

A-Rhyme-A-Week: Classroom Instruction

One, Two, Three, Four

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. Nursery rhymes served many purposes long ago. The Opies indicate that this week's rhyme was used for "counting out" purposes. In 1815, in the book entitled "Nursery Calculations", the rhyme contained an additional verse -- "Nine, Ten, Eleven, Twelve, Peasants oft in ditches delve". You might want to reinforce this week's rhyme through chants during any counting activities you have scheduled this week.
3. Introduce the "One, Two, Three, Four" poster to the children. Begin as we usually do, having the children look first at the picture. Explain to the children that the woman is named Mary, and ask them where she is standing. Ask if they have ever seen a door like this, where the top opens and the bottom stays closed. Then direct their attention to the picture of the cherries at the bottom of the page. Ask how many of them have eaten cherries, and then ask what we call the item in which the cherries are sitting (plate). Then, read the nursery rhyme. **Be sure to run your fingers under the words as you read them.**
4. Ask children why we might want to count how many cherries are in a plate. (if we wanted to share them, if we needed a certain number in a recipe, etc.) Ask them if they can remember a time when we counted something together in our classroom. Then, chant "One, Two, Three, Four" again, 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. This Monday, we are continuing our new follow-up activity, but with a slight twist. At the end of this file, you will find word cards that feature the "ate" rhyme -- *ate*, *gate*, *plate*. NOTE: only *plate* appears in the rhyme. Cut out the cards. First, show the children the word *blame*. Then, match the word card to the word in the nursery rhyme. Then, ask the children to look at the two other cards, calling their attention to the *ate* phonogram.
6. Next, cut the *pl* off of *plate*; hand the *pl* to one child and the *ate* to another child. Repeat this process with *gate*. You should now have four children standing. Call up a fifth child to hold *ate*. Put the three who are holding the *ate* pieces near each other, and ask the children if they notice anything special about these three cards. (they have the same letters). Explain that these letters make the *ate* sound that we heard in our nursery rhyme. Then, have the child holding the *pl* step forward. Say, "These letters are p and l. Together they say pl (be sure to hold your tongue to your palate so you do not say "luh"). If we put it with *ate* (bring a child holding *ate* forward and place the two children's hands together so the *pl* is joined to the *ate*), together the letters say "plate". Repeat this with the other segmented word. Then, collect the pieces from the children.
7. Finish your lesson by returning to "One, Two, Three, Four". Distribute the hole-punched

copies of the rhyming card for "One, Two, Three, Four" to be placed in children's **My Very Own Nursery Rhyme Collection** folders at home.

Tuesday

1. Begin by putting the "One, Two, Three, Four" poster back on the blackboard, and chant the rhyme.
2. Remind the children that Tuesday is "acting" day. This acting out for this week's rhyme is rather simple. Select several girls to stand in the center of your circle. Each one will pantomime being Mary, taking four steps to walk to the cottage door. Then, each Mary will pantomime picking up her own plate of cherries, "moving" four different cherries as the children chant, "five, six, seven, eight". The performance concludes with each Mary popping a cherry into her mouth.
3. When you repeat this process with a group of boys, change Mary to Freddy.
4. "One, Two, Three, Four" is perfect for adding voices. Begin with one child to say, "one", add another to say "two" and so fourth. Four children then chant "Mary's at the cottage door." Then, add another to say "five" and so forth. You will have eight children chanting the last line "eating cherries off a plate". 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. You might like to continue our work from last week that has children stand for each word of the rhyme. This week, you can have each child stand (and not sit back down). If you run out of children, you can have the standing children sit (one at a time) as you all continue speaking a word at a time of the nursery rhyme. Remember that an activity like this helps children understand that words can be separated (segmented) from a stream of speech.
6. Special words in this week's chanting are *Mary's*, *cottage*, *seven*, *eating*, *cherries* -- all are 2 syllable words. Remember that you can demonstrate that although the word has 2 syllables (demonstrate with two claps), it is only one word.
7. Finish this lesson with your cloze activity. Use the following lines in particular:
Five, six,
Seven, ____;
Eating cherries
Off a ____.

Wednesday

1. Begin by putting the "One, Two, Three, Four" 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 **eight** and **plate** rhyme, and that we are going to learn some other words that rhyme. Introduce these pictures from the picture card set: **ate**, **late**, **mate**, **plate**, **wait**, **rotate**, **illustrate**, **decorate**, and **skate**. (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 *rotate* or *illustrate* 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 "illustrate" a picture or to "rotate" like a top.
4. Remind children we have been sorting by rhyming sounds. This week, we'll be contrasting **ate** with **ame**. Use the following pictures: **ate**, **plate**, **skate**, **late** and **blame**, **shame**, **flame**, **game**. Call the children's attention to the words "blame" and "plate" in the nursery rhyme poster. Then, tape the picture for **plate** at the top of one column and the picture for **blame** 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 **plate** or **blame**. Keep in mind that some children are still 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. Some of your children may be noticing the rime (word family) part of your rhyming words. You might want to let them know that **ate** and **ait** are two different ways to write the same sound
8. Finish today's lesson by chanting "One, Two, Three, Four". You may choose to chant it as the "standing up" 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 "One, Two, Three, Four" 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 -- **One, Two, Three, Four, They That Wash,** and **Star Light, Star Bright.**
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. Continue 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. Crossing them out as you complete them will give children a chance to think of how we use print to remind us of things.
4. We are continuing to 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 "One, Two, Three, Four." All children may pretend to be either Mary or Freddy, standing at the cottage door.
6. Remind children to look at their **My Very Own Nursery Rhyme Collections** with their families over the weekend.

gate
plate
ate