

# WORDS & PHRASES

## ~ Skill Pack ~



Print & Digital

2nd Grade



# What's Included?

## *Skill Focused Lesson Plans*

- Two weeks of lesson plans built around proven teaching strategies using the resources included in this Skill Pack.

## *Digital Lessons*

- Google Slides format makes this resource flexible for any classroom or distance learning need.

## *Guided Reading Packet (Digital & Printable)*

Skill focused guided reader differentiated on three levels.

- Professionally Lexile leveled original text.
- Printable PDF, digital reader, printable booklet, and Google Slides versions make this perfect for any classroom or distance learning need.

## *Core Comprehension Passages & Questions (Digital & Printable)*

- Lexile® leveled reading comprehension passages and skill-focused question sets.
- Color coding strategy encourages students to learn how to find and use text evidence in their answers.
- Printable PDF & Digital Google Slides versions make this resource perfect for classroom and distance learning.

## *Task Cards (Digital Boom Card & Printable Formats)*

- Set of 30 task cards with short passages and standard aligned multiple choice questions.
- Printable & Boom Card formats included.

# ABOUT LEXILE LEVELS

MagiCore Learning, LLC is a certified Lexile® Partner. Indicated texts are officially measured and approved by Lexile and MetaMetrics® to ensure appropriate rigor and differentiation for students.



The Lexile Framework® for Reading measures are scientific, quantitative text levels. When the Lexile of a text is measured, specific, measurable attributes of the text are considered, including, but not limited to, word frequency, sentence length, and text cohesion. These are difficult attributes for humans to evaluate, so a computer measures them.

Common Core State Standards uses Lexile level bands as one measure of text complexity. Text complexity ranges ensure students are college and career ready by the end of 12<sup>th</sup> grade. Lexile measures help educators scaffold and differentiate instruction as well as monitor reading growth.

Grade Band	Lexile® Bands Aligned to Common Core Expectations
K-1	N/A
2-3	420L-820L
4-5	740L-1010L
6-8	1185L-1385L

Keep in mind when using any leveled text that many students will need scaffolding and support to reach text at the high end of their grade band. According to Appendix A of the Common Core Standards, “It is important to recognize that scaffolding often is entirely appropriate. The expectation that scaffolding will occur with particularly challenging texts is built into the Standards’ grade-by-grade text complexity expectations, for example. The general movement, however, should be toward decreasing scaffolding and increasing independence both within and across the text complexity bands defined in the Standards.”



# LESSON PLANS

2<sup>nd</sup> GRADE

COMPREHENSION SKILL: Poetic Words and Phrases

Week 1

MONDAY

## LESSON

- Introduce how words and phrases give meaning in literature.
- Review anchor chart and watch video.

## PRACTICE

Model how to determine poetic devices using the interactive slide. Practice with "Let's Try!"

POETIC DEVICES			
Sort the poetic device examples into the proper category.			
Rhyme	Rhythm	Repetition	Alliteration

## GUIDED READING

"The Fox's Foray": Below level group  
 "Ship in the Sky": On level group  
 "A Bird, Came Down the Walk": Above level group  
 Meet with two groups and complete "pre-reading" activities."

Task Card



TUESDAY

## Guided Practice Whole Class

- Review what rhyme, repetition, rhythm, and alliteration are.
- Listen to "Rosie Revere Engineer". Practice identifying how poetic devices contribute to the meaning.

## Independent Reading

- Choice text to read independently and practice determining how poetic devices contribute to meaning.

Begin "During Reading" discussions.



WEDNESDAY

## Guided Practice

- Listen to the song "Don't Worry Be Happy". Practice determining how poetic devices contribute to the meaning.

## Independent Reading

- Choice text to read independently and practice determining how poetic devices contribute to meaning.

Complete "During Reading" discussions.



