

Reading Comprehension Worksheet: Rhythm, Rhymes, and Word Choice

Read the short story and answer each question.



Morning in Maribel's World

Beep. Beep. Beep.

The alarm clock sang its morning song.
Maribel blinked, stretched, and yawned long.
She heard the birds tweet and the floorboard creak—
A soft "creak-creak" that sounded like a sneak.

Her slippers went *shuff-shuff* down the hall.
The smell of pancakes danced through the wall.

"Time to rise and start the day!"
Her brother chirped in a pancake way.

Buzz. Click. Clatter. Pour.
The kitchen was a music store.
Butter hissed in the frying pan,
Toast popped up with a crunchy *wham!*

Maribel smiled at the morning beat,
Tapping the rhythm with her feet.
"Every sound I hear," she said,
"Wakes up my eyes and wakes up my head!"

She chewed to the tick of the kitchen clock,
Then zipped her coat with a *zip-zip-zock!*
Her morning world was full of rhyme—
A breakfast dance, a toast-time chime.



Name: _____

Morning in Maribel's World

1. What kind of language is used in the story?

- A. Rhymes and sound words to create rhythm
- B. Lists and facts about kitchen tools
- C. Questions and answers in a quiz
- D. Words from a songbook

2. What does the phrase "shuff-shuff" help the reader understand?

- A. What her slippers looked like
- B. How soft and quiet her steps sounded
- C. How fast she was running
- D. What kind of shoes she wore

3. Fill in the blank:

The story uses sound words like *buzz*, *click*, and *clatter* to describe the _____.

4. How do the sound words and repeated rhythms help us imagine Maribel's morning?

5. Choose a favorite phrase from the story. Why do you think the author used that phrase instead of saying it in a plain way?



Parent and Teacher Guide

Guide Reading Level: L

Lexile Level: 355L-505L

Grade Level: 2nd Grade, Middle of the Year

Introducing the Text

“This story follows a girl named Maribel as she gets ready for her day. The author uses rhythmic language, rhymes, and sound words to help us feel and hear her morning routine. As we read, we’ll explore how these words help the story come to life.”

Vocabulary: rhythm, clatter, chirped, creak, slippers

Before Reading Discussion Questions

1. What does your morning sound like?
 2. How can authors use sound words to make stories more fun to read?
 3. What are some sound words you already know?
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During Reading Discussion Questions

1. What are some examples of onomatopoeia (sound words) in this story?
 2. How does the author make ordinary things feel musical?
 3. Which lines repeat or rhyme? What do they make you picture?
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After Reading Discussion Questions

1. How do the words and sounds give the story a certain mood or feeling?
 2. Could this story have the same meaning without the sound words and rhythm? Why or why not?
 3. What other times of day might have their own “rhythm”? (e.g., bedtime, lunchtime)
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Activity Idea

Invite students to create a “Soundtrack of My Morning” booklet. They write their own short narrative or poem describing their morning routine, using onomatopoeia, repeated lines, and rhythm to capture the sounds and feelings of their day. Then they record themselves reading it aloud with added sound effects (e.g., snapping fingers, tapping pencils) to perform for the class.

