

TEACHER READING GUIDE

The Fieldmouse

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Essential Question: How does identifying the rhyme scheme of a poem help you understand the poem’s structure?

BOOK SNAPSHOT

Selected from Florida’s ELA B.E.S.T. Standards Sample Text List



Text Type: Poetry

Genre: Rhyming

Themes/Topics: Animals, Nature

Lexile: No published Lexile level

SKILLS ALIGNED WITH FLORIDA’S ELA B.E.S.T. STANDARDS

Word Work

ELA.2.F.1.3 (a)

Decode words with the variable vowel team ee.

Vocabulary

ELA.2.V.1.1

Use grade-level academic vocabulary. (Tier 2)

Comprehension

ELA.2.R.1.4

Identify rhyme schemes.

Cross-Curricular Connection

“The Fieldmouse” includes common characteristics of the seasons. It supports the **Florida Next Generation Sunshine State Standards (NGSS)** for science: **SC.2.E.7.1**.

BUILDING BACKGROUND

- Present four images corresponding to each of the four seasons. Engage students in a discussion about the broad attributes of each season. Determine which image best represents each season.
- Write words on cards associated with the seasons. Ask students to sort the words that best describe each season.

Spring	Summer	Fall	Winter
<ul style="list-style-type: none"> • flowers • bloom • baby birds 	<ul style="list-style-type: none"> • ice cream • beach • swimming 	<ul style="list-style-type: none"> • colorful leaves • harvest • pumpkin 	<ul style="list-style-type: none"> • snow • fireplace • hot cocoa

- As students read “The Fieldmouse”, guide them to make connections between lines in the poem and the season they describe.

STUDENT LEARNING TARGETS

Today I am:
identifying rhyme schemes in a poem.

So that I can:
understand a poem’s structure.

WORD WORK – DECODE WORDS WITH THE VARIABLE VOWEL TEAM ee

ELA.2.F.1.3: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.

a. Decode words with variable vowel teams (e.g., *oo*, *ea*, *ou*) and vowel diphthongs (e.g., *oi*, *oy*, *ow*).

Students will decode the **vowel team ee**. **Vowel teams** are a combination of letters that represent a single vowel sound. The vowel sound *ee* makes several sounds, but for the purpose of this lesson, the focus will be on the long e sound, /ē/ as in *feet*. Display the word *feet*.

- Say, “Today, you will practice decoding the vowel team *ee*. Vowel teams are two or more letters that represent a single vowel sound.”
- Say, “The vowel team *ee* makes several different sounds, but we are going to focus on the most common sound it makes, which is the long e sound – /ē/ like in the word *feet*.”
- Say, “Repeat after me : /f/ /ē/ /t/, *feet*.” (Stress the /ē/ sound.) As you say each phoneme, point to the corresponding grapheme.
- Say, “As we read “The Fieldmouse”, we will encounter more words with the *ee* vowel team.”

Continue to practice decoding words with the vowel team *ee* with the following words from the poem:

tree (line 2, line 11)	see (line 6, line 10)	sleeping (line 8)	peeping (line 10)	keep (line 23)
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TALK ABOUT NEW AND INTERESTING WORDS

ELA.2.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.

Tier 2 vocabulary words, paired with student-friendly definitions, can be used for explicit vocabulary instruction. It is important to provide background information and learning opportunities to help students make connections to the words. Examples of Tier 2 vocabulary words for this text are:



tumbles (line 1): If someone or something **tumbles**, it falls, usually with a rolling or bouncing movement. The acorn **tumbles** down in the field.



merry (line 4): **Merry** describes someone who feels or looks happy and cheerful. The fieldmouse’s eye is so round and **merry**.



peeping (line 10): If someone or something **peeps**, they take a quick look, usually quietly and secretly. The fieldmouse is **peeping** from its den as the weather warms up again.



nibbling (line 12): If someone or something **nibbles**, they take very small bites quickly. The fieldmouse is **nibbling** on fallen fruit.

Vocabulary Extension Activity

- Reinforce students’ understanding of the vocabulary using “Wh” questions for each word.
 - For example, some “Wh” questions for nibbling may include:
 - *Who* nibbles?
 - *What* does nibbling look like?
 - *Why* might someone nibble?

READ FOR MEANING – IDENTIFY RHYME SCHEMES

ELA.2.R.1.4: Identify rhyme schemes in poems.

- Clarification 1: Students will mark rhyme scheme and recognize rhyme scheme notation. Rhyme scheme notation uses capital letters, starting with A to mark the end of each line, repeating the letter for each line in the poem that rhymes with that line and progressing through the alphabet for each new end rhyme. Lines designated with the same letter all rhyme with each other.



Before:

The purpose of today's read aloud is to identify the **rhyme scheme** of "The Fieldmouse." **Rhyme scheme** refers to the pattern of rhyme that comes at the end of each line of poetry. Review rhyming words to help students identify the rhyme scheme in "The Fieldmouse."

