

A-Rhyme-A-Week: Classroom Instruction

Hiccup, Hiccup Go Away

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.
2. The world of Mother Goose is full of signs, charms, and fortune telling, supplying advice on how to deal with any number of life's events. Hiccups annoy all of us at one time or another, and this little rhyme was to be chanted to get rid of hiccups.
3. Introduce "Hiccup, Hiccup" poster and vocabulary to children. Normally we look at the pictures first, but today ask the children if they have ever had the hiccups. Have them demonstrate what happened to them. Ask them what they wanted when they had the hiccups (to have them go away). Explain that this is a chant people used to say to help the hiccups go away. Read the nursery rhyme to them. Then, ask them what the woman is doing (baking), and ask what kind of cake she made (a butter cake). Then, read the rhyme again. **Be sure to run your fingers under the words as you read them.**
4. Ask the children when we might chant this nursery rhyme charm. Ask them if they think it will really make the hiccups go away (probably not...)
5. Again, chant "Hiccup, hiccup", 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.
6. Remind the children that our Monday listening game is to see if two words *rhyme* or not. As the children to listen carefully, hold up one finger, and then say, "bake." Pause. Then, hold up two fingers, and say "cake". 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, "bake." Pause. Hold up two fingers to indicate that you are saying the second word and say, "store". 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: lake/cake, cake/hat, lake/take, and cake/day. Remember that this may be a bit of a challenge, so be sure to give your students plenty of support.
7. Finish your lesson by returning to "Hiccup, hiccup". Distribute the hole-punched copies of the rhyming card for "Hiccup, hiccup" to be placed in children's **My Very Own Nursery Rhyme Collection** folders at home.

Tuesday

1. Begin by putting the "Hiccup, Hiccup" poster back on the blackboard, and chant the rhyme.
2. Remind the children that Tuesday is "acting" day. To act out this week's rhyme, you will need 4 children. One child is the hiccup; he or she will hiccup quietly throughout the rhyme. Two other children begin the rhyme by shaking their fingers at the hiccup. The fourth child bakes a cake, and serves the other three slices for the last line of the rhyme. Begin by letting all children practice being the hiccup. Select one for your first performance.
3. Today, we will let the two finger-shakers speak the first line of the rhyme. You can vary the remainder of the chanting by having all the girls or all the boys or the whole class chant the rest of the lines. For the chanting, children will be seated in our customary circle.
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. You might like to continue our work from last week that has children stand for each word of the rhyme. This week, you can have each child stand (and not sit back down). If you run out of children, you can have the standing children sit (one at a time) as you all continue speaking a word at a time of the nursery rhyme. Remember that an activity like this helps children understand that words can be separated (segmented) from a stream of speech.
6. Finish this lesson with your cloze activity. Use the following lines in particular:
Hiccup, hiccup, when I _____.
I'll make you a butter ____!

Wednesday

1. Begin by putting the "Hickory Dickory Dock" 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 **bake** and **cake** rhyme, and that we are going to learn some other words that rhyme. Introduce these pictures from the picture card set: **ache, bake, fake, flake, shake, snake, take, and wake**. (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 *ache* or *fake* 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 "take" the duck's carrot or to "wake" like the rooster.
4. Remind children we have been sorting by rhyming sounds. This week, we'll be contrasting **ake** with **ock**. This may be a bit more challenging than usual because both rimes end with **K**, so you must point this out to the children, and help them hear the vowel sounds long **a** and short **o**. Use the following pictures: **block, clock, rock, sock, and cake, bake, take, snake**. Call children's attention to the words "cake" and "bake" in the nursery rhyme poster. Then, tape the picture for **cake** at the top of one column and the picture for **clock** 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 **clock** or **cake**. 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 "Hiccup, Hiccup". You may choose to chant it as the "counting out" version we used yesterday, with the children in a circle, standing one at a time for each word of the rhyme.

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 "Hiccup, Hiccup" 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 -- **Hiccup, Hiccup, Hickory Dickory Dock**, and **The Queen of Hearts**.
2. We are continuing with the *individual* or *small group* performance option on **Children's Choice** day, when 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. At this point in the year, you should be encouraging those children who have never volunteered to consider reciting with someone who has volunteered several times. 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. Crossing them out as you complete them will give children a chance to think of how we use print to remind us of things.
4. As part of our increasing children's letter knowledge, we now sing the alphabet song every Friday. 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 "Hiccup, Hiccup." All children may begin by being the hiccup, and then must be the person who bakes and serves the cake.
6. Remind children to look at their **My Very Own Nursery Rhyme Collections** with their families over the weekend.