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Little Poems, Clever Patterns - Year 1

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Teacher quick-start

The week

Year 1 learners explore a whole poem before noticing its patterns. In five 35–45 minute lessons they read with you, listen for returning language and end rhyme, compare a changed line, then create a two- or four-line poem. Success means finding a real pattern and explaining how it connects a meaningful text.

Prepare once

Have the teaching deck and quiz ready; display D1–D4 and poem cards P1–P4. Make C1–C4 available for pairs, plus the Pattern Partners mat. Provide the four practice sheets, transfer sheet, performance record and rubric as needed. Children need pencils and optional coloured pencils. Cut cards beforehand or supervise safe scissors. Collect each child's composition and exact spoken explanation.

Read and respond

Read unfamiliar words; echo short lines together. Begin with the picture and the scene. Children may answer by speaking, pointing, drawing, dictating to an adult or writing. Give time to rehearse with a partner. Record support separately from the learning. Introduce poem, line, end, repeat, rhyme and rhythm through the examples; no technical definition test is needed.

Keep the learning accurate

Use ears for rhyme, even when spelling differs. Identical returning words demonstrate repetition. Not every poem or line must rhyme. Read with natural flow and pauses; tapping is optional and is not a test of counting words or syllables. A funny imagined poem may be valid, but an observed-scene task must fit its picture.

Check and use

Each practice answer follows its sheet. Red composition writing is one possible model. Use the two final assessment pages and rubric together; assess the taught pattern, connection and revision rather than handwriting or confident public speaking. Small-group support and extension are inside the lessons below.

Lesson 1 • A poem says something

Learning and evidence

We can tell what a poem is about and find words that come back. Look for a child explaining the wet scene and identifying Rain on or Splash in the whole poem. Resources: slides 2–5, D1, P1, C1 rain cards, W1/W1A. Time: about 40 minutes.

Retrieve and picture-walk • 6 minutes

Say cat/mat and cat/sun orally; invite a heard match without a reading test. Show the Rain picture. Ask what the boots are for and where the water is. Explain path and street using the picture. Hear two or three scene ideas; do not begin with a list of formal poetry terms.

Model the whole text • 9 minutes

Read all four Rain lines with normal expression. Say, 'A poem can tell us about something. This child is splashing in rain between a finger across each line, returning to the left. Read two lines for a child to echo. On the next reading point to Rain on twice, then Splash twice. Say, 'Those words come back. They join the rainy things and times.'ashes.'

Guide and practise • 15 minutes

Pairs match C1's four rain lines to the picture actions, then make the poem with P1 as a reference, which openings belong together and why. Children compare with you reading each task; underline both Rain on openings and both Splash words, circle street/feet, and draw or explain the scene. Let a child point while you mark, or dictate the explanation.

Lesson 1 • Listen to each child

Respond and check • 7 minutes

Invite each child to point to one repeated opening and finish, 'It helps because ...'. Accept 'It keeps telling us about rain' or 'Splash joins the two splashing lines'. Record a scene response and a pattern response. A child saying only 'It sounds nice' needs a further specific prompt.

Support and extend

For support, echo one pair at a time and point to boots/path before asking about the pattern. Offer oral choices: 'Rain on comes back, or feet comes back?' Do not replace the meaning question with copying. For extension, ask whether replacing the second Rain on with Water on changes the repeated opening; both versions may describe the scene.

Teacher answer guide

W1: underline Rain on in lines 1/2 and Splash in lines 3/4. The true end-rhyme pair is street/feet. Path/street and boots/feet are near matches. A possible scene response is a child splashing in boots on a rainy path. Accept a different accurate drawing or explanation.

Transfer and exit • 3 minutes

Say a fresh pair, 'Here comes the rain. / Here comes the sun.' Ask which beginning returns. Then ask whether it still tells us about the weather. This is a repetition example, not a claimed rhyme pair. Use the response to decide who needs the first pair model again next lesson.

Lesson 2 • Listen at the line ends

Learning and evidence

We can hear real rhyming endings in a poem and choose a word that fits its scene. Resources: slides 6–8, D2, P2, C1 pond pair, C2 hop/stop pair, W2/W2A, G1. About 40 minutes.

