

# Unit 4

## Listen, My Children

Poems for Fourth Graders

Activity Book



GRADE 4 Core Knowledge Language Arts®

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## Unit 4

# Listen, My Children

Poems for Fourth Graders

Activity Book

GRADE 4

Core Knowledge Language Arts®



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This OER unit is offered as a supplement to the core CKLA program developed by the Core Knowledge Foundation. The unit is not part of the current CKLA print program available for purchase from Amplify.

However, as we gather more feedback on how this unit works in classrooms, Amplify and the Core Knowledge Foundation will consider how this unit may be incorporated into future iterations of the core CKLA program sold by Amplify.

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Vocabulary for “The Fog” and “The Rhinoceros”

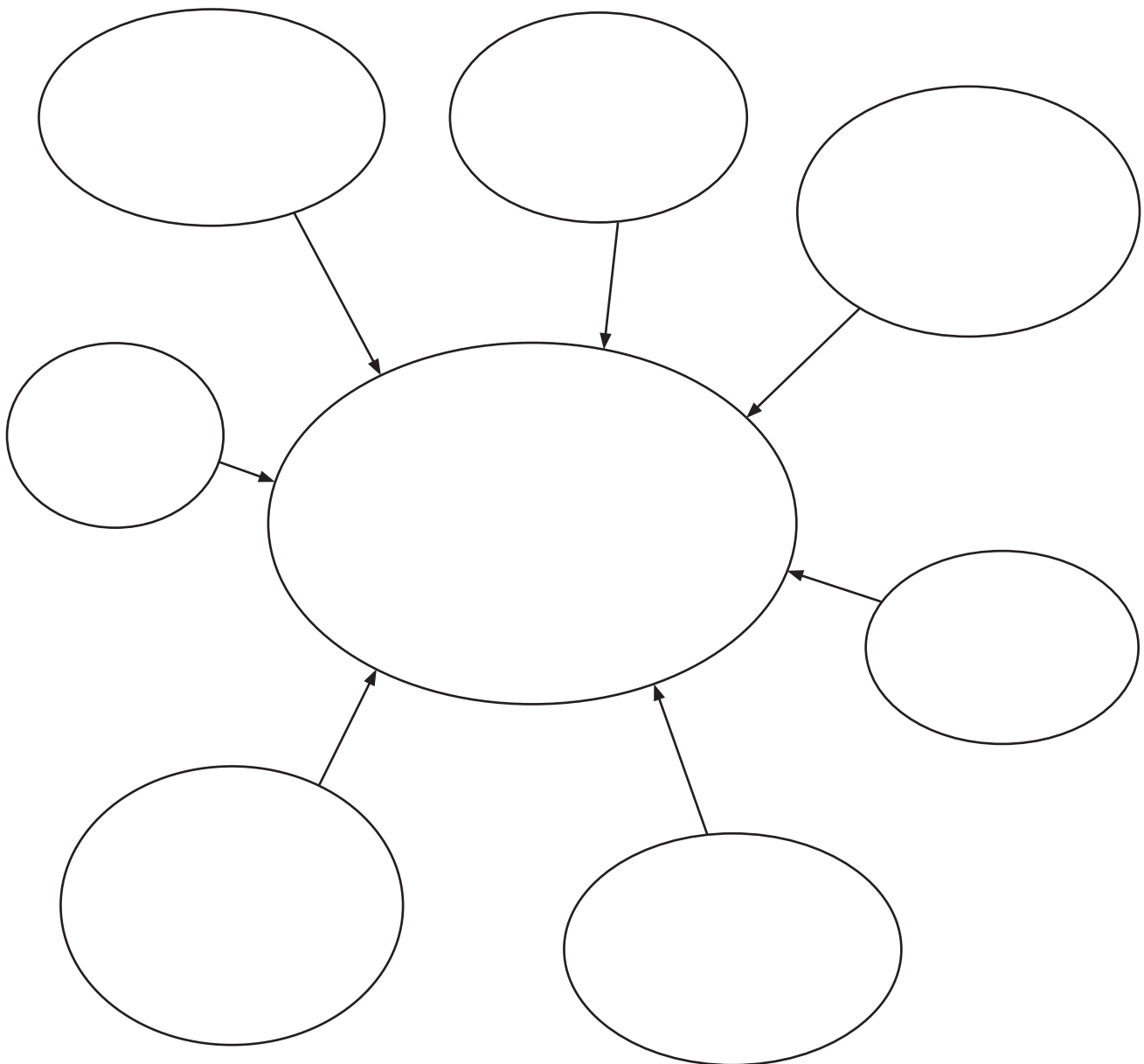
1. **fog, *n.*** a mist, like a cloud, that forms near to the ground **(11)**
2. **harbor, *n.*** a part of a body of water, close to the land, that provides safety or protection **(11)**
3. **haunch, *n.*** a part of the body that includes the hip and the upper thigh **(haunches) (11)**
4. **homely, *adj.*** unattractive **(14)**
5. **beast, *n.*** an animal other than a human **(14)**
6. **feast, *n.*** a large and elaborate meal **(14)**
7. **farewell, *n.*** an expression used to wish someone well when saying goodbye **(14)**

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Free Verse Poetry: Planning

**Directions:** Use the following graphic organizer to brainstorm ideas for your free verse poem. Write the free verse poem on Activity Page 1.3.





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Vocabulary for “Clarence” and “A Tragic Story”

1. **commercial, *n.*** an advertisement for the sale of a product or service  
**(commercials) (15)**
2. **bleach, *n.*** a chemical that makes something whiter or brighter **(15)**
3. **stylish, *adj.*** following current fashion trends **(15)**
4. **cavity, *n.*** a hole in a tooth caused by decay **(cavities) (15)**
5. **scold, *v.*** to speak to in a harsh or angry way **(15)**
6. **sage, *n.*** a wise person **(17)**
7. **handsome, *adj.*** attractive or good-looking **(17)**
8. **muse, *v.*** to think about seriously or for a long time **(mused) (17)**
9. **curious, *adj.*** interesting because of being unusual or strange **(17)**
10. **stout, *adj.*** thick, sturdy **(17)**



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

List pairs of rhyming words you find in “Clarence” and “A Tragic Story.”

