

A-Rhyme-A-Week: Classroom Instruction

Baby and I Were Baked in a Pie

Monday

1. Introduce "Baby and I Were Baked in a Pie" poster and vocabulary to children. As we have been doing, focus first on the pictures. Point first to the baker standing by the pies. Ask children if they have ever bought a pie at the grocery or at a bakery. Explain that we call the person who bakes the pies a baker. Then, ask children if they have ever eaten a chicken pot pie (so that they can understand that some pies could have gravy in them). Then, point to the baby crawling away, and indicate that the baby is *creeping* away. Read the nursery rhyme. Help children to understand that, like "Peter Peter Pumpkin Eater", part of this rhyme is imaginary (being baked in a pie). Then, explain that the baby had to creep away because he and the person telling the rhyme could not pay for their pie.
2. Read the poster to the children. **Be sure to run your fingers under the words as you read them.**
3. Next, chant "Baby and I ", running your fingers under the words as you chant. Work with the children to teach them the rhyme, encouraging them to join in.
4. Remind the children of the listening game that we played last week. Play a listening game with the children using 3 different rhythm instruments, perhaps some bells, a tone block, and a maraca. Remind children that we have been talking about things that are the *same*. Once again, this term is important in phonological awareness because children must understand this word and what it signifies in order for them to sort words by rhyming sounds or beginning sounds.
5. 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**. Have the children turn so they are not facing you. Say, "Here is the first sound" and play one of the instruments. Then, say, "Here is the second sound", and play one of the instruments.
6. Tell children to face you and let you know whether the sounds were the same or not. Repeat this four or five times.
7. Finish your lesson by returning to the nursery rhyme.
8. Distribute the hole-punched copies of the rhyming card for "Baby and I Were Baked in a Pie" 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 remember what we call the person who bakes pies. Then ask if they remember why the baby *crept* away.
2. Remind the children that Tuesday is "acting" day. To act out this week's rhyme, you will need 3 children for each performance. One is the person who is "I" in the rhyme, another is baby, and the third is the baker. Explain that the baker begins by pantomiming rolling out dough and mixing fillings to go inside the pies s/he is making. Baby and I begin by sitting inside a pie. They can reach up to touch the crust above them, but mostly they need to lick the gravy that they are sitting in. When the class chants, "We had nothing to pay", the baker stops preparing new pies and looks around. Baby and I look at the baker and then creep off.
3. Vary the chanting. Divide the children into two groups sitting across from one another (you can have your actors in the middle!) For one performance, have one group recite the first stanza and the other recite the second. Or, like last week, alternate the lines. Group One says one line, and Group Two does the next.
4. Finish this lesson with your cloze activity. Use the following lines in particular:
Baby and I were baked in a pie
The gravy was wonderful ____
We had nothing to pay to the baker that day
And so we crept out of the ____.

Wednesday

1. Put the 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. Remind the children that **hot** and **pot** rhyme, and we are going to learn some other words that rhyme. Introduce these pictures from the picture card set: **blot, cot, dot, hot, jot, knot, pot, shot, slot, spot, tot, and trot**. (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.**
2. Most of these words can be pantomimed or acted out. For instance, you can ask children to demonstrate how to give a "shot" or how to "trot".
3. Remind children that last week we sorted by rhyming sounds. Because "Baby and I" includes rhyming words for *ay* ("day", "pay"), we'll contrast the *ay* rime with the *ot* rime. Use the following pictures: **bray, day, pay, play, and hot, pot, knot and shot**. Call children's attention to the words "day" and "pay" in the nursery rhyme poster. Then, tape the picture for **hot** at the top of one column and the picture for **pay** at the top of the other. Place all other pictures in the chalk tray, saying each one's name.
4. Remind the children that we've been talking about things that are the **same**. When words end the same, we say that they **rhyme**.
5. Call children one at a time to take a picture and decide if it ends the **same** as **hot** or **pay**. 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.
6. Finish the lesson by chanting "Baby and I Were Baked in A Pie".

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 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 -- **I Saw A Ship A-Sailing**, **Jack Be Nimble**, and **Baby and I Were Baked in a Pie**.
2. Let the children decide the order for the following: acting out, singing, chanting, sorting, and riddle rhymes.
3. Record the children's choices on the board using the list as the order to follow.
4. Finish by chanting "Baby and I Were Baked in a Pie." Have all the children pretend they are inside the pie and all can creep away at the end.
5. Remind children to look at their **My Very Own Nursery Rhyme Collections** with their families over the weekend.