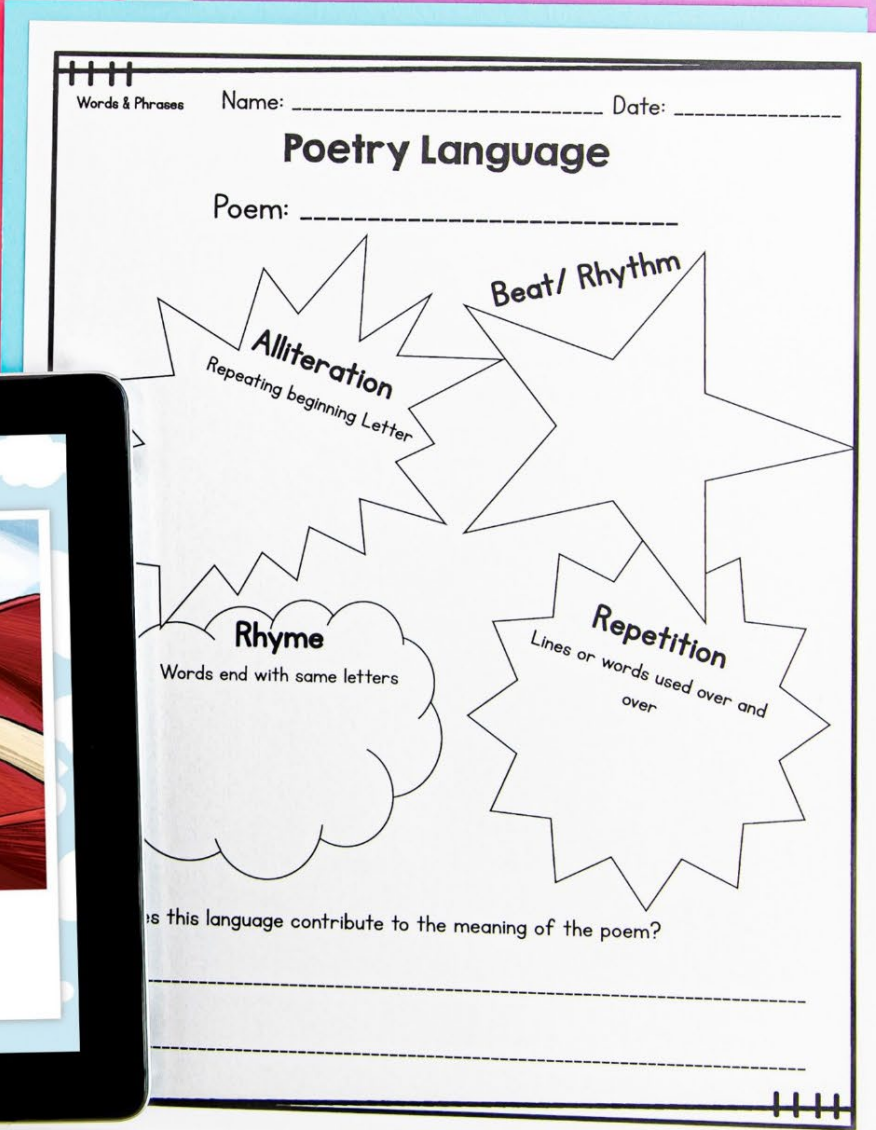
# GUIDED READERS

Printable & Digital



2<sup>nd</sup>

Grade



words & phrases



A curly headed kid with a sunny smile  
Heard the roar of a plane as it sailed through the sky  
To her playmates she said with a bright twinkling eye  
My daddy rides that ship in the sky!



My daddy rides that ship in the sky  
My daddy rides that ship in the sky  
Mama's not afraid so neither am I  
My daddy rides that ship in the sky.

ice-cream  
picnic



mountains with  
er  
ted

you go to bed

from the author



Words & Phrases

# Ship in the Sky

By: Woodie Guthrie





Words & Phrases Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Poetry Language

Poem: \_\_\_\_\_

**Alliteration**  
Repeating beginning Letter

**Beat/ Rhythm**

**Rhyme**  
Words end with same letters

**Repetition**  
Lines or words used over and over

How does this language contribute to the meaning of the poem?

\_\_\_\_\_

\_\_\_\_\_

# WORDS & PHRASES give a text MEANING

Watch the video about poetic devices that give meaning to texts.



2nd  
Grade

# Poetry Words & Phrases

# DIGITAL Mini lessons





**Let's Try!**

Read the poem. Highlight examples of each poetic device.

Highlight examples of rhyme

Describe the rhythm.

