



# Joyful Noise: Poems for Two Voices

by Paul Fleischman

## Teacher's Guide

Written By Matthew Jewell

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## Synopsis

### Grasshoppers

Grasshoppers hatch in Spring from eggs laid in Autumn. Their poem praises the joys of jumping.

main theme: youthful enthusiasm

### Water Striders

The water striders insist that they do, in fact, walk on water and that they do so quite regularly. They deny that it's a miraculous ability and offer instruction, but note that most of their pupils inexplicably sink.

main theme: humor/alternate perspective

### Mayflies

This poem follows a day in the life and death of mayflies. They spawn by the millions, frantically fly and mate, then die.

main theme: death/life's brevity

### Fireflies

The poem's central metaphor compares fireflies to authors/artists. Their light is described as ink and paint, and night/darkness is their paper/canvas.

main theme: aestheticization

### Book Lice

A married couple sing a duet about reconciling different natures. They have significantly different reading "tastes" (pun). He prefers classic literature, while she likes genre fiction. They honeymoon in a travel guide to Greece and settle in a thesaurus.

main theme: humor/marriage

### The Moth's Serenade

A wayward moth serenades a porch light, despite warnings. The poem is a farcical reversal of the cliché "like a moth to a candle." Instead of fatal attraction being a person drawn "like a moth to a candle," it is a moth drawn to a porch light like a young lover.

main theme: dangerous love

### Water Boatmen

The poem compares the insects to a crew team.

main theme: anthropomorphism

### The Digger Wasp

A mother laments that she will not live to see her children hatch, but takes comfort in the hope that they will appreciate her motherly love through her elaborate preparations for them and that, in turn, they will do the same.

main theme: maternal love/death/hope

### Cicadas

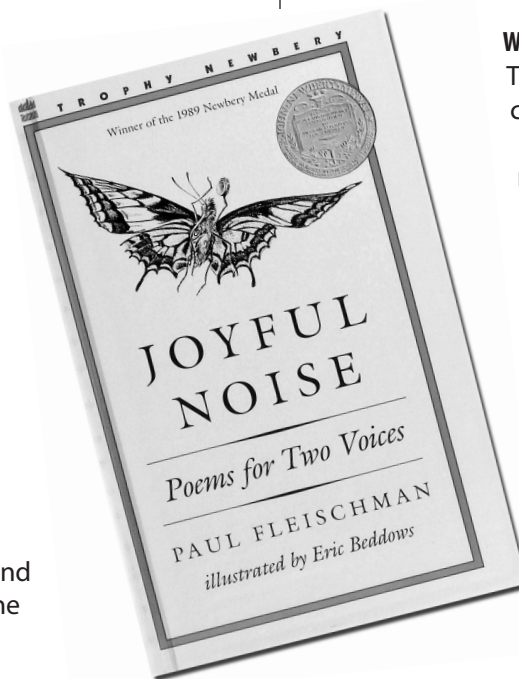
Emerging after three years spent underground, the cicadas sit in trees and jubilantly exult in light and heat. The poem offers an alternate explanation of the cicadas' distinctive noise.

main theme: simple joy/explanation

### Honey Bees

The queen of the hive details her busy day, while a worker bee descends into a bitter condemnation of hive life. The "best/worst" split between voices in the penultimate line uses the book's peculiar format to exemplify their perspectives on their situations.

main theme: perspective



## Whirligig Beetles

The beetles extol the virtues of circuitous travel.

main theme: humor

## Requiem

The poem is a requiem after the Autumn's first frost, requesting "rest eternal" and "light undying" for the various species killed.

main theme: death

## House Crickets

Crickets who live under a stove experience the seasons indirectly: fresh vegetables in the Spring, pie crumbs in the Summer, pumpkin seeds in the Fall, spilt hot chocolate in the Winter.

main theme: human impact on nature

## Chrysalis Diary

A chrysalis hangs from a branch and observes both external changes in the weather and internal changes in feeling and form. The poem begins with the transformation from a caterpillar and ends with the change to a butterfly.

main theme: cycles/change

## Metamorphosis

Many of the poems in *Joyful Noise* center around themes of maturation as framed in the life cycle of an insect. "Chrysalis Diary" is both about aging/changing in general and the metamorphosis of a butterfly specifically. There are two main types of insect metamorphosis: hemimetabolous and holometabolous.

