

## 6) Rhyme

### OBJECTIVES

Students will determine rhyme scheme.

Students will identify exact rhyme and approximate rhyme.

Students will demonstrate the ability to apply rhyme scheme to their own songs.

### VOCABULARY

approximate rhyme, exact rhyme

### PREPARATION

- Make copies of **Rhyming Worksheet**.
- (optional) Locate audio or video versions of “When You Say Nothing at All,” performed by Alison Krauss; “Ride Out in the Country” performed by Yola; “Hungry Eyes,” performed by Merle Haggard; and “Man in Black,” performed by Johnny Cash.

**Note:** Another option for “When You Say Nothing at All” is Keith Whitley’s version.

### STANDARDS

#### CCSS.ELA-Literacy.CCRA.R.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

#### CCSS.ELA-Literacy.CCRA.R.4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

#### CCSS.ELA-Literacy.CCRA.R.5

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

### FREE WRITE (5 minutes)

### DISCUSS HOMEWORK (2 minutes)

Divide class into pairs for students to review what they have written.

**Prompt:** What syllable patterns did each of you use? Why did you pick it? If you tried more than one, was one easier than another?

### BRAINSTORM (1 minute)

**Prompt:** In your journal, write as many words that rhyme with “top” as you can in 30 seconds. Your rhyming words do not have to be only one syllable long. For example, “hip-hop” rhymes with “tip-top” or just “top.” Share a few of your favorites with a partner.



*Grammy Award-winning songwriter Don Schlitz wrote “Forever and Ever, Amen,” “The Gambler,” and “When You Say Nothing at All,” among other hits.*

**ACTIVITY** (35–40 minutes)

1. Explain that rhymes occur when words at the end of two or more lines in a song share the same or a similar sound.

Rhymes can be exact or approximate:

- An **exact rhyme** has the same ending sound. “Last,” “past,” and “fast” are examples of exact rhyme.
- An **approximate rhyme** sounds like a rhyme, depending on how the artist sings the words, though the words do not have exactly the same ending sounds. “Age,” “fade,” and “play” – which all share the same vowel sound – are examples of approximate rhyme.

**TEACHER TIP**

Emphasize throughout the lesson that rhymes should support the meaning of the song. It is better to have a word that does not rhyme than to use a word that does not make sense.

2. Distribute the **Rhyming Worksheet** and offer these directions to help students visualize the rhyming patterns in the sample lyrics:

A “rhyme scheme” describes the pattern of rhyming words in a song. To help you identify the rhyme scheme in these song excerpts, you will be using the first two letters of the alphabet. “A” is used for the first line, and any other lines that rhyme with it are also labeled “A.” When you come to a line that does not rhyme with “A,” you will label it “B.” All lines that rhyme with this line will be labeled “B,” as well. When you encounter the next rhyming sequence, return to “A,” and then “B,” and so on. You should circle words that are exact rhymes and underline words that are approximate rhymes.

- Do the first verse of the worksheet as a class exercise.
  - Allow students to work with partners or in groups to complete the worksheet.
  - If time allows, listen to one or more of the songs on the worksheet. You may wish to play excerpts as students complete the worksheet.
3. Share the following resources to help students with rhyming:
- Websites such as RhymeZone.com and Rhymer.com offer rhyme searches. Rhyming dictionaries can be found in many libraries.
  - A thesaurus, either on the Internet or in the library, is a resource for synonyms.
4. If time allows, students should try to write at least one verse that follows an “AABB” or “ABAB” rhyme scheme. Students who finish early should try other types of rhyme schemes.

**TEACHER TIP**

Remind students that they should be looking for the topic of their final song as they continue to write for practice. If they know their final topic, they may wish to begin working on their song in homework assignments or during in-class writing.

**HOMEWORK**

Read the following prompt for students to complete as a journal entry:

Try writing part or all of a song that uses what you have learned about rhyming. To get inspired, look back at what you have written so far in your journal. Remember that your rhymes can be exact or approximate. And remember to pick words that fit what you want to say, not just words that rhyme. You can use websites to help you find rhyming words. What you write in this assignment could be part of your final song or it could just be for practice.

WORKSHEET  
**Rhyming**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Identify the rhyme schemes of these song excerpts by placing the correct letter (A or B) in the blanks provided.
2. Circle words that are exact rhymes and underline words that are approximate rhymes.

**When You Say Nothing at All**

*Paul Overstreet / Don Schlitz*

It's amazing how you can speak right to my heart	_____
Without saying a word, you can light up the dark	_____
Try as I may, I could never explain	_____
What I hear when you don't say a thing	_____
The smile on your face lets me know that you need me	_____
There's a truth in your eyes saying you'll never leave me	_____
A touch of your hand says you'll catch me if ever I fall	_____
You say it best, when you say nothing at all	_____

**Ride Out in the Country**

*Dan Auerbach / Joe Allen / Yola*

I take a ride out in the country, get some wind in my hair	_____
Let it all go like I ain't got a care	_____
I take a ride out in the country in the soft summer breeze	_____
Forgetting about you, forgetting about me	_____

## WORKSHEET

**Rhyming (continued)**

Name: \_\_\_\_\_

**Hungry Eyes***Merle Haggard*

Mama never had the luxuries she wanted \_\_\_\_\_

But it wasn't cause my daddy didn't try \_\_\_\_\_

She only wanted things she really needed \_\_\_\_\_

One more reason for my mama's hungry eyes \_\_\_\_\_

**NOW IT'S YOUR TURN!**

Fill in the blanks to "Man in Black" with your own words or phrases.

Follow the rhyme scheme on the right side of each line.

**Man in Black***Johnny Cash*Well, you wonder why I always dress in \_\_\_\_\_ A  
(1 syllable)Why you never see \_\_\_\_\_ colors on my \_\_\_\_\_ A  
(1 syllable) (1 syllable)And why does my appearance seem to have a \_\_\_\_\_ B  
(3 syllables)Well, there's a reason for the things that \_\_\_\_\_ B  
(3 syllables)**REMINDER****Rhyme scheme** is the pattern of rhyming words at the ends of lines.**Exact rhymes** have the same ending sounds, like "last" and "past."**Approximate rhymes** sound similar to each other, like "age" and "fade."