Highlight examples of repetition

Highlight examples of alliteration

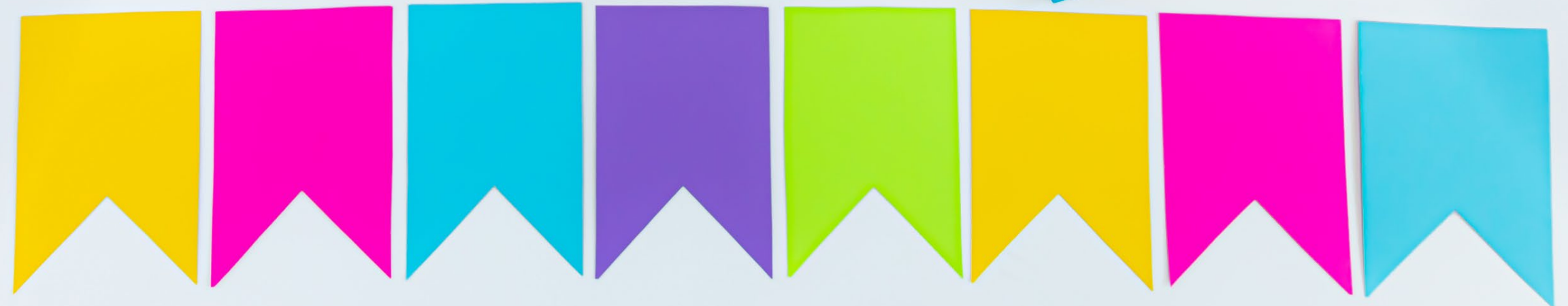
*Stopping by Woods on a Snowy Evening*  
By Robert Frost

Whose woods these are I think I know.  
His house is in the village though;  
He will not see me stopping here  
To watch his woods fill up with snow.

My little horse must think it queer  
To stop without a farmhouse near  
Between the woods and frozen lake  
The darkest evening of the year.

He gives his harness bells a shake  
To ask if there is some mistake.  
The only other sound's the sweep  
Of easy wind and downy flake.



The woods are lovely, dark and deep,  
But I have promises to keep,  
And miles to go before I sleep,  
And miles to go before I sleep.





**Let's Listen!**

Listen to the story "Rosie Revere, Engineer" by Andrea Beaty.





## Let's Try!

After reading "Rosie Revere, Engineer" by Andrea Beaty, study the words and phrases in the poem by answering the following questions:

1. Read the book through one time. Ask yourself: What is the main idea of this poem?

2. Read the book a second time. Tap out the rhythm. Ask yourself: What kind of mood does this poem create? Is the beat fast? Slow? Even? Uneven?

3. Read the book a third time. Notice if the author uses rhyme. Highlight any rhyming words. Is there a pattern? How does this create a mood?

4. Read the book a fourth time. Highlight any words or phrases that the author repeats over and over. Why did the author want to emphasize these words? How does this create a mood?



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# How to Find Meaning in Poetry

While poems are short, they are often complex, or difficult to comprehend. To comprehend poetry, it takes many readings.

1. Read the poem through one time. Ask yourself: What is the main idea of this poem?
2. Read the poem a second time. Tap out the rhythm. Ask yourself: What kind of mood does this poem create? Is the beat fast? Slow? Even? Uneven?
3. Read the poem a third time. Notice if the author uses rhyme. Highlight any rhyming words. Is there a pattern? How does this create a mood?
4. Read the poem a fourth time. Highlight any words or phrases that the author repeats over and over. Why did the author want to emphasize these words? How does this create a mood?

AUTUMN  
BY CHRISTINA ROSSETTI

Fade tender lily,  
Fade O crimson rose,  
Fade every flower  
Sweetest flower that blows.

Go chilly Autumn,  
Come O Winter cold;  
Let the green things die away  
Into common mould.

Birth follows hard on death,  
Life on withering:  
Hasten, we shall come the sooner  
Back to pleasant Spring.



# POETRY


## words & phrases

Poetry

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

### The Rainbow

By Christina Rossetti



Boats sail on the rivers,  
 And ships sail on the seas;  
 But clouds that sail across the sky  
 Are prettier than these.  
 There are bridges on the rivers,  
 As pretty as you please;  
 But the bow that bridges heaven,  
 And overtops the trees,  
 And builds a road from earth to sky,  
 Is prettier far than these.

Words and Phrases in Poetry

Answer the following Questions. Underline the text evidence in the color shown.

1. What is the main idea of this poem?  
*The rainbow is all about the beauty of rainbows*

2. Tap out the rhythm of the poem. Describe the rhythm. What mood does this create?  
 a. The rhythm is uneven and slow. This creates a calm mood.  
 b. The rhythm is steady and repeats. This creates a calm mood.  
 c. The rhythm is fast and uneven. This creates a humorous mood.  
 d. The rhythm is irregular and doesn't repeat. This creates a mysterious mood.

