

# Rhyme Pattern

## Rhyme Pattern

What is the first thing you think of when you hear the word *poem*? Do you think of your favorite poem? Do you think of *rhyme*? Many poems have rhyming words. This makes poetry interesting to read.

Poems usually have a special rhyme pattern. We can use letters to show the rhyme pattern. Look at these two examples.

Good habits are a little slow—            **a**  
They need a lot of care to grow.            **a**  
If tended well, they grow more fair        **b**  
Than any bloom a plant can bear.        **b**

—Author Unknown

On goes the river,                                **a**  
    And out past the mill,                        **b**  
Away down the valley,                        **c**  
    Away down the hill.                        **b**

—Robert Louis Stevenson

Can you figure out how each rhyme pattern works? The first line is always marked with an *a*. The next line that rhymes with it is also marked *a*. The first line after *a* that does not rhyme is marked *b*. If the next line does not rhyme with either *a* or *b*, it is marked *c*. The first poem above has the rhyme pattern *aabb*; the second poem has a rhyme pattern of *abcb*.

### **A** Follow the directions.

- △ 1. Write the name of a poem you enjoy. \_\_\_\_\_
2. Circle all of the words in the list that rhyme with *though*.

go            rough            flow            although            cow            do  
sew            dough            cough            row            foe            no

- B** Read this poem for enjoyment. Look for the pictures this poem creates. It is an old, old poem, written when people still milked cows by hand.

### The Moo Cow Moo

My papa held me up to the Moo Cow Moo  
So close I could almost touch,  
And I fed him a couple of times or so,  
And I wasn't a fraidy-cat—much.

But if my papa goes in the house,  
And my mama she goes in too,  
I keep still like a little mouse  
For the Moo Cow Moo might moo.

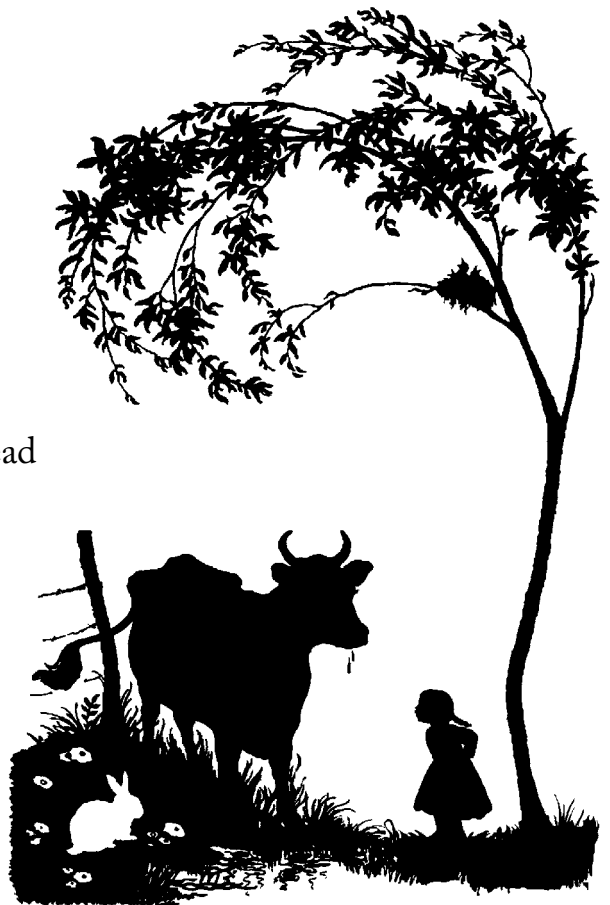
The Moo Cow's tail is a piece of rope  
All raveled out where it grows;  
And it's just like feeling a piece of soap  
All over the Moo Cow's nose.

And the Moo Cow Moo has lots of fun  
Just switching his tail about,  
But if he opens his mouth, why then I run,  
For that's where the moo comes out.