Retrieve and model • 12 minutes

Reread Rain; recall a returning opening. Show the pond picture and read all four lines. Point to frog and log at the actual line ends. Say the two words slowly, then normally: their endings sound alike. Repeat with hop/stop. Change log to rock in the full line; ask children to listen before looking at letters. The frog can sit on a rock, but frog/rock do not rhyme.

Guided matching • 10 minutes

Pairs choose the frog/log or hop/stop full-line cards read with adult support and name the actual matching end words. They try a nonmatch, frog/rock, orally. Use G1's end-rhyme zone for one turn, explain that a partner may ask to hear the pair again. Do not match cards just because both show the pond.

Independent response • 10 minutes

Read W2 aloud. Children circle a meaningful rhyming choice in tasks 1/3 and underline by/sky in task 2. Ask for a brief drawing or spoken reason. Model by as a bird passing you. By/sky and bee/me are useful examples of matching sound with different written endings.

Lesson 2 • Sound and meaning together

Answer and observation guide

W2: log fits the frog line and rhymes; underline by and sky; me completes the bee line and rhymes. A possible explanation is 'I said the words and heard matching endings'. Accept a correct oral example rather than requiring those exact words.

Support and extend

For support, read just the two choices aloud with a small picture cue, then reread both completed lines. Children may point instead of circling. For extension, invite a fitting two-line alternative such as 'A little frog / Hops off the log.' Ask the child to explain both the sound and the sense, without formal rhyme letters.

Fresh transfer • 5 minutes

Read, 'I see a cat. / It naps on a mat.' Ask for the rhyming endings, then the scene. Next read 'I see a cat. / It naps in a box.' Ask what changed. Cat/box do not rhyme; both lines can still make sense. This checks application to a new complete tiny text.

Exit and next teaching • 3 minutes

Say an actual matching pair and a nonmatch to each target child. Record whether the choice was heard independently, after rereading or after a model. If a child chooses by matching pictures or first sounds, model listening at the end again. Do not grade rhyme through handwriting or spelling.

Lesson 3 • Words can come back

Learning and evidence

We can find returning openings and explain how they link a whole scene. Resources: slides 9–11, D3, P3/P4, C3/C4, G1. About 40 minutes.

Retrieve and model • 12 minutes

Recall frog/log aloud. Read Up in the Sky as a whole poem while children track. Explain flies by with a passing-hand action. Point to the two Look at beginnings, then ask which views they link. Read In the Garden. One starts three lines; flower returns in the first two. Bee/me is the different-word rhyme pair. Returning flower is repetition.

Reconstruct and compare • 12 minutes

Pairs rebuild Sky using C3 with P3 as reference. Read the whole poem and explain why the ending lines belong with each view. Then rebuild Garden from C4 with P4. Try the clearly marked alternative A yellow flower. Compare with One yellow flower. One now starts new line, but the garden scene can still make sense.

Spoken flow • 6 minutes

Read Garden naturally, children echoing each line. Tap gently if it helps listening, with pauses where comfortable. Say, 'Listen to how the words flow together.' Do not count written words as beats, insist on a fixed tap per syllable or even a while wrong for a natural pause.

Lesson 3 • Pattern Partners

Partner practice • 7 minutes

Use G1 with prepared meaningful pairs: Rain lines 1/2 (Rain on); Rain lines 3/4 (Splash); Pond lines 1/2 (frog/log); Pond lines 3/4 (hop/stop); Sky lines 1/3 (Look at); Sky lines 1/2 (sky/by); Sky lines 3/4 (tree/me). Children choose a pair, reread, point to a matching zone and explain. Keep the full-size card pair beside the mat; the zones are pointing choices. Swap speaker/listener after each turn. The point is evidence, not speed or guessing.

Teacher model responses

Rain on joins two rainy places. Splash joins the two splashing actions. Look at invites us to look at both views. Frog/log rhyme and join the frog with where it sits. Sky/by connects the bird passing through the sky. Tree/me connects the bird and observer. A pair may show more than one feature; use Both only when both are actually present in that pair.

Support and extend

Offer one known pair and two or three choices, reading the words together. For extension compare Garden and Pond. Garden returns One/flower; Pond has frog/log and hop/stop. Both keep a scene together, in different ways. Do not demand that flower/flow is a two-different-word rhyme.

