**Lesson 3: Rhyme**

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| **Main Cognitive Objective:** Student will acquire knowledge and gain understanding of how to rhyme.**Materials**:**Notes**: Students who are able to generate responses without using the options can answer questions without using the options provided. |

TEACH: Let’s talk about rhyme.

SPELL: Let’s spell RHYME.

TEACH: Words rhyme if the end of the word sounds the same.

ASK: So, when rhyming, we care that the end of the word (SOUNDS. or IS SPELLED) the same?

*“The key is the words sound the same.”*

ASK: And, words rhyme if the (BEGINNING or END.) of the words sound the same?

*“They end of the words are the same sound.”*

EXPAND: Do you think they have to be spelled the same at the end for it to rhyme? (YES or NO)?

TEACH: Rhyming words can end with the same or different spelling.

ASK: Words that rhyme can have the same or (DIFFERENT. or WRONG) spelling at the end?

EXPAND: So, do kite and night rhyme? (YES. or NO)?

*“They end with the same sound so they rhyme.”*

EXPAND: And do light and flight rhyme? (YES. or NO)?

*“Yes, they end with the same sound.”*

TEACH: Rhyming helps create the rhythm of the poetry.

ASK: So, rhyming can help create the (NAME or RHTHYM.) of the poetry.

EXPAND: Do poems need to rhyme to be poetry or have rhythm? (YES or NO.)?

*“Rhythm in poems can be created through other means. They don’t have to have rhyming words.”*

TEACH: There are different types of rhyme.

ASK: There are different types of (RHYME. or TIME)?

TEACH: First, type to be aware of is a forced rhyme.

SPELL: Let’s spell FORCED.

TEACH: This is when someone places a rhyme where it doesn’t belong.

ASK: So, a forced rhyme is a rhyme placed where it (DOES or DOESN’T.) belong?

TEACH: Next, there is a slant rhyme. These are words that almost rhyme.

ASK: Words that almost rhyme would be (SLANT. or TIGHT) rhymes?

EXPAND: Which two words do you think create a slant rhyme? (GRIME AND GAME. or TIGHT AND FIGHT)?

*“Grime and game or have and hive.”*

TEACH: A masculine rhyme has a single stressed syllable.

SPELL: Let’s spell MASCULINE.

ASK: And a masculine rhyme has (MANY or SINGLE.) stressed syllable?

EXPAND: Which would be an example of that? (SILENT and VIOLENT or LIGHT and RIGHT.)?

*“Yes, light and right because they are one syllable each.”*

TEACH: A feminine rhyme has a stressed, then unstressed syllable. So more than one syllable.

SPELL: Let’s spell FEMININE.

EXPAND: What would be a good example of feminine rhyme? (SILENT and VIOLENT. or STILL and PILL)?

*“Yes, silent and violent.”*

TEACH: Let’s practice rhyming. I’m going to tell you a word, you tell me a word that rhymes with it. (*NOTE: You can do this with options or you can work on pre-communication without options if the student is ready. Hold up the section of letters or full letterboard, once they touch the first letter or two you can help them with their aim at the rest of the part that rhymes. Default to choices if it feels “forced.”*)

EXPAND:

1. Chair. What word rhymes with chair? (HAIR. or CHAIN)?
2. Fan. What rhymes with fan? (BIN or CAN.)?
3. Play. What rhymes with play? (DAY. or FLY)?
4. December. What rhymes with December? (SEPTEMBER. or FACTOR)?
5. Clue. What rhymes with clue? (DONE or BLUE.)?
6. Refrain. What rhymes with refrain? (GAIN. or PAN)?
7. Utah. What rhymes with Utah? (UTE or SEESAW.)?

*EXTENSION ACTIVITY: Now write a list of rhyming words. Like this: Bright, light, night, sight, kite, flight*