3. What are examples of words that rhyme in the poem? Why do you think the author chose to rhyme these words?  
 a. sky and these rhyme  
 b. rivers and seas rhyme  
 c. heaven and sky rhyme  
 d. please and trees rhyme  
*Every other line rhymes. The author chose this rhyming pattern because most of these lines have the same beat and have six syllables.*

Words and Phrases in Poetry

4. What words or phrases does the author repeat? Why?  
*The author repeats the word sail because this word creates a beautiful image. The author also repeats the word about beauty in nature.*

alliteration?  


*attention to it. This helps the reader visualize.*

Does the author's choice of  


*things found in nature is a rainbow. Christina Rossetti makes the reader visualize a peaceful mood.*

Print & Digital



# WHAT'S INCLUDED?

## TEN 2<sup>nd</sup> Grade **DIGITAL** and **PRINTABLE** PDF poems & TWO assessments!

- Aligned with 2<sup>nd</sup> Grade Lexile Levels
- Includes an RL.2.4 Anchor Chart/Journal Page
- Students can highlight the text for easy comprehension

### WORDS & PHRASES IN POETRY

*2<sup>nd</sup> grade*

#### Table of Contents

\*This product includes poems in the 2<sup>nd</sup>-3<sup>rd</sup> Grade Common Core Text Complexity Band. Each poem and question set is 3 pages long.

1. [RL.2.4 Anchor Chart / Journal Page](#)
2. [My Brother's Not a Werewolf by Ken Nesbitt](#)
3. [Little Things by Ebenezer Cobham Brewer](#)
4. [My Shadow by Robert Louis Stevenson](#)

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**GOOGLE  
SLIDES**



Words and Phrases in Poetry

Words and Phrases in Poetry

Poetry

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

# The Rainbow

By Christina Rossetti



Boats **sail** on the rivers,  
 And ships **sail** on the seas;  
 But clouds that **sail** across the sky  
 Are **prettier** than these.  
 There are bridges on the rivers,  
 As **pretty** as you **please**;  
 But the bow that bridges heaven,  
 And overtops the **trees**,  
**And builds a road from earth to sky,**  
 Is **prettier** far than these.

©Julie Baker

underline the text evidence in the color shown.

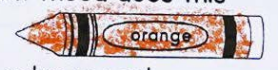
poem?

at the beauty of rainbows



Describe the rhythm. What mood does this

and slow. This creates a calm mood.  
 and repeats. This creates a calm mood.  
 uneven. This creates a humorous mood.  
 and doesn't repeat. This creates a

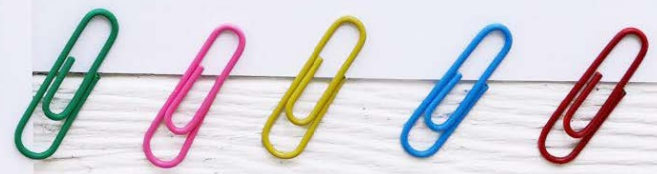



What rhyme in the poem? Why do you think the

author chose this rhyming  
 these lines have the same beat




©Julie Baker



Why?   
 use this word  
 for also  
 ability in

for use alliteration 

attention to  
 the reader

as the author's  
  
 rings found  
 a rainbow  
 be the reader  
 peaceful mood


# POEMS

Poetry

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

## My Shadow

By Robert Louis Stevenson



I have a little shadow that goes in and out with me,  
And what can be the use of him is more than I can see.  
He is very, very like me from the heels up to the **head**;  
And I see him jump before me, when I jump into my **bed**.

The funniest thing about him is the way he likes to grow—  
Not at all like proper children, which is always very slow;  
For he sometimes shoots up taller like an india-rubber ball,  
And he sometimes gets so little that there's none of him at all.

He hasn't got a notion of how children ought to play,  
And can only make a fool of me in every sort of way.  
He stays so close beside me, he's a coward, you can see;  
I'd think shame to stick to nursie as that shadow sticks to me!

One morning, very early, before the sun was up,  
I rose and found the shining dew on every buttercup;  
But my lazy little shadow, like an arrant sleepy-**head**,  
Had stayed at home behind me and was fast asleep in **bed**.


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After reading, students type their answers in the text boxes using text evidence.

Color-coded highlighting supports student comprehension. In Google Slides, students can highlight as they read!


Words and Phrases in Poetry

Answer the following Questions. Underline the text evidence in the color shown.

