

# Florida B.E.S.T. POETRY RHYME



Words and Phrases in 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.

Apple Books

Use the text evidence in the color shown in the poem?

the beauty of rainbows

Describe the rhythm. What is the effect of the rhyme and slow. This creates a calm and repeats. This creates a steady uneven. This creates a hurried and doesn't repeat. This creates

What rhyme in the poem? Why do you think the author chose this rhyme? These lines have the same

the author chose this rhyme because these lines have the same



Poetry

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?



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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?

It is about going on adventures through

rhym. What mood does this

creates a sleepy mood  
is creates a calm mood  
creates an exciting mood  
repeat. This creates a fun

the poem? Why do you think t

and upon. The author  
because it helps creat

Poetry

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Words and Phrases

Answer the following

1. What is the main idea?

*The Rainbow*

2. Tap out the rhythm and create?

- a. The rhythm is iambic pentameter.
- b. The rhythm is iambic pentameter.
- c. The rhythm is iambic pentameter.
- d. The rhythm is iambic pentameter.

3. What are examples of words the author chose to rhyme these?

- 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 pattern because most of them have six syllables*

# POETRY RHYME SCHEME

2<sup>nd</sup> grade

## Table of Contents

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

1. ELA.2.R.1.4 Anchor Chart / Journal Page
2. Mentor Text
3. My Brother's Not a Werewolf by Ken Nesbitt
4. Little Things by Ebenezer Cobham Brewer
5. My Shadow by Robert Louis Stevenson
6. Picture-books in Winter by Robert Louis Stevenson
7. Halloween by Edwin C. Ranck
8. Caterpillar by Christina Rossetti
9. The Rainbow by Christina Rossetti
10. Hope is the Thing with Feathers by Emily Dickinson
11. Stopping by the Woods on a Snowy Evening by Robert Frost
12. Test
  - Young Night-Thought by Robert Louis Stevenson
  - Eletelephony by Laura Richards

# ABOUT LEXILE LEVELS



MagiCore is a certified Lexile® Partner. These 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.

Florida B.E.S.T. 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 Florida B.E.S.T. 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 research, "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."



# How to Use This Resource

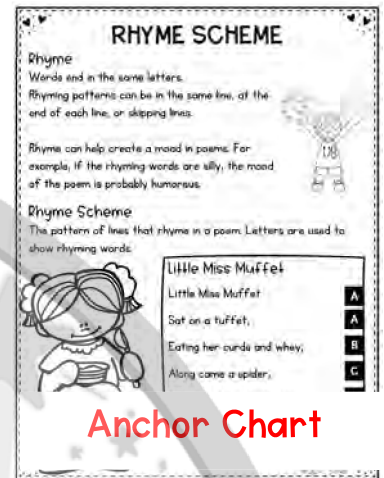
This resource was modified to fit the Florida B.E.S.T reading standards. It includes:

**Anchor Charts:** These anchor charts should be used to introduce the skills. You can make copies for student journals and create a large class-sized poster. Teachers should review anchor charts with students during each mini lesson. Students can refer to journal anchor charts while completing independent work.

**Mentor Text:** Mentor texts are included for teachers to use to model the skill. Some of the mentor texts come directly from the Florida B.E.S.T standards mentor text recommendations for second grade. These texts tend to be longer and more complex than the intended Lexile grade range. For this reason, I have incorporated these recommended texts for teachers to use as read alouds, shared readings, and modeling. Mentor texts also include a guided response such as a graphic organizer or questions.

**Practice Passages:** These passages are Lexile leveled and include standards-based questions. These are designed to be used for guided practice, independent practice, and small groups. Please note, all passages will not be used in one unit. I provide extra so you can use them for later review.

**Assessment:** Two assessment passages are included. Both are intended to be used to form a complete assessment; however, some teachers choose to use the assessment passages separately in order to differentiate assessments.



**RHYME SCHEME**

**Rhyme**  
Words end in the same letters.  
Rhyming patterns can be in the same line, at the end of each line, or skipping lines.

