

# A-Rhyme-A-Week: Classroom Instruction

## Hickory Dickory Dock

### 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. *Hickory Dickory Dock* was, for quite a long time, a rhyme that children used to decide who would get to begin a game, much the way that we might have used *Eena, meena, mina, mo* in the past. We'll use this information to help children hear the individual words in the nursery rhyme.
3. Introduce "Hickory Dickory Dock" poster and vocabulary to children. As we normally do, have the children focus first on the picture at the top of the page. You can call the girl standing on the stool, then ask why she might be doing that. You can ask how many of them have seen a grandfather clock before. Explain that grandfather clocks often tick very loudly, and if we listened, we might think they were saying "Hickory, Dickory, Dock". You can next call their attention to the hands on the clock, and tell them that when the little hand of the clock is on 1 and the big hand on 12, we say that it is 1 o'clock. Tell them that a grandfather clock would make 1 "bong" with its chimes. Finally call their attention to the mouse, and ask them why the mouse is in the air? We'll read the rhyme to find our answers. **Be sure to run your fingers under the words as you read them.**
4. Ask the children what the mouse did first (*he ran up the clock*). Ask them what happened next (*the clock struck one*). Ask them what happened after the clock struck one (*the mouse ran down*). Ask what sound the clock might have made when it struck one (*it made one bong*). Then ask what the mouse might have felt when he heard the sound. Finally, ask why the girl is on the stool. (*she's frightened of the mouse; she was winding the clock*). The children may need some assistance answering these questions.
5. Next, chant "Hickory, Dickory, Dock", 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, "clock." Pause. Then, hold up two fingers, and say "dock". 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, "clock." 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: clock/flock, clock/hat, dock/tock, and clock/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 "Hickory Dickory Dock". Distribute the hole-punched copies of the rhyming card for "Hickory Dickory Dock" to be placed in children's **My Very Own Nursery Rhyme Collection** folders at home.

## Tuesday

1. Begin by putting the "Hickory Dickory Dock" poster back on the blackboard, and chant the rhyme.
2. Remind the children that Tuesday is "acting" day. Today, we'll be doing things a bit differently, as we'll be performing the rhyme as a finger play. Demonstrate using the two fingers of your right hand to creep up your left arm as the mouse running up the clock. When the clock strikes one, clap once loudly. Demonstrate using the two fingers of your left hand to run down your right arm. Each time you perform, have three children perform the finger play in the center of your circle, while the other children chant.
3. For the chanting, children will be seated in our customary circle. To add interest to today's performance, you may want to pick one children who will stand and say, "Hickory", another who will stand and say, "Dickory" and a third who will say "Dock" each time these words are said in the rhyme. Or, you might choose to have only boys say the "Hickory, Dickory, Dock" lines.
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. Another possibility for today's activities is to use the rhyme as a counting rhyme. Moving from child to child in your circle, help individual children stand (and then sit) as each says the next word in the rhyme. For example, a child will stand and say, "Hickory", then sit. The next child will stand and say, "Dickory" and then sit. The next child will stand and say, "Dock" and then sit. This will continue until the last "Dock" of the poem has been said. That child can do something special for you later in the day. 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:  
Hickory, Dickory, \_\_\_\_.  
The mouse ran up the \_\_\_\_!

## 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 **dock** and **clock** rhyme, and that we are going to learn some other words that rhyme. Introduce these pictures from the picture card set: **block**, **clock**, **dock**, **flock**, **knock**, **rock**, **shock**, and **sock**. (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 *dock* or *flock* 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 "knock" at the door or to pull on a "sock".
4. Remind children we have been sorting by rhyming sounds. This week, we'll be contrasting **ock** with **ore**. Use the following pictures: **block**, **clock**, **rock**, **sock**, and **sore**, **chore**, **four**, **store**. Call children's attention to the words "dock" and "clock" in the nursery rhyme poster. Then, tape the picture for **sore** 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 **sore**. 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 "Hickory Dickory Dock". 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 "Hickory Dickory Dock" 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 -- **Hickory Dickory Dock**, **The Queen of Hearts**, and **If All the World Were Paper**.
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.
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 "Hickory Dickory Dock." Have all the children perform the finger play.
6. Remind children to look at their **My Very Own Nursery Rhyme Collections** with their families over the weekend.