Pond Sound Poem

Notice rhyme, repetition, and imaginative words in a poem.

2.T.T.4.b "Use poetic techniques to create poems using words and/or phrases that may or may not rhyme. (C)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Circle the end words that rhyme in stanza 1. Underline the repeated words in stanza 2 to notice how a poem can use sound and repetition.

Evening at the Pond

1 At the pond, frogs hum low.
Green reeds bend and grow.
A dragonfly zips by my shoe.
Blue wings flash above the quiet water.
I watch bright circles spread and go.

2 Plop, plop, a pebble falls near my toe.
Plop, plop, small rings grow wide.
Plop, plop, the water wiggles in the sun.
Plop, plop, tiny waves go to the shore.

3 Crickets chirp under dark leaves by the shore.
The round moon makes a silver path on water.
I whisper, "Good night, pond," before I walk home.
The pond whispers, "Good night, too," in my mind.

2 ANSWER WITH EVIDENCE

Use the passage

1. Write the three end words in stanza 1 that rhyme.

2. What words are repeated at the start of every line in stanza 2?

3. Copy the line in stanza 3 that makes the pond seem like it can talk.

3 YOUR TURN

Your own words

Write a four-line poem about a place you know. Begin at least two lines with the same phrase, and end two lines with words that rhyme, the other lines do not need to rhyme.

ANSWER KEY

Pond Sound Poem

GRADE 2 · 2.T.T.4.b

PART 1 · READ AND MARK

Circle the end words that rhyme in stanza 1. Underline the repeated words in stanza 2 to notice how a poem can use sound and repetition. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Write the three end words in stanza 1 that rhyme.	**low, grow, go**
2	What words are repeated at the start of every line in stanza 2?	**Plop, plop**
3	Copy the line in stanza 3 that makes the pond seem like it can talk.	**The pond whispers, "Good night, too," in my mind.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

At my window, raindrops drum.
At my window, gray clouds move low.
Puddles shine like little mirrors.
Streetlights make them glow.

Accept low, grow, and go in any order for question 1. For the poem, accept different topics and word choices if the student writes four lines, repeats a beginning phrase in at least two lines, and includes a pair of rhyming end words. Preserve intentional verse lines: source stanzas have five, four and four lines. The four-line model repeats At my window at the first two line beginnings and rhymes low/glow. Accept meaningful nonrhyming lines as the target allows.