

NONFICTION

4<sup>TH</sup> GRADE

ELA.4.R.1.4

Florida B.E.S.T.



# POETRY *rhyme & structure*

Poetry Rhyme & Structure Name: \_\_\_\_\_ Date: \_\_\_\_\_

Poem

## Sun By Noon

I am a flower,  
taking in light by the ton  
from the blazing sun.

I am a bee,  
buzzing on a flower bloom,  
gathering pollen as I zoom.

I am a bear,  
smelling honey as I stroll  
by the grassy knoll.

I am a stream,  
running over bear paws  
while something above caws.

I am a raven,  
soaring in the big, blue sky,  
wings flapping as I pass by.

I am a cloud,  
searching for terrain  
that needs my rain.

I am a meadow  
in desperate need of a drink  
that's what I think.

I am the rain,  
falling in big, fat drops  
plip-plip-plippety-plops

I am a human,  
listening to the rain's tune  
hoping for sun again by noon.



Give an example of a sensory detail from  
the poem and enjoy the poem.

Give a specific example

Every line  
in nature,  
this ties



Poem Poetry Rhyme & Structure

The door was shut, as doors should be,  
Before you went to bed last night;  
Yet Jack Frost has got in, you see,  
And left your window silver white.

Just have waited till you slept;  
A single word he spoke,  
To enter the panes and crept  
Before you woke.

See the hills  
Beyond the lane;  
Than these  
One.

## Jack Frost

By Gabriel Setoun

For, creeping softly underneath  
The door when all the lights are  
Jack Frost takes every breath  
And knows the things you  
He paints them on  
In fairy lines with  
And when you  
The lovely

## Questioning The Moon

Night creatures scurry,  
hunting to get by.  
A lonely howl sounds.  
It feels like a cry.  
I stand below the moon  
often asking why.

Can't get many answers,  
causes me to sigh,  
e here tomorrow  
to pry.

## Poetry Structure

Poems are pieces of writing that have rhythm and evoke emotions.

- Poems are made up of **lines**. A line is sometimes called a **verse**.
- Groups of lines are called **stanzas**. Stanzas are like paragraphs in a story. The author usually creates a new stanza when he or she changes ideas. The ideas in stanzas build on each other.
- **Rhyme** is when words at the end of verses have the same ending sound.
- **Rhythm** is the pattern of sounds throughout a poem.
- **Meter** is the rhythm pattern and number of syllables in a poem.

Understanding how poems are organized will help you comprehend the whole poem and feel emotions.

### To Understand the Text Structure of Poems, Ask Yourself:

1. How are the lines in the poem organized into stanzas?
2. What is the main idea of each stanza?
3. What is the main idea of the entire poem?
4. How does the poem's rhyme, rhythm, and meter make me feel?



## The Circle of Life

A single seed  
buried in earth,  
ever so small,  
but full of worth.

Quenched with water,  
bathed in sun,

We must also give.

Give so the beauty  
and life will last long.  
So our time here will be  
happy, healthy, and strong.



## Sun By Noon

I am a flower,  
taking in light by the ton  
from the blazing sun.

I am a bee,  
buzzing on a flower bloom,  
gathering pollen as I zoom.

I am a bear,  
smelling honey as I stroll  
by the grassy knoll.

I am a stream,  
running over bear paw  
while something above

I am a raven  
soaring in the big  
wings flapping

I am  
searching  
that

## Poetry Rhyme & Structure

Poem

What if your life is just a game  
played by a smarter being?  
Its tentacles hold the controller,  
and it watches what you're seeing.

What if every thought you've had  
was never created by you?  
Instead, it was simply coded,  
and there's nothing you can do.

rhyme & Stru  
d is mention  
m?

is how thi  
is a symb  
represent  
t is a way t

which stanza re

Stanza 2  
Stanza 4  
Stanza 5  
Stanza 8

What message  
how that is the n

The poet  
that we  
says, "w  
respect"  
as merge  
healthy

### Poetry Rhyme & Structure

Answer the following questions. Underline the text evidence in the color indicated.  
1. Here is the first stanza of "The Circle of Life."

"A single seed  
buried in earth,  
ever so small,  
but full of worth."

On the lines below, describe

-the meter of the first verse  
Each line has 10  
strong and weak

-the rhyme scheme of the poem  
The 2nd and 4th

2. The poet uses  
out to readers.

- a. guilt about
- b. awe over
- c. responsibility
- d. fear of

Poem

Poetry Rhyme & Structure

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

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

## Summer Shower

By Emily Dickinson

A drop fell on the apple tree,  
Another on the roof;  
A half a dozen kissed the eaves,  
And made the gables laugh.

A few went out to help the brook,  
That went to help the sea.  
Myself conjectured, Were they pearls,  
What necklaces could be!

The dust replaced in hoisted roads,  
The birds jocosely sung;  
The sunshine threw his hat away,  
The orchards spangles hung.