1. What is the main idea of this poem? 

2. Tap out the rhythm of the poem. Describe the rhythm. What mood does this create? 

a. The rhythm is uneven and slow. This creates a scary mood.  
b. The rhythm is steady and repeats. This creates a calm mood.  
c. The rhythm is fast and uneven. This creates an exciting mood.  
d. The rhythm is quick and repeats. This creates a lighthearted mood.

3. What are examples of words that rhyme in the poem? Why do you think the author chose to rhyme these words? 

a. me and head rhyme  
b. head and bed rhyme  
c. heels and head rhyme  
d. sometimes and shoots rhyme

Students type their answers right in the text box.

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

## Picture-books in Winter

By Robert Louis Stevenson

Summer fading, winter comes—  
Frosty mornings, tingling thumbs,  
Window robins, winter rooks,  
And the picture story-books.

Water now is turned to stone  
Nurse and I can walk upon;  
Still we find the flowing brooks  
In the picture story-books.

All the pretty things put by,  
Wait upon the children's eye,  
Sheep and shepherds, trees and crooks,  
In the picture story-books.

We may see how all things are,  
Seas and cities, near and far,  
And the flying fairies' looks,  
In the picture story-books.

How am I to sing your praise,  
Happy chimney-corner days,  
Sitting safe in nursery nooks,  
Reading picture story-books?



### Words and Phrases in Poetry

4. What words or phrases does the author repeat? Why?

"The picture story books" repeats at the end of every line and emphasizes that all of the adventures mentioned in the poem happen in books.

5. Which phrase uses alliteration? Why did the author use alliteration?

- a. "In the picture story-books"
- b. "And the flying fairies' looks"
- c. "Wait upon the children's eye,"
- d. "Summer fading, winter comes—"

Option b emphasizes the things the author

### Words and Phrases in Poetry

Answer the following Questions. Underline the text evidence in the color shown.

1. What is the main idea of this poem?

This poem is all about going on adventures through books in the winter.

2. Tap out the rhythm of the poem. Describe the rhythm. What mood does this create?

- a. The rhythm is uneven and slow. This creates a sleepy mood.
- b. The rhythm is steady and repeats. This creates a calm mood.
- c. The rhythm is fast and uneven. This creates an exciting mood.
- d. The rhythm is irregular and doesn't repeat. This creates a funny mood.

3. What are examples of words that rhyme in the poem? Why do you think the author chose to rhyme these words?

- a. stone and upon rhyme
- b. crooks and books rhyme
- c. window and water rhyme
- d. sheep and shepherds rhyme

Every two lines rhyme, except stone and upon. The author chose to rhyme every two words because it helps create the rhythm.

# ASSESSMENTS

Color coded highlighting  
can also be done on the  
assessments!

Poetry

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

## Test: Eletelephony

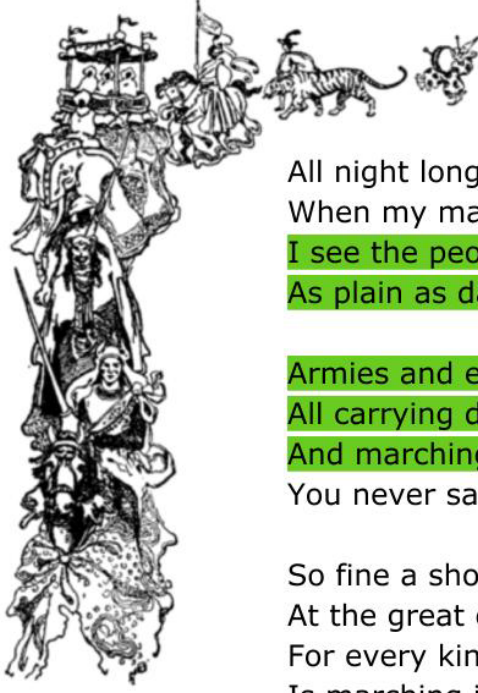
By Laura Richards

Poetry

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

## Test: Young Night-Thought

By Robert Louis Stevenson



All night long and every night,  
When my mama puts out the light,  
I see the people marching by,  
As plain as day before my eye.


Armies and emperors and kings,  
All carrying different kinds of things,  
And marching in so grand a way,  
You never saw the like by day.

So fine a show was never seen  
At the great circus on the green;  
For every kind of beast and man  
Is marching in that caravan.

