

A-Rhyme-A-Week: Classroom Instruction

Star Light, Star Bright

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. "Star Light, Star Bright" belongs to the Mother Goose tradition of charms and omens. Wishing on the first star that appeared in the night sky was thought to be one way of making something "come true."
3. Introduce the "Star Light, Star Bright" poster to the children. Begin as we usually do, having the children look first at the picture. Direct to the little girl, asking the children where the little girl is (inside). Then ask them to look carefully to see what the little girl is pointing at. Next, ask why she might be pointing at the star, and indicate that we will read the rhyme to find the answer. Then, read the rhyme again. **Be sure to run your fingers under the words as you read them.**
4. Ask the children what the little girl is doing (wishing). Explain that long ago, people used to believe that if you saw the first star appear in the night sky, you could make a wish on that star, and it would come true. Explain that today, while it is fun to wish, we know that a star cannot make our wish come true. Spend a bit of time talking about the children's wishes.
5. Again, chant "Star Light, Star Bright", 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 are altering our follow-up activity. At the end of this file, you will find word cards that feature the "ight" rhyme -- *bright, light, might*. Cut out the cards for this activity (located at the end of this file). First, show the children the word *light*. Then, match the word card to the word in the nursery rhyme. Repeat this process with the other words.
7. Next, cut the *l* off of *light*; hand the *l* to one child and the *ight* to another child. Repeat this process with the other two words. You should now have eight children standing. Put the four who are holding the *ight* pieces near each other, and ask the children if they notice anything special about these three cards. (they all have the same letters). Explain that these letters make the *ight* sound that we heard in our nursery rhyme. Then, have the child holding the *l* step forward. Say, "This is the letter *l*. It goes *l* (be sure to hold your tongue to your palate so you do not say "luh"). If we put it with *ight* (bring a child holding *ight* forward and place the two children's hands together so the *l* is joined to the *ight*), together the letters say "light". Repeat this with the other segmented words. 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 "Star Light, Star Bright" Distribute the hole-punched copies of the rhyming card for "Star Light, Star Bright" to be placed in children's **My Very Own Nursery Rhyme Collection** folders at home.

Tuesday

1. Begin by putting the "Star Light, Star Bright" 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 4 children. One child is the wisher; the others are all stars. The action begins when the wisher looks up at the sky. The first star stands up at his or her place in the class circle and slowly moves where the wishing child can see him or her. When this first star appears, the wisher points to the star. After pointing, wishers can put their fingers to their chins to show they are thinking about what to wish for. At the end of each performance, you can ask the wisher what he or she was wishing for.
3. Today, we will work with varying volume during the chanting. "Star Light, Star Bright" is perfect for beginning very softly and gradually increasing volume. Discuss with the children that we can do this by gradually raising our voices (although you might need to explain about our "indoor" voices) or we can do so by adding speakers. Try both of these approaches. For the chanting, children will be seated in our customary circle.
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. 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. A special word in this week's chanting is *tonight*. You can demonstrate that although the word has 2 syllables (demonstrate with two claps), it is only one word.
7. Finish this lesson with your cloze activity. Use the following lines in particular:
Star ____.
Star ____.
First star I see to-_____.

Wednesday

1. Begin by putting the "Elsie Marley" 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.
1. Remind the children that **bright** and **light** rhyme, and that we are going to learn some other words that rhyme. Introduce these pictures from the picture card set: **bite**, **fight**, **fright**, **height**, **kite**, **light**, **right**, and **tight**. (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 *height* or *fright* 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.
1. Many of these words can be pantomimed or acted out. For instance, you can ask the children to run with "fright" or to measure a classmate's "height".
1. Remind children we have been sorting by rhyming sounds. This week, we'll be contrasting **ight** with **ake**. Use the following pictures: **light**, **bite**, **kite**, **tight** and **cake**, **bake**, **take**, **snake**. Call the children's attention to the words "light" in the nursery rhyme poster. Then, tape the picture for **cake** 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.
1. Remind the children that when words end the same we say that they **rhyme**.
1. Call children one at a time to take a picture and decide if it ends the **same** as **cake** 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.
2. Some of your children may be noticing the rime (word family) part of your rhyming words. You might want to let them know that **ight** and **ite** are two different ways to write the same sound. More advanced students may want to know why they can't hear the **g** sound in **night**, **light**, etc. You can tell them that long ago people used to say our English words differently and made a special sound for the **g** and **h** together.
3. Finish today's lesson by chanting "Star Light, Star Bright". 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 "Star Light, Star Bright" 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 -- **Star Light, Star Bright, Elsie Marley, and Hiccup, Hiccup**.
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 "Star Light, Star Bright." All children may pretend to be the wishing child. Let them know that they will need to use their imaginations to "see" the first star in the night sky.
6. Remind children to look at their **My Very Own Nursery Rhyme Collections** with their families over the weekend.

light
bright
might