The breezes brought dejected lutes,  
And bathed them in the glee;  
The East put out a single flag,  
And signed the fete away.



Poem

Poetry Rhyme & Structure

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

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

## The Circle of Life

A single seed  
buried in earth,  
ever so small,  
but full of worth.

Quenched with water,  
bathed in sun,  
the magic of life  
has slowly begun.

And with that magic,  
it is plain to see  
how the Circle of Life  
affects everybody.

From grasslands and deserts  
to the sea and the sky,  
we walk, swim, slither,  
climb, hop, and fly.

From the largest mammal  
to the smallest insect,  
we depend on the Earth.  
She deserves our respect.

Across this great planet  
together we live,  
but we can't only take.

We must also give.

Give so the beauty  
and life will last long.  
So our time here will be  
happy, healthy, and strong.

So the Circle of Life  
will continue to turn,  
and from one another  
we'll continue to learn

that it takes but a seed  
sprouting anew  
to affect how we live  
and change what we do.



Poem

Poetry Rhyme & Structure

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

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

## Questioning The Moon

Moonlight reaches down  
from the darkened sky.

White waves wash over  
hills that stretch up high.

Pine trees point to stars  
that twinkle to the eye.

Crisp midnight breezes  
make wispy clouds fly.

The stream doesn't sleep.  
It doesn't even try.

Night creatures scurry,  
hunting to get by.

A lonely howl sounds.  
It feels like a cry.

I stand below the moon  
often asking why.

I don't get many answers,  
which causes me to sigh,

but I'll be here tomorrow  
once again to pry.



is an example?

once again to pry" tell the reader about

es.

w? Use at least three details from

lit, most likely  
be anywhere, I  
t creatures, so it  
beneath the moon  
she will "be here ag  
or not a special,

# RHYME & STRUCTURE

4<sup>th</sup> grade

## Table of Contents

\*This product includes stories, plays, and poems. Stories have certified Lexile® levels in the 4<sup>th</sup>-5<sup>th</sup> Grade Florida B.E.S.T. Text Complexity Band (the range for 4<sup>th</sup>-5<sup>th</sup> grade is 740-1010).

1. Text Structure in **Poems** Anchor Chart/Journal Page
2. Summer Shower by Emily Dickinson
3. The Circle of Life
4. Time Out
5. A Poison Tree by William Blake
6. Beside Me
7. Questioning the Moon
8. Jack Frost by Gabriel Setoun
9. Sun By Noon
10. The Game
11. The Night Wind by Eugene Fiel
12. Test
  - Brother and Sister by Lewis Carroll
  - A Noisy House



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| 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        | 925L-1185L                                             |

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# RHYME & STRUCTURE

4<sup>th</sup> grade

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# Summer Shower

By Emily Dickinson

A drop fell on the apple tree,  
Another on the roof;  
A half a dozen kissed the eaves,  
And made the gables laugh.

A few went out to help the brook,  
That went to help the sea.  
Myself conjectured, Were they pearls,  
What necklaces could be!

The dust replaced in hoisted roads,  
The birds jocosely sung;  
The sunshine threw his hat away,  
The orchards spangles hung.

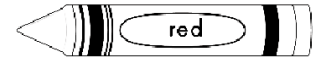
The breezes brought dejected lutes,  
And bathed them in the glee;  
The East put out a single flag,  
And signed the fete away.



## Poetry Rhyme & Structure

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

1. Here is the first stanza of "Summer Shower".



A drop fell on the apple tree,  
Another on the roof;  
A half a dozen kissed the eaves,  
And made the gables laugh.

On the lines below, describe the following about this stanza:

-the meter of the first verse using the words "syllables," "weak," and "strong"

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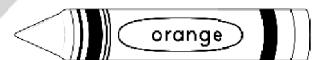
-the rhyme scheme of the stanza

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2. The poet of "Summer Shower" uses longer verses that are followed by shorter verses with a steady rhythm to create a certain feeling. What is the feeling she **most likely** wants readers to experience?



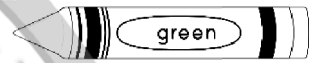
- a. the steady rhythm of rain pitter-pattering
- b. the loud and unsteady sounds of a summer thunderstorm
- c. the relaxing sound of the summer breeze
- d. the threatening sound of an impending storm getting louder and louder

3. What information does the first stanza give that is important to what happens in the rest of the poem's stanzas?



- a. The rain drops fall slowly.
- b. The rain falls on an apple tree.
- c. The rain falls on a roof.
- d. The rain is bringing joy as it falls.

4. What choice best describes how what happens in stanza 2 is important to the rest of the poem?



- a. It tells why rain is important.
- b. It shows what the author is wearing.
- c. It explains how rain helps brooks.
- d. It illustrates how the rain is falling very gently.

5. Describe how stanzas 1-4 connect to create a mood in this poem. Support your answer with at least three details from the poem.



