



Literacy and Intervention

SAMPLE LESSON

Reading Comprehension

in Varied Subject Matter

Building Comprehension Skills Across the Content Areas

Grades 2–11



Reading Comprehension Book 2

SUMMER SUN

ABOUT THE PASSAGE

People have often told stories and written poems in which nonhuman things act like human beings. We call this **personification**. Poets do this to give us a new way of seeing the thing they are describing.

REASON FOR READING

To notice in what ways the poet makes the sun like a person.

READ THE POEM

Great is the sun, and wide he goes
Through the empty heaven without **repose**,
And in the blue and glowing days
More thick than rain he **showers** his rays.

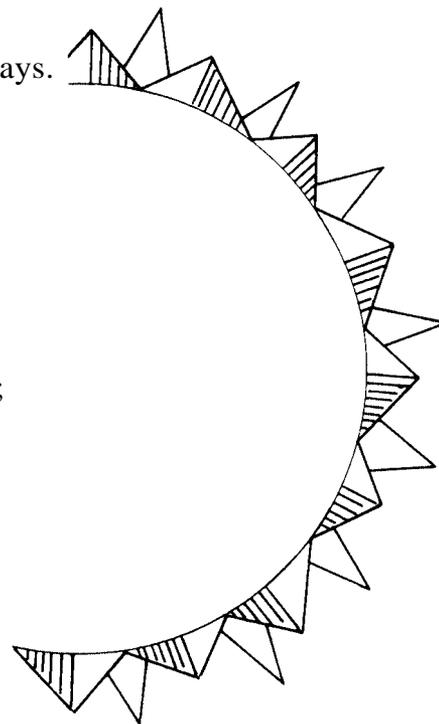
Though closer still the blinds we pull
To keep the shady **parlor** cool,
Yet he will find a **chink** or two
To slip his golden fingers through.

The dusty attic spider-**clad**
He, through the keyhole, maketh glad;
And through the broken edge of tiles
Into the **laddered** hayloft smiles.

Meantime his golden face around
He bares to all the garden ground,
And sheds a warm and glittering look
Among the ivy's inmost **nook**.

Above the hills, along the blue,
Round the bright air with **footing** true,
To please the child, to paint the rose,
The gardener of the World he goes.

—Robert Louis Stevenson



THINKING IT OVER

(1) Give three words or phrases from the poem that make you feel the sun is a person.

(a) _____

(b) _____

(c) _____

STUDYING THE PASSAGE

(1) Find the Main Idea: Choose one.

(a) The sun gives warmth.

(b) The sun is not enjoyable when it is too hot.

(c) The sun shining on the earth is like a gardener caring for his garden.

(d) The sun is really a large ball of fire.

(2) Find the Facts: Mark each one *true* or *false*.

(a) The sun shines over a large area.

(a) _____

(b) We can keep the sun out by closing the blinds.

(b) _____

(c) The sun brightens the dusty attic.

(c) _____

(d) The sun makes the ivy shine.

(d) _____

(e) The sun makes the hills look blue.

(e) _____

(f) The sun paints the roses with a brush.

(f) _____

(3) Find the Order: Number the following in the order in which they appear in the poem.

(a) Into the laddered hayloft smiles.

(b) He bares his face to all the garden ground.

(c) More thick than rain he showers his rays.

(d) The gardener of the World he goes.

(e) He slips his golden fingers through.

- (4) Go beyond the Facts: Which one of the following is the best summary of this poem?
- (a) The sun is the great gardener.
 - (b) The sun brings beauty in different ways to different places.
 - (c) The sun is better than the rain.
 - (d) The sun is a nuisance.
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USING THE WORDS

- (1) Words and Their Meanings: Write the letter of the correct definition beside the word. The third word has *two* meanings.

___ personification	(a) a sheltered corner
___ repose	(b) rains
___ showers	(c) dressed in, wearing
___	(d) a firm placing of the feet
___ parlor	(e) a small crack
___ chink	(f) sleep, rest
___ clad	(g) gives generously
___ laddered	(h) having a ladder
___ nook	(i) a formal living room
___ footing	(j) writing about a nonhuman thing as though it were human

- (2) Write a paragraph using two of the words from the list above. Use a separate piece of paper.

WRITING ABOUT IT

Use a separate piece of paper.

- (1) Rewrite the poem telling the facts in a straightforward way. (This kind of writing is called prose.)
- (2) Write a poem using personification.