

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## MY SHADOW

by Robert Louis Stevenson

I have a little shadow that goes in and out with me,  
And what can be the use of him is more than I can see.  
He is very, very like me, from the heels up to the head;  
And I see him jump before me, when I jump into my bed.

The funniest thing about him is the way he likes to grow—  
Not at all like proper children, which is always very slow;  
For he sometimes shoots up taller, like an india-rubber ball,  
And he sometimes gets so little that there's none of him at all.

He hasn't got a notion of how children ought to play,  
And can only make a fool of me in every sort of way.  
He stays so close beside me, he's a coward you can see;  
I'd think shame to stick to nursie as that shadow sticks to me!

One morning, very early, before the sun was up,  
I 'rose and found the shining dew on every buttercup;  
But my lazy little shadow, like an arrant sleepy head,  
Had stayed at home behind me and was fast asleep in bed.



Two words **rhyme** when the last part of the words sound the same. In poetry, words at the end of a line often **rhyme**. In this poem, "grow" and "slow" **rhyme** and "ball" and "all" **rhyme**. The rhyming words must sound the same, but do not have to be spelled the same way, like "head" and "bed".

Find three rhyming words that are not in the poem for the words listed below.

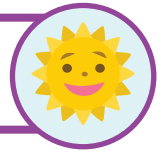
**see** \_\_\_\_\_

**play** \_\_\_\_\_

**up** \_\_\_\_\_



# Read with Rhythm & Rhyme



Name: \_\_\_\_\_

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**Rhythm** is the beat of the words in a poem. When we say words out loud, we stress (emphasize) some sounds and not others. Rhythm in poetry is important. It makes the words flow in a pleasant way.

Here is the rhythm in the first line of this poem. The stressed sounds are in capital letters, the unstressed words are in small letters.

**i HAVE a LITtle SHADow THAT goes IN and OUT with ME**

Say the sentence out loud to hear the rhythm. Now, try saying in the opposite way, putting the stress on the wrong sounds.

**I have A litTLE shaDOW that GOES in AND out WITH me**

The rhythm is wrong, and the words sound silly. Here is the second line of the poem with the stressed sounds.

**and WHAT can BE the USE of HIM is MORE than I can SEE.**

Write the following lines from the poem. Capitalize the sounds that are stressed. Write the unstressed sounds in small letters.

And he sometimes gets so little that there's none of him at all.

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He hasn't got a notion of how children ought to play,

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One morning, very early, before the sun was up,

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