

A-Rhyme-A-Week: Classroom Instruction

Jack Be Nimble

Monday

1. Introduce "Jack Be Nimble" poster and vocabulary to children. As we have been doing, focus first on the pictures. Ask the children what the boy, whose name is Jack, is doing. Then, explain that jumping over a lighted candle was a game that used to be played in a country called England. People believed that if someone could jump over the lighted candle without the air caused by their jumping blowing out the flame, the person would have good luck for a whole year!
2. Read the poster to the children. **Be sure to run your fingers under the words as you read them.** Explain that nimble means that someone moves easily and quickly.
3. Next, chant "Jack Be Nimble ", running your fingers under the words as you chant. Work with the children to teach them the rhyme, encouraging them to join in.
4. Play a listening game with the children using 3 rhythm instruments such as a triangle, a drum, and some rhythm sticks. Remind children that we learned the word *same* last week. Again, this term is important in phonological awareness because children must understand this word and what it signifies in order for them to sort words by rhyming sounds or beginning sounds.
5. Tell that you are going to play a listening game, and they must listen carefully to tell if the two sounds you make are the **same** or **not the same**. Have the children turn so they are not facing you. Say, "Here is the first sound" and play one of the instruments. Then, say, "Here is the second sound", and play one of the instruments.
6. Tell children to face you and let you know whether the sounds were the same or not. Repeat this four or five times.
7. Finish your lesson by returning to the nursery rhyme.
8. Distribute the hole-punched copies of the rhyming card for "Jack Be Nimble" to be placed in children's **My Very Own Nursery Rhyme Collection** folders at home. We are doing this on Mondays so that families and children can work together on the rhyme at home at the same time we are working with it at school.

Tuesday

1. Begin by putting the poster back on the blackboard. Ask children what the boy is doing. Then ask what the boy's name is.
2. Remind the children that Tuesday is "acting" day. As this rhyme is short, every child should have an opportunity to jump over the "candle stick." You may want to change the character name to Jill for girl's turns. And, certainly, you will want to announce that the candle stayed lit after every child's jump.
3. Vary the chanting. Try saying one line yourself, and letting the children say the following line. Then, after several chants like this, switch who is saying which line.
4. Finish this lesson with a cloze activity. Use the following lines in particular:
Jack be nimble
Jack be ____
Jack jump over the candle _____.

Wednesday

1. Put the 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. Remind the children that **quick** and **stick** rhyme, and we are going to learn some other words that rhyme. Introduce these pictures from the picture card set: **brick, chick, click, flick, kick, lick, pick, prick, quick, sick, stick, tick, and trick**. Be sure to explain to the children what the word and picture mean. 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.
2. Most of these words can be pantomimed or acted out. For instance, you can ask children to demonstrate how to "click" their heels or how to "pick" a tomato.
3. Remind children that last week we sorted by rhyming sounds. Use the following pictures: **bray, clay, pay, play, and brick, kick, lick and sick**. Tape the picture for **play** at the top of one column and the picture for **kick** at the top of the other. Place all other pictures in the chalk tray, saying each one's name.
4. Remind the children that we've been talking about things that are the **same**. When words end the same, we say that they **rhyme**.
5. Call children one at a time to take a picture and decide if it ends the **same** as **play** or **kick**. 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.
6. Finish the lesson by chanting "Jack Be Nimble".

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 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 as 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 -- **Rain Rain Go Away**, **I Saw A Ship A-Sailing**, and **Jack Be Nimble**.
2. Let them decide the order for the following: acting out, singing, chanting, sorting, and riddle rhymes.
3. Record the children's choices on the board using the list as the order to follow.
4. Finish by chanting "Jack Be Nimble."
5. Remind children to look at their **My Very Own Nursery Rhyme Collections** with their families over the weekend.