

# A-Rhyme-A-Week: Classroom Instruction

## Jack Sprat Could Eat No Fat

### Monday

1. Introduce "Jack Sprat Could Eat No Fat" poster and vocabulary to children. As the children to look at Jack and then at his wife. Who looks like she eats a lot? Who looks like he eats only a little? Explain that Jack could not eat anything fat, and his wife could not eat anything without fat. Then let children know that lean means with out fat. Ask who looks lean in the picture. Then ask children to describe the cat. Is it lean like Jack or fat like Jack's wife?
2. Read the poster to the children. **Be sure to run your fingers under the words as you read them.**
3. Next, sing the "Jack Sprat" song, running your fingers under the words as you sing. Work with the children to teach them the song, singing and encouraging the children to join in.
4. Introduce the word *same*. Children must understand this word and what it signifies in order for them to sort words by rhyming 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. Mention that Jack and the cat are the **same**; both are lean. Then, show the children how to chant the nursery rhyme as well as sing it.

### Tuesday

1. Begin by putting the poster back on the blackboard. Ask children if they can remember what Jack could eat and what his wife could eat. Also ask 2 characters are the **same** in both being lean or skinny.
2. Remind the children that Tuesday is "acting" day. Each time the nursery rhyme is chanted, 3 children will be needed. One is J, another is his wife, and the third is the cat. When the chanting begins, Jack and his wife sit in chairs across from one another, and the cat sits on the floor. Jack Sprat wife "eats" hurriedly throughout the chanting while Jack Sprat eats little and slowly. The cat watches both, turning head to look first at one then the other. Let children bow at the end of the performance.
3. Vary singing with chanting. You might want to try having the girls chant one time by themselves and the boys chant one time by themselves. Let all children have a chance to be the actors.
4. Finish this lesson working only on the first line of the poem in the following way --  
Jack \_\_\_\_ could eat no \_\_\_\_\_.  
Remind the children that **Sprat** and **Fat** are words that end the same. They **rhyme**.

## Wednesday

1. Begin by putting the poster back on the blackboard, running your fingers under the words as you chant the rhyme. Then, have the children sing "Jack Sprat Could Eat No Fat". Repeat the last activity from Tuesday, having children fill in the missing words. Remind the children that **Sprat** and **Fat** rhyme, and we are going to learn some other words that rhyme. Introduce these pictures from the picture card set: **bat, cat, fat, flat, hat, mat, pat, and sat**. 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 someone "bat" flies or how to "pat" a dog.
3. Introduce sorting by rhyming sounds. Use the following pictures: **fat, hat, cat, mat, Jill, hill, grill, chill**. Tape the picture for **fat** at the top of one column and the picture for **Jill** at the top of the other. Place all other pictures in the chalk tray, saying each one's name.
4. Remind the children that on Monday we talked about things that were 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 **Jill** or **fat**.
6. Finish the lesson by singing "Jack Sprat Could Eat No Fat".

## 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 if they can sing or 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. Put the "Jack Sprat Could Eat No Fat" and "Jack and Jill" posters on the board. Remind the children of the various activities you've done this week, and tell them that this is **Children's Choice** day. Let them decide the order for the following: acting out, singing, chanting, sorting, and riddle rhymes.

2. Write order of activities the children have selected on the board; follow that order.
3. Finish by singing and chanting "Jack Sprat Could Eat No Fat." Remember that Friday is our day to give each child their hole-punched copy of "Peter, Peter" to put their **My Very Own Nursery Rhyme Collection** folders at home.