The Moo Cow Moo has deers on his head,  
And his eyes stick out of their place,  
And the nose of the Moo Cow Moo is spread  
All over the Moo Cow's face.

And his feet are nothing but fingernails,  
And his mama don't keep 'em cut,  
And he gives folks milk in water pails,  
When he don't keep his handles shut.

But if you or I pull his handles,  
The Moo Cow Moo says it hurts,  
But the hired man sits down close by  
And squirts, and squirts, and squirts.



—Edmund Vance Cooke

**C Follow the directions.**

- △ 3. Underline the rhyming words in the last two verses of "The Moo Cow Moo."  
 4. Write the rhyme pattern of verse 6. \_\_\_\_\_  
 5. Write the rhyme pattern of verse 7. \_\_\_\_\_

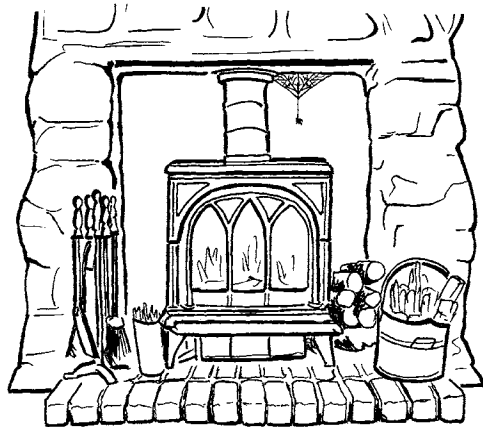
**D Write the correct word to complete each sentence.**

6. A poet writes \_\_\_\_\_ .  
 7. \_\_\_\_\_ is the pattern of accented and unaccented syllables.

**E Mark the rhythm.**

8. One bit-ing win-ter morn-ing,  
 A dus-ky spi-der swung  
 From off the man-tle, by his thread,  
 And o'er the stove-pipe hung.

—Hannah F. Gould



## We Remember

**F Replace the underlined words with one specific verb.**

- 9. The lively little boy went quickly down the road. \_\_\_\_\_  
 ○ 10. "Pssst, Joshua," Trevor said quietly across the room. \_\_\_\_\_

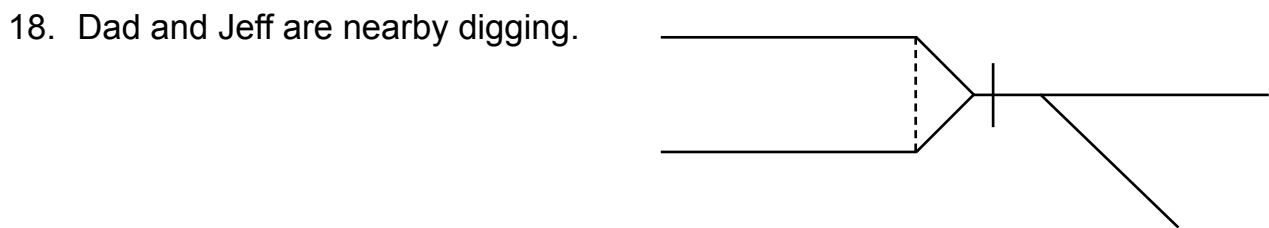
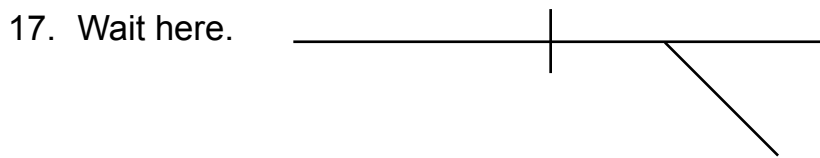
**G Underline the verb twice. Underline the subject once. Circle the direct object.**

11. A clever fox outran the hunting dogs.  
 12. The principal introduced Miss Zelah.  
 13. In winter, snow shows every track.

