



“The Zinc Sink with a Kink in the Link Problem” Teacher Guide



SEASON 4 EPISODE 6

The Zinc Sink with a Kink in the Link Problem

by an 8 year-old and a 10 year-old from Illinois named Bennet and Cillian

Overview

In “The Zinc Sink with a Kink in the Link Problem” by two kids from Illinois named Bennet and Cillian, a couple has a problem with their sink made of zinc. Both the premise and the action of the story follow this initial rhyme, and the rhyming is used to hilarious effect. In this lesson, students will listen to the story, and then use it as inspiration to create their own bank of rhyming words. Included is the Rhymenizer, a sheet to help them visualize beginning phonemes they can attach to end rhymes. Then, they’ll select some rhyming words they like and use them as the title of a story they can write as an expansion activity.

Age Group

Best for 1st through 3rd grade readers and writers

storypiratescreatorclub.com

Common Core Standards

For simplicity, here are relevant 3rd grade standards; similar ones for 1st and 2nd apply.

1. [CCSS.ELA-Literacy.RL.3.1](#) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2. [CCSS.ELA-Literacy.RF.3.3](#) Know and apply grade-level phonics and word analysis skills in decoding words.
3. [CCSS.ELA-Literacy.W.3.3](#) Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
4. [CCSS.ELA-Literacy.L.3.2.a](#) Capitalize appropriate words in titles.
5. [CCSS.ELA-Literacy.L.3.2.f](#) Use spelling patterns and generalizations (*e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.
6. [CCSS.ELA-Literacy.L.3.3.a](#) Choose words and phrases for effect.*

Objectives

Students will be able to:

- Use the Rhymenizer sheet to pick a rhyming “root,” and then generate a list of rhyming words with our chart of consonant blends
- Select rhyming words for effect to create a silly-sounding story
- Incorporate rhyming words into the title of a story

Materials

1. Story Pirates Podcast: Season 4 Episode 6 (story at approximately 22:15)
2. The Rhymenizer worksheet
3. Writer’s Notebook or other place to write down ideas

Activity Steps

1. Intro:

Introduce the lesson to your students with a short discussion. It may be helpful to have a copy of the Rhymenizer for use when students share.

- **Do Now/Writer’s Notebook:** Give students a minute or two to respond to this prompt:
 - *Write down as many words as you can think of that rhyme with **hill***
- **Share:** Ask a few students to share what they came up with. As they share, you can fill in a copy of the Rhymenizer with their rhymes to show them how many rhymes there are
 - *bill, chill, dill, drill, fill, gill, grill, jill, kill, mill, pill, quill, rill, sill, still, till, etc.*

- If there are any more elaborate rhymes like whippoorwill or slant rhymes like cancel you can put them in the blank boxes on the Rhymenizer
- **Connect:** Explain to students that what they were doing when they rhymed was taking the end of the word (-ill) and then attaching different beginnings to it to create new rhyming words! Rhyming can be a really fun way to generate the idea for a story.

2. Play the Story:

“The Zinc Sink with a Kink in the Link Problem” two kids from Illinois named Bennet and Cillian. The story is at around the 22:15 mark on the episode.

- **Introduce the story to students:** Let’s listen to a story from the Story Pirates Podcast called “The Zinc Sink With A Kink In the Link Problem” two kids from Illinois named Bennet and Cillian. As you can tell from the title, this story features some rhyming words that make it silly and funny. Let’s listen.
- **Active Listening:** Encourage active listening by asking students to raise their hands (or signal in another way they are familiar with, like silent applause) every time they hear a word that rhymes with “sink” while listening to the story.
- **Play the story:** Play the story for students and see how many rhyming words they can spot!

3. Check for Understanding:

After listening, you might ask your students some questions.

- **Discuss:** What rhyming words did you notice?
 - *Zinc, Sink, Pink, Kink, Link, Think, in Sync, Stinky, Drink*
- **Explain:** Part of what makes this story so silly and fun is that the silly title of the story tells us what will happen in the story. It started with the idea of a “zinc sink”. Then the main problem in the story was that it had a bend, or “kink”, in its pipe, or “link”, and then it just got sillier from there! The solution to the problem in the story had a rhyme too: the people that they called to help kept talking in unison because they were “in sync”. The rhyme wasn’t only a funny title, it actually helped tie all of the elements of the story together.

4. MiniLesson: The Rhymenizer

- **Explain:** tell students that they are going to practice rhyming as a way to create a title for their own silly story. First we need to know what a rhyme is, then we will generate rhymes, and last we will pick out some rhymes to put in the title of a story!
- **Define a rhyme:** a *rhyme* is when two or more words have the same ending sound. Often, the end sound is spelled exactly the same in both words like “sink” and “pink”. Both of those words ended in the sound “ink” and just had different beginning letters, “s” and “p”.
- Sometimes, though, two words can rhyme even though their ends might be spelled differently, like “zinc” and “sink”. English has so many words that come from so many different places and so we get unusual-looking

rhymes sometimes like “too” and “through”!