**Hemimetabolous metamorphosis** is three stage metamorphosis: egg, nymph, and adult. Species that develop through three stages usually grow their wings outside their bodies. They often hatch resembling miniature versions of the adults. Example species are cockroaches, crickets, stick insects, dragon flies, and mayflies.

**Holometabolous metamorphosis** is complete or four stage metamorphosis: egg, larva, pupa, adult. Larva hatch from eggs and then change into their adult form in the pupa. Generally, the larvae look nothing like the adults. Maggots change into flies, caterpillars to butterflies, and grubs to beetles.

The type of metamorphosis determines how the poems frame the theme of maturing. Mayflies develop through three stage metamorphosis. Since they don't undergo a radical transformation, "Mayflies" focuses on their lifespan. They are portrayed as hatching fully formed, frantically mating, and dying. "Chrysalis Diary" focuses on changes in the pupa, which only occur in four stage metamorphosis.

## Biographical Sketch



Paul Fleischman was born 7 September 1952 in Monterey, California. His artistic impulses asserted themselves early. As a child, he collected found objects, set type for the family's printing press, and played the piano. The found objects eventually became sculptures, and his interest in music evolved into string quartets and musical poetry. His father, children's author Sid Fleischman who won the Newbery Medal in 1987 for *The Whipping Boy*, often read his works-in-progress aloud to the family.

Fleischman attended the University of California for two years. He abbreviated his studies in order to travel the country by bicycle and train.

His prolific body of children's literature ranges from poetry for four voices to historical fiction and has garnered such accolades as The Newbery Medal, Newbery Honor Book, the Scott O'Dell Award for Historical Fiction, and the California Young Reader Medal. In 2003 he was a finalist for the National Book Award. He now lives in the village of Aromas, California with his wife, Patty. He has two grown sons, Seth and Dana.

## Critic's Corner

*Joyful Noise* offers multiple avenues of access for a wide range of ages. On the literal level, it can serve as a literary introduction to insects. The novelty of the poetic format and the group nature of its ideal reading provides opportunities to both catch students' attention and foster interaction. At the figurative level, many of the poems concern themselves with complex themes and references. "Book Lice" is rich with literary allusions. "The Moth's Serenade" parodies fatal attraction. "Mayflies" and "Chrysalis Diary" offer portraits of aging at radically different time scales. The literary format, poems for two voices, allows investigations ranging from simple performance to extended analysis of phonetic relations.

## Selected Other Books by the Author

### Fiction

*The Burning Room* (1993)  
*Breakout* (2005)  
*Bull Run* (1993)  
*A Fate Totally Worse Than Death* (2004)  
*Graven Images* (2005)  
*The Half-a-Moon Inn* (1991)  
*Mind's Eye* (2001)  
*Saturnalia* (1992)  
*Seek* (2001)  
*Whirligig* (1999)

### Nonfiction

*Cannibal in the Mirror* (2000)  
*Date-line: Troy* (1996)

### Picture Books

*The Animal Hedge* (2003)  
*Lost!* (2000)  
*Sidewalk Circus* (2004)  
*Time Train* (1991)  
*Weslandia* (1999)

### Plays

*Zap* (2005)

### Poetry

*I Am Phoenix: Poems for Two Voices* (1985)  
*Big Talk: Poems for Four Voices* (2000)

## Bibliography

- Bintz, William P. and Trisha Henning-Shannon. "Using Poems for Multiple Voices to Teach Creative Writing." *English Journal*. 94.4 (2005): 33-40.
- Chatton, Barbara, et al. "Joyful Noise." *School Library Journal*. 34.6 (1988): 79.
- "Reviews: Spoken Word." *Publishers Weekly*. 248.2 (2001): 33.
- Roback, Diane and Richard Donahue. "Forecast: Children's Books." *Publishers Weekly*. 239.29 (1992): 65.
- Stodt, Barbara D. "Bugs, Beetles, and Books." *Learning*. 23.5 (1995): 55+.

Webre, Elizabeth C. "Learning about Science through Poetry." *Teaching PreK-8*. 25.5 (1995): 50+.

