

A-Rhyme-A-Week: Classroom Instruction

If All the World Were Paper

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. This week's nursery rhyme has a very unusual history. A very similar verse may be found in 1st century writings that explain that if all the world were paper and the seas ink, we still we be unable to describe all of the Lord's good traits. The 17th century, this verse had been transformed and appeared as the first stanza in a longer poem in a book of "merry medicines".
3. Introduce "If All the World" poster and vocabulary to children. We are changing our comprehension approach this Monday, drawing first from children's prior knowledge. Before you look at the poster, ask the children if they have ever wondered how the world might be if we were to change something. For example, have they ever wondered what it would be like if chocolate candy appeared inside every flower? Or have they ever wondered what it lollipops grew on trees? Tell them this week's rhyme is about wondering. Next, point to the little boy at the bottom right-hand corner and indicate that he is wondering. Then, point to each of the other pictures posing this question: "What might we wonder about (paper)?" **Be sure to run your fingers under the words as you read them.**
4. Ask the children if they can remember what the little boy imagined had turned into paper? Into ink? Into bread and cheese? Use re-reading to help them with the answers.
5. Next, chant "If all", 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. We are now focusing our listening game's attention on *rhyme*. 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, "ink." Pause. Then, hold up two fingers, and say "drink". 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, "ink." Pause. Hold up two fingers to indicate that you are saying the second word and say, "hop". 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: ink/pink, ink/west, sink/drink, and west/best. Remember that this may be a difficult change for the children, so be sure to give them plenty of support.
7. Finish your lesson by returning to "If all". Distribute the hole-punched copies of the rhyming card for "If all" to be placed in children's **My Very Own Nursery Rhyme Collection** folders at home.

Tuesday

1. Begin by putting the "If all" poster back on the blackboard. Ask the children if they have done any wondering since yesterday.
2. Remind the children that Tuesday is "acting" day. To act out this week's rhyme, you will need 4 children. One is to be the little child who wonders. Demonstrate how to "wonder" in pantomime by putting your finger on your chin and looking upward. Have all children do this. The next actor will be a child who watches paper fall from the sky, occasionally trying to catch a piece. The third actor will stand on the seashore, looking at the ink-water, dipping in a finger and pretending to write on the sand. The fourth actor will walk up to a tree and pull off some bread-and-cheese leaves to eat. All actors will do their pantomiming until the last line. At the last line, the 3 actors are to sit, and only the wondering child is to remain standing.
3. For the chanting, have the children form our customary circle. To add interest to the recitations, you might want the girls to chant all but the last line, with the boys chanting only the last line. You could switch this for a second chanting. Or you might have all the children chant all the lines except the last line, and let the wondering child speak that line by him or herself.
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:
If all the world were paper, if all the seas were _____.
If all the trees were bread and cheese, what would there be to _____!

Wednesday

1. Begin by putting the "If all the world" 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: **clink, drink, ink, link, pink, rink, sink, stink, and think**. (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 *clink* or *rink* 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 skate around the "rink" or to dip their pens in "ink".
4. Remind children we have been sorting by rhyming sounds. This week, we'll be contrasting **est** with **an**. Use the following pictures: **ink, drink, sink, stink, and best, west, chest, rest**. Call children's attention to the words "ink" and "drink" in the nursery rhyme poster. Then, tape the picture for **ink** 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 **ink** 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 "If all the world were paper".

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 "If all the world were paper" 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 -- **If All the World Were Paper**, **Gregory Griggs**, and **Ladybug, Ladybug**.
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. 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 "If All the World Were Paper." Have all the children pretend to catch the falling paper, touch the inky sea, eat the bread and cheese leaves, and end by wondering as you all chant the rhyme.
6. Remind children to look at their **My Very Own Nursery Rhyme Collections** with their families over the weekend.