# Poetry Pattern Lab

Notice how poets use lines, sounds, and syllables.

**4.T.T.4.a** "Discuss and explain techniques used to present and design different types of poetry, including free verse, rhymed verse, haiku, and limerick. (I)"

NAME _____ DATE _____

## 1 READ AND MARK

Read it twice

**YOUR JOB** Underline each poetry type. Circle the words that tell how its lines, sounds, or syllables are designed.

### Poems Take Shape

1. Poets choose patterns to help readers hear and picture ideas. Free verse has no required rhyme or line length. Its line breaks can slow a reader down or spotlight an important word. In "River at Dusk," the poet uses short lines: "Water slips / between black stones / quietly." The last word stands alone, so the quiet feeling lingers.

2. Rhymed verse repeats end sounds in a planned pattern. In "Kite Flight," the first and second lines end with sky and fly. The third and fourth lines end with string and sing. This AABB pattern gives the poem a smooth, songlike sound. The poet also uses four lines of similar length, making the kite's steady climb feel orderly and calm.

3. A haiku is often three lines with a 5-7-5 syllable pattern. It usually captures one brief moment, often from nature. "A blue jay calls out" has five syllables. A limerick has five lines, a strong beat, and an AABBA rhyme pattern. Its first, second, and fifth lines are usually longer. These playful design choices can make a funny story bounce along.

## 2 ANSWER WITH EVIDENCE

Use the passage

1. What does free verse not require, and how can its line breaks help readers?

2. Which end words rhyme in "Kite Flight," and what rhyme pattern do they make?

3. How is the design of a haiku different from the design of a limerick?

4. How do the similar line lengths in "Kite Flight" support the poem's idea?

## 3 YOUR TURN

Your own words

Write a four-line rhymed verse about a playground. Use an AABB end-rhyme pattern, then write one sentence explaining how the rhyme pattern affects the sound of your poem.

**ANSWER KEY**

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**GRADE 4 · 4.T.T.4.a**

## PART 1 · READ AND MARK

Underline each poetry type. Circle the words that tell how its lines, sounds, or syllables are designed. Accept any marking that follows this job and points at the right text.

## PART 2 · ANSWERS

| # | QUESTION | ANSWER |
|---|---|---|
| 1 | What does free verse not require, and how can its line breaks help readers? | **Free verse does not require rhyme or a set line length. Its line breaks can slow readers down or spotlight an important word.** |
| 2 | Which end words rhyme in “Kite Flight,” and what rhyme pattern do they make? | **Sky rhymes with fly, and string rhymes with sing. They make an AABB pattern.** |
| 3 | How is the design of a haiku different from the design of a limerick? | **A haiku has three lines and often follows a 5-7-5 syllable pattern. A limerick has five lines, a strong beat, and an AABBA rhyme pattern.** |
| 4 | How do the similar line lengths in “Kite Flight” support the poem’s idea? | **They make the kite’s steady climb feel orderly and calm.** |

## PART 3 · YOUR TURN (SAMPLE ANSWER)

Swings sway high above the ground.
Friends laugh loudly at the sound.
Slides shine bright in afternoon sun.
Tag begins, and we join the fun.

The matching end sounds make the playground scene sound musical and lively.

Accept accurate explanations of how line breaks, rhyme, syllables, beat, or line length shape a poem. For the open task, accept four lines with an AABB rhyme pattern and a sentence that connects the pattern to the poem’s sound.