## General Objectives

1. To access poetry as spoken word
2. To use literary terms
3. To identify each poem's themes
4. To discuss the effects of doubled voices
5. To find examples of human-like behavior
6. To differentiate between scientific and literary writing
7. To identify recurring metaphors
8. To contrast the poems' moods
9. To identify literal and figurative language
10. To appreciate language

## Specific Objectives

1. To explain the humor in "Book Lice"
2. To discuss the importance of cycles in the poems
3. To compare "Mayflies" to human life
4. To analyze the use of two voices in "The Moth's Serenade"
5. To assess maternal affection in "The Digger Wasp"
6. To find examples of maturing in the poems
7. To grasp the worker's unhappiness in "Honeybees"
8. To trace the metaphors in "Fireflies"
9. To place the title in relation to the poems
10. To contrast the humor and sadness in the poems

## Literary Terms and Applications

**alliteration:** the repetition of sounds at the beginning of a word, usually consonants "Fireflies" repeats the "f" and "g": "fireflies / flickering / flitting / flashing ... glimmering / gleaming / glowing."

**assonance:** the repetition of vowel sounds in a poem. The poems in *Joyful Noise* rhyme seldom, but they employ a number of sound repetitions. The diphthong in "life" is repeated at the beginning of "Book Lice" is an example of assonance: "I ... life ... private eye ... lice."

**mood:** the feeling-tone of a piece of literature. In the poems, moods are created by the diction, the sounds and play between two voices, and the themes. *Joyful Noise* ranges from mournful poems like "Requiem" to silly love songs like "The Moth's Serenade." In, "Mayflies," a mood of rushed activity is created by the quick alternation between voices.

## Cross-Curricular Sources

### DVDs and Videos

*Antz* (1998)  
*Bugs for Beginners* (2004)  
*A Bug's Life* (1998)  
*Honey, I Shrunk the Kids* (1989)  
*James and the Giant Peach* (1998)  
*Natural History: Insects and Arachnids* (2005)

### Internet

Author Homepage  
<http://www.paulfleischman.net/index.htm>

General Insects & Other Arthropods Bibliography  
(for elementary classrooms)  
<http://insected.arizona.edu/generalbib.htm>

Readwritethink.org (*Joyful Noise* for ESL lesson plan)  
[http://www.readwritethink.org/lessons/lesson\\_view.asp?id=69](http://www.readwritethink.org/lessons/lesson_view.asp?id=69)

### Poetry and Fiction

Richard Armour, *Insects All Around Us*  
Roald Dahl, *James and the Giant Peach*  
Norma Farber, *Never Say Ugh! to a Bug*  
Aileen Fisher, *When it Comes to Bugs: Poems*  
Douglas Florian, *Insectlopedia*  
Mary Ann Hoberman, *Bugs*

### Nonfiction

Maurice Burton and Robert Burton, *Encyclopedia of Insects and Arachnids*  
Jane Dallinger and Yako Sato, *Grasshoppers*  
William Dugan, *What's Inside? Insects*  
Lynn Embry, *Scientific Encounters of the Insect World*  
Edward Goret, *The Bug Book*  
Ron Goor and Nancy Goor, *Insect Metamorphosis: From Egg to Adult*  
Lawrence Mound, *Insects*  
Ross H. Arnett, Jr. and Richard L. Jacques, Jr, Simon and Schuster's *Guide to Insects*

## Themes and Motifs

### Themes

- death
- life
- family
- humor
- sadness
- love
- change
- beauty
- joy
- cycles

### Motifs

- human characteristics imposed on insects
- caring for one's young
- maturation on different time scales
- youthful enthusiasm
- effects of seasons
- exploring/explaining unique perspectives
- ideas/themes expressed by word play
- overcoming differences
- experiencing common events for the first time
- appreciating natural beauty

## Meaning Study

Below are particularly meaningful lines from the poems. Explain the meaning of each. Page numbers indicate the context from which the line is taken.

