

Garden Sound Patterns

Explain how rhyme, repetition and stanza breaks shape a poem.

3.T.T.4.a "Discuss and explain techniques used to present and design poetry, including rhyme scheme. (I)"

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Read this original classroom poem with a partner. Each numbered stanza has four lines. Underline rhyming end words and write A or B beside each line, starting again with A in each stanza. Circle the repeated phrase in stanza 2; discuss what it makes you notice.

Garden at Dusk

Stanza 1

At dusk, I stop beside the gate.
A robin hops across the ground.
The sleepy flowers fold and wait.
I listen to its tiny sound.

Stanza 2

Listen close, the wind shakes leaves.
A sparrow settles in the eaves.
Listen close, the breezes blow.
A cricket calls from down below.

Stanza 3

I turn for home beneath the moon.
The path is pale with silver light.
I hum the garden's gentle tune.
Its music follows through the night.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What is the rhyme scheme of stanza 1? Name the two end-word pairs that show it.

2 How does the rhyme pattern in stanza 2 differ from stanza 1? Use end words to explain.

3 Which phrase repeats in stanza 2, and how does repeating it affect the reader?

4 Why might the poet put the walk home in a new stanza? Explain using a detail from stanza 3.

3 YOUR TURN

Your own words

Discuss how the printed poem is designed. Then try a sound pattern in your own short poem and explain its effect.

1. Compose four lines

Write a title and a four-line poem about an outdoor place. Use ABAB rhyme: lines 1 and 3 rhyme, and lines 2 and 4 rhyme. Repeat one phrase exactly twice. Put each poem line on its own ruled line, then label its rhyme letter beside it.

2. Explain and discuss

Read your poem to a partner. Explain how your repeated phrase or rhyme helps present an idea, sound or feeling. Record your explanation and one design choice your partner noticed. Switch readers.

PART 1 • READ AND MARK

Read this original classroom poem with a partner. Each numbered stanza has four lines. Underline rhyming end words and write A or B beside each line, starting again with A in each stanza. Circle the repeated phrase in stanza 2; discuss what it makes you notice. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What is the rhyme scheme of stanza 1? Name the two end-word pairs that show it.	ABAB: gate/wait and ground/sound.
2	How does the rhyme pattern in stanza 2 differ from stanza 1? Use end words to explain.	Stanza 2 uses AABB: leaves/eaves and blow/below rhyme in neighboring pairs. Stanza 1 alternates its pairs in ABAB order.
3	Which phrase repeats in stanza 2, and how does repeating it affect the reader?	Listen close appears twice. It draws attention to the garden sounds and invites the reader to listen carefully.
4	Why might the poet put the walk home in a new stanza? Explain using a detail from stanza 3.	The gap marks a change from stopping and listening in the garden to going home. I turn for home shows the change, while the carried tune connects the ending to the earlier sounds.

PART 3 • YOUR TURN (SAMPLE ANSWER)**Rainy Park**

Listen now, the raindrops play.

A puddle sparkles by the tree.

Listen now, clouds drift away.

The shining path is calling me.

Rhyme scheme: ABAB. Repeating Listen now invites the reader to notice the changing weather. The matching end sounds link lines across the stanza.

TEACHER ASSESSMENT NOTES

The three source stanzas and model are original classroom writing. Source patterns are ABAB, AABB, ABAB, restarting letters at each stanza. The model uses play/away and tree/me with Listen now exactly twice. The title and model explanation are not poem lines. Evaluate discussion and supported explanation of design, not just correct letter labels. Accept other purposeful rhymes and repeated phrases in the transfer; keep four visibly distinct authored lines. Stanza gaps and separate printed lines must remain visible in both source and teacher model.