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

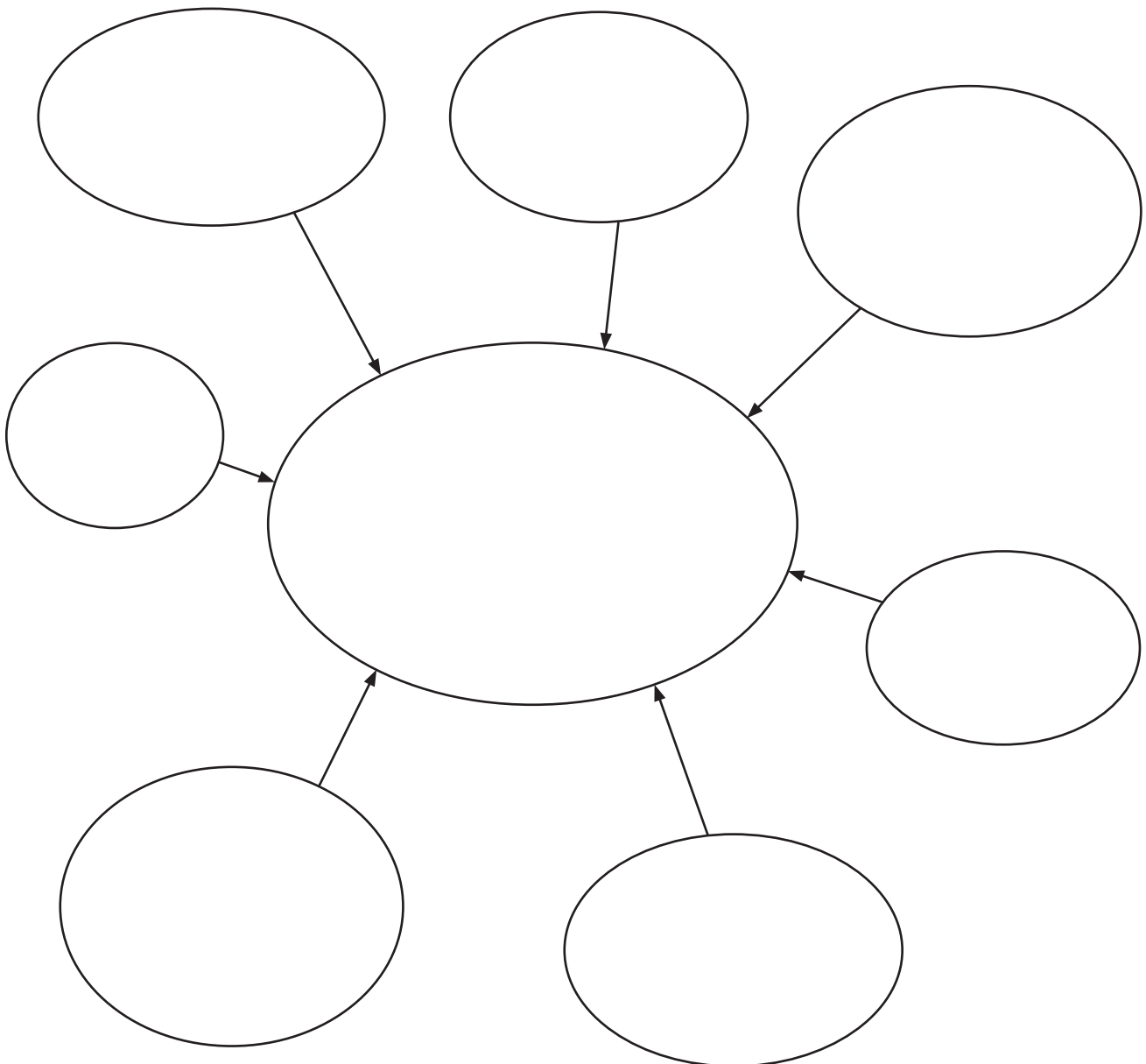
10. \_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Poem with a Rhyme Scheme: Planning

**Directions:** Use the following graphic organizer to brainstorm pairs of rhyming words for your poem that has a rhyme scheme. Write the topic of your poem in the circle in the center and pairs of rhyming words in the smaller circles. Write this poem on Activity Page 2.4.





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Vocabulary for “Things” and “Life Doesn’t Frighten Me”

- 11. shore, *n.*** the area of land where a large body of water meets the land **(10)**
- 12. sandhouse, *n.*** a small structure built of sand on the shore; built for the enjoyment of the activity and not intended to last long **(10)**
- 13. frighten, *v.*** to make afraid **(30)**
- 14. counterpane, *n.*** a cloth covering for a bed; quilt **(30)**
- 15. charm, *n.*** an item thought to bring good luck **(31)**

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**Focus on the Poet:**

**Maya Angelou**

Where and when the poet was born:

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What I find interesting about the poet:

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Other poems by this poet:

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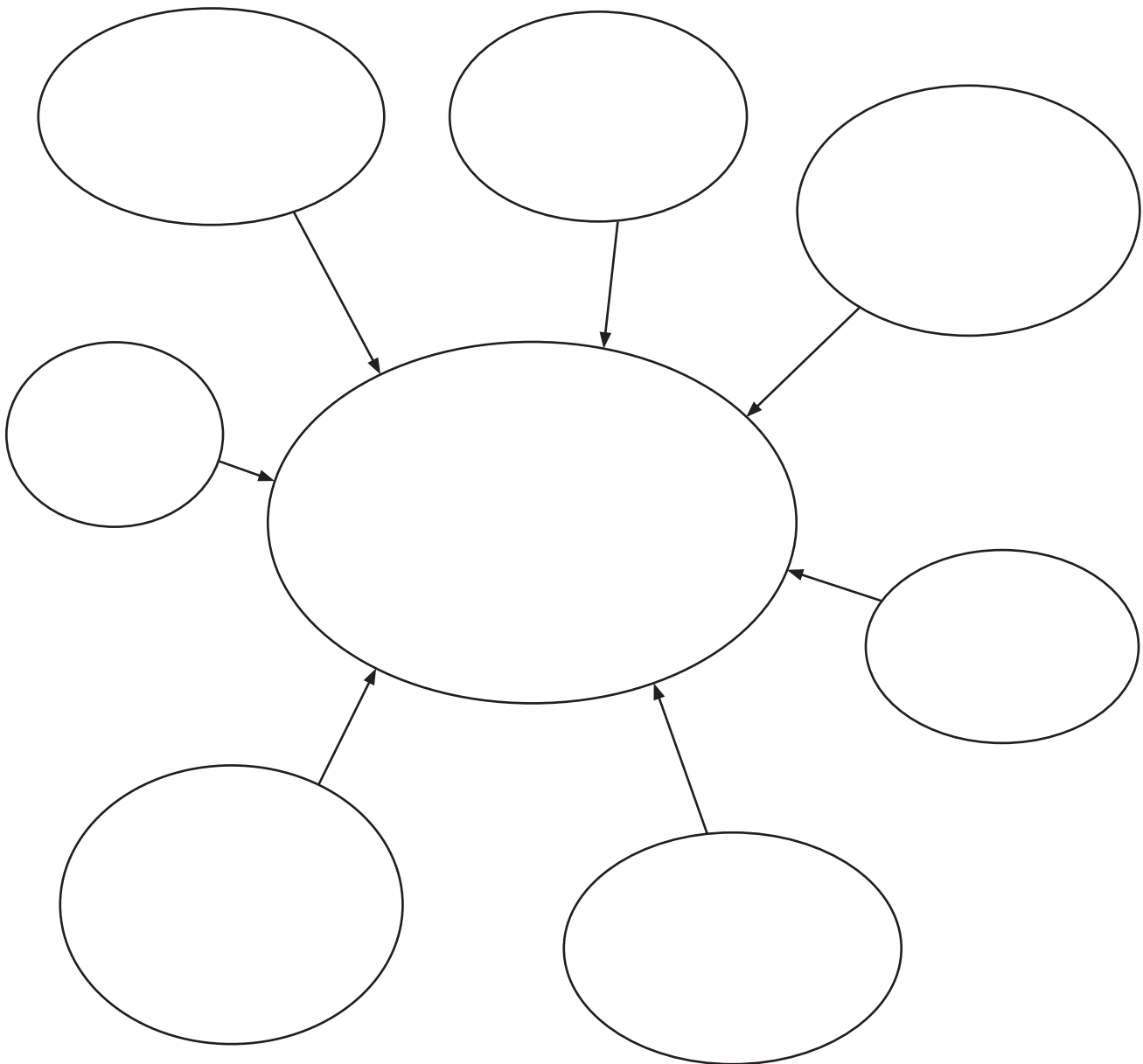
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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Poem with Repetition: Planning

**Directions:** Use the following graphic organizer to brainstorm words or lines you can repeat in your poem. Write the topic of your poem in the circle in the center and words or lines you may be able to repeat in the smaller circles. Write this poem on Activity Page 3.4.





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Vocabulary for “Dreams”

- |                                |  |
|--------------------------------|--|
| 1. <b>fast</b> , <i>adv.</i>   | tight <b>(13)</b>                              |
| 2. <b>barren</b> , <i>adj.</i> | not able to support life or growth <b>(13)</b> |



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Focus on the Poet:

**Langston Hughes**

Where and when the poet was born:

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What I find interesting about the poet:

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---

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---

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Other poems by this poet:

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---

---

---

---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Write Metaphors and Similes

**Directions:** For each of the following phrases, create a metaphor or a simile, in which you compare the item to something else.

#### Part I: Metaphors

1. My family is \_\_\_\_\_.

2. The blizzard was \_\_\_\_\_.

3. The clouds were \_\_\_\_\_.

4. My school is \_\_\_\_\_.

5. [CREATE YOUR OWN METAPHOR COMPARING TWO THINGS]:

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---

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**Part II: Similes**

1. He is as strong as \_\_\_\_\_.

2. The ice was as slippery as \_\_\_\_\_.

3. The night was as \_\_\_\_\_.

4. My sister is like \_\_\_\_\_.

5. [CREATE YOUR OWN SIMILE COMPARING TWO THINGS]:

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Vocabulary for “the drum”

1. **rhythm, *n.*** a regular beat **(12)**

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Poem Using a Metaphor

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Practice Spelling Words

**Directions:** Match the spelling word with the definition by writing the correct spelling word on the line next to the definition.

<b>stanza</b>	<b>verse</b>	<b>rhyme</b>	<b>rhythm</b>
<b>repetition</b>	<b>metaphor</b>	<b>simile</b>	<b>narrative</b>
<b>imagery</b>	<b>figurative language</b>		

1. \_\_\_\_\_: two or more words whose ending sounds are the same or similar to one another
2. \_\_\_\_\_: an act, word, or phrase that is repeated
3. \_\_\_\_\_: lines in a poem that make up one section
4. \_\_\_\_\_: a type of figurative language in which two things that are not alike are compared to one another
5. \_\_\_\_\_: a story
6. \_\_\_\_\_: a type of figurative language in which two things that are not alike are compared to one another, and the words like or as are used
7. \_\_\_\_\_: a regular beat
8. \_\_\_\_\_: words or phrases that paint a mental picture or image
9. \_\_\_\_\_: poetry
10. \_\_\_\_\_: words or phrases, used in poetry and other writing, that makes the writing more interesting or powerful