1. as long as you're reasonably mindful that you— (p.7)  
(*The Water Striders are mid-instruction in the art of walking on water when their pupil sinks. The "—" is an interruption; it marks the precise point when their student disappears.*)
2. no redwood's centuries to squander as we please (p. 9)  
(*The Mayflies' lives are "fevered / frenzied / rushed" because they live only a day, unlike redwood trees, which live for centuries. Like many of the poems, "Mayflies" anthropomorphizes the insects and becomes a reflection on human existence. Its exhortation of a vital life in face of life's brevity is reminiscent of 19th century Romantic poetry, especially the work of Shelly and Keats.*)
3. Signing the June nights as if they were paintings  
  
Signing the June nights as if they were paintings (p.14)

*(Fleischman compares the fireflies' flash to a signature on a painting. On the literal level, this evokes the image of curved arcs of light, much like the indecipherable scrawl that passes for artists' signatures. On the figurative level, the metaphor situates each individual night as a unique thing of beauty, like a painting. The doubling of voice adds emphasis.)*

4. So we set up our home  
inside Roget's Thesaurus (p. 17)  
*(The two book lice marry and make a home inside a common thesaurus. The choice of home emphasizes the theme of bringing together difference. A thesaurus provides alternate words, a mixing of language analogous to the mixing of their separate pasts.)*
  
5. "Keep back," they say  
I can't!  
  
"Keep back," they say  
  
"Don't touch," they say  
  
"Don't touch," they say  
I must! (p. 19)  
*(The moth is proclaiming his passion for the porch light. The doubling of the admonitions adds emphasis and also stresses the plurality of the "they" who provide warnings. The 2 voice / 1 voice / 2 voice / 1 voice sets up a plural "they" against a single "I." They are warning the moth against touching the porch light for his own safety.)*
  
6. So it must be.  
  
So it must be. (p. 23)  
*(The mother wasp accepts that she will never see her children. Unlike a terminally ill human mother, her fate is natural for her species. All females of her species die before their young hatch. The wording and doubling of "So it must be" emphasizes this inevitability.)*
  
7. in replica  
  
they'll feel my love  
in replica (p. 25)  
*(The mother's wasps will feel her "love in replica" when they, like her, prepare for their young's hatching and their own demise. The doubling of "in replica" vocally embodies the replication.)*
  
8. Truly a bee's is the  
worst  
of all lives.

Truly a bee's is the  
best  
of all lives. (p. 31)

*(The queen bee is content in her exalted position while the worker bee bemoans his days of labor. The "best/worst" is one of the more interesting uses of the two voices. In most poems, they either agree for emphasis or are one line out of sync to create a sonic effect. Here the disagreement between voices creates a feeling of both statements being true at the same time.)*

9. I enter these  
wondrous events  
in my chronicle

Knowing no reader  
would believe me. (p. 42)

*(While cocooned, the chrysalis keeps a diary of events outside. These "wondrous events" include the falling of leaves and the arrival of snow. The wonder at what we would consider commonplace events and the "no reader / would believe me" mark the chrysalis' perspective. Everything is happening for the first time.)*

10. Like the weather without. (p. 43)

I've felt stormy inside

*(The external and internal changes reflect one another. While the world outside shifts and changes through the seasons, the chrysalis changes its form inside the cocoon. Its change into a butterfly and spring occur simultaneously and are both a blossoming, an opening.)*

## Comprehension Study

Answer the following questions in your own words. There is not always a right answer. Your judgment is important and you should be ready to defend your answers by referring to passages in the book.

### Questions 1-5 (Literal Level)

1. What changes are occurring in "Chrysalis Diary?"  
*(Outside, the seasons turn from late Autumn to Winter to early Spring. The leaves fall, snow falls and melts, and plants begin to bud. Inside, the Chrysalis is turning from a caterpillar to a butterfly.)*
  
2. What preparations does the mother wasp make in "The Digger Wasp?"  
*(She digs a burrow for her eggs and paralyzes a caterpillar for them to eat when they hatch.)*

3. Why is the moth warned against the porch light in "The Moth's Serenade?"

*(The moth is warned against pursuing his infatuation with the porch light because it will kill him.)*

4. Why are the book lice opposites?

*(They come from different books and have different tastes. She was hatched in a detective novel. He was born in an edition of Schiller. He prefers "high" literature like Shakespeare and Keats, while she generally likes genre fiction like mysteries.)*

