

## CREATE A NEW RHYME

### Performance Standard 3C.A

Use the sentence structure from a familiar rhyme to create a new rhyme accordingly:

- *Developing language*: Consistently use language knowledge to generate and organize ideas; consistently select nouns related to the text, and
- *Reciting rhymes*: Consistently tell a focused story using pictures and a connected oral account; consistently use details in the telling that relate only to the story in the picture.

### Procedures

1. *In order to communicate ideas in writing to accomplish a variety of purposes (3C)*, students should experience sufficient learning opportunities to develop the following:
  - Use basic components of the writing process (e.g., prewriting, drafting, publishing) to develop basic narratives.
  - Retell a focused story.
  - Create a basic publication using available resources (e.g., pictures, colors, computer, copier).
  - Experiment with different forms of creative writing (e.g., song, poetry, short fiction).Note: Provide each student opportunities to read aloud and recite familiar rhymes and poems. Model for students how to change a text by substituting different nouns or different verbs and allow the students to practice reciting the newly-created versions.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Supply each student with an illustrated text of a familiar rhyme. The rhyme will have the original character names deleted.
4. Lead a group brainstorming activity so students can suggest nouns to replace the missing words.
5. Provide the students with enough copies of animals, objects or people stickers/pictures to fill in the missing words. Insert a sticker/picture in the missing noun position. Write the word corresponding to the picture. Use correctional and/or developmental spelling. Have students recite the new version of the rhyme after replacing the original text with his/her pictured word. Each student could have a different rhyme.
6. Evaluate each student's performance using the rubric. Add each student's scores to determine the performance level.

### Examples of Student Work follow

#### Time Requirements

- One class period

#### Resources

- Picture for a short nursery rhyme **or** poem text and picture
- Resource for rhyme available at <http://www.niteowl.org/kids.html> or [http://www.curry.edschool.virginia.edu/go/wil/rhymes\\_and\\_rhymes.htm#Seventy One](http://www.curry.edschool.virginia.edu/go/wil/rhymes_and_rhymes.htm#Seventy One)
- Stickers/pictures of people, animals, or objects
- Create A New Rhyme Rubric

## CREATE A NEW RHYME

NAME \_\_\_\_\_ DATE \_\_\_\_\_

- Exceeds standard (must receive 7 - 8 total points)
- Meets standard (must receive 5 - 6 total points)
- Approaches standard (must receive 3 - 4 total points)
- Begins standard or absent (must receive 2 total points)

	<b>Language Development</b>	<b>Recite the Rhyme</b>
<b>4</b>	<ul style="list-style-type: none"> <li>• Consistently selects nouns related to the text.</li> <li>• Consistently uses language knowledge to generate and organize ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently tells a focused story using pictures and a connected oral account.</li> <li>• Consistently uses details in the telling that relate only to the story in the picture.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Usually selects nouns related to the text.</li> <li>• Usually uses language knowledge to generate and organize ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Usually tells a focused story using pictures and a connected oral account.</li> <li>• Usually uses details in telling that relate only to the story in the picture.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Occasionally selects nouns related to the text.</li> <li>• Occasionally uses language knowledge to generate and organize ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Occasionally tells a focused story using pictures and a connected oral account.</li> <li>• Occasionally uses details in telling that relate only to the story in the pictures or the text.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Seldom/never selects nouns related to the text.</li> <li>• Seldom/never uses language knowledge to generate and organize ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Seldom or never tells a focused story using pictures and a connected oral account.</li> <li>• Seldom or never uses details in telling that relate only to the story in the pictures.</li> </ul>
<b>Score</b>		

*Activity adapted from Stories, Songs and Poetry to Teach Reading & Writing by Robert & Marlene McCracken, Peguis Publishers Limited, Canada, 1993*

CREATE A NEW RHYME

\_\_\_\_\_ sat on her tuffet  
Eating her curds and whey.  
Along came a \_\_\_\_\_  
Who sat down beside her  
And frightened \_\_\_\_\_ away.

Three blind \_\_\_\_\_ .  
See how they run.  
They all ran after the \_\_\_\_\_ .  
She cut off their \_\_\_\_\_  
with a \_\_\_\_\_ .  
Did you ever see such a sight in your life  
As three blind \_\_\_\_\_ ?

The itsy bitsy \_\_\_\_\_  
climbed up the \_\_\_\_\_ .  
Down came the \_\_\_\_\_  
and washed the \_\_\_\_\_ out.  
Out came the \_\_\_\_\_  
and dried up all the \_\_\_\_\_ ,  
and the itsy bitsy \_\_\_\_\_  
went up the \_\_\_\_\_ again.

Sabrina had a little pig that was

pink and wint as fluffey and every where that

Sabrina went The pig was sure to oycK

and it folld her to sold one Day it mad The

Silzin / a f to Day (laf today)

Name \_\_\_\_\_

Date 3-14-02

CREATE A NEW RHYME

Jennifer

sat on her tuffit

Eating her curds and whey

Along came a bear

Who sat down beside her

And frightened Jennifer away

Three blind dogs

See how they run

They all ran after the cats

She cut off their WISKERS  
with a dril

Did you ever see such a sight in your life

As three blind dogs

The itsy bitsy kitten

climbed up the door

Down came the Icecream

and washed the kitten out

Out came the rain

and dried up all the icecream

and the itsy bitsy kitten

Went up the door again

"Exceeds"

~~Little~~ ~~Miss~~ ~~He~~ <sup>She</sup> sat on her tuffet  
 Eating her curds and whey  
 Along came a dog  
 Who sat down beside her  
 And frightened Miss ~~He~~ <sup>She</sup> away

Three blind dogs  
 See how they run  
 They all ran after the cats  
 She cut off their tree  
 with a ax  
 Did you ever see such a sight in your life  
 As three blind dogs

The itsy bitsy kitten  
 climbed up the tree  
 Down came the snow  
 and washed the kitten out  
 Out came the moon  
 and dried up all the snow  
 and the itsy bitsy kitten  
 Went up the tree again