

Rhyme Across Water

Read the verse aloud and explain how rhyme and stanzas shape its journey.

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

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Read the poem aloud with a partner. The three labeled groups are stanzas; each has eight verse lines. Circle rhyming end words. Use letters to label the rhyme pattern, starting again with A in each stanza. Listen for how the pattern changes.

Harbor at Dawn

Stanza 1

Before the sun climbs over the bay,
A fishing boat rocks near the pier.
The gulls call out to greet the day;
Their sharp cries reach the sailors here.
A lantern paints the ropes with light.
Its glow is fading with the night.
The breeze moves gently through the air.
The waiting crew climbs up the stair.

Stanza 2

The engine hums; the ropes come down.

The boat moves slowly past the town.

A sailor leans against the rail

And watches bubbles mark the trail.

Pink clouds spread thin across the sky.

A gull turns once and circles high.

The channel opens, blue and wide.

The boat goes out upon the tide.

Stanza 3

The harbor shrinks behind the boat.

A gull rests on the waves afloat.

The windows catch the morning light,

Then fade as shore slips out of sight.

Beyond the point, the water gleams;

It breaks the sun in silver seams.

The sailors turn toward open foam.

The wake draws one last line toward home.

2 ANSWER WITH EVIDENCE _____ Use the passage

- 1 Label the rhyme pattern in stanza 1, then in stanza 2. Give end words that show the difference.

2 What does each stanza show, and how does their order shape the journey?

3 How does the final foam/home rhyme connect the ending's sound and meaning?

3 YOUR TURN _____ Your own words

Discuss how rhyme and structure affect your reading, then write an explanation supported by particular lines. Compare stanza 1 with stanza 2 and consider why the journey has three separate stanzas. Your explanation may describe a different effect from your partner's if you support it.

1. Read and discuss

Take turns reading the first two stanzas aloud. Compare the alternating rhymes with adjacent rhyming pairs. Record an effect you noticed and a point your partner made.

2. Explain the design

Use end words or short quotations to explain a rhyme effect. Explain how the stanza breaks organize the journey, and describe what would change if the poem were printed as one paragraph.

PART 1 • READ AND MARK

Read the poem aloud with a partner. The three labeled groups are stanzas; each has eight verse lines. Circle rhyming end words. Use letters to label the rhyme pattern, starting again with A in each stanza. Listen for how the pattern changes. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Label the rhyme pattern in stanza 1, then in stanza 2. Give end words that show the difference.	Stanza 1: ABABCCDD (bay/day, pier/here, light/night, air/stair). Stanza 2: AABCCDD (down/town, rail/trail, sky/high, wide/tide). The first four lines alternate rhymes in stanza 1 but form adjacent pairs in stanza 2.
2	What does each stanza show, and how does their order shape the journey?	Stanza 1 shows preparation at the pier; stanza 2 shows departure; stanza 3 shows the harbor disappearing behind the boat. Their order moves the reader from waiting to leaving to distance.
3	How does the final foam/home rhyme connect the ending's sound and meaning?	The rhyme links the open water ahead with the home behind. The paired final lines close the poem while keeping both departure and connection to home in view. Accept other supported interpretations.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Possible discussion note

I heard the opening bay/day rhyme return after another line, making me wait for its echo. My partner said down/town sounded more immediately paired when the boat began moving. We both noticed the change, although we described its effect differently.

Explanation

The opening bay/day and pier/here rhymes alternate, so each rhyme returns after a line with a different ending. In stanza 2, down/town and rail/trail rhyme in adjacent pairs, which can make the departure sound more regular. Each stanza also marks a new part of the journey: preparation, departure and distance from shore. The breaks give the reader places to pause between those stages. Printing the poem as one paragraph would hide the intended line endings and make the rhyme pattern and three stages harder to see.

TEACHER ASSESSMENT NOTES

Each stanza contains eight actual verse lines. Stanza 1 is ABABCCDD; stanzas 2 and 3 are AABBCDD when letters restart in each stanza. Stanza 3 pairs boat/afloat, light/sight, gleams/seams, foam/home. A couplet is two adjacent lines; the first four lines of stanza 1 are alternating rhymes, not two couplets. Assess discussion and evidence-based explanation of rhyme and structure, not agreement with a single emotional effect. Students should report their own reading and conversation. No composing task is required by this interpretation standard. Original practice poem authored for this worksheet.