

**Lesson 1: Figurative Language****Learning Outcome**

Identify and describe figurative language and its meaning

**Duration**

Approximately 50 minutes

**Necessary Materials**

*Provided:* Example Chart for Direct Teaching and Guided Practice, Independent Practice Worksheet

*Not Provided:* *Once in a Blue Moon* by Nicola Morgan, chart paper, markers

**Lesson Plan**

- DIRECT TEACHING**

**I** will explain the meaning of figurative language (words and phrases that do not mean exactly what they say). People use figurative language as a way to better describe something. Figurative language helps people make clearer images in their head about the topic. I will model how to identify figurative language in *Once in a Blue Moon* by Nicola Morgan. For example, the first page says that Aunt Floydie was “as old as the hills.” When I think about how long hills have been around I know it’s a very long time, because they never seem to change. I therefore know that Aunt Floydie was very old. She probably isn’t really as old as the hills but the author is trying to tell us she is very old. The author does this to make the story more exciting and so we have a good picture in our heads of how old Aunt Floydie is. I will chart the figurative language used in the first five pages of the book and the meaning of each phrase. (See example Direct Teaching and Guided Practice Teacher Chart in Teacher and Student Materials below.)

- THINK CHECK**

Ask: How did I identify figurative language and its meaning? Students should respond that you read the story and paid attention to words and phrases that do not mean exactly what they say. Then you thought about what the true meaning was based on the words.

- GUIDED PRACTICE**

**WE** will continue to chart figurative language and its meaning in the book *Once in a Blue Moon*, stopping after the page that reads, “The party was in full swing.”

- INDEPENDENT PRACTICE**

**YOU** will listen as I finish reading *Once in a Blue Moon*. You will write down one figurative language phrase from the book, its meaning and an illustration of its meaning (see Student Independent Practice below). Note: Figurative language should be introduced as the “umbrella” concept covering personification (Lesson 2) and idioms (Lesson 3).

**TIP:** Support students with the Independent Practice by giving it to them before reading the end of the book or by providing students the book to use while completing the Independent Practice.

**Build Student Vocabulary continued**

Tier 2 Word: <b>continued</b>	
Contextualize the word as it is used in the story	The party <b>continued</b> until the cows came home.
Explain the meaning student-friendly definition)	Continue means to carry on or keep going. When the party <b>continued</b> , it means that the party kept going. The party did not stop.

**Lesson 1: Figurative Language**

Students repeat the word	Say the word <b>continued</b> with me: <b>continued</b> .
Teacher gives examples of the word in other contexts	Even though I get tired, I continue doing the dishes until they are done. Tonight I will continue reading where I left off. My favorite television show will continue after the commercial break. I will continue to search for sneakers until I find the perfect pair.
Students provide examples	What is something that you continue to do, even though it is hard or you are told not to? Start by saying, "I continue to _____."
Students repeat the word again.	What word are we talking about? continue
Additional Vocabulary Words	edge, jolly

**Build Student Background Knowledge**

Pause while reading page 8. Explain to your students that a mayor is the head of a city or town government. Mayors are elected by the people of a city or town, and they work with city or town councils (groups) of elected leaders to write the laws of a city or town. Introduce your city's (or town's) mayor to your students.

**Note:**

**Bold text** is charted by the teacher (I).

Underlined text is charted with the class (We).

## **Title: Once in a Blue Moon**

Figurative Language	Real Meaning
<b>Old as the hills</b>	<b>Very old</b>
<b>Fit as a fiddle</b>	<b>Healthy</b>
<b>Far from the rat race</b>	<b>Away from crowds and busy streets</b>
<b>Full of beans</b>	<b>Not telling the truth</b>
<u>Dressed to the nines</u>	<u>Dressed up</u>
<u>Put his foot in his mouth</u>	<u>Said things he should not say</u>
<u>Feel a little blue</u>	<u>Feel sad</u>
<u>Busy as a bee</u>	<u>Very busy at work</u>
<u>Raining cats and dogs</u>	<u>Raining hard</u>
<u>Tickled pink</u>	<u>Very happy</u>
<u>Frog in her throat</u>	<u>Voice sounded creaky</u>
<u>In full swing</u>	<u>At the peak of activity</u>

Name: \_\_\_\_\_

Example of figurative language phrase:

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This really means:

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Draw a picture of the real meaning of the phrase.