5. How do the house crickets gauge the passage of time?

*(The keep track of seasons by what sort of food drops on the floor. Fresh green drop in the Spring, pie crumbs in the Summer, pumpkin seeds in the fall, and hot chocolate in the Winter. Their immediate environment stays unchanged. The pilot lights always provides light, and the house is climate controlled.)*

### Questions 6-8 (Interpretive Level)

6. Discuss the theme of mortality in "Mayflies."  
*(The mayflies' lives are compressed into a single day. The rise and fall of day, traditional metaphors for birth and death, literally mark the beginning and end of their lives. They follow an almost human progression: birth, play, courtship, breeding, death. Their "frantic" lives recall the Latin phrase "carpe diem.")*
7. Comment on the role of seasons and times of day in the poems.  
*(Generally, the turning of the seasons or times of day reflect stages of life. Morning or Spring are times of birth or rebirth. Summer or midday are times of adolescence. Fall or evening are a closing of life. Winter and night are times of death or waiting for change.)*
8. How is the title related to the poems.  
*(Joyful Noise evokes sounds, which is important to the format of the poems. Written to be read aloud, the poems exist in sounds as much as on the page. Also, the two-voice format allows for the production of "noise" where voices fall in and out of alignment. In relation to the content, the poems often explain or imitate the various sounds made by insects.)*

### Questions 9-10 (Critical Level)

9. Scientifically, how accurate are the poems? Explain the author's conscious deviations.  
*(Generally, the poems are very anthropomorphic. While they are accurate in a wide sense (grasshoppers actually jump, caterpillars turn into butterflies), the tone and level of consciousness is very human. This disjunction allows the poems, ostensibly about insects, to comment on human life.)*

10. How does being written for two voices affect the poems?

*(The two voices allow for extra sound play like echoes and choruses. When they fall out of sync, they produce either ambivalence or a sonic effect that "acts out" ideas like confusion, excitement, or circular motion. When they line up, they produce agreement or emphasis.)*

## Across the Curriculum

### Art

1. Draw diagrams of the various insects.
2. Make a mural depicting the life-cycle of a butterfly.
3. Using photocopies of the text and images cut from magazines, make an illustrated version of *Joyful Noise*. Select images of humans that illustrate each poem's theme.
4. Create a model of one of the insect's special habitats.
5. Paint or design a cover for the book.

### Language Arts

1. Write a poem for two voices about your favorite animal.
2. Write a journal entry from the perspective of an ant.
3. Write a short story about a person shrunk to the size of a beetle.
4. Compose a dialogue between the book lice that illustrates their differences.
5. Make a list of examples of sound-play in the poems.

### Science

1. Choose one of the insects from *Joyful Noise* and make a report on it. Include its scientific name, food, habitat, mating habits, and life-cycle.
2. Explain the division of labor in a bee hive.
3. Make a booklet about insects commonly found in houses. Which are helpful and which are harmful?

**Social Studies**

1. Compose a short survey about attitudes towards insects and have ten people take it. Report and explain your results.
2. For a day, observe and record every picture or reference to insects you encounter, including in advertisements, books, magazines, television, movies, conversation, books, and the internet. What have you learned about how society views insects.
3. Find out more about spoken poetry in history. When was poetry mostly spoken instead of written?

**Drama/Speech**

1. Using a voice recorder or computer program, record a reading of one of the poems with a partner.
2. Photocopy and poem and mark it for performance. Include marks for volume, pauses, tone, speed, and stress.

**Math**

1. Make a bar graph expressing the average lifespan of five insects.
2. Make a pie chart showing insects' contribution to the world's "biodiversity" (total number of species).

**Alternate Assessment**

1. Read Paul Fleischman's *I Am Phoenix: Poems for Two Voices* and compare/contrast it to *Joyful Noise: Poems for Two Voices*.
2. List each poem's main mood and tone.
3. Take a poem by another author and separate its lines into two columns for two voices and read it aloud. How has the poem been changed?

**Teacher's Notes**

## Vocabulary

Match each word to its meaning. Write the letter of your choice in the space provided.

