Garden Sound Walk

Find rhyme patterns and their effects.

4.T.T.4.b "Apply poetic techniques to produce poetry and engage audiences that use a predetermined rhyme scheme to achieve an intended effect. (C)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline each pair of end words that rhyme. Write the same letter beside lines with matching end sounds to show the poem's rhyme pattern and smooth rhythm.

A Day in Our Garden

1 At early sunrise, our school garden wakes with silver dew,
Small leaves lift tiny cups that sparkle bright and new.
Bees buzz past marigolds, gold as the morning sun,
They visit every open flower, one by one.
We pull soft weeds and pat the dark, rich ground,
Then listen for a nearby robin's cheerful sound.

2 By warm noon, the tall bean vines climb their string so high,
A painted lady butterfly drifts slowly by.
Its orange wings fold shut when shadows cool the air,
Then open wide on bright blossoms waiting there.
We carry full watering cans along each garden row,
And watch the thirsty soil drink every shining flow.

3 At the day's end, we gather lettuce, crisp and green,
The greenest lettuce leaves our small hands have ever seen.
We rinse the leaves with water, cool and clear,
Then pack them for tomorrow's lunch right here.
The garden gives us food, a lesson, and care,
We share its harvest fairly with our friends there.

2 ANSWER WITH EVIDENCE

Use the passage

1. What two end words make the first rhyming pair in paragraph 1?

2. Write the rhyme scheme for paragraph 2 using letters for matching end sounds.

3. In paragraph 2, what two end words make the C rhyme?

4. How do the paired rhymes help the poem feel like an organized day in the garden?

3 YOUR TURN

Your own words

Write a six-line poem about a place you know. Use the end-rhyme pattern ABABCC to create an excited mood for your reader.

ANSWER KEY

Garden Sound Walk

GRADE 4 · 4.T.T.4.b

PART 1 · READ AND MARK

Underline each pair of end words that rhyme. Write the same letter beside lines with matching end sounds to show the poem's rhyme pattern and smooth rhythm. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What two end words make the first rhyming pair in paragraph 1?	**dew and new**
2	Write the rhyme scheme for paragraph 2 using letters for matching end sounds.	**AABBCC**
3	In paragraph 2, what two end words make the C rhyme?	**row and flow**
4	How do the paired rhymes help the poem feel like an organized day in the garden?	**They create a smooth, predictable rhythm and group the observations as the day moves from sunrise to noon to day's end.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

At the skate park, wheels flash in the light,
Friends call out and race across the ground.
A ramp sends one board soaring into flight,
Our cheers bounce back with a roaring sound.
We take each turn, then clap and laugh with pride,
The busy park feels like a thrilling ride.

Accept matching end sounds, including students' correct letter labels for the repeated pattern. For the final question, accept responses that explain that rhyme creates a smooth or predictable sound and helps organize the garden events. For the open task, assess six deliberate ABABCC lines with clear light/flight, ground/sound and pride/ride model pairs and an excited mood. The three numbered source stanzas each have six AABBCC lines; paragraph references mean the numbered stanzas. All source and model words are unchanged.