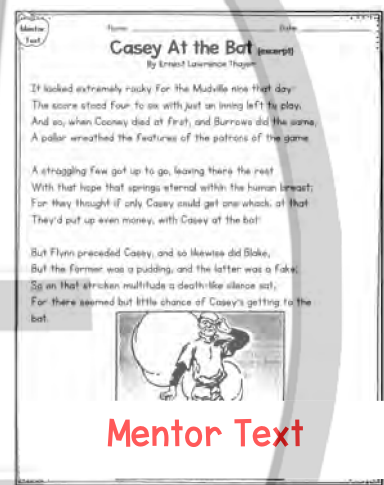
Rhyme can help create a mood in poems. For example, if the rhyming words are silly, the mood of the poem is probably humorous.

**Rhyme Scheme**  
The pattern of lines that rhyme in a poem. Letters are used to show rhyming words.

**Little Miss Muffet**  
Little Miss Muffet  
Sat on a tuffet,  
Eating her curds and whey,  
Along came a spider,

A  
A  
B  
C

**Anchor Chart**



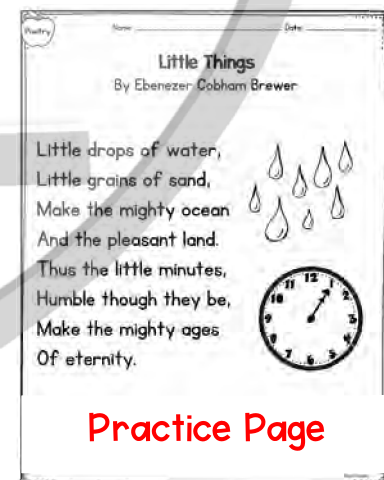
**Casey At the Bat** (excerpt)  
By Ernest Lawrence Thayer

It kicked extremely risky For the Mudville nine that day:  
The score stood four to six with just an inning left to play,  
And so when Cooney died at first, and Burrows did the same,  
A pallor wreathed the features of the patrons of the game.

A straggling few got up to go, leaving there the rest  
With that hope that springs eternal within the human breast:  
For they thought if only Casey could get one whack, at that  
They'd put up even money, with Casey at the bat!

But Flynn preceded Casey, and so likewise did Blake,  
But the former was a pudger, and the latter was a fake,  
So on that strokeless multitude a deathlike silence fell,  
For there seemed but little chance of Casey's getting to the ball.

**Mentor Text**



**Little Things**  
By Ebenezer Cobham Brewer

Little drops of water,  
Little grains of sand,  
Make the mighty ocean  
And the pleasant land.  
Thus the little minutes,  
Humble though they be,  
Make the mighty ages  
Of eternity.

**Practice Page**

# How to Use This Resource

Here is the recommended lesson layout and schedule for this resource:

**Day 1:** Introduce the rhyme scheme anchor chart. Read aloud the Mentor Text “Casey At the Bat.” Model how to identify the rhyme scheme using colors and letters. Emphasize that identifying rhyme scheme helps us gain meaning from poems.

**Day 2:** Select a poem in the mid-range of the text complexity band. Make the poem and question set poster size or project the text and questions. Read the story as a class, and then work together to answer the questions.

**Day 3:** Students complete a poem and question set in partners. I recommend choosing a text in the middle of the packet. Always review work as a class or in groups.

**Day 4:** Students complete a poem at the low range of the text complexity band independently. Be sure to review student work. If students did not get answers correct, ensure you make time to review with students independently or in small groups.

**Day 5–6:** Continue to assign increasingly more complex poems. Continue to assess and review work.

**Day 7:** By the end of the unit, most of your class should be showing mastery of the poems. This is the time to give the assessment. I recommend giving both assessment passages together, but you can also separate the poems and use the different levels to differentiate.

*\*Follow your students’ lead. These lessons may take more or less time. Do not move on to subsequent lessons until your students are showing progress.*



# The Bashful Earthquake (excerpt)

By Oliver Herford

The Earthquake rumbled  
And mumbled  
And grumbled;  
And then he bumped,  
And everything tumbled—  
Bumpyty-thump!  
Thumpyty-bump!—  
Houses and palaces all in a lump!

