

Rhyming Words in Poetry

Companion Text: Night Symphony, written by Lara Binn, and illustrated by Valia Ovseyko
Subject Area & Grade Level: Language Arts, 2nd Grade

Objectives

After this lesson, students will be able to:

- Identify rimes (the rhyming part of a syllable) used in this story
- Explain how to make words from a set of rimes and onsets
- Write a short, rhyming poem

Pre-Writing Activity #1

Read the story once through without stopping. Then, read the story a second time, stopping on each page to ask students to identify the words that rhyme or almost rhyme. You should identify the following sets of words: mouse-house, know-piano, fella-a capella, long-song, Lallapalooza-blues, scat-cat, and me-symphony-three. Point out to students that sometimes words that rhyme have endings that are spelled the same (Ex. mouse-house), but other times the endings only sound the same but are spelled differently (Ex. know-piano). Go through each rhyming word in the story, and ask students to name the “chunk” of the word that rhymes (Ex. –ong, -at, -ella). In this way, you will end up listing rimes, which helps reinforce that words can be broken into recognizable syllables (“chunks”), and increases students’ decoding skills as well as general awareness of word formation.

Pre-Writing Activity #2

Tell students that today we are going to focus on words that rhyme and have endings that are spelled the same. List the following eight rimes in a horizontal row where all students can see them: -ail, -ell, -an, -ack, -ow, -ip, -ing, and -ight. Next to the row, draw a box, and fill it with consonant blends (Ex. bl, fr, tr, sm, sn, sp, st, cl, sk, pl, str, and spr) and consonant digraphs (Ex. ch, sh, th, and wh) in no particular order. If you don’t have the alphabet posted or otherwise in view, then include the 21 consonants in your box as well.

Invite students to choose one ending (rime), and make as many words as possible with it by choosing different consonants or consonant combinations from the box. Students should work independently and write down any words they make. After a few minutes, ask students to each share one or two of the words they made, and write them below the appropriate rime. As you solicit input from more and more students, the lists of words below each rime will grow, forming families of rhyming words. To reinforce the lesson, choose one rime yourself and demonstrate how to create a comprehensive set of rhyming words with it by systematically trying each consonant, blend, and digraph one at a time in front of the rime to form a word. For example, with –ail, you can make: bail, fail, hail, jail, mail, nail, pail, rail, sail, tail, wail, frail, snail, and trail.



Writing Activity

Have each student choose a set of rhyming words created by one of the 8 rimes above, and use them to create rhyming poem. Be sure to remind students that in rhyming poetry, the rhyming words usually come at the end of a line. If students are comfortable without any additional structure, let them get started and see what they can come up with on their own. For students who need more structure, you can suggest a specific format for their poem, such as having four lines, with only the first and third lines, or only the second and fourth lines rhyming. Or, you can suggest that their poem tell a story or describe an object or situation. Remind students as well that one of the ways poems are different from stories is that each line does not have to be in complete sentences.

