

A-Rhyme-A-Week: Classroom Instruction

Higglety, Pigglety, Pop

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, silly rhyme today.
2. Introduce "Higglety, Pigglety, Pop" poster and vocabulary to children. As we have been doing, focus first on the pictures. Call the children's attention to the dog in the upper right-hand corner. Next, ask the children about the expression on the dog's face -- if he isn't happy, how does he seem? Surprised? Why might he be surprised or confused (guide them to think about the bubbles surrounding him). Next, call their attention to the pig and the cat. What are both doing? Here, you can introduce the word *hurry*. People often run when they are in a *hurry*. You can also introduce the word *flurry*, which in this case means a sudden commotion or agitation. So, something has upset both the pig and the cat. What can it have been? We'll read today's nursery rhyme and find out. **Be sure to run your fingers under the words as you read them.**
3. Ask children if they now know what might have caused the pig and the cat to rush about.
4. Next, chant "Higglety, Pigglety, Pop", 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 the last number of weeks, of how we listened to sounds, and of how we have begun listening very carefully to hear whether two words were the same or not the same. Tell them that this week, we are going to do the same thing today. As the children to listen carefully, hold up one finger, and then say, "pop." Pause. Then, hold up two fingers, and say "pop". Tell children that the two words you've just said are the same. Tell them to listen again. Again, hold up one finger, to indicate that you are saying the first word, and say, "pop." Pause. Hold up two fingers to indicate that you are saying the second word and say, "hurry". Indicate that these two words are not the same. With the children facing you, repeat this with the following pairs of words: mop/mop, mop/cat, hurry/hurry, hurry/cat. 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 "Higglety, Pigglety, Pop". Distribute the hole-punched copies of the rhyming card for "Higglety, Pigglety, Pop" to be placed in children's **My Very Own Nursery Rhyme Collection** folders at home.

Tuesday

1. Begin by putting the "Higglety, Pigglety, Pop" poster back on the blackboard. Ask children if they can remember what silly thing the dog has done and why the cat and pig are in a hurry.
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, of course, will be the dog, one the cat, one the pig, and one the pig who stands at the side and laughs at the silliness of the other animals. Begin by having the cat and the pig standing near the dog; the observer pig stands away from the others at all times, simply mopping and watching and laughing at the other characters' antics. Have the dog pantomime licking a mop, hiccuping, and blowing bubbles in the air. The dog should look very surprised. Throughout the rest of the play, the dog should hiccup and blow bubbles. Then, the recitation of the rhyme begins. At the line that describes the pig being in a hurry, the pig needs to rush back and forth in a small area. At the line where the cat is in a flurry, the cat needs to rush back and forth as well. (Remember to discuss "stage safety" with the children. Actors must always remember where they are supposed to be on the stage so they do not bump into other actors and injure them.)
3. For the chanting, arrange the children on two sides of the performance area, separating the boys and the girls. After the children seem comfortable chanting the lines, you can have the girls chant the rhyme with the boys supplying the word "pop" only. Then, reverse this, so the boys chant the rhyme with the girls supplying the word "pop" only.
4. As you did last week, 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:
Higglety, pigglety, _____.
The dog has eaten the ____!

Wednesday

1. Begin by putting the "Higglety, Pigglety, Pop" 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 **pop** and **mop** rhyme, and that we are going to learn some other words that rhyme. Introduce these pictures from the picture card set: **chop, clop, flop, mop, pop, plop, prop, stop, and top**. (There are other pictures you may include as well.) Be sure to explain to the children what the word and picture mean. Especially spend time with the picture of prop, explaining to the children that many things we see in movies are not real. 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 spin a little "top" or to be kernels that "pop".
4. Remind children we have been sorting by rhyming sounds. This week, we'll be contrasting **op** with **ain**. Use the following pictures: **pop, hop, stop, mop, and rain, Spain, train**. Call children's attention to the words "pop" and "mop" in the nursery rhyme poster. Then, tape the picture for **pop** at the top of one column and the picture for **rain** 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 **rain** 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 "Higglety, Pigglety, Pop".

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 "Higglety, Pigglety, Pop" 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 -- **Flour of England**, **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 "Higglety, Pigglety, Pop." Have all the children pretend they are the observer pig who mops and laughs as he works.
5. Remind children to look at their **My Very Own Nursery Rhyme Collections** with their families over the weekend.