**H** Complete the chart with the correct comparison adjectives.

| No Comparison     | Compare Two   | Compare Three or More |
|-------------------|---------------|-----------------------|
| 14. <u>pretty</u> | _____         | <u>prettiest</u>      |
| 15. <u>good</u>   | <u>better</u> | _____                 |
| 16. <u>bad</u>    | _____         | _____                 |

**I** Diagram each sentence.



**J** Rewrite these phrases using possessive nouns. Circle *S* for *singular* or *P* for *plural* to identify each possessive noun.

19. the hooves of the horses \_\_\_\_\_ **S** **P**
20. the wallet that belongs to Daniel \_\_\_\_\_ **S** **P**
21. the class of the men \_\_\_\_\_ **S** **P**

**K** Write a sentence with a compound verb.

○22. \_\_\_\_\_

## Penmanship

- **L** Go to page 63. In your notebook, copy the verse of the poem for Lesson 2. Remember to skip a line between each verse.

*Spelling-Word Definitions*

**M** Cut out Section 1 spelling words on page 67.

**N** Write spelling words for the meanings.

23. \_\_\_\_\_ a road that goes through states
24. \_\_\_\_\_ to make better
25. \_\_\_\_\_ a prisoner
26. \_\_\_\_\_ a way of access; route
27. \_\_\_\_\_ reverence offered to a divine being
28. \_\_\_\_\_ broadest, biggest
29. \_\_\_\_\_ to fly aloft or about
30. \_\_\_\_\_ one who serves others
31. \_\_\_\_\_ causing pain or distress

**O** Write spelling words that could replace the words in parentheses.

32. It was (lacking good sense) for Toby to pretend he didn't hear Father calling him. \_\_\_\_\_
33. Some missionaries were taken (under the control of another) for preaching the Gospel. \_\_\_\_\_
34. Father used (good judgment) when he made that decision. \_\_\_\_\_
35. Kent and Andy hiked up the steep mountain (path) to a beautiful waterfall.  
\_\_\_\_\_
36. Mother said we should not act (like a child). \_\_\_\_\_
37. We had to (speak softly) when we entered the house. \_\_\_\_\_

**P** Write Section 1 spelling words in your notebook.

# Figures of Speech; Personification



## Figures of Speech

Poetry uses **figures of speech** to create interesting pictures in our mind. Figures of speech are phrases that do not mean exactly what they say.

### The Fly

How large unto the tiny fly  
Must little things appear!  
A rosebud like a feather bed,  
Its prickle like a spear;  
A dewdrop like a looking-glass,  
A hair like golden wire;  
The smallest grain of mustard-seed  
As fierce as coals of fire;  
A loaf of bread, a lofty hill;  
A wasp, a cruel leopard;  
And specks of salt as bright to see  
As lambkins to a shepherd.



—Walter de la Mare

Did you notice any figures of speech? Is a rosebud a feather bed? Is its prickle a real spear? Is a hair really a wire made of gold?



**figures of speech** (fi' gyərz əv spēch): words or expressions used to mean something different than their exact meanings

**personification** (pər sǎ' nə fə kā' shən): a figure of speech that speaks about a thing as if it were a person

**A** Look for figures of speech as you read this poem. In the space on the right, draw a picture of a figure of speech.

○ 1. **Clouds**

White sheep, white sheep,  
On a blue hill,  
When the wind stops  
You all stand still.  
When the wind blows  
You walk away slow  
White sheep, white sheep,  
Where do you go?

—Christina Rossetti

**B** Underline the correct meaning of each figure of speech used in the poem “Clouds.”

- |                       |                           |                                    |
|-----------------------|---------------------------|------------------------------------|
| 2. White sheep        | <b>fluffy sheep</b>       | <b>clouds</b>                      |
| 3. Blue hill          | <b>blue sky</b>           | <b>hill covered with bluebells</b> |
| 4. You walk away slow | <b>clouds move slowly</b> | <b>sheep amble</b>                 |

## Personification

Sometimes in a poem, the writer makes animals or things act or talk like people. This is a figure of speech called **personification**.