Exit • 3 minutes

Each child joins to names one returning opening and says what it links. Ask a child who only spots the blue cue to say the words without the page. Record a brief response; use it to choose support for tomorrow's changed-line comparison.

Lesson 4 • Change one line

Learning and evidence

We can hear what changed and choose a line for a purpose. Resources: slides 12–15, D4, P2, W3/W3A; W4 for planning. About 40 minutes.

Retrieve and contrast • 12 minutes

Read the original Pond poem. Read the complete rock version: the scene is sensible but frog/rock lose the first rhyme. Read the hot-dog version: frog/dog rhyme, but the food is absent from our observed pond scene. Say, 'That could be a funny made-up poem. Our task today is to match this pond picture.' Do not teach that imaginary poetry is always wrong.

Guided repair • 9 minutes

Choose the pictured pond as the purpose. Ask pupils to replace the awkward food line with a line that fits: Sits on a log. Read all four lines. Model the explanation: 'Log fits where the frog is and rhymes with frog!' Then ask whether rock could be kept for a sensible non-rhyming version; yes, when that is the chosen purpose.

Independent comparison • 10 minutes

Read both W3 versions and the original rock text. Children circle the picture-matching version, explain briefly and say what changed in the rock version. Adults may record the pupils' words. Require the scene explanation as well as the rhyme observation, rather than circling on luck.

Lesson 4 • Plan a small poem

Teacher answer guide

W3 task 1: A matches the frog-on-log picture. A possible reason is 'It shows the frog on the log'; B's food detail is absent. Task 2: log became rock, so frog/rock do not rhyme. The scene still makes sense and hop/stop still rhyme. Accept an accurate equivalent explanation.

Plan and rehearse • 6 minutes

On W4 children draw a familiar place or topic: home, beach, tree, garden or their own choice. Ask what happens there. Choose a returning word/line, or a meaningful rhyme pair. Say two possible lines aloud before writing; four lines are available but not compulsory. The optional word bank is a starting point, not a requirement.

Support and extend

Offer a concrete picture/topic and ask the child to say one detail; an adult can write it and model a returning opening. Keep the child's idea. For extension try a second line with another fitting end word, compare both versions aloud and justify a choice. Do not reward a rhyme that removes meaning merely because it sounds similar.

Exit • 3 minutes

Hear each child's poem, topic and intentional pattern. Record whether the child chose a, chose from alternatives or followed a model. Next lesson begins with this plan; the finished class book can contain varied two- and four-line poems.

Lesson 5 • Our little poem book

Learning and evidence

We create a meaningful short poem, check its chosen pattern and explain a pattern in a fresh text. Resources: slides 16–18, W4/W4A, AS1/AS2, RU1 and quiz. About 45 minutes, with brief individual checks continued during normal class work if needed.

Retrieve and compose • 15 minutes

Revisit yesterday's topic and pattern. Model *By the Tree* from slide 16 as one possible poem, showing the returning line and tree/me rhyme. Think aloud: 'I stay by the tree. My last line tells what I do there.' Children write, dictate or draw and say two or four lines on W4. Preserve their own ideas; do not have every child copy the model.

Rehearse and revise • 7 minutes

Partners read or say the whole poem, then use #s checks. Ask, 'Does a line need help? What will you change?' Make a purposeful revision only if needed. A child may keep a clearer first version and explain that choice. Record support and the real revision and decision on AS2.

Share and transfer • 10 minutes

Offer a short, respectful sharing turn; quiet pointing or an adult reading is welcome. Compile the children's poems as a class book without sharing their names outside class. Read fresh *At the Beach* on AS1. Children identify a returning beginning, a true end-rhyme pair and a helpful connection. This is individual learning evidence, not another copying task.

Lesson 5 • Assess and respond

Transfer model answers

AS1: underline Look at in lines 1/3. Circle sand/hand or sea/me as one real end-rhyme pair. Possible explanation: Look at joins the two beach views; sand/hand links the shell with where it is held; sea/me joins the wave and child. Accept either pair and equivalent words, pointing plus an explanation or a dictated response. Do not reveal these models before the individual check.

Performance record and rubric

On AS2 retain the child's poem or dictated words, intended pattern, explanation, response mode and support used. Record a verbal revised line or clear decision to keep a line. Use RU1's four separate criteria: turning language, end rhyme, connection/meaning and creation, revision. Oral or dictated evidence can meet Ready or Going further, support is documented, not an automatic low score.