- |                     |                  |
|---------------------|------------------|
| ___ 1. frantic      | A. paper         |
| ___ 2. parchment    | B. desire        |
| ___ 3. glimmering   | C. appreciate    |
| ___ 4. pine         | D. steadfastness |
| ___ 5. plight       | E. desperate     |
| ___ 6. paralyzed    | F. winding       |
| ___ 7. perseverance | G. happy         |
| ___ 8. discern      | H. shining       |
| ___ 9. formidable   | I. rowdy         |
| ___ 10. cherish     | J. immobile      |
| ___ 11. jubilant    | K. significance  |
| ___ 12. boisterous  | L. impressive    |
| ___ 13. gyrate      | M. spin          |
| ___ 14. serpentine  | N. situation     |
| ___ 15. import      | O. detect        |



## Comprehension Test A

### Part I: Matching (20 Points)

Match each description with a name from the list. Place the letter of your answer in the blank provided at left.

- |   |                          |
|---|--------------------------|
| ___ 1. live under the stove               | A. fireflies             |
| ___ 2. "sign" nights                      | B. cicadas               |
| ___ 3. was born in an edition of Schiller | C. the male book louse   |
| ___ 4. was born in a private eye thriller | D. digger wasp           |
| ___ 5. is in love with a porch light      | E. chrysalis             |
| ___ 6. spent three years underground      | F. mayflies              |
| ___ 7. swim in circles                    | G. the female book louse |
| ___ 8. will not see her children          | H. crickets              |
| ___ 9. live for a day                     | I. moth                  |
| ___ 10. keeps a diary                     | J. whirligigs            |

### Part II: Line Completion (20 Points)

Circle the word that completes the quote.

- Six-legged (**scribblers, writers**) / of vanishing messages
- this (**particle, piece**) of time / all that we're allowed
- we're book lice / fine mates / (**despite, with**) different tastes
- The world is now (**dead, white**) / Astounding
- We're scarcely aware / of the (**day, seasons**) at all
- Grant them rest (**eternal, now**)
- "Keep back," they say / I (**can't / will**)
- they'll feel my love / in (**good time, replica**)
- fervent (**praise, song**) / for heat and light
- this morning / back when we were / (**eggs, young**)

## Comprehension Test A (Page 2)

### Part III: True/False

Mark the following statements either T for true or F if a part is false.

- \_\_\_ 1. "The Digger Wasp" is about a father wasp.
- \_\_\_ 2. Grasshoppers hatch in Summer.
- \_\_\_ 3. The water striders think it is normal to walk on water.
- \_\_\_ 4. The moth wisely listens to advice.
- \_\_\_ 5. The queen bee is very busy.
- \_\_\_ 6. The whirligigs never get dizzy.
- \_\_\_ 7. The digger wasp stuns a caterpillar.
- \_\_\_ 8. The crickets worry about cold fronts.
- \_\_\_ 9. The water striders offer to take students.
- \_\_\_ 10. The book lice live in a dictionary.

### Part IV: Essay (40 points)

Choose two and answer in complete sentences.

- 1. How do the poems change when read aloud?
- 2. Discuss the main theme of "Mayflies."
- 3. In what ways are the insects like people?
- 4. Did these poems change how you think about insects? Why or why not?

## Comprehension Test B

### Part I: Fill in the Blank (20 points)

Write in the word(s) that best completes each of the following statements.

1. The water striders' students usually \_\_\_\_\_.
2. The book lice honeymooned in a \_\_\_\_\_.
3. Summer means \_\_\_\_\_ to the house crickets.
4. If night is a page, fireflies are \_\_\_\_\_.
5. "Requiem" is about the first \_\_\_\_\_ of Fall.
6. \_\_\_\_\_ loves a porch light.
7. \_\_\_\_\_ digs a home for her children.
8. \_\_\_\_\_ sing from treetops.
9. The worker bee thinks the bees should form a \_\_\_\_\_.
10. "Chrysalis Diary" ends with a dream about \_\_\_\_\_.

### Part II: Complete the Rhyme (20 points)

Write in the rhyming sets of words to complete the quotes.