**Lesson 2: Personification****Learning Outcome**

Identify examples of personification and the character being personified

**Duration**

Approximately 50 minutes

**Necessary Materials**

*Provided:* Example Chart for Direct Teaching, Example Chart for Guided Practice, Independent Practice Worksheet

*Not Provided:* *The Runaway Tortilla* by Eric A. Kimmel, chart paper, markers

**Lesson Plan**

- DIRECT TEACHING**

**I** will discuss the meaning of personification (giving an animal or object human-like characteristics). I will explain that personification is an example of figurative language. I will think aloud about characters from familiar books and/or TV shows that show examples of personification. For example, in the story *The Three Bears*, the bears are an example of personification. They live in a house, cook porridge, sit on chairs, and sleep in beds. These are things people do, not bears. So the bears are an example of personification in the story. (Direct Teaching Example Chart is provided in Teacher and Student Materials below.) I will show the cover of the book *The Runaway Tortilla* by Eric A. Kimmel and ask students to predict which character is an example of personification.

**TIP:** Choose characters that your students are familiar with when providing examples of personification. Movies such as *Finding Nemo*, *The Lion King*, and *Beauty and the Beast* contain multiple examples of personification.

- THINK CHECK**

Ask: How did I identify personification in stories? Students should respond that you thought about animals or objects in stories that had life-like qualities.

- GUIDED PRACTICE**

**WE** will read *The Runaway Tortilla* and chart qualities that personify the tortilla. (Guided Practice Example Chart is provided below.) For example, the tortilla jumps off the table and says she is too beautiful to eat. We know that tortillas do not jump or talk. The tortilla is an example of personification.

- INDEPENDENT PRACTICE**

**YOU** will identify another character that has been personified in the book and write down the qualities that make this character "human-like." (Student Independent Practice is provided below.) Note: On the page that begins, "Down the hill and past the cutbank rolled the tortilla," the tortilla calls the donkeys "jackasses." You may want to substitute "donkeys" for "jackasses" when reading this aloud.

**Build Student Vocabulary rowdy**

Tier 2 Word: <b>rowdy</b>	
Contextualize the word as it is used in the story	"Rowdy rattlers! Catch me if you can!" the tortilla yelled as she passed the rattlesnakes.
Explain the meaning student-friendly definition)	Rowdy means wild and noisy. When the tortilla said that the rattlesnakes were <b>rowdy</b> , she meant that they were being wild and noisy. Rowdy also means rough behavior.

**Lesson 2: Personification**

Students repeat the word	Say the word <b>rowdy</b> with me: <b>rowdy</b> .
Teacher gives examples of the word in other contexts	When this class gets back from recess, sometimes it is <b>rowdy</b> .
Students provide examples	Have you ever seen a person or a group that was <b>rowdy</b> ? Start by saying, "Once I saw a <b>rowdy</b> _____."
Students repeat the word again.	What word are we talking about? <b>rowdy</b>
Additional Vocabulary Words	greedy, slithering

**Build Student Background Knowledge**

After reading, explain to your students that *The Runaway Tortilla* is based on a classic children's story, *The Gingerbread Man*. In *The Gingerbread Man*, a woman bakes a gingerbread cookie in the shape of a man. The cookie runs away and is chased by farm animals, far into the woods. Finally, a fox eats the cookie. Sound familiar? Explain that the difference between two stories is that *The Runaway Tortilla* takes place in Texas. The animals we read about in the book, such as the snakes, donkeys, and coyotes, are from a desert climate. Also, Tio and Tia are Spanish names for aunt and uncle, and quesadillas are a food originally made from corn in Central America. Finally, the Rio Grande is a river on the border of Texas and Mexico, so Tio and Tia are probably Mexican-American citizens!

## EXAMPLES OF PERSONIFICATION

The sun smiled down at the flowers.

The teddy bear missed his friends.

“SHHH,” said the mouse. “I’m trying to sleep.”

The glass shivered when it was filled with cold ice cubes.

The classroom looked sad to see the all of the children leave for summer vacation.

The bacon danced around in the frying pan.

