

A Rain Song

Tinkle, tinkle, lightly fall
On the peach buds, pink and small;
Tip the tiny grass and twinkle
On the clover, green and tall.

Tinkle, tinkle, faster now,
Little raindrops, smite and sprinkle,
Cherry-bloom and apple-bough,
Pelt the elms, and show them how
You can dash and splash, splash, splash!

While the thunder rolls and mutters,
With the lightning's flash and flash.

Then twist into curls
Of a million misty swirls,
And thread the air with silver,
And embroider it with pearls!

And patter, patter, patter
To a quicker time and clatter
On the streaming window pane.
Rain, rain on the leaves and the eaves,
And the turning weather vane.



1. Why do you think that the author repeats words like 'tinkle', 'splash' and 'patter' throughout the text?



2. What happens to the speed of the rain over the course of the poem?



3. Which two verbs does the poet use to talk about the thunder's actions?



4. 'On the clover, green and tall'
What might a clover be in this sentence?

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Answers

1. Why do you think that the author repeats words like 'tinkle', 'splash' and 'patter' throughout the text?
Accept reasonable answers relating to the sound that rain makes when it falls, e.g.
 - **Because the words sound like rainfall.**
 - **They are all words that sound like the rain when it drips.**
 - **So the reader can imagine what the rain sounds like.**
2. What happens to the speed of the rain over the course of the poem?
The rain speeds up/gets heavier.
3. Which two verbs does the poet use to talk about the thunder's actions?
The poet uses two verbs: thunders and rolls.
4. 'On the clover, green and tall'
What might a clover be in this sentence?
Accept any reasonable answer based on the description provided (green and tall) in the context of other flowers and grass being mentioned. E.g. A clover might be a plant/a flower/a bud.
Do NOT accept 'leaf'.