

A-Rhyme-A-Week: Classroom Instruction

The Queen of Hearts

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. None of my usual sources seems quite certain about the origin of this week's nursery rhyme. We do know that Lewis Carroll made use of the characters in this rhyme when he wrote *Alice in Wonderland*, which some of your children might have seen.
3. Introduce "The Queen of Hearts" poster and vocabulary to children. As we normally do, have the children focus first on the picture in the upper left-hand corner. You can call children's attention to the hearts on the Queen's clothing and in the woodwork that surrounds the window and the doorway. Ask what the little boy behind the Queen is doing; you can explain that queens often have someone to help them if they are wearing a long dress with a train. Finally, call their attention to the tray of baked goods that the Queen is carrying. Tell them that this week's rhyme tells a story about what happened to those *tarts*. Tell the children to listen carefully so they can tell you what happened to the tarts. **Be sure to run your fingers under the words as you read them.**
4. Ask the children who made the hearts. Then ask if they know who stole the tarts. They may need some assistance answering this question, as *knave* is not a word that we use frequently anymore. Finally, ask who made the knave give back the tarts. Finally, ask the children what they knave *vowed*, or promised.
5. This is a much longer rhyme than we usually work with, so we will not expect the children to learn it as quickly. Still, read it several times to the children today.
6. Remind the children that our Monday listening game is to see if two words *rhyme* or not. As the children to listen carefully, hold up one finger, and then say, "sore." Pause. Then, hold up two fingers, and say "more". 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, "sore." Pause. Hold up two fingers to indicate that you are saying the second word and say, "tart". 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: sore/more, sore/baked, more/store, and more/day. Remember that this may be a bit of a challenge, so be sure to give your students plenty of support.
7. Finish your lesson by returning to "The Queen of Hearts". Distribute the hole-punched copies of the rhyming card for "The Queen of Hearts" to be placed in children's **My Very Own Nursery Rhyme Collection** folders at home.

Tuesday

1. Begin by putting the "The Queen of Hearts" 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 really only need 3 children -- 1 to be the queen, 1 to be the knave, and 1 to be the king. Spend a bit of time with the children before you begin the performances, asking how to pantomime what the queen was doing as she made the tarts (roll the dough, put the filling in the tarts, put the tarts in the oven). Then ask the children how the knave might have moved when he went to steal the tarts (quietly, on tiptoes, looking around to make sure no one saw, etc.) Finally, ask them how the King of Hearts looked when he called for his tarts and no one brought them (angry, jump up and down). I do not recommend having the king beat the knave. You might want to tell children that in school no one beats anyone else. Instead, I recommend that the king shake his fist and stamp his foot. Then, ask the children how the knave might walk as he brings the tarts back to the queen who is waiting for them.
3. For the chanting, have the children form our customary circle. Because this is a long rhyme, it will be best this week to have everyone simply chant along with you. **IF** the children seem to know the rhyme, you might want the girls to chant the first stanza about the queen, have everyone chant the second and fourth stanzas about the knave, and have only the boys chant the third stanza about the king.
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:
The King of Hearts called for the tarts and beat the knave full _____.
The Knave of Hearts brought back the tarts and vowed he'd steal no ____!



If you'd like your children to taste strawberry tarts, you can try out this Oreo cookie-based recipe...

<http://www.thefunplace.com/recipes/00516.html>

Wednesday

1. Begin by putting the "The Queen of Hearts" 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 **sore** and **more** rhyme, and that we are going to learn some other words that rhyme. Introduce these pictures from the picture card set: **chore**, **core**, **four**, **drawer**, **score**, **sore**, **snore**, and **store**. (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 *chore* or *score* 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 open a "drawer" or to eat their apples down to the "core".
4. Remind children we have been sorting by rhyming sounds. This week, we'll be contrasting **ore** with **ink**. Use the following pictures: **ink**, **drink**, **sink**, **stink**, and **sore**, **chore**, **four**, **store**. Call children's attention to the words "sore" and "more" in the nursery rhyme poster. Then, tape the picture for **sore** at the top of one column and the picture for **ink** 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 **sore**. 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 "The Queen of Hearts".

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 "The Queen of Hearts" 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 -- **The Queen of Hearts**, **If All the World Were Paper**, and **Gregory Griggs**.
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. At this point in the year, you should be 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.
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. You might want to call children's attention to the letter **H** for hearts, and have them look at the pictures in the *February Holiday Alphabet* to see if they can discover any hearts. As you look at the pictures, be sure to say the name of the letter that is on each page.
6. Finish by chanting "The Queen of Hearts." Have all the children pretend to be first the queen, then the knave, then the king, and then the knave again.
4. Remind children to look at their **My Very Own Nursery Rhyme Collections** with their families over the weekend.