

A-Rhyme-A-Week: Classroom Instruction

Sing, Sing, What Shall I Sing?

Monday

1. Place "Baby and I Were Baked in a Pie" and "Rain, Rain, Go Away" posters on the chalkboard, and review these with the children.
2. Introduce "Sing, Sing, What Shall I Sing?" poster and vocabulary to children. As we have been doing, focus first on the pictures. Point first to the cat playing with the ball of string. Ask children if any of them have a cat as a pet or know someone who has a cat. Then, ask if they've ever seen the cat play with string. Next, discuss that sometimes cats or other pets may run off with something that we don't want them to take. Ask if this has ever happened in any of their homes. Then, look at the picture of the cat eating. Ask children if cats really eat with knives and forks. Tell children we will have to read the rhyme to find out what this cat is eating.
3. Read the poster to the children. **Be sure to run your fingers under the words as you read them.** To answer your earlier question, say, "The cat is eating the pudding!"
4. Next, chant "Sing, Sing", running your fingers under the words as you chant. Work with the children to teach them the rhyme, encouraging them to join in.
5. Remind the children of the listening game that we played last week. Play the listening game with the children, but this time select objects from the classroom. For example, you might crumple some paper or you might close a book or you might open and shut a drawer. Remind children that we have been talking about things that are the *same*.
6. Tell that you are going to play a listening game, and they must listen carefully to tell if the two sounds you make are the **same** or **not the same**. Demonstrate the actions and sounds as the children watch you. Then, have the children turn so they are not facing you. Say, "Here is the first sound" and make one of the classroom sounds. Then, say, "Here is the second sound", and make your second sound. (Vary whether your two sounds are the same or not.)
7. Tell children to face you and let you know whether the sounds were the same or not. Repeat this four or five times.
8. Finish your lesson by returning to "Sing, Sing".
9. Distribute the hole-punched copies of the rhyming card for "Sing, Sing" to be placed in children's **My Very Own Nursery Rhyme Collection** folders at home. We are doing this on Mondays so that families and children can work together on the rhyme at home at the same time we are working with it at school.

Tuesday

1. Begin by putting the poster back on the blackboard. Ask the children if they can remember what 2 things the playful cat had run away with.
2. Remind the children that Tuesday is "acting" day. To act out this week's rhyme, you will need 2 children for each performance. One, of course, is the cat. You can talk with the children about "being a cat", pretending to lick their paws to clean them and so forth. The cat must listen carefully to be ready to run off with first the pudding string and then the pudding. The other actor is the "singer" of this story. The Baring-Gould's (1962) remind us of Little Tommy Tucker who had to "sing for his supper." This is exactly what traveling entertainers used to have to do. So, the actor who is "telling this tale" should do so in a very exaggerated fashion. For "What shall I sing?" the actor can spread his or her arms wide as if asking a large audience. For "What shall I do?", the actor can place his or her hands on either side of his or her head.
3. Vary the chanting. You might divide your students into a boys' group and a girls' group and seat them facing each other. Then, you can alternate who speaks the actor's lines ("Sing, sing, what shall I sing?") with who speaks the commentator lines ("The cat's run away with the pudding string"). Or, you might have the actor lines spoken in a loud, wailing tone while the commentator lines are whispered.
4. Finish this lesson with your cloze activity. Use the following lines in particular:
Sing, sing
What shall I ____
The cat's run away
With the pudding ____.

Wednesday

1. Put the "Sing, sing" poster on the blackboard, then run your fingers under the words as you chant the rhyme. Repeat the cloze activity from Tuesday, having children fill in the missing words.
2. Remind the children that **sing** and **string** rhyme, and we are going to learn some other words that rhyme. Introduce these pictures from the picture card set: **bring, cling, ding, fling, king, ring, sing, sting, string, and swing**. (There are other pictures you may include as well.) Be sure to explain to the children what the word and picture mean. Take the time to talk about the pictures, relating them to what your children have seen and know. Always remember, **if there is a picture that you feel is unsuitable for your particular classroom**, you can eliminate this picture from the set.
3. Most of these words can be pantomimed or acted out. For instance, you can ask children to demonstrate how to "bring" something to someone or how to fend off a "sting".
4. Remind children that last week we sorted by rhyming sounds. As we worked with **ot** rimes last week, we'll contrast the **ot** rime with this week's **ing** rime. Use the following pictures: **sing, string, king, ring, and hot, pot, knot and shot**. Call children's attention to the words "sing" and "string" in the nursery rhyme poster. Then, tape the picture for **hot** at the top of one column and the picture for **sing** at the top of the other. Place all other pictures in the chalk tray, saying each one's name.
5. Remind the children that we've been talking about things that are the **same**. When words end the same, we say that they **rhyme**.
6. Call children one at a time to take a picture and decide if it ends the **same** as **hot** or **sing**. Keep in mind that many children are working to hear and understand "rhyming" and "same-ness". If a child is hesitant, go ahead and support him or her with the task.
7. Finish today's lesson by chanting "Sing, Sing, What shall I sing?"

Thursday

1. Select 5 or 6 of the downloadable riddle cards that you think are best suited for your students.
2. Begin by putting the "Sing, Sing" poster back on the blackboard. Ask children to chant the rhyme, allowing 2 or 3 at a time to chant or sing the rhyme for the class.
3. Set the pictures from the picture card set on the chalk tray. Tell the children that today we will be guessing the answers to some riddles. The answer to the riddle will be one of the pictures we looked at yesterday.
4. Put the riddle cards on the board one at a time. Read the riddle, then help your students decide which picture best answers the riddle. Tape the picture at the bottom of the riddle card. You read the riddle, letting the children fill in the missing word, completing the rhyme by saying the name of the picture.
5. Finish the lesson as you did on Tuesday, having the children supply the missing word at the end of each line of the rhyme.

Friday

1. Remind the children of the various activities you've done this week, and tell them that this is **Children's Choice** day. Display 3 different rhyme posters -- **Sing, Sing, Jack Be Nimble**, and **Baby and I Were Baked in a Pie**.
2. Let the children decide which rhymes they would like to act out, to chant, to sort pictures for, or to do the riddle rhymes for.
3. Record the children's choices on the board using the written list as the order to follow. Then complete the activities.
4. Finish by chanting "Sing, sing, what shall I sing?" Have all the children pretend they are actor who is telling this tale to earn his or her supper.
5. Remind children to look at their **My Very Own Nursery Rhyme Collections** with their families over the weekend.