1. plain proof of the \_\_\_\_\_ / that opposites are known / to \_\_\_\_\_.
2. porch / \_\_\_\_\_, / hear my \_\_\_\_\_! / I drink your \_\_\_\_\_
3. but by that time our \_\_\_\_\_ / no matter how \_\_\_\_\_ / has usually / sunk from view
4. fine artists in \_\_\_\_\_ / adding dabs of \_\_\_\_\_
5. dreading the sight / of another \_\_\_\_\_, / wondering why we don't / all \_\_\_\_\_.

## Comprehension Test B (Page 2)

### Part III: Quotation Identification

Match the quotation to the poem form which it is taken. Place the letter of your answer in the blank provided at left. Use each poem only once. Not all poems will be used.

- |  |                          |
|--|--------------------------|
| ___ 1. Stroke!   | A. "Grasshoppers"        |
| ___ 2. grass-- / soarers / Leapfrogging / longjumping          | B. "Water Striders"      |
| ___ 3. as if we were on a / mad merry-go-round                 | C. "Mayflies"            |
| ___ 4. booming / boisterous / noise                            | D. "Fireflies"           |
| ___ 5. Light / is the ink we use                               | E. Book Lice"            |
| ___ 6. resting on the thin film / of the surface.              | F. "The Moth's Serenade" |
| ___ 7. upon rising, I'm fed / by my royal attendants           | G. "Water Boatmen"       |
| ___ 8. He fell down seven shelves, / where we happened to meet | H. "The Digger Wasp"     |
| ___ 9. Cold told me / to fasten my feet / to this branch       | I. "Cicadas"             |
| ___ 10. my formidable / digging skill.                         | J. "Honeybees"           |
|  | K. "Whirligig Beetles"   |
|  | L. "Requiem"             |
|  | M. "House Crickets"      |
|  | N. "Chrysalis Diary"     |

### Part IV: Essay (40 points)

Choose two and answer in complete sentences.

1. Explain the title of the book.
2. How will the young wasps recognize their mother's affection?
3. What is the significance of the thesaurus in "The Book Lice"?
4. List and contrast the serious and silly poems.

## Answer Key

### VOCABULARY

- |      |       |       |
|------|-------|-------|
| 1. E | 6. J  | 11. G |
| 2. A | 7. D  | 12. I |
| 3. H | 8. O  | 13. M |
| 4. B | 9. L  | 14. F |
| 5. N | 10. C | 15. K |

### COMPREHENSION TEST A

#### Part I: Matching (20 Points)

- |      |       |
|------|-------|
| 1. H | 6. B  |
| 2. A | 7. J  |
| 3. C | 8. D  |
| 4. G | 9. F  |
| 5. I | 10. E |

#### Part II: Line Completion (20 Points)

1. scribblers
2. particle
3. despite
4. white
5. seasons
6. eternal
7. can't
8. replica
9. praise
10. young

#### Part III: True/False

- |      |       |
|------|-------|
| 1. F | 6. T  |
| 2. F | 7. T  |
| 3. T | 8. F  |
| 4. F | 9. T  |
| 5. T | 10. F |

#### Part IV: Essay

Answers will vary.

### COMPREHENSION TEST B

#### Part I: Fill in the Blank (20 points)

1. sink
2. guide to Greece
3. pie crumbs
4. calligraphers
5. frost
6. moth
7. the digger wasp
8. cicadas
9. union
10. flying

#### Part II: Complete the Rhyme (20 points)

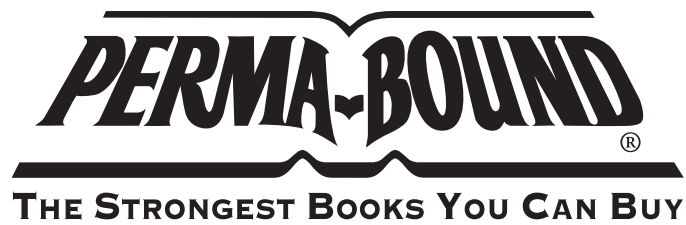
1. fact, attract
2. light, plight, light
3. student, prudent
4. flight, light
5. sunrise, unionize

#### Part III: Quotation Identification

1. G
2. A
3. K
4. I
5. D
6. B
7. J
8. E
9. N
10. H

#### Part IV: Essay

Answers will vary.



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