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# The Circle of Life

A single seed  
buried in earth,  
ever so small,  
but full of worth.

Quenched with water,  
bathed in sun,  
the magic of life  
has slowly begun.

And with that magic,  
it is plain to see  
how the Circle of Life  
affects everybody.

From grasslands and deserts  
to the sea and the sky,  
we walk, swim, slither,  
climb, hop, and fly.

From the largest mammal  
to the smallest insect,  
we depend on the Earth.  
She deserves our respect.

Across this great planet  
together we live,  
but we can't only take.

We must also give.

Give so the beauty  
and life will last long.  
So our time here will be  
happy, healthy, and strong.

So the Circle of Life  
will continue to turn,  
and from one another  
we'll continue to learn

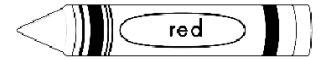
that it takes but a seed  
sprouting anew  
to affect how we live  
and change what we do.



## Poetry Rhyme & Structure

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

I. Here is the first stanza of "The Circle of Life."



"A single seed  
buried in earth,  
ever so small,  
but full of worth."

On the lines below, describe the following about the stanza:

-the meter of the first verse using the words "syllables," "weak," and "strong"

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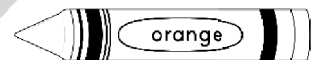
-the rhyme scheme of the stanza

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2. The poet uses words like "worth," "depend," "respect," and "give" in this poem to reach out to readers. What is the feeling she most likely wants readers to experience?



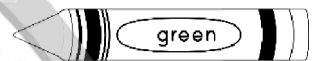
- a. guilt about not taking care of Earth
- b. awe over how beautiful Earth is
- c. responsibility to protect Earth
- d. fear about what's happening to Earth

3. A seed is mentioned in the first and last stanzas. Why is a seed important in this poem?



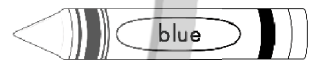
- a. It is how things grow.
- b. It is a symbol of the magic of life.
- c. It represents change.
- d. It is a way to make more plants.

4. Which stanza reveals how the poet feels about Earth?



- a. Stanza 2
- b. Stanza 4
- c. Stanza 5
- d. Stanza 8

5. What message is the poet trying to deliver to readers through this poem? How do you know that is the message? Use at least three details from the poem to support your answer.



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# A Poison Tree

By William Blake

I was angry with my friend;  
I told my wrath, my wrath did end.  
I was angry with my foe:  
I told it not, my wrath did grow.

And I watered it in fears,  
Night & morning with my tears:  
And I sunned it with smiles,  
And with soft deceitful wiles.

And it grew both day and night.  
Till it bore an apple bright.  
And my foe beheld it shine,  
And he knew that it was mine.

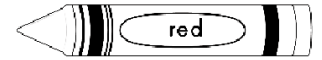
And into my garden stole,  
When the night had veiled the pole;  
In the morning glad I see;  
My foe outstretched beneath the tree.



## Poetry Rhyme & Structure

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

I. Here is the first stanza of "A Poison Tree".



I was angry with my friend;  
I told my wrath, my wrath did end.  
I was angry with my foe:  
I told it not, my wrath did grow.

On the lines below, describe the following about this stanza:

-the meter of the first verse using the words "syllables," "weak," and "strong"

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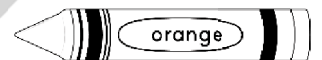
-the rhyme scheme of the stanza

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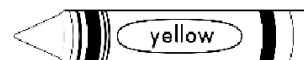
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2. The poet of "A Poison Tree" uses verses that are mostly the same length to create a certain feeling. What is the feeling he **most likely** wants readers to experience?

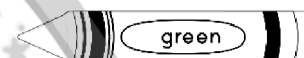


- a. the calm feelings of watching nature
- b. the steady growth of the author's anger
- c. the unexpected feelings anger can bring
- d. the relaxing feeling of watching an apple tree grow

3. In stanza 1 of the poem "A Poison Tree," the author explains that when he talked to his friend about his anger, his anger went away. How does this differ from the way the author handles his anger with his foe?

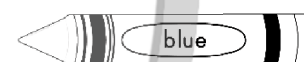


4. What happens to the author's anger in stanza 2?



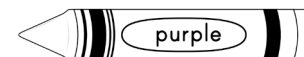
- a. The author's anger dies.
- b. The author's anger disappears.
- c. The author's anger grows stronger.
- d. The author gets over his anger by talking about it.

5. What happens in stanza 4? (Choose all that apply.)



- a. the foe dies
- b. the foe helps the author grow a tree
- c. the foe becomes friends with the author
- d. the foe eats the poison fruit from the tree

6. What is the lesson of this poem? How does the author develop this message in each stanza? Use at least three details from the poem to support your answer.



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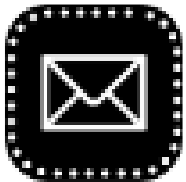
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