LESSON 14: TIME TO RHYME

MATERIALS

- Student notebooks
- Teacher's copy of "Sourwood Mountain" (available in text and video format at: https://genius.com/Carolina-chocolate-drops-sourwood-mountain-lyrics https://www.youtube.com/watch?v=5v4ATabf07M
- A rhyming dictionary from the school library (visit http://www.poetry4kids.com/rhymes if your school library does not have a dictionary available)
- Rhyming dictionary directions and template
- Rhyming pattern examples worksheet and highlighters
- Collection of poems/ poetry books from school library or teacher's collection

Poetry helps readers see the extraordinary in the ordinary.

OBJECTIVES

- Students will identify literary devices, including **rhyme** and **rhythm.**
- Students will identify poetry structures
- Students will know and use complex word families when reading (e.g., -*ight*) to decode unfamiliar words
- Students will participate as knowledgeable, reflective, creative and critical members of a literary community

Important Vocabulary:

- Rhyme
- Rhythm
- Couplet

SEQUENCE	TEACHER NOTES
Poetry for Appreciation… Invite students to find a comfortable place for listening. Remind students to enjoy the way the poem sounds and to listen for some of the imagery and details used by the poet.	 *Appalachian music has a long, rich history. Irish, Scottish, English and Welsh immigrants brought Old World ballads with them to the region. These tunes were reformed and shaped by local needs, African*

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Read "Sourwood Mountain" (A traditional Appalachian ballad) and then play a video of the song. Afterwards, ask students to think about some "old time" songs they may have heard. If they haven't heard these types of songs, ask if they have heard or seen some traditional instruments (banjo, dulcimer, etc.). Show some pictures of banjos, dulcimers, and fiddles. Ask if students know anyone who has or plays these instruments. Explain that this poem is a song that was written long ago. Songs rhyme in order to make them easier to play and sing and remember.	*influences, and new instruments such as the banjo and guitar.* *Although "old time" music has been more and less popular throughout its history, in Appalachia, it is still part of a lively culture that honors, remembers, and plays the traditional tunes, keeping the history of the region alive.*
Time to rhyme… ▪ Read "Sourwood Mountain" for a second time, and ask students to highlight the end rhymes in order to identify the pattern at the end of each pair of lines (rhyme). ▪ Explain to students than when two words have the same sound in their final syllable, we say that they rhyme. Provide students with many examples and write these on the board. For example, write a student's name on the board, and see if students can come up with real words that rhyme with that name (e.g., Jane Train). Or, reference nursery rhymes that many students know (e.g., Old Mother *Hubbard* lived in a *cupboard*; Little Jack *Horner* sat in the *corner*) that include rhymes.	
▪ Ask students to identify any poems they have read so far that rhyme. Recall that not all poems rhyme, but that poets often use rhyme to create a **rhythm** in the way the poem sounds as it is read. You might select some other poems from the collection and read (or have students read) a few rhyming lines. You might also alert students to the fact that songwriters (lyricists) often incorporate rhyme in a way that works with the rhythm of the music (students may be able to offer examples from songs they know).	

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- Explain to students that in this lesson, they will be experimenting with rhyme and rhythm and writing their own rhyming poems.

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Making rhyming dictionary pages

Show students the rhyming dictionary (or the online version). Explain that some poets use such a dictionary as a reference when they are writing rhyming poems. Model how this works by looking up some words that students suggest.

Explain to students that in this lesson, they will be making some rhyming dictionary pages for a game called “Pass the Rhyme.” These pages can also be used to create a classroom rhyming dictionary if you choose.

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- Explain that each student will initially be assigned two words. Once students have their two words, their job will be to write their words at the top of the blank “Rhyming Dictionary” and then write as many rhyming words as they know in the space provided. Show students a sample template. In the spaces provided, write the word “boo.” As a group, generate several rhyming words for “boo” and write them into the Rhyming Dictionary word template. Use this demonstration to draw students’ attention to the fact that while the final *sound* of each word (“oo”) is identical, the *spelling* can be different (as in “sh<u>oe</u>”/ “bl<u>ue</u>”/ “n<u>ew</u>”/ “d<u>o</u>”). So, students must be careful to consider whether there are different spellings that make the same final sound as their target word and not to limit their writing of rhymes to words that look the same.

- Based on the information from Formative Assessment 4, assign particular words to each student.

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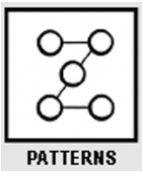
Encourage students to begin by (1) thinking about different ways of spelling the final sound in their target word, and (2) writing down in their workbooks the consonants and some common consonant blends (such as br/ tr/ str/ bl/ sw/ cl) and other beginning sounds (sh/ ch) that they can "test out" with the ending sound. You might need to assist some students by writing these prompts for them. ▪ Allow students to work independently on their dictionary pages; keep in mind that speaking the sounds and potential words aloud will be an important part of this process. ▪ As students finish each page, help them correct spelling errors as necessary. If students exhaust their list, offer them a second page to work with.	
Pass the rhyme…  ▪ Invite students to stand in a large circle. ▪ Hold in your hands several of the rhyming dictionary pages created by students. Choose one of these pages to begin with (preferably one that contains many familiar words). ▪ Explain that you are going to say a line that ends with one of the words on the page. You will then pass the page to someone else in the circle. The person to whom you pass the page must come up with a second line that is related to yours and which ends in another word on the same page. For example, you might say, "I am visiting the sea." The next person might say, "What a lovely place to be." That person will then pass the page to a third person in the circle, who must also come up with a rhyming line to continue the poem.	
▪ Continue to "pass the rhyme" around the circle until the lines are becoming harder to come by, or until someone comes up with a good line to end the poem. Then	

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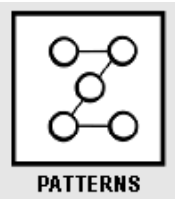
select another page from the rhyming dictionary, and begin another group poem. ▪ After you have tried a couple of poems using the dictionary pages as prompts, try one with no "safety net," in which students have to generate rhymes without visual prompts. ▪ Continue playing "Pass the rhyme" until all students have had a chance to participate.	
Practice with writing rhymes ▪ Explain to students that, in their workbooks, they are going to practice rhyming by writing: 1. A rhyming couplet (2 lines) 2. A verse of 4 lines with 2 rhyming couplets (a-a-b-b) 3. A verse of 4 lines in the pattern a-b-a-b  Students are encouraged to use the rhyming dictionary to stimulate their thinking. If they are stuck for topics to write about, students should be encouraged to look back through their workbooks (or pocket poetry notepads) at the ideas they have previously generated. Alternatively, they could use some of the rhymes that were generated during the "pass the rhyme" activity. As they finish, students can either work on extending one of these exercises into a full poem, or they can begin writing a new rhyming poem.	 *Provide the <u>Rhyming Pattern Examples</u> sheet to students who require additional structure/ prompting to complete this task, along with highlighters.*

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