Poem Sounds

Listen for rhyme, then say short poems with phrasing and rhythm.

1.LF.9.c "Participate in poetry reading, noticing phrasing, rhythm, and rhyme."

NAME _____ DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 HEAR RHYME

a	**sun**	**hat**	**tree**
b	**dog**	**bug**	**fish**

2 SAY POEMS

a	**hill,**	**down**	**go**
b	**tap**	**toes,**	**hands**

ANSWER KEY

Poem Sounds

HOW TO RUN THIS PAGE

Read each prompt aloud in a natural voice without first modeling a pause or beat. Listen to each child say the poems aloud, and note whether the child pauses at the comma and keeps a steady beat. Record any help you give separately.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 · HEAR RHYME

SAY "Listen to each little poem. Circle the word that rhymes with its last word, then say the poem aloud."

ROW	SAY	STUDENTS CIRCLE
a	A cat sits on a mat. Which word rhymes with mat? Circle it, then say the poem aloud.	**hat**
b	A frog sits on a log. Which word rhymes with log? Circle it, then say the poem aloud.	**dog**

PART 2 · SAY POEMS

SAY "Listen to each poem. Circle the printed word that has a comma after it. Then say the poem aloud with a little pause at the comma and a steady beat."

ROW	SAY	STUDENTS CIRCLE
a	Up the hill, down we go. Which printed word has a comma after it? Circle it, then say the poem with a little pause there and a steady beat.	**hill,**
b	Tap your toes, clap your hands. Which printed word has a comma after it? Circle it, then say the poem with a little pause there and a steady beat.	**toes,**

WHAT TO ACCEPT

The correct circles are hat, dog, hill, and toes, in that order. For each child, note the oral reading separately: listen for a little pause after hill and toes and a steady beat, and record any support given.