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Sarah cynthia sylvia stout worksheet answers

Sarah Cynthia Sylvia Stout (Adapted from Wrap Sessions: Town islip Recycling Curriculum Dept of Environmental Control, City Of Islip, NY) Back to Trash Goes School Grade Levels: 4-6 SUBJECT AREAS: English, Language, Reading, Listening Comprehension CONCEPT: To allow students to identify with the characters. GOAL: To raise awareness of how much garbage we produce. MATERIAL: pen or pencil and handouts: Sarah Cynthia Sylvia Stud Reading/ Listing Worksheet KEYWORDS: composite, reclaimed background: Below is a poem about Sarah Cynthia Sylvia Stout and how she behaves and feels about garbage. As you listen to the teacher, read the poem aloud, fill in the worksheet or inform your hand as you hear the words that fill out the worksheet. Start with the words that rhyme, then do it again until you've filled in most of the skin. PROCEDURE: Read the poem to students and ask them to fill out the chart below. FOLLOW-UP: Record a photo of how you think Sarah Cynthia Sylvia Looks Naughty and what her home looks like. When you're done, your teacher helps make a bulletin board to share your ideas with others. SARAH CYNTHIA SYLVIA NAUGHTY by Shel Silverstein Sarah Cynthia Sylvia Stout wouldn't take out the garbage. She would wash the dishes and the pans Cook the yams and spice up the hams, and though her parents would scream and scream, she simply wouldn't take out the garbage. And so it piled up to the ceiling: Coffee grounds, potato shed, Brown bananas and rotten peas, Chunks of sour cottage cheese. It filled the tin, it covered the floor, It cracked the windows and blocked the door, With bacon zest and chicken legs, Drippy ends of ice cream cones, trim wells, peach pits, orange zest, Gloppy adhesive cold oatmeal, Pizza crusts and triple greens, Soggy beans, and tangerines, crusts of black-burnt buttered toast, The garbage rolled onto the halls, It snapped up the roof, it broke the walls, I mean, greasy diapers, cookie crumbs, Blobs of goeey bubble gum, Cellophane from old bologna, Rubbery, blubbery macaroni, Peanut butter, cracked and dry, Curled milk, and crusts of pie, rotting melons, dried-up mustard, Eggshells mixed with lemon custard, Cold French fries and rancid meat, Yellow Buds Finally reached the garbage so high it finally touched the sky, and none of her friends would come to play, and all her neighbors And finally Sarah Cynthia Stout said, Okay, I'll take the garbage out! But then, of course it was too late, The Garbage Reached Across the State, From New York to the Golden Gate; And there in the garbage she has Poor Sarah hating with an awful lot that I can't relate now because the hour is too late, but kids, remember Sarah Stout, and always take out the garbage. Back to top READ/LISTEN WORKSHEET WORDS THAT - Example: Out of / Naughty WORDS MEANING GARBAGE - Example: Rotten peas, Ground Coffee Words That Call Places - Example: Ceiling Words That Show Action - Example: Scream/Scream Circle the Best Answer: 1) Sarah Cynthia Sylvia Naughty Hate a) Garbage b) Food C) School 2) She's Very A) Smart B) Lazy C) sil 3) Most of the garbage is made of a) dead leaves b) old clothes c) rotten food 4) The garbage is so severe that it a) is taken to the shower b) piles up to the sky c) burned and buried Fill in the missing words... 1) When Sarah wouldn't take out the garbage, her father ____ and ____ 2) The messy food filled the ____ and ____ of the floor. 3) Two types of fruit that were rotten ____ and ____ 4) A word that means bad or rotten meat is ____ 5) The garbage spreads from ____ State to the Golden Gate. Write one or two sentences to answer the following questions: 1) What is Sarah Cynthia Sylvia Stout's problem? ____ Are they composed or recyclable? 1. ____ composite or recyclable? 2. ____ compiled or recyclable? 3. ____ composite or recyclable? 4. ____ composite or recyclable? 5. ____ compiled or recyclable? 6. ____ compiled or recyclable? 7. ____ compiled or recyclable? 8. ____ compiled or recyclable? 9. ____ compiled or recyclable? 10. ____ 3) What happens when Sarah Cynthia Sylvia Stout won't throw out the garbage? ____ 4) What kind of person do you think she is? ____ Back to the top Back to Trash Going to school Sarah Cynthia Sylvia Naughty by Shel Silverstein Poetry Activity Printable I can determine the impact of poetic devices within a text. Today starts with a pop quiz. The questions about the quiz are similar to those on the test. Take the quiz and turn it in. Next, people completed their presentations from yesterday. After the presentations, we worked in groups of 4 to read poems and answer questions about them. Use the worksheet and poems below to analyze the poems and determine the impact of the figurative language. STATION #1 1. Reading the poem Sarah Cynthia Sylvia Stout wouldn't take out the garbage on page 582 of the Holt Literature Anthology. 