After the Storm

Read a poem and explain how its form adds meaning.

4.LF.25 "Explain how the form of a poem contributes to its meaning."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Number the stanzas 1 to 3, underline two short lines in stanza 1, and circle each "Drip" in stanza 3 to track how the poem changes.

When the Rain Stops

1 Tap. Tap. Rain hits the tin roof. Quick feet race down our window. I pull my blanket up to my chin. The streetlight blinks behind a gray curtain. Another drop strikes. Then ten more. The whole house seems to drum along. I try to count them, but the numbers run away before I can catch one.

2 At last, the pounding fades into a soft patter over the porch. A pale strip of blue opens above the roofs across the street. I let the blanket slide down and watch the clouds drift apart. The wet sidewalk shines like a ribbon stretching toward the park. Outside, a robin steps into the light and shakes its wings.

3 Drip. One last bead slips from the porch rail. Drip. A leaf lets go of the water it held. Drip. The robin hops through a puddle and pauses. I open the door. The air smells clean and cool. The storm is gone, but its small sounds stay with me as I step outside to meet the sun.

2 ANSWER WITH EVIDENCE

Use the passage

1. How do the short lines in stanza 1 help you feel what the rain is like?

2. Stanza 2 has longer lines than stanza 1. How does that change fit what happens in stanza 2?

3. Why might the poet begin three lines in stanza 3 with “Drip”?

4. How does dividing the poem into three stanzas help show the change from beginning to end?

3 YOUR TURN

Your own words

Write a two-stanza poem about a change in a place other than a rainstorm. Use short lines in one stanza and longer lines in the other, then write two sentences explaining how the different line lengths show the change.

ANSWER KEY

After the Storm

PART 1 · READ AND MARK

Number the stanzas 1 to 3, underline two short lines in stanza 1, and circle each “Drip” in stanza 3 to track how the poem changes. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How do the short lines in stanza 1 help you feel what the rain is like?	**The short lines feel quick and sharp, like raindrops striking the roof and window.**
2	Stanza 2 has longer lines than stanza 1. How does that change fit what happens in stanza 2?	**The longer lines feel slower and smoother as the pounding rain fades and the clouds move apart.**
3	Why might the poet begin three lines in stanza 3 with “Drip”?	**Repeating “Drip” helps readers hear the few drops that remain after the storm.**
4	How does dividing the poem into three stanzas help show the change from beginning to end?	**Each stanza shows a stage: heavy rain, clearing skies, and the last drops. The breaks help readers notice the storm becoming calm.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Clatter! Trays bump.
Voices bounce.
My ears buzz.

A book opens on my lap.
The room grows quiet as I turn each page.
I can hear my own breath again.

The short lines make the lunchroom feel loud and quick. The longer lines make the library feel calm.

Accept explanations that connect a feature of the poem's form to a change in the sound, pace, or feeling of the storm. For the open task, look for two stanzas with different line lengths and two sentences that explain their effect.