### OVERHEARD IN AN ORCHARD

Said the Robin to the Sparrow:  
“I should really like to know  
Why these anxious human beings  
Rush about and worry so.”

Said the Sparrow to the Robin:  
“Friend, I think that it must be  
That they have no heavenly Father  
Such as cares for you and me.”

—Elizabeth Cheney



- C** Here's another poem with personification. First read it just for fun. Then come back and read it more slowly, thinking about where you would pause if you were reading it aloud.

### Flower Chorus

O such a commotion under the ground,  
 When March called "Ho, there! Ho!"  
 Such spreading of rootlets far and wide,  
 Such whisperings to and fro!  
 "Are you ready?" the Snowdrop asked,  
 "'Tis time to start, you know."  
 "Almost, my dear," the Scilla replied,  
 "I'll follow as soon as you go."  
 Then "Ha! Ha! Ha!" a chorus came  
 Of laughter sweet and slow,  
 From millions of flowers under the ground,  
 Yes, millions beginning to grow.

*-Ralph Waldo Emerson*

- D** Ask your teacher if you may read the poem aloud.

**E** Follow the directions.

5. Write a phrase from the poem that shows personification. \_\_\_\_\_  
 \_\_\_\_\_
6. Underline the line in the poem that you like the best.

**F** Read this poem. Underline the words that show onomatopoeia.

7. **Thaw**

The snow is soft,  
 And how it squashes!  
 "Galumph, galumph!"  
 Go my galoshes.

*-Eunice Tietjens*



## We Remember

**G** Write an example of each kind of word.

- △ 8. \_\_\_\_\_ action verb
- △ 9. \_\_\_\_\_ being verb
- △ 10. \_\_\_\_\_ singular possessive word
- △ 11. \_\_\_\_\_ adjective
- △ 12. \_\_\_\_\_ adverb
- △ 13. \_\_\_\_\_ common noun
- △ 14. \_\_\_\_\_ possessive pronoun

**H** Underline the verb twice. Circle each adverb and draw an arrow to the verb it modifies. One sentence has two adverbs.

15. Phil hurriedly opened the milk carton.
16. Yesterday Mike rode his bike to school.
17. Come here quickly, Janice.

Adverb

How?

When?

Where?

**I** Write a sentence using each tense.

- 18. Present tense \_\_\_\_\_  
\_\_\_\_\_
- 19. Past tense \_\_\_\_\_  
\_\_\_\_\_
- 20. Future tense \_\_\_\_\_  
\_\_\_\_\_

## Penmanship

- **J** Go to page 63. In your notebook, copy the verse of the poem for Lesson 6.

## Spelling-Word Definitions

### Spelling Words

|          |           |         |           |          |
|----------|-----------|---------|-----------|----------|
| accept   | fearful   | honest  | paragraph | seam     |
| careless | godliness | neglect | phrase    | seem     |
| cheerful | happiness | orderly | quickly   | thankful |

- K** Write the spelling words that have these consonant blends.

21. gl \_\_\_\_\_ 23. st \_\_\_\_\_  
 22. pt \_\_\_\_\_ 24. gr \_\_\_\_\_

- L** Write the spelling words that have these consonant digraphs.

25. th \_\_\_\_\_  
 26. ch \_\_\_\_\_

- M** Write the words with these pronunciations.

27. gäd' lē nes \_\_\_\_\_ 30. ker' ləs \_\_\_\_\_  
 28. ha' pē nəs \_\_\_\_\_ 31. fir' fəl \_\_\_\_\_  
 29. sēm \_\_\_\_\_ 32. or' dər lē \_\_\_\_\_  
 \_\_\_\_\_

- **N** Write Section 2 spelling words in your notebook.