

A-Rhyme-A-Week: Classroom Instruction

Cross Patch

Monday

1. Place "Higglety, Pigglety Pop" and one of the children's favorite rhymes posters on the chalkboard, and review them with the children. Tell them that we will be learning a rhyme that people sometimes recite when someone around is being "grumpy."
2. Introduce "Cross Patch" poster and vocabulary to children. As we have been doing, focus first on the pictures. Have them focus first on the old woman's expression. If we look carefully, we can see that she is frowning, looking grumpy. Another word for grumpy is **cross**. Ask the children to name a time when they have felt cross. What have they done to get out of a bad mood? Tell children that if we didn't want anyone to disturb us, we might lock our door, and that people used to say **draw the latch** to mean lock the door. Explain that this woman is sitting by the fireplace, drinking a cup of something. Comment on the pot, sugar bowl, and creamer on the table --she's planning on relaxing for a while! Now, ask whether the old woman is sitting straight in her chair or whether she has her upper body turned. (old woman and cat are facing the same direction.) Have children speculate on what they may have turned towards. (Children will speculate a lot, but guide them to someone has knocked on the door). Who might be knocking at the door? (guide them to neighbors). Finally, have the children speculate on whether the old woman should answer the door if she has been feeling cross. We'll read today's nursery rhyme to discover what someone is suggesting to the cross old woman.

Be sure to run your fingers under the words as you read them.

3. Ask children if they now know whom the cross old woman was avoiding.
4. Next, chant "Cross Patch", running your fingers under the words as you sing or chant. Work with the children to teach them the rhyme, encouraging them to join in.
5. We are continuing our listening game's attention to the *word*. Remind the children of the listening games that we have been playing to hear whether sounds or words were the same. Tell them that this week, we are going to start thinking about whether two words sound the same at the end, whether they rhyme or do not rhyme. Ask the children to listen carefully, hold up one finger, and then say, "spin." Pause. Then, hold up two fingers, and say "in". Tell children that the two words you've just said do rhyme; they both go "in" at the end. Tell them to listen again. Again, hold up one finger, to indicate that you are saying the first word, and say, "spin." Pause. Hold up two fingers to indicate that you are saying the second word and say, "cross". Indicate that these two words are not the same; they do not *rhyme*. With the children facing you, repeat this with the following pairs of words: spin/bin, spin/tin, and spin/patch. Remember that this may be difficult for the children, so be sure to give them plenty of support.
6. Finish your lesson by returning to "Cross Patch". Distribute the hole-punched copies of the rhyming card for "Cross Patch" to be placed in children's **My Very Own Nursery Rhyme Collection** folders at home.

Tuesday

1. Begin by putting the "Cross Patch" poster back on the blackboard. Ask children if they can remember why the old woman is cross or, grumpy. Explain that the rhyme told us that
2. Remind the children that Tuesday is "acting" day. To act out this week's rhyme, you will need a cast of four children. One child will be the old woman, another her faithful cat, and the remaining two will be the neighbors who have come by. Begin by having the old woman and cat pantomime latching the door, picking up the tea tray, and carrying it to the chair by the fire. (Using a real chair will help the children with their performances). As soon as the old woman pours herself a cup, the neighbors are to begin knocking at the door. Your class will have to decide whether Cross Patch does get up to let her neighbors in or not. If she does, you can end with everyone smiling and hugging each other. If she doesn't, the neighbors will need to walk away looking sad.
3. For the chanting, arrange the children on two sides of the performance area, separating the class in half. After the children seem comfortable chanting the lines, you can have the one side say, "Cross Patch" and the other side say, "Draw the latch". The remaining lines should be chanted by all.
4. As we have been doing, tape record the children's choral performances of the nursery rhyme for use in your classroom listening center. Be sure that you have a copy of the nursery rhyme to keep with the tape.

Finish this lesson with your cloze activity. Use the following lines in particular:

Sit by the fire and _____.
Take a cup, And drink it up,
Then call your neighbors ____!

Wednesday

1. Begin by putting the "Cross Patch" 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 **spin** and **in** rhyme, and that we are going to learn some other words that rhyme. Introduce these pictures from the picture card set: **bin, chin, fin, grin, in, pin, shin, tin, and win**. (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. Many of these words can be pantomimed or acted out. For instance, you can ask the children to point to their "chin" or "shin" or to fasten as safety "pin".
4. Remind children we have been sorting by rhyming sounds. This week, we'll be contrasting **in** with **op**. Use the following pictures: **pop, hop, stop, mop, and in, pin, grin, and chin**. Call children's attention to the words "in" and "spin" in the nursery rhyme poster. Then, tape the picture for **in** at the top of one column and the picture for **pop** 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 **in** or **pop**. 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 or singing "Cross Patch".

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 "Cross Patch" 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 with the cloze activity 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 -- **Cross Patch**, **I Saw a Ship A-Sailing**, and **Higglety, Pigglety, Pop**.
2. We are continuing with our additional new option on **Children's Choice** day, and that is *individual* or *small group* performances. Here, children who are ready to recite a rhyme alone or with a friend can add their name(s) to the Choice list. Because being able to recite the rhymes will ultimately help children with their understandings of "text", we hope that, by the end of the year, all children will be able to successfully recite four to five of the rhymes we are learning. 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 "Cross Patch." Have all the children pretend they are the cross old woman who doesn't want to get up!
5. Remind children to look at their **My Very Own Nursery Rhyme Collections** with their families over the weekend.