2. On your record page, write down the answers to the following questions: What is the MAIN IDEA, or THEME, of this poem? a) There is a good example of alliteration in the title. b) Garbage is unpleasant to have in the house. c) It's important not to set things out, even if you don't want to. d) Children should be the ones to take out the garbage, not parents. The title of the poem is an example of which two poetic devices? Why do you think Shel Silverstein doesn't split his poem in STANZAS? How does this copy what happens in the poem? Name one example of IMPERSONATION in this poem. How does this affect the poem? SARAH CYNTHIA SYLVIA STOUTby Shel Silverstein Sarah Cynthia Sylvia NaughtyWould doesn't take out the garbage. She would wash the dishes and frighten the pansCook the yams and spice the hamme,And though her parents would scream and scream,She simply wouldn't take out the garbage. And so it piled up to the ceiling: Coffee grounds, potato peel, Brown bananas and rotten peas, Chunks of sour cottage cheese. It filled the tin, it covered the floor,It cracked the windows and blocked the door, With bacon zest and chicken legs, Dripping ends of ice cream cone, Trim wells, peach pits, orange zest, Gloppy clumps of cold oatmeal, Pizza crusts and tripled greens, Soggy beans, and tangerines, Crusts of black-burnt buttered toast, Gray bits of beef roasted The garbage rolled on the halls,It took the roof, it broke the walls,I mean, fatty diapers, cookie crumbs, Blobs of goeey bubble gum, Sellophane from old bologna, Rubbery, blubbery macaroni, Peanut butter, cracked and dry, curled milk, and crusts of pie, rotting melons, dried-up mustard, Eggshells mixed with lemon custard, Cold French fries and rancid meat, Yellow clumps of cream from Wheat.At last reached the garbage so highThat finally it touched the sky,And none of her friends would come to play.And all her neighbors And finally, Sarah Cynthia NaughtySaid, Okay, I'll Take Out the Garbage! But then, of course it was too late,The garbage reached across the state, From New York to the Golden Gate; And in there in garbage she hated Porch Sarah met an awful lotThat I can't now relateBecause the hour is too lateBut kids, remember Sarah Stout,And always take out the garbage. STATION #21. Read the poem I ask my mother to sing on page 569 of the Holt Literature Anthology.2. Write down the answers to the following questions: Read back through the poem. Why does the narrator like the poem of hearing his mother and grandmother sing? Read the white box on pg. 568 entitled Background and then read the poem again. Based on what you read, why are the mother and daughter probably crying in the poem? Identify the one simile in this poem. How does this affect the poem? Read the Background information on page 568 in the white box. Now read the poem. What do you understand now that you haven't understood in the poem before? I ASK MY MOM TO START SINGby Li-Young LeeShe, and my grandmother joins her. Mother and daughter sing like young girls. If my dad was alive, he would playHis deal and swing like a boat. I've never been to Peking, or the Summer Palace, nor did I stand on the great Stone Boat to watch the rain start on Kuen Ming Lake, the picnic viewers running away in the grass. But I like to hear it sing: how the water lilies fill up with rain totts with rain, dump water into water, then rock back, and fill with more. Both women started crying, but neither did her song stop. STATION #3 1. Read the poem The Burning of Books on page 628 of the Holt Literature Anthology. 2. On your record page, write down the answers to the following questions: In line 4 of the poem, Brecht compares the bonfire in which books are burned to what? Why would the poet use this metaphor? What historical event is this poem about? How does the bewish poet feel when he finds out his writings are not burned? Why would he feel this way? Identifies the poetic device used in lines 9-13. What does it do to the poem? The Brand of The Booksby Bertolt BrechtWhen the Regime ordered that books with damaging knowledgeShould to be burned publicly on all sidesOxen was forced to drag wagon loads of booksTo the bonfires, an exiled Author, one of the best, scanning the list of theBurned, was shocked to find hisBooks had been passed over. He rushed to his desk wings of wrath and wrote a letter to those in power. Burn me! he wrote with flying pen, burned me. Haven't my booksAlways reported the truth? And here you put me like a liar! I command you: Burn me! STATION #4 1. Read the poem Archaeology on page 607 of The Holt Literature Anthology. 2. On your record page, write down the answers to the following questions: Which two TONES, or FEELINGS, are expressed in the 5th stanza of this poem? What repeated words tell you that this poem was written in a list format? Read the in the first line of the Why can Sandburg compare numbers to pigeons flying in and out of your head? What are these two things like? Which stanza is your favorite? Why? Rethmeitby Carl SandburgArithmetic is where numbers fly like pigeons in and out of your head. Arthmetic ic tells you how much you lose or win if you know how much you had before losing or winning. Arithmetic is seven eleven all good kids going to heaven - or five six bundle of sticks. Arithmetic are numbers that you squeeze from your head to your hand to your pencil to your paper until you get the answer. Arithmetc is where the answer is right and everything is nice and you can look out of the window and see the blue sky - or the answer is wrong and you have to start everywhere and try again and see how it comes out this time. If you take a number and double it and double it again and then double it a few more times, the number gets bigger and bigger and goes higher and higher and only arkenology can tell you what the number is when you decide to stop doubling. Arithmetic is where you have to multiply - and you wear the multiplication table in your head and hope you won't lose it. If you have two animal crackers, one good and one bad, and you eat one and a striped zebra with stripes all over him eating the other, how many animal crackers will you have if someone offers you five six seven and you say no no no and you say Nay no nay and you say Nix nix nix? If you ask your mother for one fried egg for breakfast and she gives you two fried eggs and you eat both of them, who's better at arkenage, you or your mother? Mother?

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