The bird flew proudly over the pond.

# Tortilla

Eyes

Nose

Mouth

Eyebrows

Talking

Running Away

Singing

Teasing other characters

Name: \_\_\_\_\_

Another personified character:

\_\_\_\_\_

How do you know? Explain the characteristics.

\_\_\_\_\_

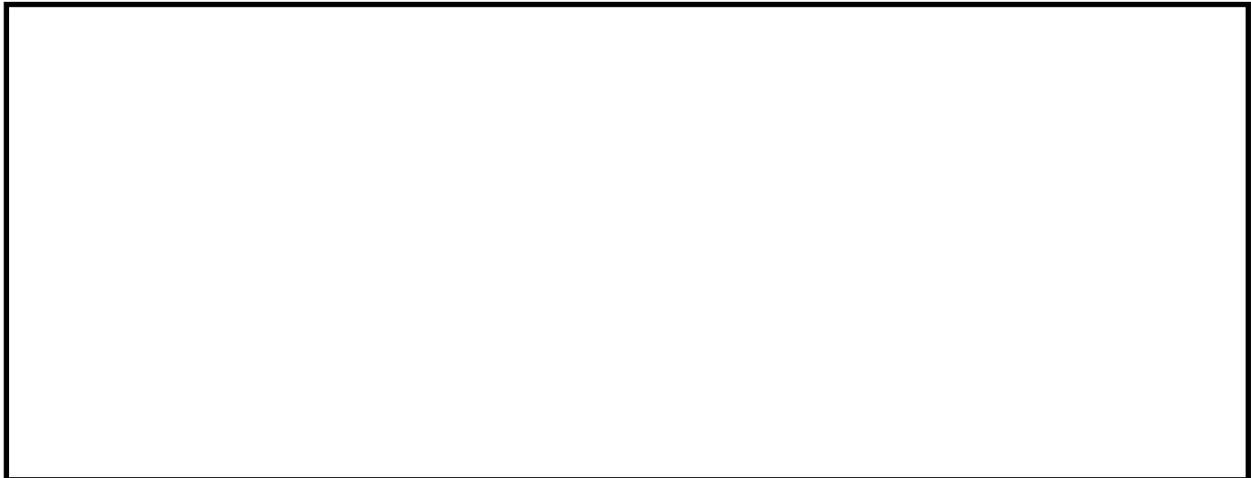
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Draw a picture of this character.



**Lesson 3: Idioms****Learning Outcome**

Identify and describe the meaning of an idiom

**Duration**

Approximately 50 minutes

**Necessary Materials**

*Provided:* Example Chart for Guided Practice, Independent Practice Worksheet

*Not Provided:* *More Parts* by Tedd Arnold, chart paper, markers

**Lesson Plan**

- **DIRECT TEACHING**

**I** will explain the meaning of idiom (a phrase that has a different meaning from the actual words used). I will explain that idioms are another example of figurative language. I will give two examples of idioms and explain their real meanings. (Examples: "You're the apple of my eye." "Get out of the wrong side of bed.") For example, a mother may say to her child: "You're the apple of my eye." That does not really mean that her child is an apple and in her eye. It instead means that her child is very important to her and she loves him/her very much. This is an example of an idiom. Sometimes, you may read a phrase in a book that is an idiom that doesn't make sense to you, such as "rub me the wrong way." Even if you've never heard this saying before, you could understand the meaning by thinking about the idiom. If someone rubs you the wrong way, they are probably hurting or annoying you. So even though you've never heard that idiom before, you understand what the text is trying to tell the reader.

- **THINK CHECK**

Ask: How did I determine the meaning of the idiom "rub me the wrong way"? Students should respond that you visualized what it would be like if someone rubbed you the wrong way and then thought about the actual meaning in the text.

- **GUIDED PRACTICE**

**WE** will read the first half of *More Parts* by Tedd Arnold aloud and chart idioms and their meanings from the first half of the book. (Guided Practice Example Chart is provided in Teacher and Student Materials below.) For example, in the book, the boy's mom says "I bet that broke your heart." The boy thinks she means that his heart will actually break inside his body. But his mother actually means that something probably made him sad. "Broke your heart" is an example of an idiom.

