

# Lesson: Language Arts Grades K-3

## Topic: Rhyming



## A Reason for Rhyme

**Introduction:** Students will recognize rhyming couplets in the poem “Casey at the Bat” and then create their own poetry using end rhyming couplets.

### Learning Outcomes:

#### Ohio Learning Outcomes:

1. Students learn to apply the reading process to the various genres of literature, including fables, tales, short stories, novels, poetry and drama

### Getting Started:

#### Materials:

- Copies of the poem “Casey at the Bat” by Ernest Lawrence Thayer  
<http://www.csh.rit.edu/~kenny/poetry/casey.html>
- Rhyming dictionaries

#### Vocabulary:

- Couplet
- Rhyme

### Lesson:

#### Orientation Activity:

1. Read to the class Casey at the Bat by Ernest Lawrence Thayer.
2. Ask students to explain how they knew it was a poem (it rhymes).
3. Pass out copies of the poem. Discuss the meaning of rhyme. Students should underline any two words that rhyme in the same color. Ask students to find any patterns in the placement of the rhyming words.

Example:

The outlook wasn't brilliant for the Mudville nine that **day**,  
The score stood four to two, with but one inning more to **play**.  
And then when Cooney died at first, and Barrows did the **same**,  
A pall-like silence fell upon the patrons of the **game**.

4. Discuss the students' findings. Discuss the meaning of a couplet and the AABB pattern. Why did the poet choose to use rhyme?

#### Learning Activity:

1. How do you find words that rhyme?
2. Discuss several kid-suggested strategies.
3. Model the directions for using a rhyming dictionary.

4. Students will next make their own rhyming couplets. Their poems should have at least four couplets with rhyming words placed at the end of their sentences. They can write a poem about an experience they have had playing sports, when they struck out at something themselves, or when they experienced success as Kid Baldwin did in the musical. Use a rhyming dictionary to find words that rhyme as needed.
5. Students can share their poems with the class. Have your students try to point out the rhyming words in each poem.

**Evaluation and Follow-Up:**

*Assessment Tools and Methods:*

- Poetry Rubric - Writing Proficiency Rubric can be found at <http://www.lkwdpl.org/gr4test/wrirubr.htm>

*Interdisciplinary Connections:*

- Social Studies, Science, Math: Create couplets about other subjects in Science, Social Studies, or Math.
- Reading - Read other couplet stories such as “Adventures of Isabel” by Ogden Nash or “Trees” by Joyce Kilmer.
- Writing - Create Quatrain Poetry or Triplets.