Quiz and self-check • 10 minutes

Read the eight questions and model text aloud; advance to feedback after children respond. Q1 A; Q2 street/feet; Q3 flower is repetition, bee/me rhyme; Q4 Look at; Q5 One bee/me; Q6 Sts on a log. Q7 accepts hearing rhyme, flow or a confusing line. Q8 accepts Here is linking pets, or cat/mat and dog/log joining line pairs, with a connection explanation. Use open responses magnanimously.

Support, extension and next step • 3 minutes

For support, scribe and reread without choosing the pattern for the child; offer a picture or an oral choice if needed and record it. For extension ask why a chosen change improved meaning or flow. Ask each child to name one pattern they can now hear. Plan a later short rereading for any specific misconception, rather than repeating the whole week.

A Poem Has Lines

Rain on the Path

line



Rain on the path,

line



Rain on the street.

line



Splash in my boots,

line



Splash by my feet.

Point to each line as we read.



Listen to the End.

A small green frog
Sits on a log.



frog / log: the endings sound alike.

A small green frog
Sits on a rock.



frog / rock: the endings sound different.

Say the words. Use your ears.

Words That Return

Up in the Sky

Look at the sky.

A bird flies by.

Look at the tree.

A bird looks at me.



Look at comes back. It joins two views.

Read, Listen, Make Sense.

- ✓ Read or say the whole poem.
- ✓ Listen for your pattern.
- ✓ Does it make sense?

Try it:

Here by the tree,
A bird sings to me.



tree / me: say the rhyme.

Rain on the Path

Rain on the path,
Rain on the street.

Splash in my boots,
Splash by my feet.



At the Pond

A small green frog

Sits on a log

I watch it hop.

It will not stop.



Up in the Sky

Look at the sky.

A bird flies by.

Look at the tree.

A bird looks at me.



In the Garden

One red flower.

One yellow flower.

One small bee.

Here beside me.



Poem Line Cards 1



Rain on the **path**,



Rain on the **street**.



Splash in my **boots**,



Splash by my **feet**.



A small green **frog**



Sits on a **log**.



Read two lines together. What pattern do you hear?

Poem Line Cards 2

I watch it hop.



It will not stop.



Look at the sky.



A bird flies by.



Look at the tree.



A bird looks at me.



Read two lines together. What pattern do you hear?

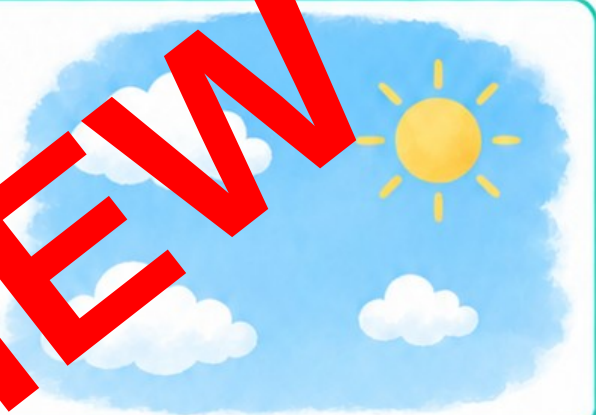


Sky Poem Sequencing Cards

Look at the tree.



Look at the sky.



A bird looks at me.



A bird flies by.



Make the whole poem. Read it aloud.

Garden Poem Sequencing Cards

One small bee.



One red flower.



Here beside me.



One yellow flower.



ALTERNATIVE LINE:

A yellow flower.



Try the alternative. What changed?



Pattern Partners



1. Choose two matching poem line cards.
2. Read the lines aloud.
3. Show the pattern. Tell your partner how it joins the lines.

Words come back

End words rhyme

Both

PREVIEW

Rain on the path,
Rain on the street.



A small green frog
Sits on a log.



These lines stay together because ...

Name: _____

Rain Pattern Finder



Rain on the Path

Rain on the path,
Rain on the street.
Splash in my boots,
Splash by my feet.



1. **Underline** Rain on and Splash where they come back.

Rain on the path,
Rain on the street.
Splash in my boots,
Splash by my feet.

2. **Circle** two ending words that rhyme.