**TIP:** While students are listening to *More Parts*, you may want to have them raise their hands when they hear an idiom. This will help focus the read aloud.

- **INDEPENDENT PRACTICE**

**YOU** will listen to the second half of *More Parts*, identify two idioms and write down their real meanings. (Student Independent Practice is provided below.)

**TIP:** Provide students with a visual reference during the Independent Practice. You may want to copy, chart, or display the rest of the story on an overhead projector.

**Build Student Vocabulary stretch**

Tier 2 Word: **stretch**

Contextualize the word as it is     The teacher told the students to **stretch** their arms and legs before going out to play.

**Lesson 3: Idioms**

used in the story	
Explain the meaning student-friendly definition)	Stretch means to make longer. When the students <b>stretch</b> in More Parts, they reach out their arms and legs as far as they can so that the muscles loosen up.
Students repeat the word	Say the word <b>stretch</b> with me: <b>stretch</b> .
Teacher gives examples of the word in other contexts	When someone <b>stretches</b> a rubber band, the rubber band is pulled so that it becomes longer. Sometimes, <b>stretching</b> a rubber band causes it to snap or break. Sometimes a sweater gets <b>stretched</b> in the wash, and the sleeves become much too long.
Students provide examples	Tell me about other things that can be <b>stretched</b> . Start by saying, "You can <b>stretch</b> _____."
Students repeat the word again.	What word are we talking about? <b>stretch</b>
Additional Vocabulary Words	bizarre, upset

**Build Student Background Knowledge**

Pause while reading page 5. Explain to students that the hearts inside of our bodies are not mechanical, with screws and coils. They do not even look like the hearts we are used to drawing on our notebooks or seeing on Valentine's day. A real heart is about the size of a fist. It looks like red meat because it pumps blood to the rest of your body.

## More Parts

<b>Idiom</b>	<b>Real Meaning</b>
Broke your heart	Made you sad
Give him a hand	Help him
Crack you up	Make you laugh
Stretch your arms	Reach up in the air
Hold your tongue	Do not talk

Name: \_\_\_\_\_

Idiom 1:

\_\_\_\_\_

What does it really mean?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Idiom 2:

\_\_\_\_\_

What does it really mean?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Unit Level Materials****Unit Extension Ideas**

- Have students read the meaning of several idioms in:
    - *There's a Frog in My Throat* by Loreen Leedy
    - *Scholastic Dictionary of 100 Idioms* by Marvin Terban
    - *Punching the Clock* by Marvin Terban
  - Read *The Trouble with Elephants* by Chris Riddell aloud and have students identify the character being personified and explain how they know.
  - Compare *The Runaway Tortilla* by Eric Kimmel to the story of the Gingerbread Man. Have students identify which character is personified in *The Gingerbread Man* and compare this character to the tortilla in *The Runaway Tortilla*.
  - Read any of the books in the *Amelia Bedelia* series by Peggy Parrish. Have students identify Amelia's actions and the idioms in the book and explain what she really should be doing.
  - Play an idiom match game. Write idioms on sentence strips. On additional sentence strips, write the literal meaning of each idiom. Have students match the figurative meaning of each idiom to its literal meaning.
  - Write idioms on several slips of paper and place them in a bag. Then have each student select an idiom out of the bag and illustrate it. Students can guess the idiom that the artist is drawing and explain its literal meaning.
  - Have students create figurative language books by illustrating the real meanings of a variety of idioms (such as "raining cats and dogs").
  - Students may write a story in which the main character is an example of personification. The students can also include idioms in the plot of the story.
  - Have students write and illustrate the figurative meanings of idioms on one side of a piece of paper and the literal meaning on the other.
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**More Books for Teaching Figurative Language**

- *There's a Frog in my Throat: 440 Sayings a Little Animal Told Me* by Loreen Leedy, Pat Street
  - *Scholastic Dictionary of Idioms (Revised)* by Marvin Terban
  - *Punching the Clock: Funny Action Idioms* by Marvin Terban, Thomas Huffman
  - *The Little House* by Virginia Lee Burton
  - *Gilberto and the Wind* by Marie Hall Ets
  - *The Giving Tree* by Shel Silverstein
  - *Sylvester and the Magic Pebble* by William Steig
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# FL

## Figurative Language



**Definition:** Language enriched by word images and figures of speech.

### **Figurative Language Questions:**

- Identify the simile/metaphor in the sentence.
- What does the phrase mean?
- By comparing \_\_\_\_\_ to \_\_\_\_\_, what is the author trying to emphasize?
- Why does the author describe \_\_\_\_\_ like/as \_\_\_\_\_?

### **Figurative Language Clue Words:**

phrase	illustrates	metaphor
like	as	simile
idiom	personifies	emphasize
real meaning	literal	figurative
alliteration	hyperbole	onomatopoeia

# Dive into a Coral Reef!

**Coral reefs** are home to many ocean animals. They are busy underwater places. Coral reefs are found near the surface of some oceans.

A coral reef is home sweet home to many creatures. It is a safe place to live and a great place to find food.

## Green Sea Turtles

Green sea turtles can weigh more than 300 pounds and grow to about 3 feet long. They can live for a long time—up to 100 years! Most green sea turtles eat plants.

## Clown Fish

Clown fish have trouble hiding because they are so bright. To stay safe, clown fish live near **poisonous**<sup>1</sup> sea animals. Those animals look like plants.



World Almanac for Kids

*Clown Fish*

## Dugong

Dugongs are plant-eating sea animals. They live near some coral reefs. Dugongs have whiskers and round faces. They are sometimes called sea cows.

## Moray Eel

Moray eels are ocean fish that have long, slim, snakelike bodies. They hide in tiny holes throughout coral reefs. Moray eels eat small fish and octopuses.

## Hammerhead Shark

Hammerhead sharks have wide, flat heads. They grow to more than 10 feet long. Hammerheads have triangle-shaped teeth with sharp bumps for chewing food.

<sup>1</sup> **poisonous:** containing poison--a substance that by its chemical action can kill or injure a living thing

## Reading Passage



Gary Adkison

*Hammerhead Shark***Regal Angelfish**

Regal angelfish live near safe caves of coral reefs. They are brightly striped fish. Angelfish usually swim in pairs. They eat sea sponges or tiny coral reef animals.

**Coral Close-Up**

Coral reefs are formed by tiny ocean animals called **polyps** (PAH-lips). When polyps die, their shells are left behind. More polyps grow on top of the shells. In time, the reef gets bigger. Corals come in many shapes, colors, and sizes.

- Brain Coral
- Fan-Shaped Coral
- Lettuce-Shaped Coral

**Think About It!**

Why might it be important to protect coral reefs?

Question Sheet

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**“Dive into a Coral Reef” Questions**

- \_\_\_\_\_ 1. The author described the coral reef as “home sweet home”. This means
- a. the water around the reef is sweet and not salty.
  - b. the animals that live near the reef find food and safety and are most happy near the reef.
  - c. along with many kinds of sea life, there are also ingredients to sweeten food on the reef.
  - d. all sea animals and plants live near a coral reef.
- \_\_\_\_\_ 2. Sea animals that are 3 feet long or longer are:
- a. sea turtles and hammerhead sharks.
  - b. hammerhead sharks and clown fish.
  - c. angel fish and sea turtles.
  - d. only sea turtles.
- \_\_\_\_\_ 3. The author described the moray eel as having a snakelike body because
- a. the eel has a long quick tongue.
  - b. the eel sheds its skin a few times a year, like a snake.
  - c. the eel has similar coloring to a snake.
  - d. the eel has a long body with no legs, like a snake.
- \_\_\_\_\_ 4. There are many types of coral. One is called brain coral. Why does it have that name?
- a. There is a lot of protein in brain coral, and when eaten, it increases brain power.
  - b. The coral looks like a brain.
  - c. The scientist who discovered brain coral, was named Dr. Brain.
  - d. All of the above.
- \_\_\_\_\_ 5. What two kinds of fish listed in this passage are too colorful to hide from predators? How do they protect themselves?

\_\_\_\_\_

\_\_\_\_\_

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## Question Sheet

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**“Dive into a Coral Reef” Questions:**

- FL 1. The author described the coral reef as “home sweet home”. This means
- the water around the reef is sweet and not salty.
  - the animals that live near the reef find food and safety and are most happy near the reef.**
  - along with many kinds of sea life, there are also ingredients to sweeten food on the reef.
  - all sea animals and plants live near a coral reef.
- CI/Ca 2. Sea animals that are 3 feet long or longer are:
- sea turtles and hammerhead sharks.**
  - hammerhead sharks and clown fish.
  - angel fish and sea turtles.
  - only sea turtles.
- FL 3. The author described the moray eel as having a snakelike body because
- the eel has a long quick tongue.
  - the eel sheds its skin a few times a year, like a snake.
  - the eel has similar coloring to a snake.
  - the eel has a long body with no legs, like a snake.**
- FL 4. There are many types of coral. One is called brain coral. Why does it have that name?
- There is a lot of protein in brain coral, and when eaten, it increases brain power.
  - The coral looks like a brain.**
  - The scientist who discovered brain coral, was named Dr. Brain.
  - All of the above.
- CI/Ca 5. What two kinds of fish listed in this passage are too colorful to hide from predators? How do they protect themselves?

Answers will vary. Angelfish and clownfish both have colorful stripes. Angelfish hide from predators near caves in the coral, and clownfish live with poisonous sea creatures.

*Suggested Additional Vocabulary: slim, pair*

# Mosquitoes Don't Bug These Monkeys



Picture courtesy of wikipedia.org.

Some monkeys that live in a South American rain forest have found a way to get mosquitoes to bug off. The **capuchin** (KAP-yuh-chin) **monkeys**<sup>1</sup> use **millipedes**<sup>2</sup> to keep mosquitoes away. Millipedes (mil-luh-peedz) are wormlike animals with many legs.

Scientists watched the monkeys rub millipedes on their bodies. The millipedes give off a strong, smelly chemical that keeps mosquitoes away. By rubbing the millipedes on their fur, the monkeys protect themselves from mosquito bites.

Although the special bug stuff is safe for monkeys, it can harm humans, scientists say. One scientist became very ill after putting the chemical on his body. Scientists now know that humans should be serious and not monkey around with the millipedes' chemical.

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<sup>1</sup> **capuchin monkeys:** a group of monkeys that live in Central and South America, who have black or brown bodies, arms, legs, and tails; a white face, throat, and chest; and fur that looks like a black cap on their head.

<sup>2</sup> **millipede:** a small crawling animal that has a long body with a hard covering and many legs. The word millipede means "a thousand feet."

Question Sheet

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**“Monkeys Don’t Bug These Mosquitoes” Questions**

\_\_\_\_\_ 1. “Bug off” in the first sentence means:

- a. keep away.
- b. move bugs off of an object.
- c. come here.
- d. attract.

\_\_\_\_\_ 2. The author wrote this article

- a. to tell readers about worms.
- b. to warn mosquitoes to stay away from monkeys.
- c. to inform readers about an interesting way that monkeys keep mosquitoes away.
- d. so he could write fun phrases like “bug off.”

\_\_\_\_\_ 3. An example of figurative language is:

- a. ill.
- b. give off.
- c. smelly chemical.
- d. monkey around.

\_\_\_\_\_ 4. Mosquitoes stay away from monkeys who have rubbed their bodies with millipedes, because

- a. mosquitoes don’t like worms.
- b. mosquitoes don’t like the smell on the monkeys’ bodies.
- c. the monkeys become sick.
- d. the monkeys’ fur changes color.

\_\_\_\_\_ 5. Use the phrase “monkey around” in your own sentence.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**“Monkeys Don’t Bug These Mosquitoes” Answer Sheet**

- FL 1. “Bug off” in the first sentence means  
a. **keep away.**  
b. move bugs off of an object  
c. come here.  
d. attract.
- AP 2. The author wrote this paragraph  
a. to tell readers about worms.  
b. to warn mosquitoes to stay away from monkeys.  
c. **to inform readers about an interesting way that monkeys keep mosquitoes away.**  
d. so he could write fun phrases like “bug off.”
- FL 3. An example of figurative language is  
a. ill.  
b. give off.  
c. smelly chemical.  
d. **monkey around.**
- C/E 4. Mosquitoes stay away from monkeys who have rubbed their bodies with millipedes, because  
a. mosquitoes don’t like worms.  
b. **mosquitoes don’t like the smell on the monkeys’ bodies.**  
c. the monkeys become sick.  
d. the monkeys’ fur changes color.
- FL 5. Use the phrase “monkey around” in your own sentence.  
Answers will vary.

*Suggested additional vocabulary: rain forest, chemical, ill*

# Spooky Spiders

Did you know that most spiders are actually helpful? Read more to learn all about spiders.

## Don't Bug Out

Do spiders *bug* you? They shouldn't. Spiders are not insects! Spiders are **arachnids** (ah-RAK-nihdz). Arachnids are related to ticks and scorpions. All spiders have eight legs, and some have eight eyes. Spiders have two main body parts: the abdomen and the head. Spiders also have fangs, feelers, and silk spinners called **spinnerets**.



Thomas Eisner

*Web-building spiders trap insects in their webs.*

## Builders and Hunters

Spiders are helpful animals. They protect plants by eating insects-- their favorite food! That helps farmers keep their crops alive. Spiders catch insects in different ways. **Wandering spiders** hunt for insects. **Web-building spiders** trap insects in their webs.

## Baby Spiders

Mother spiders lay hundreds of spider eggs at a time. Baby spiders, called **spiderlings**, hatch from the eggs. Spiderlings are usually clear. Having no color helps the spiderlings hide from their enemies.

## Wonderful Weavers

Spider silk comes out of the spinnerets as a liquid. Air turns the liquid into strong thread. A spider's silk is stronger than steel! Spiders use their silk to tie up insects, protect their eggs, and weave their webs.

Reading Passage



Damon Hart-Davis/[DHD Multimedia Gallery](#)

*A spider uses its silk to weave a web.*

**Think About It**

Why might baby spiders need to hide from their enemies?

Question Sheet

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**“Spooky Spiders” Questions**

- \_\_\_\_\_ 1. In the sentence, “Do spiders bug you?”, *bug* means
- a. an insect.
  - b. bother.
  - c. scare.
  - d. spider.
- \_\_\_\_\_ 2. When the author says that spiders should not bug you, because they are not insects, which word has a double meaning?
- a. spiders
  - b. bugs
  - c. scared
  - d. insects
- \_\_\_\_\_ 3. \_\_\_\_\_ make webs.
- a. Wandering spiders
  - b. Web-building spiders.
  - c. Both
  - d. Neither
- \_\_\_\_\_ 4. “A spider's silk is stronger than steel!” What does this mean?
- a. A spider's silk is very strong.
  - b. A spider's silk is steel.
  - c. Steel is made from spider's silk.
  - d. A spider’s silk is not very strong.
- \_\_\_\_\_ 5. Why do baby spiders need to hide from enemies?

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## Question Sheet

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**“Spooky Spiders” Answer Sheet**

- FL 1. In the sentence, “Do spiders bug you?”, *bug* means
- an insect.
  - bother.**
  - scare.
  - spider.
- FL 2. When the author says that spiders should not bug you, because they are not insects, which word has a double meaning?
- spiders
  - bugs**
  - scared
  - insects
- CI/Ca 3. \_\_\_\_\_ make webs.
- Wandering spiders
  - Web-building spiders.**
  - Both
  - Neither
- FL 4. “A spider's silk is stronger than steel!” means:
- A spider's silk is very strong.**
  - A spider's silk is steel.
  - Steel is made from spider's silk.
  - A spider's silk is not very strong.
- DC 5. Why do baby spiders need to hide from enemies?

Answers will vary. Baby spiders need to hide so they will not be eaten or killed.

*Suggested Additional Vocabulary: tick, scorpion, abdomen, fang*

# Welcome Back!

Do you have butterflies in your stomach before the first day of school? That means you are nervous. Don't worry!

## Put Your Best Foot Forward

You are heading in the right direction if you put your best foot forward! That saying means you have a positive attitude. A good attitude helps you make friends and get along better with others.



AP/Wide World

*These students are ready to learn and are paying attention in class.*

## Put on Your Thinking Cap

Have you put on your thinking cap at school? That saying means you are ready to learn and pay attention in class. You should always ask questions if you do not understand something.

## Lend a Hand

If someone asks you to lend a hand, that saying means the person needs your help. You should help out at home, school, and in your neighborhood. What are some ways you can help others?

## Catch Some Zzz's

Have you been catching some zzz's? That saying means you should get enough sleep. Sleeping helps you do your best. Second graders need about nine hours of sleep each night.

Question Sheet

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**“Welcome Back!” Questions:**

- \_\_\_\_\_ 1. You might have *butterflies in your stomach* when you
- a. are playing with your dog.
  - b. are riding a roller coaster.
  - c. are sad.
  - d. find your little brother ruined a toy.
- \_\_\_\_\_ 2. Which situation does not require you to *put your thinking cap on*?
- a. You need to cross the street.
  - b. You are doing your homework.
  - c. You are sleeping.
  - d. You are helping dad in the kitchen.
- \_\_\_\_\_ 3. The purpose of this passage is
- a. to get you thinking about going back to school.
  - b. to teach you different phrases and what they mean.
  - c. All of the above.
  - d. None of the above.
- \_\_\_\_\_ 4. “Second graders need about 9 hours of sleep at night”.
- a. This is a fact.
  - b. This is an opinion.
  - c. This is not true.
  - d. None of the above.
- \_\_\_\_\_ 5. Describe a time when you needed to *lend a hand*.

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## Question Sheet

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**“Welcome Back!” Questions:**

- FL 1. You might have *butterflies in your stomach* when you
- are playing with your dog.
  - are riding a roller coaster.**
  - are sad.
  - find your little brother ruined a toy.
- FL 2. Which situation does not require you to *put your thinking cap on*?
- You need to cross the street.
  - You are doing your homework.
  - You are sleeping.**
  - You are helping dad in the kitchen.
- AP 3. The purpose of this passage is
- to get you thinking about going back to school.
  - to teach you different phrases and what they mean.
  - All of the above.**
  - None of the above.
- F/O 4. “Second graders need about 9 hours of sleep at night”.
- This is a fact.**
  - This is an opinion.
  - This is not true.
  - None of the above.
- FL 5. Describe a time when you needed to *lend a hand*.

Answers will vary. Students should describe a time that they helped someone out.

# Wonderful Trees



National Image Library

*Arin Lapa*

Trees, wonderful trees,  
Waving in the breeze

Birds lay eggs and nest,  
Squirrels climb up to rest

Many fruits to be eaten,  
Maple syrup to sweeten

Cool shade from the sun,  
Bright leaves by the ton

So if you could please,  
Take care of our trees.

Question Sheet

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**“Wonderful Trees” Questions**

\_\_\_\_\_ 1. The poet writes, “Birds lay eggs and nest.” In this sentence the poet uses “nest” to mean

- a. a home for birds.
- b. a part of a tree.
- c. living in and taking care of a nest.
- d. a lot of eggs.

\_\_\_\_\_ 2. The poet describes “shade” as

- a. cool.
- b. bright.
- c. sun.
- d. tree.

\_\_\_\_\_ 3. This passage is about

- a. the things that trees give us.
- b. taking care of trees.
- c. the beauty of trees.
- d. all of the above.

\_\_\_\_\_ 4. The poet writes, “bright leaves by the ton.” That means

- a. there are too many leaves.
- b. the tree is losing its leaves.
- c. there are a lot of bright leaves.
- d. the leaves are very bright.

\_\_\_\_\_ 5. What genre is this passage? How do you know?

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## Question Sheet

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**“Wonderful Trees” Answer Sheet**

- FL 1. The poet writes, “Birds lay eggs and nest.” In this sentence the poet uses “nest” to mean
- a home for birds.
  - a part of a tree.
  - living in and taking care of a nest.**
  - a lot of eggs.
- FL 2. The poet describes “shade” as
- cool.**
  - bright.
  - sun.
  - tree.
- MI 3. This passage is about
- the things that trees give us.
  - taking care of trees.
  - the beauty of trees.
  - all of the above.**
- FL 4. The poet writes, “bright leaves by the ton.” That means
- there are too many leaves.
  - the tree is losing its leaves.
  - there are a lot of bright leaves.**
  - the leaves are very bright.
- G 5. What genre is this passage? How do you know?

This passage is a poem. It is written in verse.