- **Techniques for rhyming:** To rhyme you can follow a few simple steps:
 - *Simple Word:* First pick a simple word you want to find rhymes with, It can help if this word is one syllable because then it is easier to figure out the end sound.
 - *Find the root, or end sound:* This is the part of the word that will rhyme with other words. For example, “-ink” for “sink” or “-ill” for “hill”. Look at the word you’ve picked, and then isolate the ending sound by underlining it.
 - *Try on different beginning sounds:* Put a different beginning sound on to the ending sound and see if they make words.
 - *The Rhymenizer!:* See the Rhymenizer worksheet for help on how to do this!

5. Group Practice: “We Do”: Making some rhymes and choosing a few to guide a story

As a class, use the Rhymenizer to come up with a bank of rhymes, and then pick a few to inspire a story.

- **Step 1:** Pick out a simple word
 - Ask students for a simple one-syllable word to rhyme with. It can help if it is a noun or adjective, but you can generate rhymes for almost anything.
- **Step 2:** Isolate the root, or end rhyme
 - Ask students what the end sound is, and underline or highlight that part of the word.
- **Step 3:** Try on new beginnings and find rhymes
 - Now that you have the end rhyme, use the Rhymenizer to help you try on different beginning sounds. If you find one that makes a word, write it in the box next to the beginning sound.
 - If students generate rhymes that have beginning sounds that are not listed on the Rhymenizer, they can be recorded in the blank boxes. Sometimes we can find two syllable rhymes for a one syllable word like fulfill for hill. That’s great, and the extra boxes at the end provide more room for more complex rhymes.
 - *Note:* there are so many homophones in English, and many homophone endings. For emerging writers, you may want to restrict students to creating words with rhymes whose end sounds are spelled exactly the same, like found and ground. For more advanced writers, you may point out that rhymes are not always spelled the same: found and crowned have the same ending sound, it is just spelled differently in each word.
- **Step 4:** Pick a few you like for the title of a story
 - After you’ve made some rhymes, ask students to pick a few that they think sound like a good title for a story. It is completely fine if the title sounds improbable or silly—that’s part of what makes a good title interesting to the reader.
 - *Note:* Students may also find some examples of rhymes that don’t make real words, but they can use their imaginations to decide what those words might mean. You can give them Permission to Get Weird!
 - Good titles often tell us some things about the story. Some things to consider for the title of your story:

- *Character*: Are there any words on your list that make you think of a character that could be in the story? Could you use any of the rhymes to make up a name for a character?
- *Problem*: Are there any words that make you think of a problem that character might have?
- *Solution*: Are there any rhyming words that make you think of a way the character could solve that problem?
- You can definitely add words to the title to make it make sense, like the, with, a, of, etc.
- Remind students that for a title, we capitalize the most important words and we do not capitalize smaller words. You can model this with the title. The rhyming words will be capitalized and the smaller words that link them may not be, as in the story title: “The Zinc Sink with a Kink in the Link Problem”.

6. Independent Practice: “You Do”

Have students follow steps 1-4 above to find rhymes and create a silly rhyming title for a story!

7. Sharing:

- Students can share the rhyming titles of their stories.
- As students share, ask the class what the ending rhyme was for each student’s title. You may want to ask the class if there are any other words they can think of that would also rhyme with that title. Students who share can add these to their Rhymenizer for use in elaborating on their story!

Extension Activity: Writing the Story from the Title

- As a next lesson, homework, or extension activity, you can have students write a story that has the rhyming title they came up with in class. They can use even more rhymes to drive the action of the story.
- **Write**: Have students write a story with their rhyming title, where a rhyming character solves a rhyming problem!
- **Share**: Students can share what they wrote. It may be especially fun for students to read the stories out loud. Rhyming stories are particularly fun to hear, and strengthens students’ presentation skills!

The Rhymenizer!

Let's make some rhymes! The first step is to pick a simple word.

Write it here:

Underline the ending sound of the word. Ex: sink, hill, book

Now, use the chart below to help you think of new beginning sounds you can put on that ending sound to make a new rhyming word. If you find a word that works, write it in the box next to the sound that helped make it!

A	GL	S
B	GR	SH
BL	H	SL
BR	I	SM
C	J	SP
CH	K	ST
CL	L	T
CR	M	TR
D	N	U
DR	O	V
E	P	W
F	PL	WH
FL	PR	X
FR	QU	Y
G	R	Z

Pick out a few of the words that rhyme, and create a title for a story: