

A-Rhyme-A-Week: Classroom Instruction

Gregory Griggs

Monday

1. Place 2 of the children's favorite rhymes on the chalkboard, and review them with the children. Tell them that we will be learning a new rhyme that many children chant whenever they see a particular insect.
2. Introduce "Gregory Griggs" poster and vocabulary to children. As we have been doing, focus first on the pictures. Call the children's attention to the man in the upper right-hand corner. Ask the children what the man is doing. If they answer "looking in the mirror", ask if anyone notices something odd about the man's hair, guiding their attention to both its length and the price tag. If they do not know the term *wig*, introduce it to them. Then ask if anyone knows someone who owns a wig or two wigs or three wigs. Next, focus the children's attention on the picture on the left-hand side of the page. Have them look closely to see if Gregory Griggs is wearing the wig with the price tag. Here, you might encourage them to note the rolls of hair on the sides. Some of them may have seen pictures of George Washington with a wig that is similar to Grigg's second wig. Finally, have them look at the picture in the bottom right-hand corner. Again ask if this wig is the same as the other 2 wigs. Here you might have the children comment on the height of the wig. Explain that we will have to read the nursery rhyme to discover how many wigs Gregory Griggs really **does** own. **Be sure to run your fingers under the words as you read them.**
3. Ask children if they now know how many wigs Gregory Griggs owned. Can they remember why he wore them? Can they remember where he wore them? As they answer, point to the lines in the rhyme that help us know these answers.
4. Next, chant "Gregory Griggs", 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 our careful listening games. Tell them that now on Mondays, we will be listening to hear whether two words rhyme, are the same at the end. As the children to listen carefully, hold up one finger, and then say, "west." Pause. Then, hold up two fingers, and say "pest". Tell children that the two words you've just said rhyme, they are the same at the end. Tell them to listen again. Again, hold up one finger to indicate that you are saying the first word, and say, "west." Pause. Hold up two fingers to indicate that you are saying the second word and say, "ball". Indicate that these two words do not end the same, they do not rhyme. With the children looking at you, repeat this process with the following pairs of words: best/test, west/pop, pan/tan, mop/top. Remember that this may be a difficult change for the children, so be sure to give them plenty of support.
6. Finish your lesson by returning to "Gregory Griggs". Distribute the hole-punched copies of the rhyming card for "Gregory Griggs" to be placed in children's **My Very Own Nursery Rhyme Collection** folders at home.

Tuesday

1. Begin by putting the "Gregory Griggs" poster back on the blackboard. Ask the children if they can remember where Gregory Griggs wore his 47 different wigs (east and west).
2. Remind the children that Tuesday is "acting" day. To act out this week's rhyme, you will need a child to play Gregory Griggs. You will need another child to sell Gregory Griggs his wig during the first stanza. During the second stanza, Gregory Griggs is to walk "up and down" while the children clap to the beat of the rhyme as they chant to indicate that they are the pleased people of Boston town. You will need 2 more actors for the third stanza: one will stand on the east side of the "stage" and the other will stand on the "west" side of the stage. When Gregory Griggs walks east, the actor is to shake hands with Gregory. When Gregory Griggs walks west, the other actor will shake hands. When the children chant the final line of the rhyme, Gregory Griggs will open his arms wide to indicate his is not sure which wig he likes best. All other children should point to Gregory Griggs' current wig to indicate that this is the wig, they like best. 3 actors will be sitting in the chorus, and are to stand when you point at them.
3. For the chanting, have the children experiment with placing themselves in a "square" rather than our customary circle. To add interest to the recitations, you might want to select 2 children, each on opposite sides of the playing area to begin the chant. One will say, "Gregory Griggs" then the other will also say "Gregory Griggs". Then the rest of the class will join in. You might also consider having opposite sides of the square chant a stanza each, with all children chanting the final stanza.
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.
5. Finish this lesson with your cloze activity. Use the following lines in particular:
He wore them east, He wore them _____.
But he could never tell which he loved _____!

Wednesday

1. Begin by putting the "Gregory Griggs" 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 **west** and **best** rhyme, and that we are going to learn some other words that rhyme. Introduce these pictures from the picture card set: **best, chest, guest, jest, nest, pest, rest, test, and west**. (There are other pictures you may include as well.) Be sure to explain to the children what the word and picture mean. Some words, such as *jest* or *pest* may be new for the children. As usual, 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 look at their own compass to see if it points "west" or to hunt around for the treasure "chest".
4. Remind children we have been sorting by rhyming sounds. This week, we'll be contrasting **est** with **an**. Use the following pictures: **best, west, chest, rest, and pan, can, van, fan**. Call children's attention to the words "west" and "best" in the nursery rhyme poster. Then, tape the picture for **pan** at the top of one column and the picture for **best** at the top of the other. Place all other pictures in the chalk tray, saying each one's name.
5. Remind the children that 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 **pan** or **best**. 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 "Gregory Griggs".

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 "Gregory Griggs" 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 -- **Gregory Griggs, Ladybug, Ladybug, 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. Place your alphabet card (see *Dr. Seuss's ABC* in the **A-Book-A-Week** section) on the board, encouraging children to point to the letters as they sing the alphabet song.
5. Finish by chanting "Gregory Griggs." Have all the children pretend they are Gregory Griggs, trying on the wigs and strolling around the town.
6. Remind children to look at their **My Very Own Nursery Rhyme Collections** with their families over the weekend.