

Unit 4 ♦ Poetry and Rhyme

teacher's page

Objective: Students will understand how rhyme is used in poetry and will create a poem using a rhyme scheme.

Steps:

1. Write the poem “Twinkle, Twinkle, Little Star” on the board and underline the last word in each line.

Twinkle, twinkle little star
How I wonder what you are,
Up above the world so high
Like a diamond in the sky.

Ask students if they see anything special about the underlined words. If they cannot decipher the pattern, write “a, a, b, b” to indicate the rhyming pattern. If they still cannot see the pattern, tell them that the words you underline *rhyme*. Point out how *star* and *are* and *high* and *sky* rhyme, and how the pattern is arranged.

2. Write the rhyme “Pease Porridge Hot” on the board and ask students what the rhyming pattern for this poem is (a, b, a, b):

Pease porridge hot,
Pease porridge cold,
Pease porridge in the pot
Nine days old!

Talk about how rhyme in English is based on sound and not on spelling. (*Star* and *are* rhyme and the word endings are spelled almost the same. Words like *late* and *eight* and *two* and *shoe* rhyme not because of the spelling of the words but because of the sounds of the syllables.

Tell the students that when we think of poems in English, we often think of rhyming words at the end of each phrase. There are many short poems that rhyme, but there are also some longer poems that rhyme, such as the poem on the student handout.

3. Pair the students and distribute the handout. Have them look for the words that rhyme. Also, have them label the rhyme pattern.
4. Instruct the pairs to follow the directions at the bottom of the sheet to write a short rhyming poem of their own.

Poetry and Rhyme
student handout



The Arrow and the Song

I shot an arrow into the air,
It fell to earth, I knew not where;
For, so swiftly it flew, the sight
Could not follow it in its flight.

I breathed a song into the air,
It fell to earth, I knew not where;
For who has sight so keen and strong,
That it can follow the flight of song?

Long, long afterward, in an oak
I found the arrow, still unbroke;
And the song, from beginning to end,
I found again in the heart of a friend.

by Henry Wadsworth Longfellow

Label the rhyming pattern for this poem.
Can you hear the musical characteristics?

Using one of the rhyme patterns we
talked about, write a poem with your
partner.