- Review **rhyming words** with students. **Rhyming words** are words that have the same middle and ending sound, like *town* and *frown*.
- Remind students to focus only on the sound, not the spelling, when determining if two words rhyme.
 - For example, *sun* and *done*.
- Use the rhyming cards printed on the last page of this guide to engage students' in a rhyme game. Ask students to determine which card is the "odd one out" or the one that does not rhyme.
- Use the review of rhyming words to connect to the purpose of this lesson—rhyme schemes.



During:

- **I Do (first stanza):**

- Display and read the first stanza.
- Say, "When identifying a rhyme scheme, we look at the words at the end of each line."
- Say, "The first line ends with the word *down*. The first line is always notated with a capital A."
- Ask, "What is the last word of the second line?"
- Say, "The second line ends with the word *berry*. Does *berry* rhyme with *down*?"
- Say, "They do not rhyme, so we will notate this line with a capital B."
- Say, "The third line ends with the word *brown*. Which word does *brown* rhyme with, *down* or *berry*?"
- Say, "Since *brown* rhymes with *down*, we will write an A for this line. The words at the end of the A lines have the same middle and ending sound, /own/."
- Say, "The fourth line of this stanza ends with *merry*. Does *merry* rhyme with the A lines, *down* and *brown* or with the B line, *berry*?"
- Say, "*Merry* rhymes with *berry*, so we will notate this line as a B."
- Ask, "What middle and ending sound do *merry* and *berry* have in common?"
- Say, "They both have /airē/."
- Say, "The fifth line ends with the word *grass*. Does *grass* rhyme with *down* and *brown*, or *berry* and *merry*?"
- Say, "It does not rhyme with either the As or Bs so we write a C."

Paired Text Suggestion

Paired texts are intentionally grouped around a common topic or theme and motivate students to make connections across texts, build critical thinking skills, and deepen their understanding of a text. Reading paired text allows students to build background knowledge, expand their vocabulary, and scaffold comprehension of a complex text.

The B.E.S.T. text "The Fieldmouse" pairs well with the New Worlds Reading book *The Word Collector* by Peter H. Reynolds to support the ELA B.E.S.T. benchmark **ELA.2.V.1.1**.

"The Fieldmouse" and *The Word Collector* have many challenging academic words that can be used to enhance students' vocabulary.

READ FOR MEANING – IDENTIFY RHYME SCHEMES



- Say, “The last line ends with *pass*. Does *pass* rhyme with the *A*, *B*, or *C* lines?”
- Say, “*Pass* rhymes with *grass*, so this line will be labeled as *C*.”
- Say, “Now that we have noted this stanza, it follows an *ABABCC* rhyme scheme.”

- **We Do (second and third stanza):**

- Display and read one stanza at a time.
- Suggested questions to guide students in identifying the rhyme scheme include:
 - What letter do we put for the first line of the stanza?
 - Which line rhymes with *A*? (*first line*)
 - What do we label the second line since it does not rhyme with *A*?
 - Which line rhymes with *B*? (*second line*)
 - Does the fifth line rhyme with *A* or *B*?
 - Which line does the sixth line rhyme with?
 - What is the rhyme scheme for this stanza?

- **You Do (fourth stanza):**

- Ask students to work in pairs to determine the rhyme scheme for the fourth stanza. Ask students to explain their thinking.



After:

- Display the following incomplete poem and word bank. Review words in the word bank with students before they begin the activity.
- Ask students to complete the poem using the word bank to make the poem follow an *ABABCC* rhyme scheme.
- Use the poem to determine students’ understanding of the standard (the correct rhyming word to fit the rhyme scheme).

Word Bank

bow	lurk	hide	treat
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Cats

The cats are on repeat,
Meow, meow, meow.
The singing sound for a _____.
You would think they want a _____,
For all their hard work
In the shadows where they _____.

ODD ONE OUT RHYMING GAME



high



bye



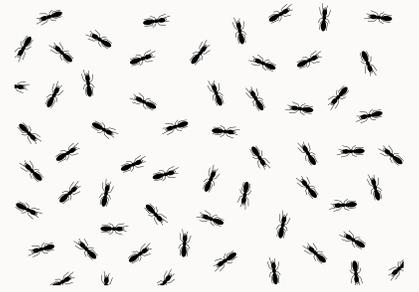
bun



flour



power



tiny



eight



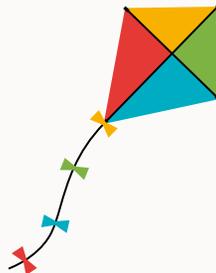
date



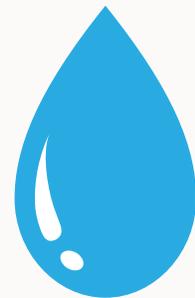
bite



night



kite



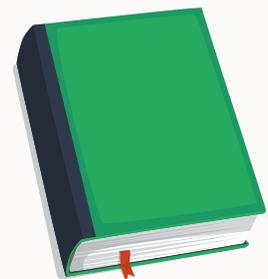
water



hair



bear



book