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Vocabulary for “Afternoon on a Hill” and “Clouds”

1. **glad, *adj.***                      happy (**gladdest**) (8)
2. **cliff, *n.***                         a high, steep face of rocks or earth (**cliffs**) (8)
3. **bow, *v.***                         to bend down (8)

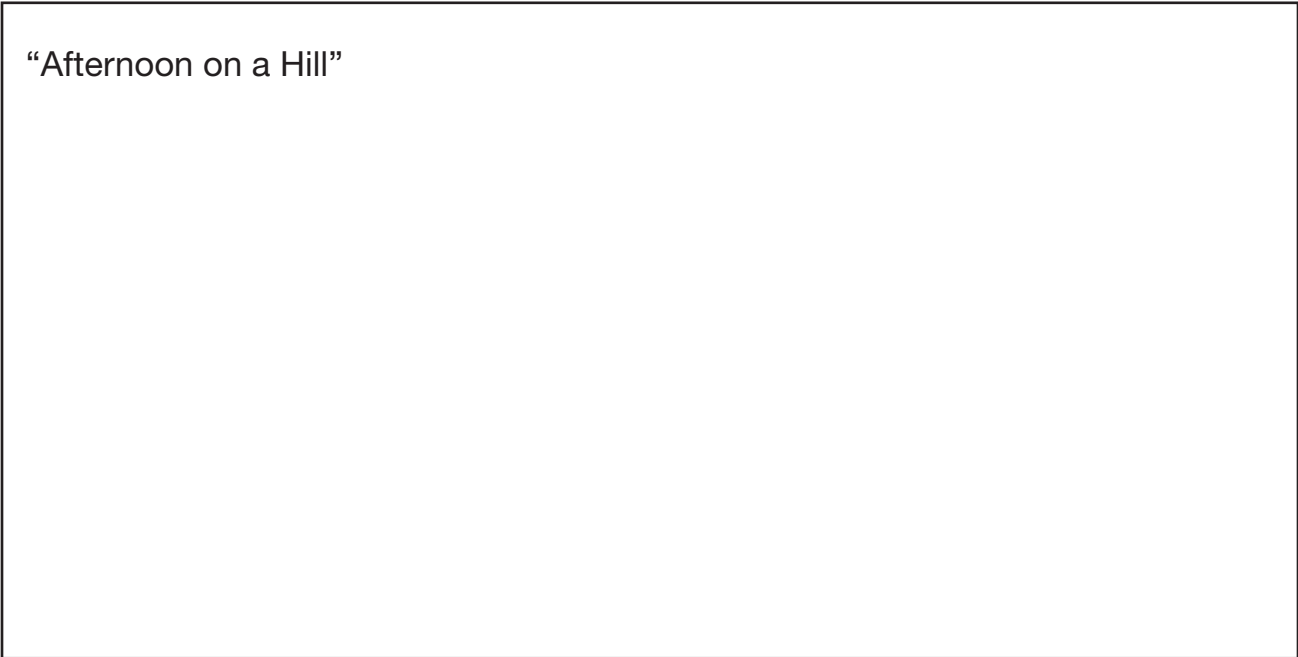
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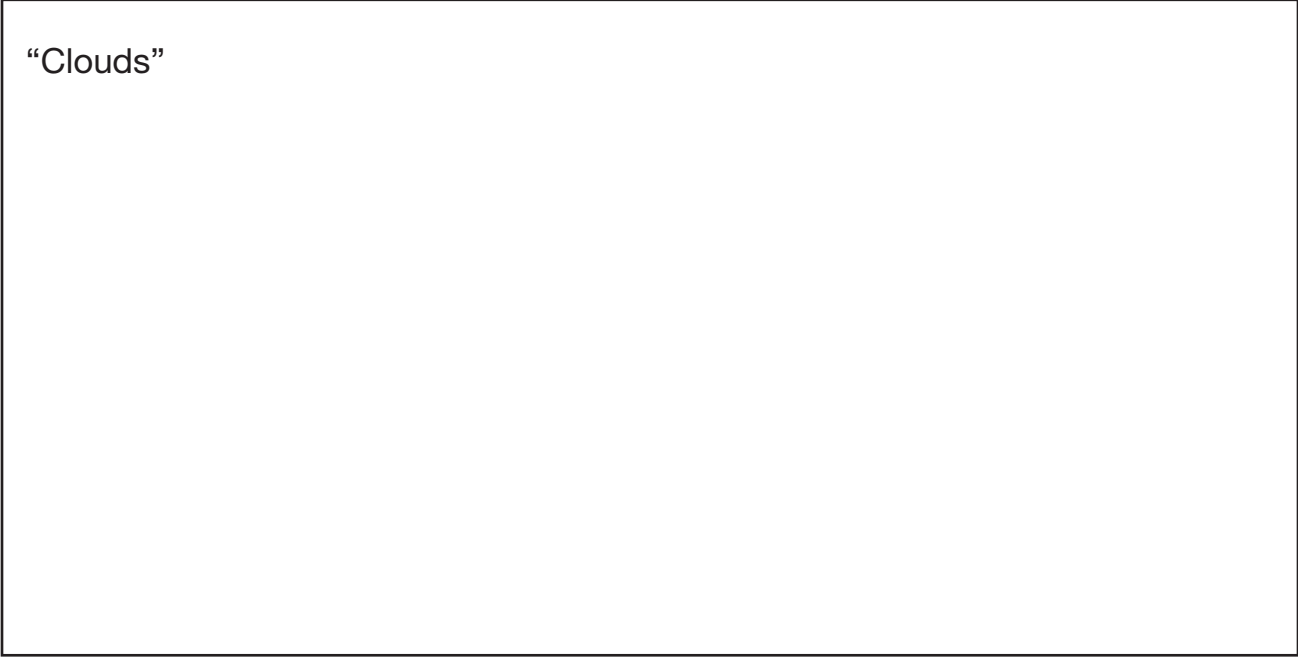
### Imagery in “Afternoon on a Hill” and “Clouds”

**Directions:** Re-read “Afternoon on a Hill” and “Clouds.” Then draw two pictures – one for the mental image you get when you read “Afternoon on a Hill,” and one for the mental image you get when you read “Clouds.”