As first they move a little slow,  
But still the faster on they go,  
And still beside me close I keep  
Until we reach the town of Sleep.

©Jillie Beck


Words and Phrases in Poetry

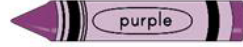
4. What are three things the author imagines marching? 

1.

2.

3.

5. What does the following lines from the poem mean?   
*And still beside me close I keep  
Until we reach the town of Sleep.*

6. Describe the meaning behind this poem. How does the author's choice of language contribute to the meaning? 

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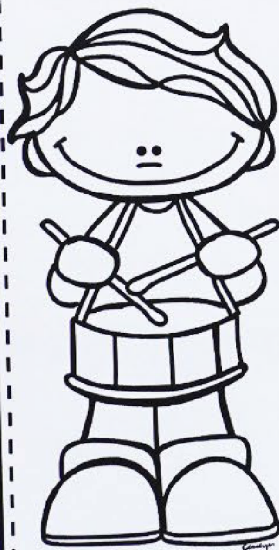
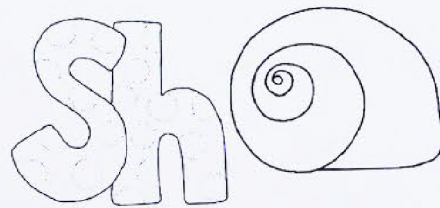
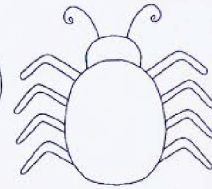
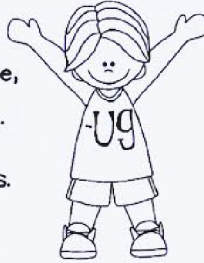


This resource also includes TWO tests with different poems for student assessment.

# Words and Phrases in Poetry

## Rhyme

- Words end in the same letters.
- Rhyming patterns can be in the same line, at the end of each line, or skipping lines.
- Rhyme can help create a mood in poems. For example if the rhyming words are silly, the mood of the poem is probably humorous.



## Rhythm

- Beat
- you can tap or clap out the rhythm of a poem.

Rhythm helps create mood. For example a fast rhythm may create a lighthearted mood. A slow rhythm may create a mysterious mood.

## Alliteration

- Repeating the beginning sound in a group of words.

Alliteration draws your attention to important words the author wants to stress.

## Repetition

- Words or phrases that are said over and over.

Authors use repetition to stress important words or phrases. Repetition can also create a rhythm.



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# WORDS & PHRASES

## task cards

2<sup>nd</sup> & 3<sup>rd</sup> GRADE

### 1. Words and Phrases

Do your ears hang low?  
Do they wobble to and fro?  
Can you tie them in a knot?  
Can you tie them in a bow?  
Can you throw them o'er your shoulder like a continental soldier?  
Do your ears hang low?

How does the author add rhythm to this song?

- a. Repetition
- b. Rhyme
- c. Alliteration
- d. Beats



### 2. Words and Phrases

A little boy's baseball am I.  
But, it's not all fun. I won't lie.  
I'm scared, scared to go high.  
So, please don't throw me. I don't want to fly.  
I'll just watch the other balls reach high heights as I say goodbye!

The author uses rhyme to \_\_\_\_\_

- a. Describe how the baseball feels.
- b. Explain how to play baseball.
- c. Make writing poetry easier.
- d. Explain why the little boy loves his baseball.



## Words & Phrases



### 3. Words and Phrases

Foster had a ferret. His name was Felix Ferret. Felix is famous. Felix has fans. Loved by all, Felix is quite friendly. He is furry and fluffy and fabulous. Felix lives to have fun. He only eats sweets and is quite finicky. Foster thinks Felix is a fabulously fancy ferret.

Why does the author use alliteration in this story?

- a. To describe Foster
- b. To write a rhyming poem
- c. To describe Felix Ferret
- d. To tell about Felix's famous show



### 4. Words and Phrases

Alice the camel has five humps.  
Alice the camel has five humps.  
Alice the camel has five humps.  
So ride, Alice, ride.  
Boom, boom, boom, boom!

The words "five humps" in this song are an example of \_\_\_\_\_

- a. Repetition
- b. Rhyme
- c. Alliteration
- d. Beats





## Words and Phrases Challenge

- Underline the examples of repetition in red.
- Underline the examples of rhyme in yellow.
- Underline the examples of alliteration in green.



