



## ***To Rhyme Or Not To Rhyme? Teaching Children to Write Poetry***

**Sandy Brownjohn**

Hodder & Stoughton • ISBN 0-340-61148-0 • Price £18.99

In Ted Hughes' Foreword to *To Rhyme Or Not To Rhyme?* (1994) he describes the 'incidental fruits' to be gained from following Brownjohn's account of her methods for teaching children to write poetry. He noted that, while her pupils were focusing all their excitement on the one ambition, to write their poem, in fact 'most of the aims of English teaching have been accomplished' in the methods and practices described in Sandy Brownjohn's book. This is a remarkable feat.

I was first introduced to Brownjohn's work through *Does it have to rhyme?, What rhymes with secret?* and *The ability to name cats* many years ago whilst on a PGCE course. As a student and then a new teacher, I drew on these books extensively to inform not only my teaching of poetry, but also of English and literacy generally. So when *To Rhyme Or Not To Rhyme?* was published in 1994, I instantly bought it and am still recommending it now to teachers of all levels of experience. *TRONTR?* contains material from Brownjohn's three previous books for teachers, together with many new ideas about teaching children to write poetry synthesised into a beautifully written, accessible and practical guide.

The book starts with a short section of Brownjohn's personal 'Credo' which presents a compelling rationale for the pedagogy underpinning her approach to teaching poetry. At the heart is the notion that the enjoyment of, and playing with, language is essential if children (or anyone) are going to use words to good effect. She reminds us of the importance of games and play, of enabling children to produce what they want to, rather than what is dictated by lesson objectives and success criteria. She emphasises the importance of developing prior understanding and memory, a full range of perception, of imagination and creativity.

Section One therefore contains games which can be used as warm-up exercises before a lesson or as a lesson in themselves. The activities show how writing can be enjoyable and how a love of playing with language is so important in helping children to produce more sustained pieces. The second part of this section introduces more poetry-orientated exercises. Section Two looks at specific poetry techniques and forms; Section Three is predicated on the assumption that children are now fairly well-versed in the craft of writing so is dedicated to providing ideas for subjects and themes. It also provides practical support for developing poetry in the classroom such as organising book weeks, writers' visits, guidance on learning poems by heart and encouraging children to read poetry.

One of the great joys of the book is that throughout there are examples of poetry written by children with whom Brownjohn has worked. The quality and inventiveness of these poems demonstrate the authenticity and validity of the ideas she provides. It is clear that Brownjohn learnt her craft by doing it herself. This means that she is able to demystify the process of teaching children to enjoy and write poetry. She breaks the process down into small parts, giving examples of how to practise basic techniques in an enjoyable way.

*continues over*

Brownjohn acknowledges the importance of teachers' inspiration and enthusiasm but also, pragmatically, the significance of good organisation and high expectations. This is one of the many reasons why it is such a great resource for teachers at all stages of experience.

This is an immensely practical guide. It is fully in line with current initiatives such as 'talk for writing' and provides lots of approaches and ideas. Recently Ofsted has reported that there are 'serious weaknesses in subject knowledge' amongst teachers, and UKLA's own research has indicated that teachers' knowledge of poetry is limited. This book is a tremendous resource to support not only unconfident teachers, but also those who have always relished teaching children to enjoy and write poetry.

**Mary Ann Wolpert**  
**University of Cambridge Faculty of Education**

---

UKLA

To Rhyme or Not to Rhyme by Brownjohn, Sandy. \$72.845d left. Like New, The Ability to Name Cats: Teaching Children to Write Poetry, Brownjohn. \$2.9813d left. Word games by Sandy Brownjohn (Paperback / softback) FREE Shipping, Save Â£s.Â \$3.6524d left. The Poets Craft - A Handbook of Rhyme, Metre an by Pattern Based Writing: Quick & Easy Essay | Teaching Children Poetry. Diamante Poems | Rhyme Schemes | Rhymes | Acrostic Poems | Quatrains | Haiku | Limericks | Clerihew | Tanka | Free Verse | Simile | Metaphor | Alliteration. Combine teaching these pattern based poems with the "Pattern Based Writing: Quick and Easy Essay" writing program and your students will be both highly effective and highly creative authors! To really use rhymes in an effective manner rhyme schemes are important for the teacher to be aware of. Rhyme schemes most often represented using the letters "A" and "B". Rhyme schemes show you the pattern of the rhyme.

To rhyme or not to rhyme? That is the question! A rapper who can't rhyme ain't worth a dime. When the concept of poetry is introduced to students their first thoughts are usually around beautiful rhyming language that is catchy, emotional, friendly to the ear and easy to remember. Whilst rhyming poetry should be part of your poetry teaching toolkit it is essential that students understand RHYME SCHEMES beforehand. Acrostic poems are generally quick and easy to write and open students minds to the understanding that poetry is a non conventional style of writing which doesn't always have to make perfect sense. TOP Tips for writing an Acrostic Poem. Write your word or words down vertically when planning. by Pattern Based Writing: Quick & Easy Essay | Teaching Children Poetry. Diamante Poems | Rhyme Schemes | Rhymes | Acrostic Poems | Quatrains | Haiku | Limericks | Clerihew | Tanka | Free Verse | Simile | Metaphor | Alliteration. Combine teaching these pattern based poems with the "Pattern Based Writing: Quick and Easy Essay" writing program and your students will be both highly effective and highly creative authors! Diamante Poems. Keys to the Diamante Poem: " Has seven lines formed in the shape of a diamond. " To really use rhymes in an effective manner rhyme schemes are important for the teacher to be aware of. Rhyme schemes most often represented using the letters "A" and "B." Rhyme schemes show you the pattern of the rhyme. Teaching poetry to children will make them appreciate words and cultivate them to pick up reading too. Believe it or not, introducing poetry to kids at an early age helps them enrich and develop rich vocabulary; phonological awareness through repetition, rhythm and rhyme; and their imagination knows no boundaries. It's fun and children love it! What's more? With so many benefits, one wonders how to get them started early, so they can revel in the beautiful woven words of a poem. There are some tips that you can follow to introduce your kids to poetry and cease your quandary. Poetry and Children " How to Develop This Relationship. 1. The "I Am" ...

