



## Reading On The Move

### Poetry: Rhyme, Repetition, and Rhythm

**Rhyme** is the repetition of similar sounds in two or more words. In poetry these words are usually at the end of a line and help create a certain rhythm.

**Example:** *tree, me, see, be, flee* all rhyme because they end with the same sound.

Match the rhyming words below. The first one is done for you.

- |            |         |
|------------|---------|
| 1. squeak  | shuttle |
| 2. pray    | stray   |
| 3. sharpen | hour    |
| 4. phone   | boat    |
| 5. empower | peak    |
| 6. helpful | stone   |
| 7. strange | open    |
| 8. motion  | range   |
| 9. puddle  | cupful  |
| 10. note   | lotion  |

**Here is an example of a poem that uses rhyming:**

***Fire and Ice***

*Robert Frost*

Some say the world will end in **fire**,  
 Some say in ice.  
 From what I've tasted of **desire**  
 I hold with those who favour **fire**.  
 But if it had to perish twice,  
 I think I know enough of *hate*  
 To say that for destruction ice  
 Is also *great*  
 And would suffice.

The words **fire** and **desire** rhyme, as well as the words ice, twice, and suffice. Also, *hate* and *great* rhyme.

**Rhyme Scheme** is the pattern in which rhyming happens.

**Example:**      There once was a big fat **cat**,                      *a*  
                          That liked to eat cute little mice.                      *b*  
                          All day he watched while he **sat**,                      *a*  
                          For those mice that tasted so nice.                      *b*

**Cat** and **sat** rhyme, as well as mice and nice.  
 So, the rhyme scheme is **a, b, a, b**.

If the poem went like this:

There once was a big fat <b>cat</b> ,	<i>a</i>
That liked to eat cute little <u>mice</u> .	<i>b</i>
All day he watched while he <b>sat</b> ,	<i>a</i>
Licking his lips in <i>anticipation</i> .	<i>c</i>

**Cat** and **sat** still rhyme, however, mice and *anticipation* do not. So, the rhyme scheme would be *a, b, a, c*.

Now that you know the words that rhyme in the poem **Fire and Ice**, label the rhyme scheme on the lines to the right. The first rhyme is labeled for you.

**Fire and Ice**  
Robert Frost

Some say the world will end in fire,	<u>  a  </u>
Some say in ice.	_____
From what I've tasted of desire	<u>  a  </u>
I hold with those who favour fire.	<u>  a  </u>
But if it had to perish twice,	_____
I think I know enough of hate	_____
To say that for destruction ice	_____
Is also great	_____
And would suffice.	_____

The rhyme scheme of this poem is:

11.   a  , 12. \_\_\_\_\_, 13.   a  , 14.   a  , 15. \_\_\_\_\_, 16. \_\_\_\_\_, 17. \_\_\_\_\_, 18. \_\_\_\_\_, 19. \_\_\_\_\_

**Assonance** is the repetition of vowel-sounds within non-rhyming words.

**Example:** Here is an example from Edgar Allan Poe’s poem, *Annabel Lee*:

And so, all the night-tide, I lie down by the side  
Of my darling, my darling, my life and my bride.

The repetition of the *i* sound in both lines is assonance because it is a repetition of a vowel sound.

**Consonance** is the repetition of consonant sounds within words, but not at the start of a word. Often times, consonance refers to the end sound (like “nk” in *sank* and *think*)

**Example:** Ladderr and bitterr  
Spelledd and scaldd  
Dressss and bossss

There is a repetition of the *consonant sounds* at the end of each of these examples.

**20.** Circle the pairs of words that show assonance.

boast, broom

coat, hole

fare, part

night, fire

silver, pillar

Underline the consonance in each sentence below.

21. Roger and his brother wander by the river.
22. It is a treat to watch her feet tapping to the beat.
23. Dan ran ten miles.
24. These are Tom's sisters, Jess and Tina.
25. Doug had a mug of fig juice.

**Alliteration** is the repetition of beginning sounds of words. "Tongue twisters" often use alliteration.

**Example:** Sally sells seashells by the seashore.

Arthur already answered questions about the account.

Bob boasted about his beautiful bride.

There is a repetition of the beginning sounds of words in these sentences.

Try to read the tongue twister out loud as fast as you can. You may need to read it many times before you can say it all without any mistakes.

Peter Piper picked a peck of pickled peppers.

Did Peter Piper pick a peck of pickled peppers?

If Peter Piper picked a peck of pickled peppers,

Where's the peck of pickled peppers Peter Piper picked?

**26.** Try another one!

How much wood would a woodchuck chuck  
If a woodchuck could chuck wood?  
He would chuck, he would, as much as he could,  
And chuck as much as a woodchuck would  
If a woodchuck could chuck wood.

