

## Rhyme Time

**Introduction:** Young students love to rhyme words, even if their rhymes make little sense. During this activity, the students will combine their ability to rhyme with a fun game of tag. Joyful times will be had by all!

**Grade Level and Subject:** 2nd Grade Reading, Writing, and P.E.

**TEKS:** Reading – 1C, 6C, 7B, 7C, 9B, 10A, 11G  
Writing – 14C, 14D, 17B  
P.E. – 1A, 1B, 3B, 6A, 6B, 7A, 7B

**Materials:** Poem/chant written by students, chalk

**Resource:** *The Ultimate Playground & Recess Game Book* by Guy Bailey. ISBN: 0-9669727-2-4

**Activity:** Before beginning this activity, the teacher needs to teach the concept of rhyming words to the students. He or she is then to instruct each student to write his or her own rhyme having to do with some type of locomotive skill, such as running, walking, hopping, etc. For example, the teacher can ask a student to develop a poem using the word “hop” as a rhyming word. The student might develop a poem or chant such as “I hope you do not pop. I want you to start to hop.” It should not be very long or elaborate. If the students are not ready to develop their own short poem or chant, the teacher can perhaps, during class instruction, develop four or five short poems/chants with the students to be used in this activity.

When the poems/chants have been written, the students are to go outside or to a large gym. The teacher should have two lines drawn with the chalk, one for the students to stand on to begin the lesson and one drawn several feet away to be used as the finish line.

If the students have each written their own poem, the teacher is to call them individually to the middle of the playing field. The student is to read his or her poem to the other students in the class. Let’s use the example poem that ends in “hop.” As soon as the student finishes reading that poem, the rest of the students are to hop to the finish line while the reader of the poem/chant tries to catch them. After the students are either caught or have hopped to the finish line, the author of the poem will count the number of students he or she caught. Play then resumes with the teacher calling another student to the middle of the playing field to read his or her own poem. The rest of the students will then move to the finish line by performing whichever locomotive skill was read to them by the author of the poem/chant. When each student has had a chance to read his or her poem/chant, the student who “caught” the most students wins the activity.

If the class has developed four or five poems together, the teacher can read the poems to the children, have them perform the activity, and try to catch the students. Or, if the teacher chooses, he or she can get various students to read the poems and try to catch the other children.

**Evaluation:** The teacher should closely monitor and observe all game play. He or she will ensure that the students are performing the correct locomotive skill read by the author of the poem/chant.



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