

Peta's School Bag:

RHYME

I love **RHYME**. I love to write books that rhyme. I love rhyme so much I often think in rhyme! Most of my books are written in rhyme.

These are my rhyming books: click on the covers to find out more!



Rhyme is a fun way of enriching language and creating a story. I love working with children to create rhymes, rhyming poems and rhyming stories.

ALPHABET CHALLENGE

Some children find the idea of creating a rhyme rather daunting. A fun way to break down this fear is the **ALPHABET CHALLENGE**: pick any simple word – **ME**, for example – write the letters of the alphabet down the left hand side of the page or board and see how many rhymes you can come up with! This can be done as a challenge between individual children or groups of children. I've also done it as a whole class activity, involving lots of shouting!

(I usually issue a bit of a **HEALTH WARNING**: try the rhymes out in your head before saying them out loud – or you might accidentally say a rude word!)

A	N
B be, bee, brie	O
C	P pea, plea
D	Q
E	R
F fee, flea, flee, free,	S sea, see, she
G glee	T tea, tee, tree, tee hee
H he	U
I	V
J	W we
K key, knee	X
L lea, lee	Y
M me	Z



There are lots of places you can go from here:

- looking at HOMOPHONES, for example – words that sound the same but are spelled differently. I was really pleased, when I was working with a Year 4 group recently, that one of the children spotted there were homophones in the ALPHABET CHALLENGE before it was mentioned by the teacher or me.
- looking at how different letter combinations can make the same sound, for example, e, ee, ea.
- can you make a two, four, six, or eight line poem out of the rhymes you've found?

The **bee**
In the **tree**
Flapped with **glee**
When **she**
Spied the **flea**
Bite **me**
On the **knee**
Tee hee



The sillier the better!

- how could we punctuate our poem?
- could we add more interesting words?
- could we illustrate the poem?

Here are some lovely illustrations done by a Year 3 and 4 group, based on a two or four line rhyme they had written, which in turn was based on a found object representing the place they lived.

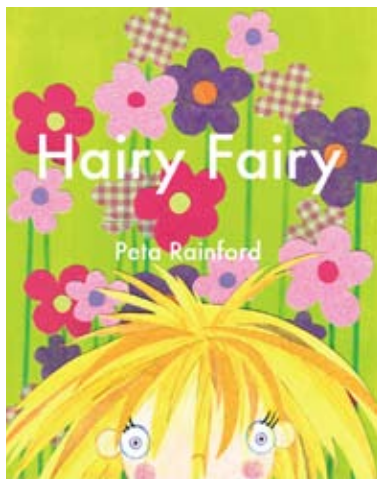


LETTING THE RHYME CREATE THE STORY

I love it when the rhyme actually dictates the story you tell. If it weren't for the need to rhyme with bee, there would probably never have been a flea in my silly poem.

The **bee**
In the **tree**
Flapped with **glee**
When **she**
Spied the **flea**
Bite **me**
On the **knee**
Tee hee

My whole book, HAIRY FAIRY, was written in this way, with the rhyme effectively dictating the narrative.



[Click here to find out more about Hairy Fairy](#)

The book is divided into sections, with the theme for each section determined by a rhyme

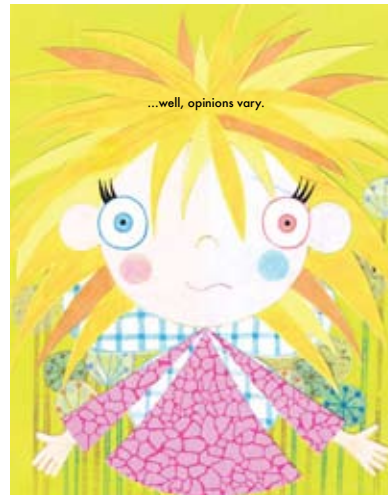
Section 1:
Fizzy is a funny **fairy**, the problem is...
... she's rather **hairy**.

Section 2:
Fizzy is a funny **fairy**, the problem is...
... she can be **scary**.



Section 3:
Fizzy is a funny **fairy**, the problem is...
... she's quite **contrary**.

Section 4:
Fizzy is a funny **fairy**, the problem is...
... well, opinions **vary**.



I have had fun working with older Key Stage 2 children to use **RHYME AS A TRIGGER FOR NARRATIVE** in creative writing.

Case study: Barton Primary, Isle of Wight, Year 5

As part of Barton Primary School's Storytelling Week, I talked with the Year 5 class about **where authors get their ideas** for stories (we came up with quite a long list!).

I then focused on how the narrative in my book, *Hairy Fairy*, was entirely generated through rhyme. It's an extreme example, but it demonstrates **the importance of word selection**. In this case, the word chosen dictates the whole story; in other cases it might just alter the mood of the writing.



As a class, we then selected a random word and worked through the alphabet finding as many rhymes as we could. We then wrote a simple poem using these rhyming words as our line endings, allowing the words to dictate where the narrative went.

The children were then split into groups, each group given a new word and asked to repeat the exercise; finding rhymes and then using these rhymes to create a simple rhyming narrative.

The children shared their poems with the class, who were invited to say what they liked about the rhymes, but also how they might be improved and extended.

I really enjoyed the children's creativity and their thoughtful critiques of each other's work. I was please to hear the class teacher intended to do more work in class, based on this session.

Please email petarainford@gmail.com if you would like me to come into your school.

ANYTHING CAN BE MADE INTO A RHYME!

Rhyming can become a bit of a habit! I find I am rhyming all the time, even when I'm not thinking about it.

I keep what I think of as a 'Rhyming Diary'; little rhymes about things I see when I am out and about. I usually take a photo to illustrate them too. Here are a few examples:

Beach rhyme 31/7/16

Sinky sand,
Sinky hand.



Beach rhyme 6/8/16

At low tide:
Nowhere to hide...



Beach rhyme 23/8/16

Don't scorn
The prawn!
He's not a wimp.
He's just a shrimp.



Beach rhyme 4/8/16

Soggy
Doggy

Why not keep your own Rhyming Diary?
You can see more of mine [here](#).