

A-Rhyme-A-Week: Classroom Instruction

They That Wash

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. Sources say that this nursery rhyme can be traced back to the arrival of the Pilgrims because it was on Monday that the women on the Mayflower were allowed to disembark after their lengthy voyage. One of the first things they did was to wash their families clothing.
3. Introduce the "They that Wash on Monday" poster to the children. Begin as we usually do, having the children look first at the picture. Ask what is happening in each of the pictures (people and animals are washing). Ask the children how often they bathe, then ask what happens if we do not bathe for many days. (we'll be dirty and maybe even smelly). Tell the children we will read this rhyme to find out what it says about washing. Then, read the rhyme. **Be sure to run your fingers under the words as you read them.**
4. You might point to a calendar to show how many days would pass if a person did not wash from Monday until Saturday. In any event, be sure to reinforce the days of the week sequence in this rhyme to your calendar work.
5. Again, chant "They that Wash on Monday" 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.
6. This Monday, we continue our new follow-up activity. At the end of this file, you will find word cards that feature the "ame" rhyme -- *blame, shame*. Cut out the cards for this activity (located at the end of this file). First, show the children the word *blame*. Then, match the word card to the word in the nursery rhyme. Repeat this process with the other words.
7. Next, cut the **bl** off of *blame*; hand the **bl** to one child and the **ame** to another child. Repeat this process with the other word. You should now have four children standing. Put the two who are holding the **ame** 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 **ame** sound that we heard in our nursery rhyme. Then, have the child holding the **bl** step forward. Say, "These letters are b and l. Together they say bl (be sure to hold your tongue to your palate so you do not say "luh"). If we put it with **ame** (bring a child holding **ame** forward and place the two children's hands together so the **bl** is joined to the **ame**), together the letters say "blight". Repeat this with the other segmented word. Then, collect the pieces from the children. If you have time, you might want a child to match the letters to this month's alphabet.
8. Finish your lesson by returning to "They That Wash" Distribute the hole-punched copies of the rhyming card for "They That Wash" to be placed in children's **My Very Own Nursery Rhyme Collection** folders at home.

Tuesday

1. Begin by putting the "They that Wash on Monday" poster back on the blackboard, and chant the rhyme.
2. Remind the children that Tuesday is "acting" day. To act out this week's rhyme, you will need 6 children, one for each of the six days mentioned in the rhyme. Show the cards at the end of this file to the children. Ask the children how the Monday washer seems (happy). Ask if they can wash themselves happily. Then ask how the Tuesday child seems (fast). Ask if anyone can show how to move "fast" in a safe way. Then ask how the Wednesday washer is doing (bathing happily with his dog). Ask for someone to show how that would look. Next ask how the Thursday washer looks (worried), and ask for volunteers to show that. Next ask about the Friday washer; that cat seems scared. Have someone pantomime that. Finally, ask how the guy who has waiting until Saturday looks (disgusted by the smell). Ask who can show how that would look.
3. Distribute the six cards to six children. Each is to step forward to do his or her pantomime when the corresponding day of the week is chanted. Each continues to pantomime his or her part until all are finished. Then distribute the cards to another 6 children.
4. "They That Wash" is perfect for adding voices. Divide the chorus into six sections. Begin with one section chanting for Monday, add another for Tuesday, a third for Wednesday until by the time we chant the rhyme for Saturday, all the children are chanting. 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 all the days of the week, as 5 of them are 2 syllable words and Saturday is 3 syllables. Remember that you can demonstrate that although the word has 2 (or even 3) syllables (demonstrate with two claps), it is only one word.
7. Finish this lesson with your cloze activity. Use the following lines in particular:
They that wash on Wednesday
Are not so much to ____;
They that wash on Thursday
Wash for ____.

Wednesday

1. Begin by putting the "They that Wash on Monday" 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 **blame** and **shame** rhyme, and that we are going to learn some other words that rhyme. Introduce these pictures from the picture card set: **aim**, **blame**, **came**, **claim**, **fame**, **flame**, **game**, **lame**, and **shame**. (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 *claim* or *lame* 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 blow out a "flame" or to "aim" at a pinata.
4. Remind children we have been sorting by rhyming sounds. This week, we'll be contrasting **ame** with **ight**. Use the following pictures: **blame**, **shame**, **flame**, **game** and **light**, **bite**, **kite**, **tight**. Call the children's attention to the words "blame" and "shame" in the nursery rhyme poster. Then, tape the picture for **blame** at the top of one column and the picture for **light** 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 **blame** or **light**. 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 **aim** and **ame** are two different ways to write the same sound
8. Finish today's lesson by chanting "They that Wash on Monday". 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 "They that Wash on Monday" 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 -- **They That Wash**, **Star Light, Star Bright**, and **Elsie Marley**.
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 "They that Wash on Monday." All children may pretend to be the different characters who were washing on the different days of the week.
6. Remind children to look at their **My Very Own Nursery Rhyme Collections** with their families over the weekend.

blame
shame



Monday

Tuesday



Wednesday

Thursday



Friday

Saturday