Now, underline the alliteration in the tongue twister.

**Repetition** in poetry can refer to the repetition of syllables, sounds, words, or phrases. Repetition in sounds, such as rhyming and in syllables, such as rhythm, help to create a flow throughout the poem. Repetition of words and phrases helps the poet to emphasize an important aspect of the poem. Often times, when phrases are repeated, it creates a more emotional experience for the reader. The example on the next page uses many types of repetition.

**Example:****Stopping by Woods on a Snowy Evening**

Robert Frost

Whose woods these are I think I know.  
 His house is in the village though;  
 He will not see me stopping **here**  
 To watch his woods fill up with snow.

My little horse must think it **queer**  
 To stop without a farmhouse **near**  
 Between the woods and frozen lake  
 The darkest evening of the **year**.

He gives his harness bells a shake  
 To ask if there is some mistake.  
 The only other sound's the sweep  
 Of easy wind and downy flake.

The woods are lovely, dark and deep,  
 But I have promises to keep,  
 And miles to go before I sleep.  
 And miles to go before I sleep.

*Repetition of syllables:  
 Each line has 8 syllables.*

*Repetition of sounds:  
 The rhyme scheme of the  
 first 3 stanzas is a, a, b, a.*

*The third line of each stanza  
 rhymes with lines one, two,  
 and four of the following  
 stanza.*

*Each line in the last stanza  
 rhymes.*

*Repetition of words:  
 The author repeats the last  
 two lines, "And miles to go  
 before I sleep."*

**Rhythm** of a poem is how the words flow within each meter and stanza. Writers create rhythm by repeating words, phrases or even whole lines and sentences in a poem. Rhythm in poetry might mean that certain words are said more forcefully than others, or certain words are held longer. This produces a rhythmic effect which stresses specific parts of the poem. The word rhythm comes from the Greek, meaning "measured motion."

The music you listen to on the radio isn't that much different from the poetry of long ago. The music you listen to is written in **lyrics**, which is basically poetry written to music. Whether the words are from today or from long ago, we hear the rhythms and feel the emotions that are common to all human beings.

One easy way to hear meter and rhythm is to read the poem out loud. Pretend you are performing a song much like your favorite music artist. Make sure there is a difference between stressed and unstressed syllables.



Read the poem on the next page silently to yourself. You may want to read it more than once. Next, read the poem out loud. Try to feel the meter and rhythm of the poem by tapping your foot or clapping your hands to the beat. Answer the questions that follow.



**In the Garden**  
Emily Dickinson

A bird came down the walk:  
He did not know I saw;  
He bit an angle-worm in halves  
And ate the fellow, raw.  
And then he drank a dew  
From a convenient grass,  
And then hopped sidewise to the wall  
To let a beetle pass.  
He glanced with rapid eyes  
That hurried all abroad,--  
They looked like frightened beads, I thought;  
He stirred his velvet head  
Like one in danger; cautious,  
I offered him a crumb,  
And he unrolled his feathers  
And rowed him softer home  
Than oars divide the ocean,  
Too silver for a seam,  
Or butterflies, off banks of noon,  
Leap, splashless, as they swim.

- 27.** What is the narrator doing in this poem?
- a.** Rowing a boat on the ocean.
  - b.** Watching a bird in the garden.
  - c.** Trying to catch a bird in the garden.
  - d.** Swimming in a pool in the garden.
- 28.** How many syllables does each line have?
- a.** 6
  - b.** 8
  - c.** 10
  - d.** 12
- 29.** What is the rhyme scheme of the first 8 lines?
-

**➔ Answer Key**

- |            |         |
|------------|---------|
| 1. squeak  | shuttle |
| 2. pray    | stray   |
| 3. sharpen | hour    |
| 4. phone   | boat    |
| 5. empower | peak    |
| 6. helpful | stone   |
| 7. strange | open    |
| 8. motion  | range   |
| 9. puddle  | cupful  |
| 10. note   | lotion  |

- |       |       |
|-------|-------|
| 11. a | 16. c |
| 12. b | 17. b |
| 13. a | 18. c |
| 14. a | 19. b |
| 15. b |       |

20. You should have circled: coat, hole; night, fire; silver, pillar

21. Roger and his brother wander by the river.

22. It is a treat to watch her feet tapping to the beat.

23. Dan ran ten miles.

24. These are Tom's sisters, Jess and Tina.

25. Doug had a mug of fig juice.

**26.** How much wood would a woodchuck chuck

If a woodchuck could chuck wood?

He would chuck, he would, as much as he could,

And chuck as much as a woodchuck would

If a woodchuck could chuck wood.

**27.** b

**28.** a

**29.** a, b, c, b, d, e, f, e