

Add-On Rhymes

Purpose

Students will write rhymes and simple poems.

Materials

For the teacher: chalk, chalkboard, paper, pencils, transparencies with the simple rhymes *Ho, Ho, Ho* and *I Love Sugar* on them, large construction or bulletin board paper, book of short poems
For each student: blank book

Activity

A. Pre-Activity Preparation

1. Choose two short poems, one that rhymes and one that does not, to use as part of the introduction to this activity.
2. Make a transparency of the two rhymes *Ho, Ho, Ho*, and *I Love Sugar*.

Ho, Ho, Ho

Ho, ho, ho!
Hee, hee, hee!
An elephant sitting
On a bumble bee's knee.

I Love Sugar

I love sugar
I love tea
I love sitting on
My granny's knee.

B. Pre-Activity Discussion

1. Place two small poems of your choice on the board, one that rhymes and one that does not.
2. Ask students what the difference between the two poems is.
3. Explain to the students that poetry does not have to rhyme, but that many poems do rhyme, especially poems written for young students. Tell the students that today they will be working with poetry that rhymes.
4. Share the transparency with *Ho, Ho, Ho!* on it. Clap and chant this rhyme with the students and then discuss the rhyme pattern. (In the first poem, there are three beats to each line, in the second poem the lines alternate between three and four beats. In both poems the fourth line rhymes with the second line.) Any new verses created must continue this same pattern.

(continued)

EXTENDING
THE



ACTIVITY

The "I Love Sugar" poem could be changed from a "love" poem to a "hear" poem or "smell" poem. As an example, the first two lines could be, "I hear music, I hear bells," etc.

INCORPORATING



TECHNOLOGY

Have students use a word processing program to publish their verses.

**Standards Link
2.3.4**

Activity (continued)

C. Activity

1. Have the students compile a list of possible rhyming words that end with the long *e* sound. Use these words to add verses to either rhyme.
2. As a whole group, come up with a new verse for either or both poems (e.g., “Ho, Ho, Ho, Hee, Hee, Hee, We went swimming, In the Sea”; “I love sugar, I love tea, I love the sound, Of a bumble bee.”).
3. Have the students write additional verses for either poem.

D. Changing the Rhyme

1. Change the poems *Ho, Ho, Ho* and *I Love Sugar* to a different rhyming sound. Substitute *fun, fun, fun*, for the second line or *I love cookies, I love cake* for the other poem. This will require the students to brainstorm different rhyming words to use in their new verses.
2. Demonstrate a new verse using a different rhyming sound or repeat the group writing activity to model it.

E. Close the Activity

1. Read aloud the first verse of either poem and have students add on their verses.
2. Write all the verses created by the students on a large sheet of paper to be displayed in the classroom.
3. Have students copy their verses into their personal poetry books and illustrate their poems.

Questions for Review

Basic Concepts and Processes

After the activity, discuss the following questions with students:



How can you tell when a poem rhymes?



How did you follow a rhyme pattern in your verse?



How can you tell that you did?
