



Patterns in poems

Read the following two **poems** aloud, then answer the questions.



(poem 1)

Who has seen the wind?
Neither I nor you:
But when the leaves hang trembling
The wind is passing thro'.

Who has seen the wind?
Neither you nor I:
But when the trees bow down their heads
The wind is passing by.

Christina Rossetti

(poem 2)

I can get through a doorway without any key,
And strip the leaves from the great oak tree.
I can drive storm-clouds and shake tall towers,
Or steal through a garden and not wake the flowers.
Seas I can move and ships I can sink;
I can carry a house-top or the scent of a pink.
When I am angry I can rave and riot:
And when I am spent, I lie quiet as quiet.

James Reeves

How many **verses** (or stanzas) are there in each of these poems?

.....

Find the **rhyming pairs** of words in poem 1. Write them here.

.....

Find the **rhyming pairs** of words in poem 2. Write them here.

.....

.....



Read aloud **poem 1**, listen to the **rhythm**, and count the **syllables**.
Write the number of **syllables** in each line of the **poem** here.

line 1 line 2 line 3 line 4
line 5 line 6 line 7 line 8

Read aloud **poem 2**, listen to the **rhythm**, and count the **syllables**. Write the
number of **syllables** in each line of the **poem** here.

line 1 line 2 line 3 line 4
line 5 line 6 line 7 line 8

Who is asking the questions in **poem 1**?

.....

Who or what is speaking in **poem 2**?

.....

In both poems, the wind can be either fierce or gentle. Write in the correct
columns the words that tell us this.

Fierce



Gentle

.....

.....



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.....

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And when I am spent, I lie quiet as quiet.

James Reeves

How many **verses** (or stanzas) are there in each of these poems?

Poem 1 has 2 verses. Poem 2 has 4 verses.
.....

Find the **rhyming pairs** of words in poem 1. Write them here.

you - thro', I - by
.....

Find the **rhyming pairs** of words in poem 2. Write them here.

key - tree, towers - flowers, sink - pink, riot - quiet
.....
.....

Here, your child learns to recognize and appreciate different forms of poetry.

Point out that while both poems are about the wind, they were written by different poets. Encourage your child to read with expression and to listen for the words that rhyme.



Read aloud **poem 1**, listen to the **rhythm**, and count the **syllables**.
Write the number of **syllables** in each line of the **poem** here.

line 1 5..... line 2 5..... line 3 7/8..... line 4 6.....

line 5 5..... line 6 5..... line 7 8..... line 8 6.....

Read aloud **poem 2**, listen to the **rhythm**, and count the **syllables**. Write the number of **syllables** in each line of the **poem** here.

line 1 12..... line 2 9..... line 3 10..... line 4 12.....

line 5 9..... line 6 13..... line 7 11..... line 8 12.....

Who is asking the questions in **poem 1**?

The poet is asking the questions in poem 1.

Who or what is speaking in **poem 2**?

The wind is speaking in poem 2.

In both poems, the wind can be either fierce or gentle. Write in the correct columns the words that tell us this.

Fierce



Gentle

hang trembling

steal through a garden and not wake

strip the leaves

the flowers

drive storm-clouds



the scent of a pink

shake tall towers

spent

seas I can move and ships I can sink

lie quiet as quiet

carry a house-top

.....

angry, rave and riot



.....



These activities offer practice in examining the different rhythms and vocabulary found in poems. It may help if your child first rereads both the poems. Help your child to count out the syllable patterns by clapping out the rhythm of the words.