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Rhyme paradigm

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Logo LinX

Conversions

If you are using other versions of Logo, follow these guidelines to get the procedures running:

Use ClearGraphics instead of DRAW.

Use square brackets around the resulting action(s) in an IF statement. Examples:

```
IF  SMALL?  [ADJUST  :SIZE  /  2]
IF  SMALL?  [MOVE  13]  [MOVE  26]
```

If your version of Logo does not have a SETXY primitive, add this procedure:

```
TO  SETXY  :X  :Y
SETPOS  LIST  :X  :Y
END
```

Terrapin Logo for the Macintosh has both a PI and a FILLSH command, so you can eliminate the PI and FILLSHAPE procedures and change the line that draws each shape to this:

```
TRI: FILLSH [REPEAT 3
      [FORWARD  :SIZE  RIGHT  120]]
SQU:FILLSH [REPEAT 4
      [FORWARD  :SIZE  RIGHT  90]]
CIR: FILLSH [REPEAT 15
      [FORWARD  (PI*:SIZE)/15  RIGHT  24]]
```

Happy stringing!

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Rhyme Paradigm
by Judi Harris

What two rhyming words are described by this phrase?

"an ardent dam builder with a long flat tail"

Here's a hint: this is a HINK-Y PINK-Y, as opposed to a HINK PINK or a HINK-IT-Y PINK-IT-Y.

That's right; the dam builder is an "eager beaver." You may have used the expression many times without realizing that it belongs to an entertaining and pedagogically powerful phrase type.

Try this HINK PINK:

"a petty quarrel between two winged insects"

(gnat spat)

Or this HINK-IT-Y PINK-Y:

"someone who has farther to travel to get to the polls"

(remoter voter)

Enabling Labels

As you probably have guessed by now, the names for these delightful word puzzles indicate the number of syllables in each part of the correct response. For example, this HINK-Y PINK-IT-Y:

"an insect which gathers a substance used to make honey"

is correctly solved with two rhyming words, two and three syllables long, respectively.

(HINK-Y: nec-tar; PINK-IT-Y: col-lec-tor; nectar collector)

Now try this HINKY PINKY:

"a sailing vessel on a voyage to the earth's satellite"

(Try to solve this one without peeking at the answer!)

Pedagogic Logic

HINKY PINKY puzzles can be used to help students explore new vocabulary, synonyms, syllabication, and rhyming patterns. "Hinky Pinky," an excellently designed piece of

educational software by Learning Well, Inc., gives users HINKY PINKY definitions in their choice of three difficulty levels. It will supply instructionally sound hints and prompts to assist the learner's deductive reasoning processes as s/he attempts to supply the two rhyming words that fit each definition. Although it is certainly possible to program the computer to do this in Logo (and that challenge might make for some interesting explorations with list manipulations), the "Hinky Pinky" program is so well done that I would recommend purchasing it for your students to use.

But, wait! Lest you unjustly accuse me of

"a chronic inability to use the right words when speaking or writing"

(diction affliction),

I should hasten to add that Logo can also be used to inspire some fascinating INDUCTIVE work with HINKY PINKIES.

Induction Production
Examine these puzzles and their solutions for word type patterns:

"a person who inspects sausages and removes the bad ones" (wiener screener)

"the sound heard when a marigold bomb detonates" (bloom boom)

"a horror-struck group of actors" (aghast cast)

"a physical education building with poor lighting" (dim gym)

Did you notice that the rhymed word solutions were either two nouns or an adjective followed by a noun? We can capitalize upon that regularity as we write Logo code that will generate new HINKY PINKIES.

Code Mode
A rhyming dictionary can assist your students' collection of groups of rhyming words. Separate the words into two groups: nouns and adjectives. Discard any of other word types. Using the PICK tool,

```
TO PICK :LIST
OUTPUT ITEM 1 + (RANDOM COUNT :LIST )
   :LIST
END
```

write two procedures that will supply the program with structured random choices of the word collection.

```
TO EEK.NOUN
OUTPUT PICK [ANTIQUE BATIK BEAK CREAK
   CREEK CRITIQUE FREAK GREEK LEAK
   LEEK PEAK PEEK PHYSIQUE SHEIK
   SHRIEK SNEAK SQUEAK WEEK]
END

TO EEK.ADJ
OUTPUT PICK [ANTIQUE BATIK BLEAK CHIC
   FREAK GREEK MEEK OBLIQUE PEAK
   SLEEK SNEAK TEAK UNIQUE WEAK]
END
```

Note that some of the words can serve both as adjectives and nouns, and therefore are placed in both groups.

