

NAME _____

POETRY QUIZ



Directions: Read the poem "A Frog Who Would Not Move" by Kristin Menke and answer the questions.

1. Why does the speaker repeat "who would not move?"

- A. It highlights that the speaker makes a judgment about the frog's choices.
- B. It explains how much the speaker loves the frog's physical appearance.
- C. It supports that the speaker hates the frog's personality.
- D. It proves that the speaker enjoys the frog's situation.

2. This question has 2 parts.

Part A: How does the tone of the little boy change?

- A. It shifts from excited to frustrated.
- B. It shifts from humorous to gloomy.
- C. It shifts from irritated to angry.
- D. It shifts from annoyed to kind.

Part B: Which 2 pieces of evidence support your answer to Part A?

- ☐ "The little boy asked him one more time / To get going or move aside"
- ☐ "He thanked the boy / And hopped for joy"
- ☐ "My feet are stuck / In this pink muck!"
- ☐ "He asked the frog to move aside"
- ☐ "'Can I help?' the little boy asked."
- ☐ "A little boy strolled along"

3. What is the central idea of the poem?

- A. A frog sits alone because he doesn't know where to go.
- B. A frog blocks the path but for an unexpected reason.
- C. A frog goes for a walk and gets in everyone's way.
- D. A frog asks for help and a little boy helps him.

4. How is the poem organized?

- A. The poem focuses on the cause and effects of why a frog is immovable.
- B. The poem presents interesting examples of various frog species.
- C. The poem uses many descriptions of frogs who live in the area.
- D. The poem compares all of the other animals to the frog.

QUESTIONS &
ANSWERS
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CAN PRACTICE
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SKILLS WHILE
READING THIS
FUN POEM!

Poetry Questions Second Grade

Xiaolong Qi



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procedures Other chapters provide explicit guidelines for designing productive mini lessons and student conferences Scaffolding Young Writers also features An overview of how children become writers Analyses of students samples according to informal and formal writing assessments Writing checklists benchmark behaviors and rubrics based on national standards Examples of teaching interactions during mini lessons and writing conferences Illustrations of completed forms and checklists with detailed descriptions and blank reproducible forms in the appendix for classroom use Instruction is linked with assessment throughout the book so that all teaching interactions are grounded in what children already know and what they need to know as they develop into independent writers

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