Garden Day Song

Notice how sound patterns and stanza order build a poem's meaning.

ELA.4.R.1.4 "Explain how rhyme and structure create meaning in a poem."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Circle the end words that rhyme in each stanza. Number the stanzas 1, 2, and 3, then write the time of day beside each one to show how the poem moves through the day.

A Garden's Day

(1) At sunrise, Maya fills her silver can,
And waters rows of climbing beans.
She hums beside the careful garden plan,
Where dew still shines on leafy greens.
A robin hops along the soft, dark bed,
Its bright eyes seek a tiny crumb.
The day begins with busy work ahead,
While sleepy flowers slowly hum.

(2) By noon, the sun warms every leaf,
And shadows shrink away.
Maya pulls a weed to give roots relief,
Then gives the plants a drink to stay.
A bee now dips deep in yellow blooms,
Its wings make a soft, steady sound.
The garden now holds sweet summer rooms,
With growing life all around.

③ At dusk, Maya gathers tools with care,
And checks each curling vine.
The cool air gently lifts her loose brown hair,
As crickets start their clear evening chime.
She sees new buds in fading light,
New petals soon will softly show.
Tomorrow still brings more work in sight,
But gardens grow, then slowly glow.

2 ANSWER WITH EVIDENCE

Use the passage

1. In stanza 1, how do the rhyming words “can” and “plan” affect the sound of the poem?

2. How does the order of the three stanzas help show Maya's work in the garden?

3. What are two pairs of rhyming end words in stanza 2?

4. In stanza 3, what does the order of ideas, from checking vines to seeing new buds and thinking about tomorrow, show about gardening?

3 YOUR TURN

Your own words

Write a four-line stanza about the garden at night. Make line 1 rhyme with line 3 and line 2 rhyme with line 4, and show what happens after dusk.

ANSWER KEY # Garden Day Song

GRADE 4 · ELA.4.R.1.4

PART 1 · READ AND MARK

Circle the end words that rhyme in each stanza. Number the stanzas 1, 2, and 3, then write the time of day beside each one to show how the poem moves through the day. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	In stanza 1, how do the rhyming words “can” and “plan” affect the sound of the poem?	**Their matching ending sounds make the lines sound smooth and songlike.**
2	How does the order of the three stanzas help show Maya's work in the garden?	**The stanzas move from sunrise to noon to dusk, showing that Maya cares for the garden throughout the day.**
3	What are two pairs of rhyming end words in stanza 2?	**Possible pairs are leaf/relief, away/stay, blooms/rooms, and sound/around.**
4	In stanza 3, what does the order of ideas, from checking vines to seeing new buds and thinking about tomorrow, show about gardening?	**It shows that gardening takes careful daily work and patient waiting for plants to grow.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

At night, the moon turns paths to white,
While leaves rest on the ground.
The garden sleeps in silver light,
No busy sounds are found.

Accept correctly identified end-rhyme pairs and explanations that connect repeated sounds to a smooth, musical feeling. For the writing task, accept a four-line stanza with an ABAB end-rhyme pattern and a clear nighttime idea that follows the poem's time order.