Something small: _____

When you are finished, select and complete one extension idea on the back of this paper.