Rain on the path,
Rain on the street.
Splash in my boots,
Splash by my feet.

3. **Draw** the pattern, show or tell how a pattern joins the poem.

A line drawing of a pair of boots standing in a puddle, with water splashing around them.

Name: **ANSWERS**

Rain Pattern Finder



Rain on the Path

Rain on the path,
Rain on the street.
Splash in my boots,
Splash by my feet.



1. **Underline** Rain on and Splash where they come back.

Rain on the path,
Rain on the street.
Splash in my boots,
Splash by my feet.

2. **Circle** two ending words that rhyme.

Rain on the path,
Rain on the street.
Splash in my boots,
Splash by my feet.

3. **Draw** the scene, show or tell how a pattern joins the poem.



Possible: The child splashes in rain.
Rain on and Splash join the lines.

Name: _____

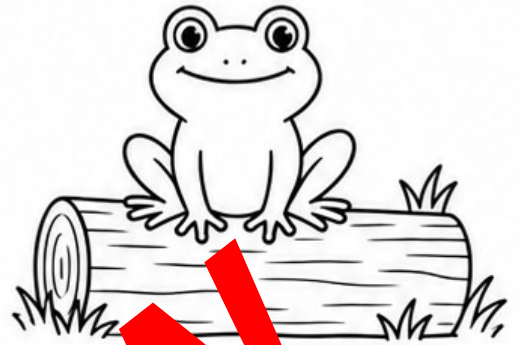
Hear the End Words

Listen as an adult reads. Say the ending words.

- ① A small green frog
Sits on a _____.

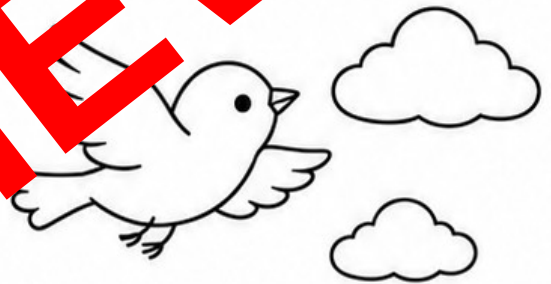
log

rock



Circle a word that fits and rhymes.

- ② A bird flies by.
Look at the sky.



Underline the two words that rhyme.

- ③ I see a bee.
It flies past _____.

me

sun



Circle a word that fits and rhymes.

Draw or tell: How did your ears help?



Name: ANSWERS

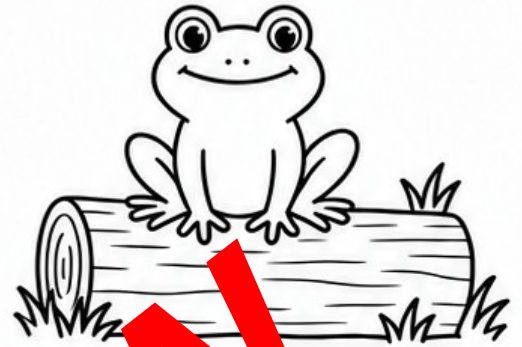
Hear the End Words

Listen as an adult reads. Say the ending words.

- ① A small green frog
Sits on a _____.

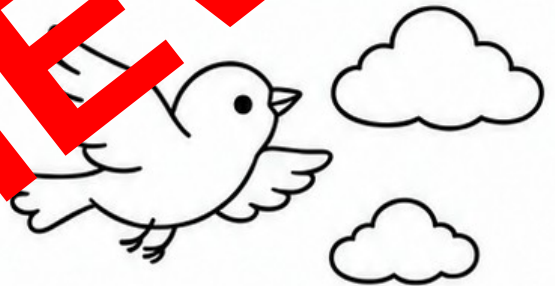
log

rock



Circle a word that fits and rhymes.

- ② A bird flies by.
Look at the sky.



Underline the two words that rhyme.

- ③ I see a bee.
It flies past _____.

me

sun



Circle a word that fits and rhymes.

Draw or tell: How did your ears help?

Possible: I said the words and heard matching endings.

Name: _____

A Better Line

① Our picture: a frog on a log



A

A small green frog
Sits on a log.
I watch it hop.
It will not stop.

B

A small green frog
Eats my hot dog.
I watch it hop.
It will not stop.

Circle **A** or **B** to match your picture.