Now we can tell the computer to select two words and concatenate them, according to the noun-noun or adjective-noun pattern identified earlier.

We can produce either a noun-noun (.NN) HINKY PINKY:

```
TO BEGET.NN
PRINT SENTENCE EEK.NOUN EEK.NOUN
END
```

or an adjective-noun (.AN) HINKY PINKY:

```
TO BEGET.AN
PRINT SENTENCE EEK.ADJ EEK.NOUN
END
```

If you type BEGET.NN, the computer may return

```
LEEK  WEEK.
```

If you type BEGET.AN, it may respond with

```
GREEK  PHYSIQUE.
```

Definition Renditions
Let's assume that the computer has just generated UNIQUE ANTIQUE. You can make it remember a user-supplied definition with a DESCRIBE tool.

```
TO RENAME :LIST
OUTPUT (WORD FIRST :LIST ". LAST
   :LIST )
END
```

```
TO   DESCRIBE  :LIST
PRINT (SENTENCE [TYPE THE CLUE FOR]
    :LIST ". )
MAKE  RENAME  :LIST  READLIST
END
```

RENAME takes the rhyming two-word list as input and concatenates the two words into one unit by connecting them with a period. DESCRIBE then stores a user-supplied clue in memory under the newly formed name. In this instance, if the user types

```
DESCRIBE   [UNIQUE  ANTIQUE]
```

the computer will print

```
TYPE  THE  CLUE  FOR  UNIQUE  ANTIQUE.
```

to which the user could respond

```
AN  ARTIFACT  OF  WHICH  NO  DUPLICATE
    EXISTS.
```

This description is stored in memory as the value of the global variable UNIQUE.ANTIQUE . The CLUE tool,

```
TO  CLUE  :LIST
IF  NAMEP  RENAME  :LIST
   [PRINT (SENTENCE :LIST "IS  THING
   (RENAME  :LIST)]
   [DESCRIBE  :LIST]
END
```

first checks to see if the list is already defined. If it is, the computer prints the existing definition. If not, CLUE executes the DESCRIBE procedure, explained above.

Perusing Uses

HINKY PINKIES are welcome mid-winter language arts activities. There are basically three ways to present the puzzles to students. The clue (definition) can be supplied, and the children can be asked to deduce the corresponding two-word rhyme. This process encourages attention to syllabication patterns since the name of the puzzle (HINKY PINKY, HINKITY PINKITY, HINK PINK, etc.) is a valuable clue to the number of syllables in the solution. Clues can be written using new vocabulary words:

"a singing group with a full, rich timbre"

and solutions can encourage dictionary usage.

(sonorous chorus)

Students could, instead, be supplied with two-word rhymes, and challenged to write definitions, which could then be exchanged to be solved. This might very well make enthusiastic thesaurus users of even your most reluctant language artists!

Finally, HINKY PINKIES can be used inductively as students create their own rhyming puzzles, both with and without computer assistance. Clue-writing provides a meaningful purpose for synonym searches with dictionaries and thesauri. Solution-writing encourages attention to rhyming and syllabication patterns.

Addiction Restrictions?

I would be remiss, though, if I didn't warn you of the potential dangers of HINKY PINKITY use. Forewarned is forearmed. There may be

"explosive sounds of amusement forever more."

(laughter hereafter)

Is *that* within the boundaries of your (curricula dicta)?

Judi Harris works as an assistant professor of educational technology in the Department of Teacher Education at the University of Nebraska at Omaha. She has also coordinated the field components of a telecommunications network for teachers, student teachers, students, and professors, and served as an elementary school classroom teacher, mathematics specialist, and computer use facilitator.

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