Rain Has Rhythm

Notice how a poem's sounds change with its scene.

4.LF.26 "Analyze how rhythm and rhyme in poetry contribute to meaning."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Circle the rhyming words at the ends of lines. Underline words or lines whose rhythm helps you hear how the rain changes.

The Rain's Visit

1 The sidewalk baked beneath the sun, Ants crossed its cracks, one by one. A tired leaf drooped by the gate, The garden held its breath to wait. One cool drop landed on my shoe, Another tapped the mailbox blue. The drops fell slowly on the ground, Each made a small and gentle sound.

2 Then WHOOSH! The clouds let go. The gutters began to overflow. Tap, tap! A faster beat! Rain raced along the crowded street. Splash! Splash! My sneakers flew. The puddles soaked my laces through. Crack! Thunder shook the air. Leaves spun around me everywhere. The porch roof rang: ker-pow, ker-pow! I hurried inside, safe and dry now.

3 At last the thunder rolled away, The busy street grew still and gray. The water slipped from leaves in streams, The puddles held the clouds like dreams. I stepped outside to breathe cool air, A robin shook its feathers there. Then sunlight warmed the wet, dark ground, I listened, but I heard no sound.

2 ANSWER WITH EVIDENCE

Use the passage

1. In the first stanza, how does the rhyme of “shoe” and “blue” fit the way the rain begins?

2. How do the short lines and repeated words in the second stanza help you hear the rain?

3. Which sounds faster, “Tap, tap! A faster beat!” or “The water slipped from leaves in streams”? Explain using the rhythm of the lines.

4. At the poem’s end, how does the rhyme of “ground” and “sound” fit what has happened to the rain?

3 YOUR TURN

Your own words

Write four lines about a train approaching and passing. Use two pairs of end rhymes, and change your line rhythm to show a change in speed. Then write one sentence explaining how your rhythm and rhymes help tell what happens.

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PART 1 · READ AND MARK

Circle the rhyming words at the ends of lines. Underline words or lines whose rhythm helps you hear how the rain changes. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	In the first stanza, how does the rhyme of "shoe" and "blue" fit the way the rain begins?	**The matching sounds echo the two separate drops, making the rain seem gentle as it begins.**
2	How do the short lines and repeated words in the second stanza help you hear the rain?	**They create a quick, pounding beat that sounds like the heavy rain.**
3	Which sounds faster, "Tap, tap! A faster beat!" or "The water slipped from leaves in streams"? Explain using the rhythm of the lines.	**"Tap, tap! A faster beat!" sounds faster because its short bursts make a quick beat. The longer line about water flows more slowly.**
4	At the poem's end, how does the rhyme of "ground" and "sound" fit what has happened to the rain?	**The final rhyme brings the poem to a close as the rain stops and everything grows quiet.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

I watched the distant train beyond the hill,
I waited by the crossing, quiet and still.
Clack! Clack! It rushed by me!
Whoosh! Quick as quick could be!
The long, rhyming lines slow the wait, while the shorter, rhyming cries make the train's passing sound sudden and fast.

Accept explanations that connect a specific rhyme or rhythmic pattern to the rain's pace, force, or quiet ending. For Your Turn, look for two pairs of end rhymes, a noticeable rhythm change, and an explanation of its effect.