

A-Rhyme-A-Week: Classroom Instruction

Ladybug, Ladybug, Fly Away Home

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 that many children chant whenever they see a particular insect.
2. Introduce "Ladybug, Ladybug" poster and vocabulary to children. As we have been doing, focus first on the pictures. Call the children's attention to the ladybug in the upper left-hand corner. Ask the children if they have ever seen an insect like this. Then ask if anyone can tell you the name of this insect; if not, tell them this insect is called a *ladybug*. Explain that for hundreds of years (there is actually a wood cut of King George I I doing this!), children who see a ladybug crawling on the ground have picked it up and put it on their finger. They then chant the nursery rhyme that we will learn today. Then they lift the ladybug close to their mouths and blow on the bug. And almost anytime this is done, the ladybug will produced its wings and fly away. Next, ask the children what they can think of something that would make someone to hurry somewhere. (You might remind them that last week the pig was in a *hurry* because the dog had eaten the mop). 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 why the ladybug might hurry away.
4. Next, chant "Ladybug, Ladybug", 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 our careful listening games. Tell them that this week, we are still listening to hear whether two words are the same or not the same. As the children to listen carefully, hold up one finger, and then say, "Ann." Pause. Then, hold up two fingers, and say "Ann". 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, "Ann." Pause. Hold up two fingers to indicate that you are saying the second word and say, "home". Indicate that these two words are not the same. With the children looking at you, repeat this process with the following pairs of words: pan/pan, pan/alone, home/home, bug/pan. 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 "Ladybug, Ladybug". Distribute the hole-punched copies of the rhyming card for "Ladybug, Ladybug" to be placed in children's **My Very Own Nursery Rhyme Collection** folders at home.

Tuesday

1. Begin by putting the "Ladybug, Ladybug" poster back on the blackboard. Ask children if they can remember what children do when they see a ladybug.
2. Remind the children that Tuesday is "acting" day. To act out this week's rhyme, you will need a child to play the ladybug. Your other 3 actors will be sitting in the chorus, and are to stand when you point at them. When they stand, they are to shake their fingers at the ladybug. The first child stands on the line "your house is on fire". The second stands on "And your children all gone". The third stands on "All except one..." When the rhyme has been recited all children are to blow gently in the direction of the ladybug actor/actress who then will flap his/her wings and fly away.
An alternative performance is to have all children pantomime picking the ladybug upon on the first line ("Ladybug, Ladybug") and hold out their finger until they are ready to gently blow at the end. This version is very good for gaining children's attention when they have been engaged in individual activities and settling them down for circle or group time.
3. For the chanting, arrange the children in a circle with the ladybug in the center. To add interest to the recitations, you might want to select 2 children each to say "Ladybug" for the first line of the rhyme.
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:
All except one, and that's little _____.
And she has crept under the warming ____!

Wednesday

1. Begin by putting the "Ladybug, Ladybug" 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 **Ann** and **pan** rhyme, and that we are going to learn some other words that rhyme. Introduce these pictures from the picture card set: **can, clan, fan, pan, plan, tan, van, Peter Pan,** and **Superman**. (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 Peter Pan and Superman, as not every child has seen the movies (or heard the books) in which these fictional characters appear. 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 open a "can" or to drive their won "van".
4. Remind children we have been sorting by rhyming sounds. This week, we'll be contrasting **an** with **op**. Use the following pictures: **pan, can, van, fan** and **pop, hop, stop, mop**. Call children's attention to the words "Ann" and "pan" in the nursery rhyme poster. Then, tape the picture for **pan** at the top of one column and the picture for **pop** 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 **pan** 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 "Ladybug, Ladybug".

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 "Ladybug, Ladybug" 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 -- **Ladybug, Ladybug, 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. Since we are introducing the alphabet song through our **A-Book-A-Week** activity this week, you can offer children the option of singing the alphabet song as one of the performance possibilities for Friday.
4. Record the children's choices on the board using the written list as the order to follow. Then complete the activities.
5. Finish by chanting "Ladybug, Ladybug." Have all the children pretend they are the have put the ladybug on their fingers.
6. Remind children to look at their **My Very Own Nursery Rhyme Collections** with their families over the weekend.