“Oh, what a crash!  
Oh, what a smash!  
How could I ever be so rash?”  
The Earthquake cried.  
“What under the sun  
Have I gone and done?  
I never before was so mortified!”  
Then away he fled,  
And groaned as he sped:  
“This comes of not looking before I  
tread.”



## Rhyme Scheme

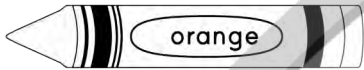
Answer the following questions. Underline the text evidence in the color shown.



1. You will need a box of crayons. Alternate colors to show the rhyme pattern. Any words that rhyme with each other should be underlined in the same color.



= A Words: \_\_\_\_\_



= B Words: \_\_\_\_\_



= C Words: \_\_\_\_\_



= D Words: \_\_\_\_\_



= E Words: \_\_\_\_\_



= F Words: \_\_\_\_\_

2. What is the rhyme scheme?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Does the rhyme scheme impact the meaning?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Stopping by the Woods on a Snowy Evening

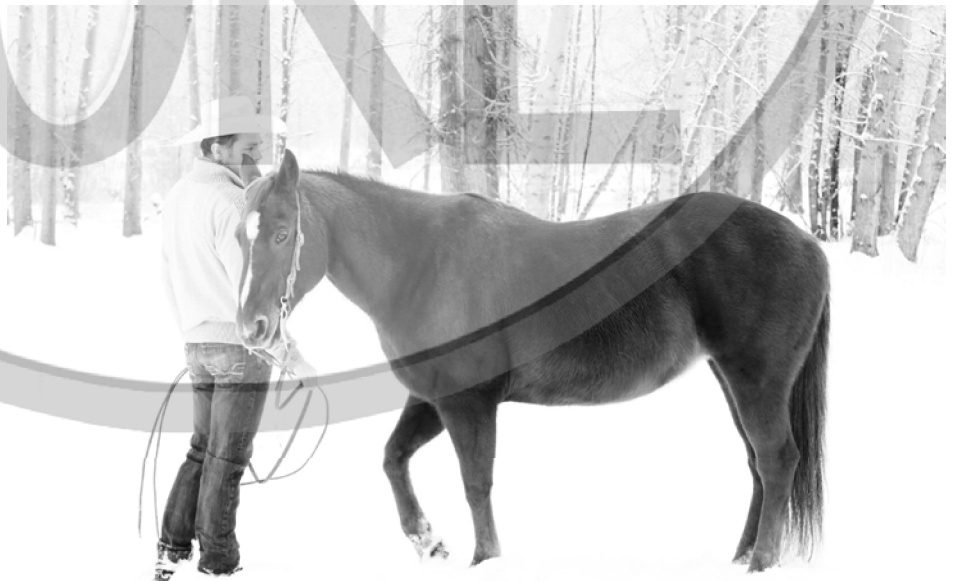
By Robert Frost

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.



## Rhyme Scheme

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



 = A Words: \_\_\_\_\_

 = B Words: \_\_\_\_\_

 = C Words: \_\_\_\_\_

 = D Words: \_\_\_\_\_

 = E Words: \_\_\_\_\_

 = F Words: \_\_\_\_\_

2. What is the rhyme scheme?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Does the rhyme scheme impact the meaning?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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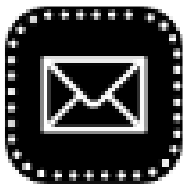
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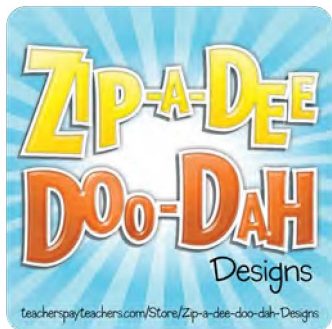
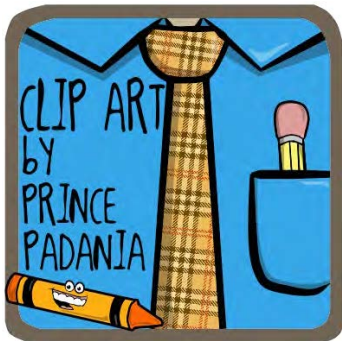
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