## 4. Words and Phrases

Alice the camel has five humps.  
 Alice the camel has five humps.  
 Alice the camel has five humps.  
 So ride, Alice, ride.  
 Boom, boom, boom, boom!

The words "five humps" in this song are

- Repetition
- Rhyme
- Alliteration
- Beats



Fost  
 Felix has far  
 and fabulous  
 finicky. Fost

Why does th

- To de
- To wr
- To describe Felix ferret
- To tell about Felix's famous show



A little boy  
 But, it's no  
 I'm scarec  
 So, please  
 I'll just w

The autho

- De
- Exp
- Make writing poetry easi
- Explain why the little boy loves his baseball.



Do your ear  
 Do they wa  
 Can you ti  
 Can you ti  
 Can you t  
 Do your e

How doe

- R
- Rhyme
- Alliteration
- Beats



# Words & Phrases



## 5. Words and Phrases

I'm going on a fishing trip! It's with my grandpa Kip.  
 I'm going on a fishing trip! I am so excited that I skip!  
 I'm going on a fishing trip! When I catch a big fish, I'm  
 I'm going on a fishing trip! I'm going on a fishing trip!

What does the author use to make this poem interesting?

- Repetition
- Rhyme
- Alliteration
- Both A and B

## 4. Words and Phrases

Alice the camel has five humps.  
Alice the camel has five humps.  
Alice the camel has five humps.  
So ride, Alice, ride.  
Boom, boom, boom, boom!

## 3. Words

Foster had a ferret  
Felix has fans. Loved by  
and fabulous. Felix lives  
finicky. Foster thinks Fel

The words "five humps" in this song are an example of \_\_\_\_\_?

- a. Repetition
- b. Rhyme
- c. Alliteration
- d. Beats



Why does the author use alliteration in this story?

- a. To describe Foster
- b. To write a rhyming poem
- c. To describe Felix Ferret
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## Phrases

So, please don't throw me. I don't want to fly.  
I'll just watch the other balls reach high heights as I say goodbye!

The author uses rhyme to \_\_\_\_\_

- a. Describe how the baseball feels.
- b. Explain how to play baseball.
- c. Make writing poetry easier.
- d. Explain why the little boy loves his baseball.



## 1. Words and Phrases

Do your ears hang low?  
Do they wobble to and fro?  
Can you tie them in a knot?  
Can you tie them in a bow?  
Can you throw them o'er your shoulder like a continental soldier?  
Do your ears hang low?

How does the author add rhythm to this song?

- a. Repetition
- b. Rhyme
- c. Alliteration
- d. Beats

# Words & Phrases



# Words and Phrases

## Digital Task Cards

30 Cards  
Includes an  
audio reading of  
each passage.

### Words and Phrases

I couldn't believe the letter!  
This really couldn't be better.  
Me, a princess? I couldn't believe it.  
Get the throne ready, because I'm ready to sit.  
I'll put on my gold-jeweled crown and beautiful gown.  
I'll live out my dream, my biggest wish.  
Wave to my subjects and blow them a kiss.  
Nothing could be better than this!

How does the author create rhythm in this poem?

Repetition

Rhyme

Alliteration

Beats

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# BOOM CARDS

# WORDS AND PHRASES BOOM CARDS



Click  
PREVIEW  
for a  
Playable  
Preview!

## Words and Phrases

Take me out to the ball game,  
Take me out with the crowd.  
Buy me some peanuts and Cracker Jacks,  
I don't care if I never get back,  
Let me root, root, root for the home team,  
If they don't win, it's a shame.  
For it's one, two, three strikes, you're out,  
At the old ball game.



© Julie Bochese

How does the author create rhythm in this song?

Repetition

Rhyme

Alliteration

Beats

- Digital & Interactive
- Self Grading Multiple-Choice Questions
- Includes Audio

You may be eligible for a free trial from Boom Learning. Read here for details: <http://bit.ly/BoomTrial>. If you choose not to stay on a premium account after your free trial, you will still be able to assign all your Boom Cards to as many students as you see fit using Fast Play pins (which give instant feedback for decks that are self-grading).

# WORDS AND PHRASES BOOM CARDS



## Words and Phrases

Jack and Jill  
Went up the hill  
To fetch a pail of water.  
Jack fell down  
And broke his crown,  
And Jill came tumbling after.



© Julie Bochese

In this song, how does the songwriter help the song flow?

Repetition

Rhyme

Alliteration

Beats