“Afternoon on a Hill”



“Clouds”



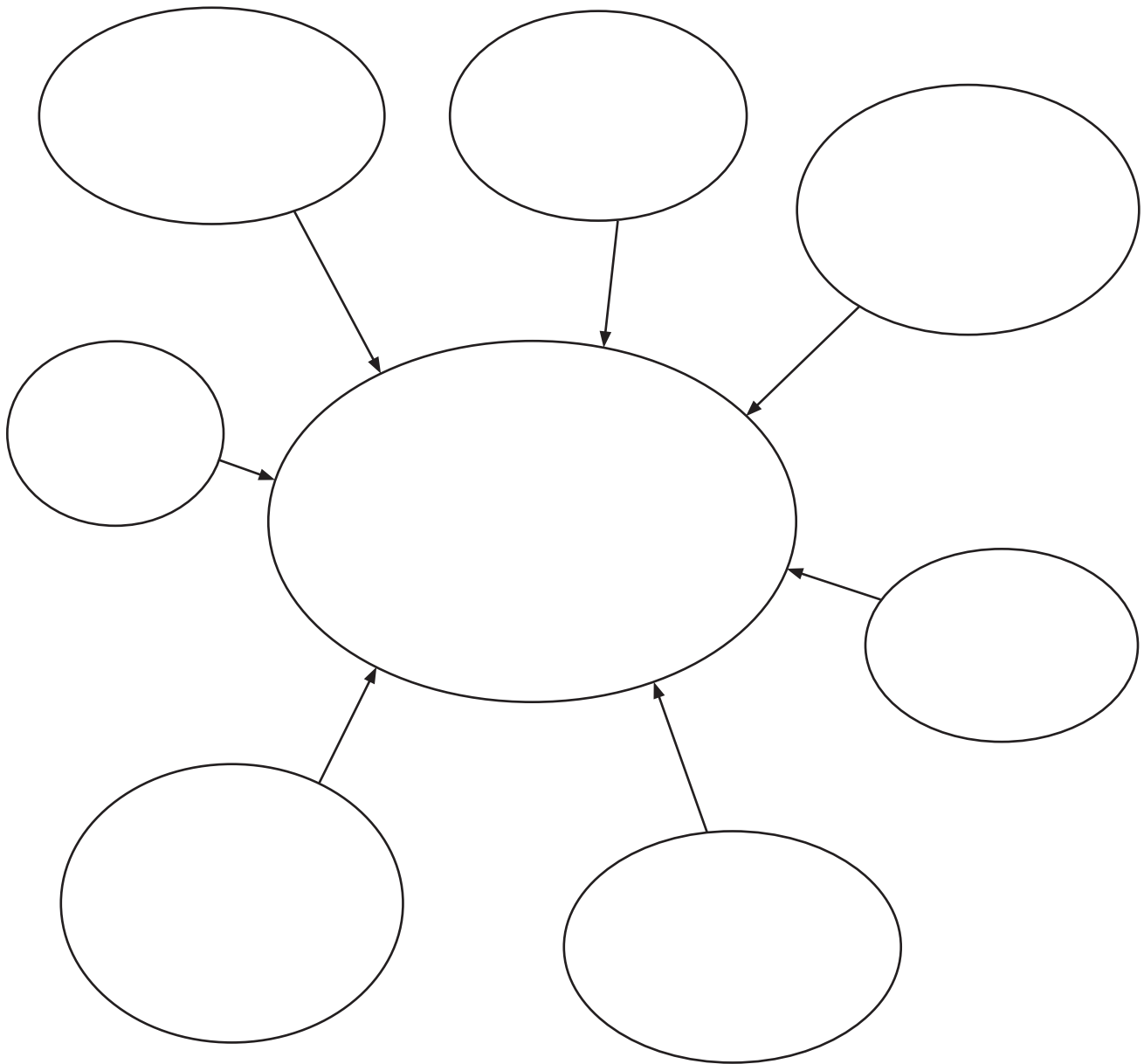


NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Poem with Imagery: Planning

**Directions:** Use the following graphic organizer to brainstorm words or lines you can repeat in your poem. Write the topic of your poem in the circle in the center and words or lines you may be able to repeat in the smaller circles. Write this poem on Activity Page 6.4.





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Vocabulary for “Humanity”