Why does your choice fit?

② Try this version:

A small green frog
Sits on a rock.
I watch it hop.
It will not stop.

What changed? Do *frog* and *rock* rhyme?

Word bank:

log rock sound picture



Name: **ANSWERS**

A Better Line

① Our picture: a frog on a log



A

A small green frog
Sits on a log.
I watch it hop.
It will not stop.

B

A small green frog
Eats my hot dog.
I watch it hop.
It will not stop.

Circle **A** or **B** to match your picture.

Why does your choice fit?

It shows the frog on the log.

② Try this version:

A small green frog
Sits on a rock.
I watch it hop.
It will not stop.

What changed? Do *frog* and *rock* rhyme?

Log changed to rock.

Frog and rock do not rhyme.

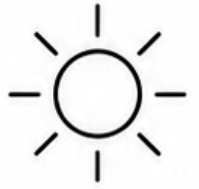
The scene still makes sense.

Word bank:

log rock sound picture

Name: _____

My Little Poem



Draw your place or topic.

Large empty rectangular box for drawing.

Write or tell two or four lines.

Four horizontal lines for writing the poem.

Word bank:



tree / me



sky / by



bee / me



Here ...

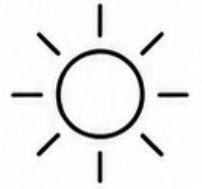
Look at ...

☐ My poem makes sense. ☐ I can show my pattern.

My pattern is: _____



Name: ANSWERS



My Little Poem

Draw your place or topic.



One possible poem

Write or tell two or four lines.

Here by the tree,
A bird sings to me.
Here by the tree,
I sit quietly.

Word bank:



tree / me



sky / by



bee / me



Here ...

Look at ...

- ☒ My poem makes sense. ☒ I can show my pattern.

My pattern is: Here by the tree comes back.



Name: _____

A New Poem to Explore

At the Beach

Look at the sand.
A shell in my hand.
Look at the sea.
A wave splashes me.



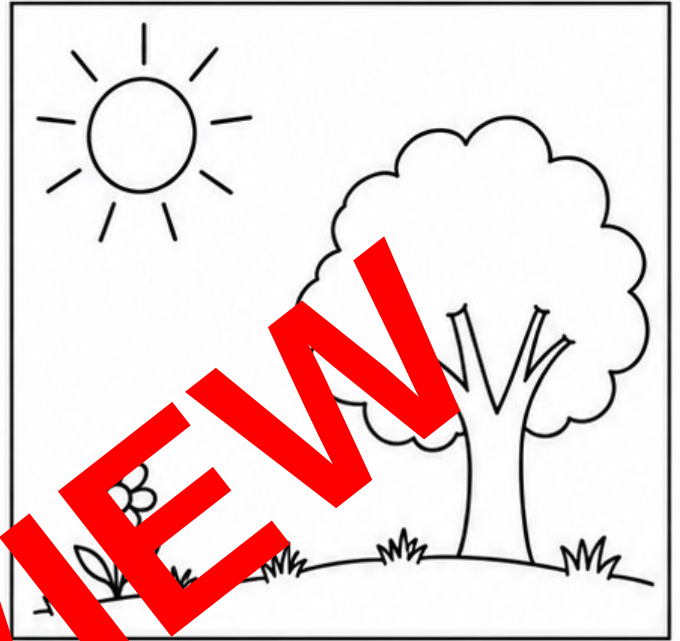
1. Underline the beginning that comes back.
2. Circle one pair of ending words that rhyme.
3. Draw, show or tell: How does one pattern help the poem stay together?

An adult may read the poem and record your words.

Name: _____

My Poem and My Pattern

My poem:



I chose this pattern:

It helps my poem because:

Response: spoken / pointed / drawn / dictated / written

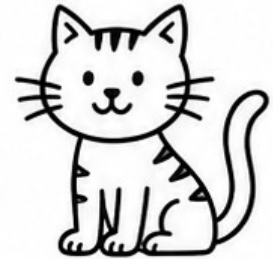
Support used: _____

Revised line or useful evidence: _____

Teacher comment: _____

Name: _____

Little Poems Rubric



Criterion	Learning with help	Ready	Going further
Words that return	Finds a returning word with a model.	Finds the returning word or beginning.	Compares what changes when it is removed.
End rhyme	Hears a matching pair with a model.	Hears real end rhyme; spots a nonmatch.	Suggests another fitting rhyme.
Pattern and meaning	Talks about the sense with prompts.	Explains how a pattern joins the poem.	Explains a change in pattern and meaning.
My little poem	Makes a meaningful poem with help.	Makes and checks a poem with a chosen pattern.	Improves a line and explains why.

