Describe how words and phrases supply rhythm and meaning in a story, poem or song.

**Poetry Book 1**

Before reading *Poetry Book 1* with your students, discuss with them how words and phrases help to create rhythm and meaning in a story, poem, or song. Regular beats, alliteration, rhyming words, and repeated lines help to create a certain feeling or meaning.

After this discussion, read a selection from *Poetry Book 1* with your students, then have them share their ideas about how the features you discussed earlier (regular beats, alliteration, rhymes, repeated lines) supplied the rhythm and meaning in the story, poem, or song.

**Poetry Book 2**

Before reading *Poetry Book 2* with your students, discuss with them how words and phrases help to create rhythm and meaning in a story, poem or song. Regular beats, alliteration, rhyming words and repeated lines help to create a certain feeling or meaning.

After this discussion, read a selection from *Poetry Book 2* with your students, then have them share their ideas about how the features you discussed earlier (regular beats, alliteration, rhymes, repeated lines) supplied the rhythm and meaning in the story, poem, or song.
Bad News Shoes

Before reading *Bad News Shoes* with your students, discuss with them how words and phrases help to create rhythm and meaning in a story, poem, or song. Regular beats, alliteration, rhyming words and repeated lines help to create a certain feeling or meaning.

After this discussion, read *Bad News Shoes* with your students, then have them share their ideas about how the features you discussed earlier (regular beats, alliteration, rhymes, repeated lines) supplied the rhythm and meaning in the story, poem, or song.

Movin’ to the Music Time

Before reading *Movin’ to the Music Time* with your students, discuss with them how words and phrases help to create rhythm and meaning in a story, poem, or song. Regular beats, alliteration, rhyming words and repeated lines help to create a certain feeling or meaning.

After this discussion, read *Movin’ to the Music Time* with your students, then have them share their ideas about how the features you discussed earlier (regular beats, alliteration, rhymes, repeated lines) supplied the rhythm and meaning in the story, poem, or song.
Winter Snoozers

Before reading *Winter Snoozers* with your students, discuss with them how words and phrases help to create rhythm and meaning in a story, poem, or song. Regular beats, alliteration, rhyming words, and repeated lines help to create a certain feeling or meaning.

After this discussion, read *Winter Snoozers* with your students, then have them share their ideas about how the features you discussed earlier (regular beats, alliteration, rhymes, repeated lines) supplied the rhythm and meaning in the story, poem, or song.