

A-Rhyme-A-Week: Classroom Instruction

Tom, Tom, The Piper's Son

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. "Tom, Tom, the Piper's Son" has been around in a published form since the late 1700's. It may interest you and your children to know that the "pig" that Tom originally stole was not, in fact, a living pig. Instead, it was a pastry treat that might have had raisins for its eyes and currants stuffing its belly.
3. Introduce the "Tom, Tom, the Piper's Son" poster to the children. Begin as we usually do, having the children look first at the picture. Explain to the children that the boy in this picture is named Tom. Ask what Tom is doing. [running]. Ask where Tom should be looking if he is running. [straight ahead]. Finally, ask why Tom might be looking behind him. Then, read the nursery rhyme. **Be sure to run your fingers under the words as you read them.**
4. Ask the children if the pig Tom took belonged to him. Then ask them to speculate on who really ate the pig. You might now want to tell the children that over the years people changed the picture of a pastry pig into an actual animal. Ask which they would rather eat. Then, chant "Tom, Tom" 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. At the end of this file, you will find word cards that feature the "eat" rhyme -- *eat* and *beat*. Cut out the cards. First, show the children the word *eat*. Then, match the word card to the word in the nursery rhyme. Repeat this process with *beat*.
6. Next, hand one child the word card for **eat**. Then, cut the **b** off of *beat*; hand the **b** to one child and the **eat** to another child. You should now have three children standing. First, put the two who are holding the *eat* 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 *eat* sound that we heard in our nursery rhyme. Then, have the child holding the "b" piece stand near one, then the other who are holding the "eat" pieces. Discuss how, since both "eat" cards are the same, we can make the word "beat" by putting the "b" in front of either of them. Then, collect the pieces from the children.
7. Finish your lesson by returning to "Tom, Tom the Piper's Son". Distribute the hole-punched copies of the rhyming card for "Tom, Tom, the Piper's Son" to be placed in children's **My Very Own Nursery Rhyme Collection** folders at home.

Tuesday

1. Begin by putting the "Tom, Tom" poster back on the blackboard, and chant the rhyme.
2. Remind the children that Tuesday is "acting" day. You will need 3 children for each enactment. One, of course, will be Tom; another will be the pig; the last will be the street merchant from whom Tom has stolen the pig. Begin with the pig standing next to the merchant. Be sure the merchant is NOT looking at Tom. Have Tom grab the pig's hand. At this point, the class begins to chant the rhyme. Tom and the pig "run" away (Tom dragging the pig); Tom is pretending to eat the pig as he runs. The merchant catches up with Tom, the pig runs off, and the merchant scolds Tom shaking his finger at him. The performance ends with the pig and merchant watching Tom who is pretending to cry as he walks away.
3. "Tom, Tom" works well for having groups alternate in saying the rhyme. Begin, for example, with having the boys chant "Tom, Tom" and the girls saying, "The piper's son". Continue with this alternation of voices. You might also choose to have the children sit on two sides of the playing area, and alternate which side of the group says which line of the rhyme. 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.
4. You might like to continue having children stand for each word of the rhyme. You can have each child stand, and 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.
5. Special words in this week's chanting are *piper's*, *away*, *crying* -- 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.
6. Finish this lesson with your cloze activity. Use the following lines in particular:
The pig was ____;
And Tom was ____.
Till he ran crying
Down the ____.

Wednesday

1. Begin by putting the "Tom, Tom" 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 **eat** and **beat** rhyme, and that we are going to learn some other words that rhyme. Introduce these pictures from the picture card set: **beat, eat, feet, heat, street, sweet, tweet, concrete, and trick or treat**. (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 *concrete* 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 pour "concrete" or to taste something very "sweet".
4. Remind children we have been sorting by rhyming sounds. This week, we'll be contrasting **eat** with **ame**. Use the following pictures: **eat, beat, feet, street, and blame, shame, flame, game**. Call the children's attention to the words "eat" and "beat" in the nursery rhyme poster. Then, tape the picture for **eat** 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 **eat** 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 **eat** and **eet** are two different ways to write the same sound
8. Finish today's lesson by chanting "Tom, Tom". 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 "Tom, Tom" 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 -- **Tom, Tom, One, Two, Three, Four, and They That Wash**.
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 "Tom, Tom." All children may pretend to be Tom. Explain that they will need to limit their running to their very own small space.
6. Remind children to look at their **My Very Own Nursery Rhyme Collections** with their families over the weekend.

beat
eat