Pointing, speaking, drawing or dictation can show learning. Do not score handwriting or require every line to rhyme.

Date: _____ Evidence: _____

Little Poems, Clever Patterns Year 1



Rain on the Path



Rain on the path,
Rain on the street.
Splash in my boots,
Splash by my feet.



What is the poem about?



A child splashing in the rain.

Show us the boots. Show us the path.





A poem has lines

Rain on the pavement
Rain on the street.

Point to each line as we read.





Words come back

Rain on the pavement

Rain on the street.

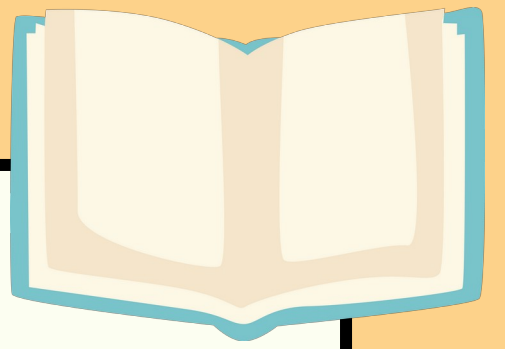
Splash in my boots,

Splash by my feet.

By the two beginnings that come back.



At the Pond



A small green frog

Sits on a log.

I watch it hop.

It will not stop.





Listen to the ends

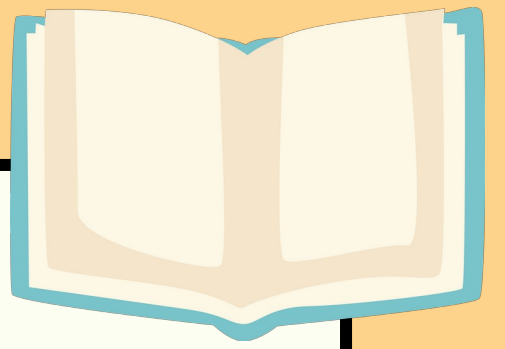
frog ... log

hop ... stop

Sort each pair. The endings sound alike.

frog ... rock these endings sound different.





Use your ears

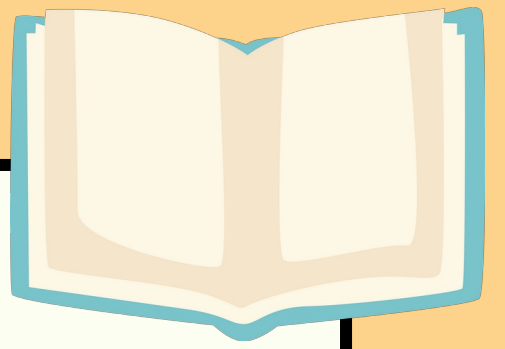
by ... ky

by ... ne

many rhymes when we say them.

These letters do not have to look the same.





Up in the Sky

Look at the sky.

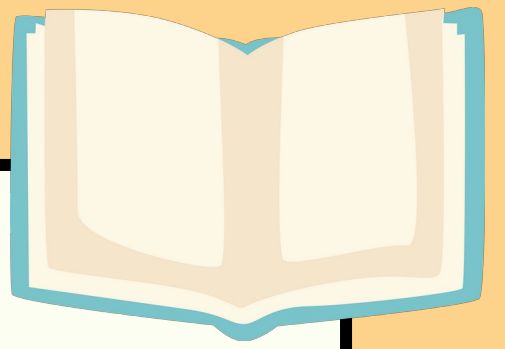
A bird flies by.

Look at the tree.

The bird looks at me.

When the beginning comes back?





In the Garden

One red flower

On a yellow flower.

One small bee.

Here beside me.

Who comes back? Say bee ... me.



Read it aloud



Read the whole garden poem with me.

Talk gently and we speak.

Listen to how the words flow together.

We can pause at the end of a line.





A different pond poem

A small green frog

sits on a rock.