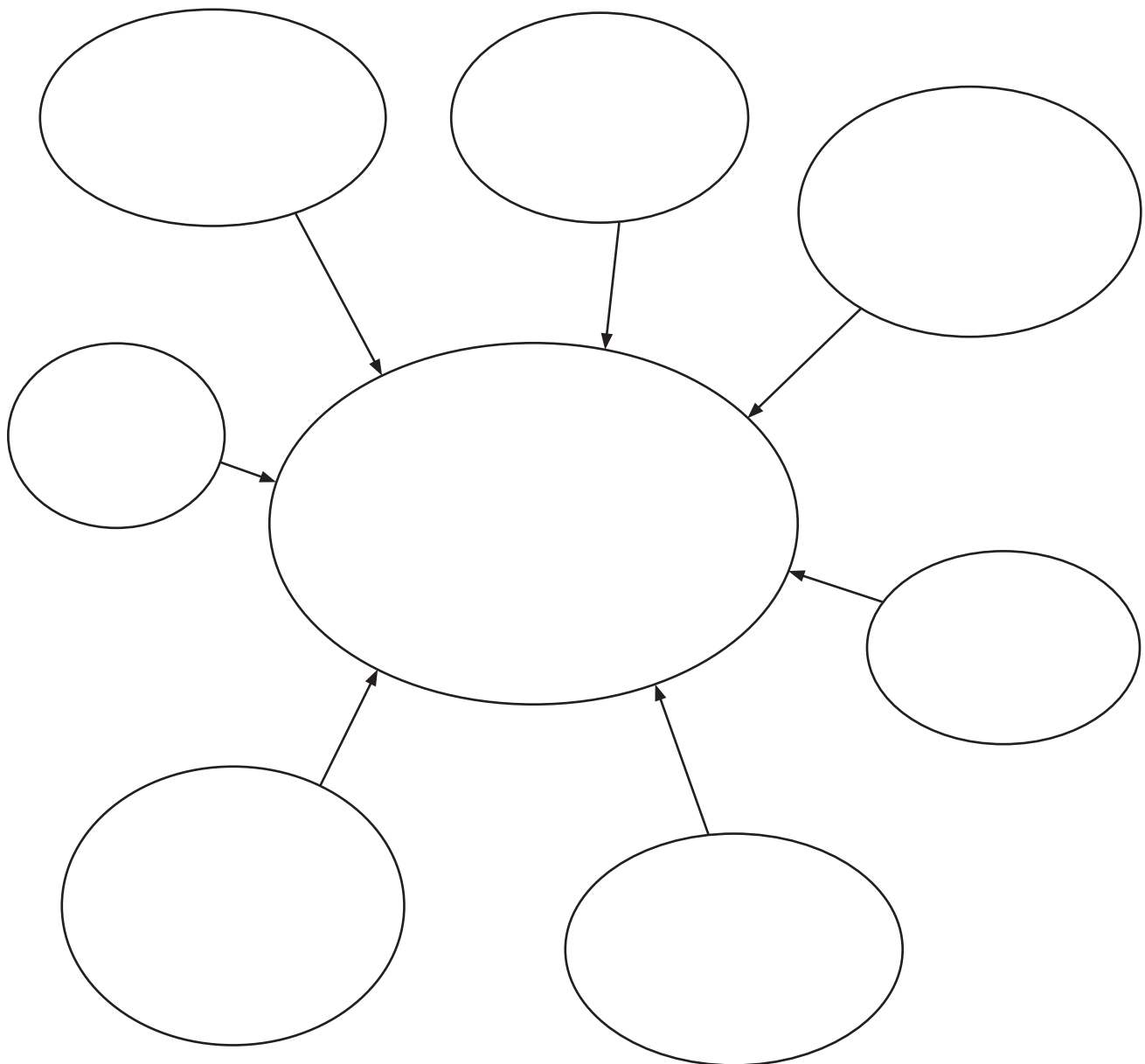
1. **harm, *n.*** danger **(16)**
2. **race, *n.*** a group of people who share certain physical traits, which are passed down from one generation to another **(16)**
3. **grasp, *v.*** to grab hold of **(16)**
4. **grope, *v.*** to search in an uncertain way with one’s hands **(16)**
5. **faint, *adj.*** weak or dizzy **(16)**
6. **worthwhile, *adj.*** valuable; worth one’s time **(16)**

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Poem about Identity: Planning

**Directions:** Use the following graphic organizer to brainstorm words or lines you can include in your poem about your identity. Write the value or character trait you will focus on in your poem in the circle in the center. In the circles around that, write words or lines about that trait or value that you will include in the poem about your identity.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Practice Spelling Words

**Directions:** Write a sentence for each of the spelling words.

stanza	verse	rhyme	rhythm
repetition	metaphor	simile	narrative
imagery	figurative language		

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

5. \_\_\_\_\_

\_\_\_\_\_

6. \_\_\_\_\_

\_\_\_\_\_

7. \_\_\_\_\_

\_\_\_\_\_

8. \_\_\_\_\_

\_\_\_\_\_

9. \_\_\_\_\_

\_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Vocabulary for “Concord Hymn”

1. **hymn, *n.*** a song or poem that praises someone; often a religious song or poem **(27)**
2. **rude, *adj.*** in a rough or unfinished state **(27)**
3. **arch, *v.*** to form a curved shape **(arched) (27)**
4. **embattled, *adj.*** engaged or involved in a fight **(retired) (27)**
5. **foe, *n.*** an enemy **(27)**
6. **conqueror, *n.*** someone who is successful in defeating another **(27)**
7. **ruin, *v.*** to destroy **(ruined) (27)**
8. **seaward, *adj.*** toward the sea or ocean **(27)**
9. **bank, *n.*** the land on the edge of a river or stream **(27)**
10. **redeem, *v.*** to change for the better **(27)**
11. **spare, *v.*** to prevent **(27)**

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**Focus on the Poet:**

**Ralph Waldo Emerson**

Where and when the poet was born:

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What I find interesting about the poet:

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Other poems by this poet:

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Vocabulary for “Paul Revere’s Ride” (first four stanzas)

1. **hardly, *adv.*** almost none **(19)**
2. **aloft, *adv.*** high above the ground **(19)**
3. **muffled, *adj.*** made quieter, usually because of a covering **(19)**
4. **moorings, *n.*** equipment used to secure a ship or other large vessel **(19)**
5. **phantom, *n.*** ghost **(19)**
6. **hulk, *n.*** an old ship that is no longer being used **(19)**
7. **alley, *n.*** a narrow street or path between building **(19)**
8. **measured, *adj.*** deliberate, unhurried **(19)**

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Focus on the Poet:

**Henry Wadsworth Longfellow**

Where and when the poet was born:

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What I find interesting about the poet:

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Other poems by this poet:

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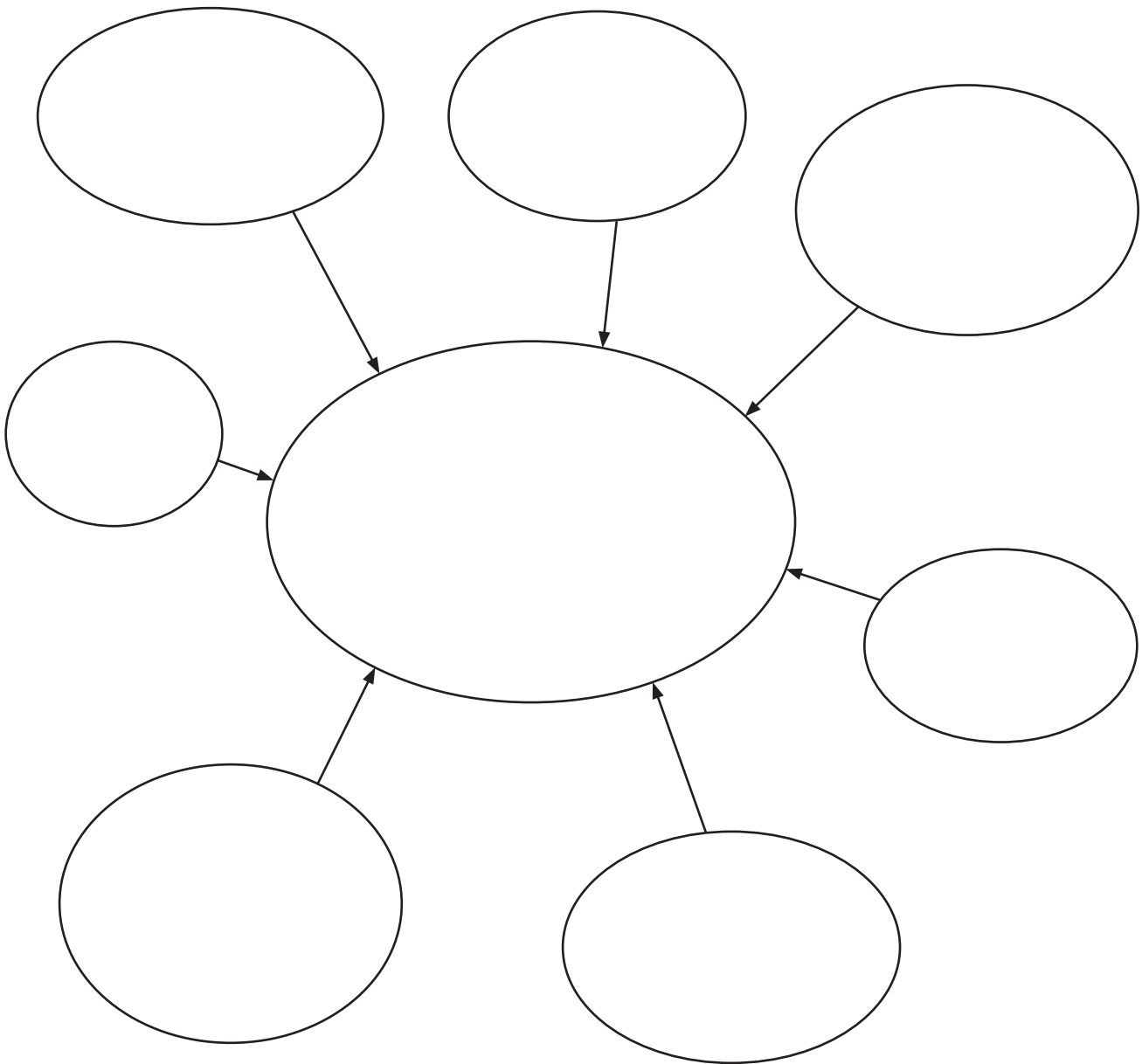
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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Narrative Poem: Planning

**Directions:** Use the following graphic organizer to brainstorm a topic and words or lines you can include in your narrative poem. Write the topic of your poem in the circle in the center and words, lines, and details you will include in your poem in the smaller circles. Write this poem on Activity Page 9.4.





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Practice Spelling Words

**Directions:** Write your spelling words in alphabetical order on the lines below.

stanza	verse	rhyme	rhythm
repetition	metaphor	simile	narrative
imagery	figurative language		

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**Directions:** Write the spelling words as your teacher calls them out.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Unit Assessment

**Directions:** Read the fifth and sixth stanzas of “Paul Revere’s Ride” on page 20 of *Listen, My Children* and answer the following questions by circling the choice that best responds to each question or by writing an answer (in complete sentences) on the lines provided.

1. Is this poem free verse? How do you know?

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2. Which of the following best defines free verse?

- a. It is poetry that does not have a theme.
- b. It is poetry that doesn’t have a rhyme scheme or a regular rhythm.
- c. It is not really poetry.
- d. It is poetry that includes made-up words.

3. Is “Paul Revere’s Ride” an example of a narrative poem? Why or why not?

- a. Yes, it is a narrative poem because it tells a story.
- b. No, it is not a narrative poem because it rhymes.
- c. Yes, it is a narrative poem because it rhymes.
- d. No, it is not a narrative poem because it is based on a true event.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

4. In what ways are a metaphor and a simile similar? In what ways are they different?

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5. Describe what is happening in the poem on page 20, in lines 1-11.

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6. How many stanzas are there in this part of the poem on page 20?

- a. zero
- b. one
- c. two
- d. three

7. In line 15 of the poem on page 20, what does the word sentinel mean?

- a. a church
- b. a boat
- c. a soldier standing guard
- d. a form of currency, or money

8. Are there any similes in the poem on page 20? Why or why not?

- a. Yes, because a simile is a regular rhythm, and there is a regular rhythm in this poem.
- b. Yes, because a simile is a comparison using the words *like* or *as*, and there is a comparison using one of those words.
- c. No, because a simile is a regular rhythm, and there is not a regular rhythm in this poem.
- d. No, because a simile is a comparison using the words *like* or *as*, and there is no comparison using one of those words.

9. Why is the man in the poem climbing the tower of the Old North Church?

- a. He wants to see the British troops.
- b. He wants to hide from the British troops.
- c. He wants to see what was hidden in the tower.
- d. He wants to spy on the Americans who opposed the British.