As with teaching letters, children learn rhyming best with hands-on, engaging, and meaningful activities. That's where the bulk of your time should be spent, rather than sitting and explaining the concept. Have an Anchor Chart in Your "How to Teach Rhyming" Toolkit. One way to directly introduce rhyming is via an anchor chart. Basically, write out a simple definition of rhyming to share with the children/students. To me, the simplest way to phrase it for kids is to say "rhyming words sound the same at the end". Have the chart ready one morning and simply read it to the children. Even better, the children listen to the song or rhyme and put the pictures in the right order. It can be done at the blackboard or on a handout.

5.2. Find the word. Before playing or singing a song or reciting a rhyme the teacher asks the children to listen for a certain word. Then they write down the number of times this word occurs. To train the listening skills another possibility is to sing or recite wrong words in the texts. The children compare with their own knowledge and write down the number of mistakes.

5.3. Mixed-up lines or words. To promote reading skills and knowledge about sentence structure Parents and children can recite one or two rhymes in a free moment such as while waiting in a supermarket queue or on a long journey. Parents need to start these sessions off, but children like to add their own suggestions. Children often need to repeat a rhyme; the second recitation gives them a chance to reflect and improve the way they say it. They might also like to make birthday or celebration cards. These self-made books may inspire children to write their own rhymes. Some children begin creating their own rhymes by personalising those they know or making up their own rhymes by recycling blocks of language from other rhymes. Encourage them, as this is a form of creative writing. Looking at rhyme picture books also provides opportunities for browsing.

Teaching Children to Write Poetry as Want to Read: Want to Read saving | Want to Read. Currently Reading. This is an omnibus edition of Brownjohn's three previous books on teaching children to write poetry. The book contains new chapters, including one on writing drafts, and examples of poems. Get A Copy. Amazon.

2. We are writing/write an exercise now. 3. My older sister is often listening/often listens to pop music. 4. Mmmm! Mum is making/makes a cake/ 5. Our teacher is giving/gives us a test every month. 6. Listen! Dad is reading/reads a story to Ricky. 7. Mr. Michael usually is growing/grows roses in his garden. 8. Maria is drinking/drinks milk every morning.

Â C) Fill in the blanks with Present Continuous or Present Simple: 1. The children.(play) outside now. 2. She usually.(read) the newspaper in the morning. 3. I.(do) my homework now. 1. is bringing 2. Are writing 3. Often listens to 4. Is making 5. gives 6. Is reading 7. Usually grows 8. Drinks 9. Is running 10. Are building C. 1. Is playing 2. Reads 3. Am doing 4. Am eating 5. Do you

Teaching Children to Write Poetry by Sandy Brownjohn (Paperback, 1994) at the best online prices at eBay! Free delivery for many products! She is a highly respected author, known for her inspirational ideas and books for school children, including 'Word Games', 'To Rhyme Or Not To Rhyme?' and 'Spotlight on The English Language'. She is also a poet, and continues to run writing workshops for the Arvon Foundation. Country of Publication. United Kingdom. In rhyming poems, you usually only need to rhyme the last word of each line. In other words, you don't need to make as many rhymes as possible. Don't write the fat cat with the hat sat with the bat on the mat and that was that. Instead try rhyming just the last word of each line, like this. So if you can think up just a few words that rhyme, you can write your own rhyming poetry. There are other ways to rhyme besides the ones I've shown so far. We will get to each of these later in the book, in Chapter 8. But you don't need to know advanced rhyming to write funny poems. As long as you can tell if two words sound the same, you can make up rhymes and you can write your own rhyming funny poems. Finish This Poem. Now it's time to make up some rhymes of your own. Poets use rhyme to recall earlier words, to emphasize certain points, and to make their language memorable. In fact, rhymes can be extremely effective in making language take hold in a reader's mind.

Rhyme Pattern Variations. Chain Rhyme. Definition. The linking together of stanzas by carrying a rhyme over from one stanza to the next. Jingles written for children e.g. Hickory, Dickory, Dock, Wee Willie Winkie or The Cat and the Fiddle. Many have been passed down orally. Example. Rhyme poems are the most common known form of poetry. In a rhyme poem traditionally, one or more lines will rhyme. They may follow a specific meter or scheme in which to place the rhymes, which most often is placed at the end of each line. The children listen to the song or rhyme and put the pictures in the right order. It can be done at the blackboard or on a handout. 5.2. Find the word. Before playing or singing a song or reciting a rhyme the teacher asks the children to listen for a certain word. Then they write down the number of times this word occurs. To train the listening skills another possibility is to sing or recite wrong words in the texts. The children compare with their own knowledge and write down the number of mistakes. 5.3. Mixed-up lines or words. To promote reading skills and knowledge about sentence structure