I watch it jump.

It will not stop.

It sounds like it makes sense. Frog and rock do not rhyme.





Does it match our scene?

A small green frog

Eat my homework.

I watch it jump.

It will not stop.



Find a frog in the pond picture. Is there food in our pond picture?



Choose a line that fits

A small green frog

sits on a log.

I watch it hop.

It will not stop.



Which line fits the scene and rhymes with frog.

Plan your little poem



Choose a place: garden, beach or home.

Say what you see or do there.

Choose words coming back, or words that rhyme.

Try two or four lines.





One possible poem

Here by the tree
A bird sings to me.
Here by the tree,
I sit quietly.



A line comes back. It keeps us by the tree.

Listen and improve



Read or say your whole poem.

Does it make sense?

Can we hear the pattern you chose?

Change a line only if it needs help.



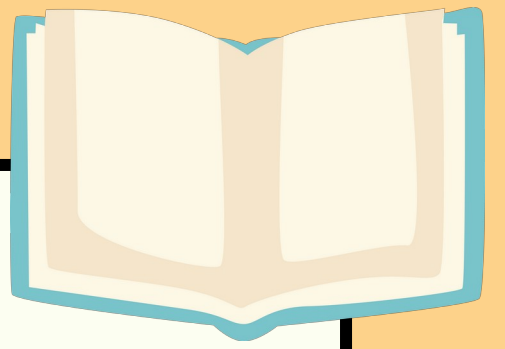


**Share your poem
Listen kindly.
Name one pattern.
Speak, point or show a picture.**



Little Poems, Clever Patterns Quiz Year 1





I. Which scene?

Rain on the path,

Rain on the street

Splash in my boots,

Splash by my feet.



A: boots in puddle B: a sunny beach



I. Our answer

A boots in a puddle.

The poem tells us about rain and splashing.





2. Which words rhyme?

Say the line endings: path, street, boots, feet.

A. street and feet

B. path and boots



2. Our answer



street and sweet.

We hear the same ending sound when we say them.



3. Same words or rhyme?



One red flower. One yellow flower.

Flower comes back: is this repetition or two different
rhyming words?

Now say ... me. What do you hear?



3. Our answer



Flower comes back. That is repetition.

Bee and me are different words that rhyme.





4. Which words return?

Look at the sky.

A bird flies by.

Look at the tree.

A bird looks at me.

Find the beginning that comes back.



4. Our answer



Look at context back.

It joins our two views of the sky and tree.





5. What changed?

A

One red flower.

One yellow flower.

One small bee.

Here beside me.

One red flower.

A yellow flower.

One small bee.

Here beside me.

What changed at the start of line 2?





5. Our answer

One changed to A.

Version B has fewer lines starting with One.

Our version can still make sense.





6. Choose an ending

Look at our pond scene.

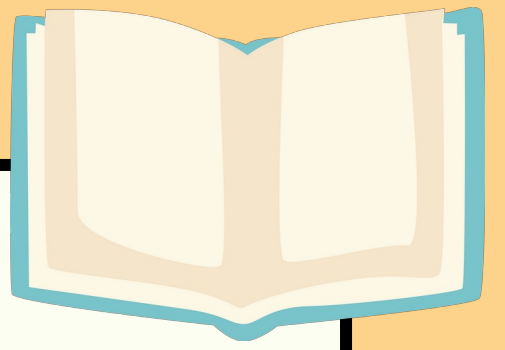
A small green frog / ...

A: Sits on a log.

B: ... my ... t do



Which one fits and rhymes?



6. Our answer

Sits on log.

Frog and log in scene. The line fits our pond scene.



7. Read and listen



Here by the tree,
A bird sings to me.

Say it aloud. How can listening help you check your
poem?





7. Possible answers

I can hear the words that rhyme.

I can hear how the words flow.

I can notice one that does not make sense.

Show or tell one idea.





8. Find a pattern

Here is my cat.

She jumps on a mat.

Here is my dog.

He sleeps by a log.

Find one pattern. How does it help the poem stay together?





8. Possible answers

Here it comes back. It links the two pets.

Cat and mouse rhyme. Log and log rhyme.

The matching sounds join the pairs of lines.

Other clear explanations are welcome.





Well done!
You listened to poems
and found their patterns.