10. Describe the mood, or feeling, of the person who climbs the tower of the Old North Church. What words and phrases of the text tell you about the mood or feeling?

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Glossary for *Listen, My Children: Poems for Fourth Graders*

<b>alley, n.</b>	a narrow street or path between building <b>(19)</b>
<b>aloft, adv.</b>	high above the ground <b>(19)</b>
<b>arch, v.</b>	to form a curved shape <b>(arched) (27)</b>
<b>bank, n.</b>	the land on the edge of a river or stream <b>(27)</b>
<b>barren, adj.</b>	not able to support life or growth <b>(13)</b>
<b>beast, n.</b>	an animal other than a human <b>(14)</b>
<b>bleach, n.</b>	a chemical that makes something whiter or brighter <b>(15)</b>
<b>bow, v.</b>	to bend down <b>(8)</b>
<b>cavity, n.</b>	a hole in a tooth caused by decay <b>(cavities) (15)</b>
<b>charm, n.</b>	an item thought to bring good luck <b>(31)</b>
<b>cliff, n.</b>	a high, steep face of rocks or earth <b>(cliffs) (8)</b>
<b>commercial, n.</b>	an advertisement for the sale of a product or service <b>(commercials) (15)</b>
<b>conqueror, n.</b>	someone who is successful in defeating another <b>(27)</b>
<b>counterpane, n.</b>	a cloth covering for a bed; quilt <b>(30)</b>
<b>curious, adj.</b>	interesting because of being unusual or strange <b>(17)</b>
<b>embattled, adj.</b>	engaged or involved in a fight <b>(retired) (27)</b>
<b>faint, adj.</b>	weak or dizzy <b>(16)</b>
<b>farewell, n.</b>	an expression used to wish someone well when saying goodbye <b>(14)</b>
<b>fast, adv.</b>	tight <b>(13)</b>
<b>feast, n.</b>	a large and elaborate meal <b>(14)</b>

<b>figurative language, <i>n.</i></b>	words or phrases that are used in a way that is different from how they are usually used to increase their effect
<b>foe, <i>n.</i></b>	an enemy <b>(27)</b>
<b>fog, <i>n.</i></b>	a mist, like a cloud, that forms near to the ground <b>(11)</b>
<b>frighten, <i>v.</i></b>	to make afraid <b>(30)</b>
<b>glad, <i>adj.</i></b>	happy <b>(gladdest) (8)</b>
<b>grasp, <i>v.</i></b>	to grab hold of <b>(16)</b>
<b>grope, <i>v.</i></b>	to search in an uncertain way with one's hands <b>(16)</b>
<b>handsome, <i>adj.</i></b>	attractive or good-looking <b>(17)</b>
<b>harbor, <i>n.</i></b>	a part of a body of water, close to the land, that provides safety or protection <b>(11)</b>
<b>hardly, <i>adv.</i></b>	almost none <b>(19)</b>
<b>harm, <i>n.</i></b>	danger <b>(16)</b>
<b>haunch, <i>n.</i></b>	a part of the body that includes the hip and the upper thigh <b>(haunches) (11)</b>
<b>homely, <i>adj.</i></b>	unattractive <b>(14)</b>
<b>hymn, <i>n.</i></b>	a song or poem that praises someone; often a religious song or poem <b>(27)</b>
<b>hulk, <i>n.</i></b>	an old ship that is no longer being used <b>(19)</b>
<b>imagery, <i>n.</i></b>	words or phrases that paint a mental picture or image
<b>measured, <i>adj.</i></b>	deliberate, unhurried <b>(19)</b>
<b>metaphor, <i>n.</i></b>	a type of figurative language in which two things that are not alike are compared to one another
<b>moorings, <i>n.</i></b>	equipment used to secure a ship or other large vessel <b>(19)</b>
<b>muffled, <i>adj.</i></b>	made quieter, usually because of a covering <b>(19)</b>
<b>muse, <i>v.</i></b>	to think about seriously or for a long time <b>(mused) (17)</b>

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

<b>narrative, <i>n.</i></b>	a story
<b>phantom, <i>n.</i></b>	ghost <b>(19)</b>
<b>race, <i>n.</i></b>	a group of people who share certain physical traits, which are passed down from one generation to another <b>(16)</b>
<b>redeem, <i>v.</i></b>	to change for the better <b>(27)</b>
<b>repetition, <i>n.</i></b>	an act, word, or phrase that is repeated
<b>rhyme, <i>n.</i></b>	two or more words whose ending sounds are the same or similar to one another
<b>rhythm, <i>n.</i></b>	a regular beat <b>(12)</b>
<b>rude, <i>adj.</i></b>	in a rough or unfinished state <b>(27)</b>
<b>ruin, <i>v.</i></b>	to destroy (ruined) <b>(27)</b>
<b>sage, <i>n.</i></b>	a wise person <b>(17)</b>
<b>sandhouse, <i>n.</i></b>	a small structure built of sand on the shore; built for the enjoyment of the activity and not intended to last long <b>(10)</b>
<b>scold, <i>v.</i></b>	to speak to in a harsh or angry way <b>(15)</b>
<b>seaward, <i>adj.</i></b>	toward the sea or ocean <b>(27)</b>
<b>shore, <i>n.</i></b>	the area of land where a large body of water meets the land <b>(10)</b>
<b>simile, <i>n.</i></b>	a type of figurative language in which two things that are not alike are compared to one another, and the words like or as are used
<b>spare, <i>v.</i></b>	to prevent <b>(27)</b>
<b>stanza, <i>n.</i></b>	lines in a poem that make up one section
<b>stout, <i>adj.</i></b>	thick, sturdy <b>(17)</b>
<b>stylish, <i>adj.</i></b>	following current fashion trends <b>(15)</b>
<b>verse, <i>n.</i></b>	poetry
<b>worthwhile, <i>adj.</i></b>	valuable; worth one's time <b>(16)</b>

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