

# A-Rhyme-A-Week: Classroom Instruction

## I Saw A Ship A-Sailing

### Monday

1. Introduce "I Saw A Ship A-Sailing" poster and vocabulary to children. As we have been doing, focus first on the pictures. Point first to the ship, and indicate that the sails of the ship catch the wind and help the ship travel. Show that there is room for a lot of cargo inside the ship. Then point to the duck. Ask if the children know the name for the person who is in charge of the ship. Indicate that the duck is the captain of this ship.
2. Read the poster to the children. **Be sure to run your fingers under the words as you read them.**
3. Next, chant "I Saw A Ship A-Sailing", running your fingers under the words as you chant. Work with the children to teach them the rhyme, encouraging them to join in.
4. Remind children that we learned the word *same* last week. 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. Distribute *same/different* picture strips (found at the end of this lesson). Help children say, "My 2 pictures are the same" or "My 2 pictures are **not** the same".
6. Use masking tape roll-ups to place children's pictures under **same** and **not the same** headings you've written on the chalkboard.
7. Finish your lesson by returning to the nursery rhyme.

### Tuesday

1. Begin by putting the poster back on the blackboard. Ask children what the ship was doing. Then ask who was the captain of the ship.
2. Remind the children that Tuesday is "acting" day. Each time the nursery rhyme is chanted, 4 children will be needed. Two of the children will be the sails of the boat, using their arms in circles above their heads to indicate the wind in the sails. One of the children will be the child standing on the shore watching the ship sail past. The fourth child is Captain Duck. When the chanting children come to the last line of the rhyme, Captain Duck says, "Quack, Quack."
3. Vary the chanting. You might want to try having the girls chant the first stanza by themselves and the boys chant the second stanza by themselves. Let all children have a chance to be the actors.
4. Finish this lesson with some of the cloze activities we've used previously. Use the following lines in particular:  
The captain was a duck  
With a packet on his \_\_\_\_\_.  
And when the ship began to move,  
The captain went "Quack, \_\_\_\_\_."

## Wednesday

1. Begin by putting the poster back on the blackboard, running 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 **back** and **quack** rhyme, and we are going to learn some other words that rhyme. Introduce these pictures from the picture card set: **back, black, crack, Jack, pack, Quack, sack, snack, stack, tack, and yack**. 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. Many of these words can be pantomimed or acted out. For instance, you can ask children to demonstrate how to fill a "sack" flies or how to hammer a "tack".
3. Remind children that last week we sorted by rhyming sounds. Use the following pictures: **Jack, black, tack, snack, bell, fell, sell, and tell**. Tape the picture for **Jack** at the top of one column and the picture for **bell** 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 **Jack** or **bell**.
6. Finish the lesson by chanting "I Saw a ship A-Sailing".

## 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 -- **Peter, Peter, Jack Sprat, I Saw A Ship A-Sailing**.
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 "I Saw A Ship A Sailing." Remember that Friday is our day to give each child their hole-punched copy of "I Saw A Ship A Sailing" to put their **My Very Own Nursery Rhyme Collection** folders at home.

