

# A-Rhyme-A-Week: Classroom Instruction

## Peter, Peter Pumpkin Eater

### Monday

1. Introduce "Peter, Peter Pumpkin Eater" poster and vocabulary to children. Tell the children that the man peeking over the wall is Peter Pumpkin Eater, and the woman is his wife. Ask the children where Peter's wife is sitting. Then ask the children to look carefully at the faces of both Peter Pumpkin Eater and his wife. Who looks happy? Who looks surprised?
2. Read the poster to the children. **Be sure to run your fingers under the words as you read them.** Ask the children why Peter put his wife in the pumpkin shell. Then ask if Peter seems happy now.
3. Next, sing the "Peter, Peter Pumpkin Eater" 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. 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 why Peter put his wife in a pumpkin shell.
2. Remind the children that Tuesday is "acting" day. Each time the nursery rhyme is chanted, 3 children will be needed. One is Peter, another is his wife, and the third is the Pumpkin Scooper-Outer. When the chanting begins, Peter and his wife stand together, and the Pumpkin Scooper-Outer sits on the floor. The Pumpkin Scooper-Outer pantomimes cutting off the top of the pumpkin and emptying its seeds so it can be ready for Peter to put his wife in. When the children chant, "Peter, Peter", Peter points to himself. When the children chant "Had a wife", the wife points to herself. When the children chant "couldn't keep her", the wife begins to walk away. When the children chant, "Put her in a pumpkin shell", both Peter and the Pumpkin Scooper-Outer take the wife's hands, and help her pantomime sitting in a pumpkin shell. When the children chant, "and there he kept her very well", Peter and the Pumpkin Scooper-Outer shake hands and smile big smiles.
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.
4. Finish the lesson by saying all but the last word of a line and letting the children as a group fill in the missing word:  
Peter, Peter pumpkin \_\_\_\_\_.  
Had a wife and couldn't \_\_\_\_\_.  
Put her in a pumpkin \_\_\_\_\_.  
And there he kept her very \_\_\_\_\_.

## 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 "Peter, Peter Pumpkin Eater". Repeat the last activity from Tuesday, having children fill in the missing word. Then tell children that **shell** and **well** rhyme, and we are going to learn some other words that rhyme. Introduce these pictures from the picture card set: **bell, fell, sell, shell, smell, spell, tell, well,** and **yell**. 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 "fell" or give everyone in the class one chance to "yell".
3. Finish the lesson by singing and chanting "Peter, Peter Pumpkin Eater". If you'd like, have a small group do the acting out like on Tuesday.

## 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 "Peter, Peter Pumpkin Eater", "Rain, Rain, Go Away" 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, and riddle rhymes.
2. Write order of activities the children have selected on the board; follow that order.
3. Finish by singing and chanting "Peter, Peter Pumpkin Eater." 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.