Poem Pause Hunt

Look at printed poem lines and count stanza groups.

ELA.1.R.1.4 "Identify stanzas and line breaks in poems."

NAME _____ DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 CIRCLE IT

Poem a

Wind hums.
Through trees.

Poem b

Little ants.
March home.

Poem c

Clouds drift.
High above.

a	wind	hums	through
b	march	little	home
c	clouds	high	above

2 STANZA LINES

Stanza A

Frogs hop.
Ponds shine.

Stanza B

Sun wakes.
Bees buzz.
Flowers open.

Stanza C

Leaves fall.
Wind calls.
Days cool.
Nights come.

A	•	•	●●●●
B	•	•	●●
C	•	•	●●●

ANSWER KEY

Poem Pause Hunt

GRADE 1 · ELA.1.R.1.4

HOW TO RUN THIS PAGE

Read the printed poems aloud while children follow each visible line. Show that a line break starts a new printed line and a stanza groups lines with space around the group. Children point to line starts and bracket each stanza; listening pauses alone are not the task.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 · CIRCLE IT

SAY "Follow each printed two-line poem as I read. Point to the start of its second line, then circle that word in the matching row."

ROW	SAY	STUDENTS CIRCLE
a	Look at printed Poem a. Which word starts its second line? Point to that printed line, then circle your choice.	**through**
b	Look at printed Poem b. Which word starts its second line? Point to that printed line, then circle your choice.	**march**
c	Look at printed Poem c. Which word starts its second line? Point to that printed line, then circle your choice.	**high**

PART 2 · STANZA LINES

SAY "Look at the three printed stanza groups A, B and C. Bracket each group and point to each line as we read it. How many lines are in each stanza? Match its letter to that many dots. How many separate stanza groups do you see here?"

- **A** matches **2 dots**
- **B** matches **3 dots**
- **C** matches **4 dots**

WHAT TO ACCEPT

Circle rows: through, march, high. Match A to 2 dots, B to 3 dots, and C to 4 dots. Observe pointing to actual printed second-line starts and brackets around the three stanza groups. A has two lines, B three and C four; three groups total. Read-aloud support is appropriate; identify visible boundaries, not only count spoken pauses.