



# RHYME IN SUPER-QUICK TIME

## INTRODUCTION

This game practices rhyming and is excellent for pre-school and younger elementary age kids as well as English Language Learners (ELLs). Rhyming is a great way to help children and youth develop vocabulary, pronunciation, and listening skills.

## LEARNING OBJECTIVE

Students will recognize rhyming patterns and be able to create new ones of their own.

## MATERIALS

- None



## ACTIVITY

1. **Say:** "One, two buckle my shoe. Three, four shut the door. Five, six, pick up sticks. Seven, eight lay them straight. Nine, ten, a big fat hen."
2. **Ask:** "What did you notice about the words I just spoke?"
  - Children should say that some of the words sound alike. Ask them which words in particular sound alike. (two and shoe; four and door; six and sticks; eight and straight). If not repeat the same or different nursery rhyme or poem.
3. **Say:** "All these words you noticed rhyme. Rhyming words sound alike because they have the same ending sound. For example, cat and hat have the same ending sound, so they rhyme."
4. **Explain:** "Today we are going to brainstorm as many rhyming words as we can. A student or the leader will select the starter word. Once the starter word is selected, each of us will take turns saying a word that rhymes with it. We'll keep going until we can't think of any other rhyming words. The last person to say a rhyming word will chose the new starter word for round two."
5. Start the game with, "I've got a rhyme, in super-quick time. The word is \_\_\_\_\_."

Note: Adding rhythmic hand motions helps make the game even more effective. Consider this rhythm: slap your lap two times and clap your hands one time. Repeat the rhythm as you go along.

## EXAMPLE

"I've got a rhyme in super-quick time. The word is lamp!"

- Student A: "Stamp!"
- Student B: "Camp!"
- Student C: "Damp!"

## VARIATIONS

1. Write the rhyming words that the group brainstormed on chart paper.
2. Look at the words for variations in spelling or discuss meanings.
3. Use the students' vocabulary or spelling words as the starters.
4. Cut out pictures of words from magazines and write the correct spelling on the bottom.
5. Students can incorporate the rhyming word into a sentence or phrase to make a mini-rap of the words.

## EXAMPLE FOR VARIATION 4

- Starter phrase: "I had some toast with jelly."
- Student A: "But it was smelly."
- Student B: "I was afraid it would hurt my belly."
- Student C: "So I went to the local deli."
- Student D: "Where I ordered some pasta sauce and vermicelli."