Kite Song Patterns

Notice how sound patterns shape a kite story.

CCSS.ELA-Literacy.RL.2.4 "Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the line that repeats, circle a pair of rhyming words, and star the three /w/ words in the first paragraph. These patterns give the poem rhythm and add to its meaning.

Tia's Kite Song

1. On Tuesday, Tia takes her red kite to the park. The wind wakes, then whispers through the grass. Tia runs up the hill. “Fly, little kite, fly!” she calls. The kite lifts high in the bright blue sky.
2. Clouds drift by, slow and white. The kite dips low, then rises high. “Fly, little kite, fly!” Tia calls again. She holds the string tight. The wind and kite pull, tug, and dance above the hill.
3. At sunset, Tia walks home with her kite. It did not stay in the sky, but it had its turn to fly. “Fly, little kite, fly!” Tia sings. Her happy kite ride is over.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which line repeats three times? How does repeating it help you know what Tia wants the kite to do?

2. Which two words rhyme in the last paragraph? How does their rhyme make the ending sound?

3. Find the three words in the first paragraph that begin with the /w/ sound. How do these words help describe the wind?

3 YOUR TURN

Your own words

Write four lines about an animal. Repeat one line twice, use two rhyming words, and use three words in a row that begin with the same sound.

ANSWER KEY

Kite Song Patterns

GRADE 2 · RL.2.4

PART 1 · READ AND MARK

Underline the line that repeats, circle a pair of rhyming words, and star the three /w/ words in the first paragraph. These patterns give the poem rhythm and add to its meaning. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which line repeats three times? How does repeating it help you know what Tia wants the kite to do?	**"Fly, little kite, fly!" It shows that Tia wants her kite to fly. Accept accurate identifications of the repeated line.**
2	Which two words rhyme in the last paragraph? How does their rhyme make the ending sound?	**Sky and fly rhyme. They make the ending sound songlike and connect the kite with flying. Accept supported explanations of the rhyme's effect.**
3	Find the three words in the first paragraph that begin with the /w/ sound. How do these words help describe the wind?	**Wind, wakes, and whispers. Their repeated /w/ sound makes the wind seem soft and whispery. Accept supported explanations of how these /w/ sounds describe the wind.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Swift squirrels scoot by.
"Run, little squirrel, run!"
They leap up high into the sky.
"Run, little squirrel, run!"

For Your Turn, accept any animal poem with four intentional lines, one line repeated twice, a rhyming pair (such as by/sky), and three consecutive words starting with the same sound (such as Swift squirrels scoot). Check the learner's own sound choices and their effect; the animal and situation may differ from Tia's kite.