

DRAFT

For Review Purposes Only

These draft materials are intended to provide teachers with insight into the content and structure of the Listening & Learning strand of Core Knowledge Language Arts materials.

Revised materials produced specifically for NYSED, including materials from the Skills Strand, will be posted on this site in 2013. These new materials will include explicit alignment with Common Core State Standards, additional support for English Language Learners, and images and texts compliant with Creative Commons Licensing.

For more information on how to explore these materials, please see the Getting Started resources posted alongside these files on EngageNY.org.



The Core Knowledge Language Arts Program

Listening & Learning Strand



Tell It Again! Read-Aloud Anthology

Nursery Rhymes
and Fables

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Introduction to Nursery Rhymes and Fables



Introduction to Nursery Rhymes and Fables

This introduction includes the necessary background information to be used in teaching the Nursery Rhymes and Fables domain. The *Tell It Again! Read-Aloud Anthology* for Nursery Rhymes and Fables contains fourteen daily lessons, each of which is composed of two distinct parts, so that the lesson may be divided into smaller chunks of time and presented at different intervals during the day. The entire lesson will require a total of fifty minutes.

We have included two Pausing Points in this domain, one after Lesson 6B, and another after Lesson 14. You may wish to pause and spend one to two days reviewing, reinforcing, or extending the material taught prior to each of the two Pausing Points. You should spend no more than eighteen days total on this domain.

Along with this anthology, you will need:

- *Tell It Again! Media Disk* or the *Tell It Again! Flip Book* for Nursery Rhymes and Fables
- *Tell It Again! Image Cards* for Nursery Rhymes and Fables
- *Tell It Again! Workbook* for Nursery Rhymes and Fables
- *Tell It Again! Posters* for Nursery Rhymes and Fables

You will find the Instructional Objectives and Core Vocabulary for this domain below. The lessons that include Student Choice/ Domain-Related Trade Book Extensions, Image Cards, Parent Letters, Instructional Masters, and Assessments are also listed in the information below.

Why Nursery Rhymes and Fables Are Important

This domain will introduce your students to nursery rhymes and fables that have been favorites with children for generations. Your students will learn classic rhymes like “Twinkle, Twinkle, Little Star,” “Humpty Dumpty,” and “Hickory, Dickory, Dock,” as well

as classic characters such as Humpty Dumpty and Little Miss Muffet. Mother Goose and other traditional poems help students learn vocabulary and build phonemic awareness. By listening carefully to nursery rhymes and repeating or reciting them by heart, students develop an awareness of language that will help them become better readers and writers. Because nursery rhymes are fun and involve everyday activities, kindergarten students can relate to them.

In the last three read-alouds of the anthology, your students will also be listening to some well-known fables, which are special types of fiction that teach morals, or important lessons. Listening to fables will help students learn the elements of this genre. They will also be introduced to new vocabulary words and will develop an understanding of different types of fiction. Reading fables to kindergarten students may also stimulate class discussion of values, ethics, and behavior.

Instructional Objectives for Nursery Rhymes and Fables

The following chart contains all of the Core Content Objectives and Language Arts Objectives for this domain, broken down by lesson.

Nursery Rhymes and Fables Overview

Objectives	Lessons													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Core Content														
Demonstrate familiarity with nursery rhymes and fables	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Recite some nursery rhymes					✓						✓			
Identify rhyming words in nursery rhymes		✓				✓				✓	✓	✓		
Identify lines that repeat, and/or dialogue in nursery rhymes			✓				✓							
Describe the characters and events in nursery rhymes and fables		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Explain that fables teach a lesson that is stated as the moral of the story												✓	✓	✓
Identify the moral of fables												✓	✓	✓
Explain how animals often act as people in fables (personification)												✓	✓	✓
Language Arts														
Use agreed-upon rules for group discussions . . . (L.K.1)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Carry on and participate in a conversation . . . (L.K.3)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Learn and use appropriately the common saying, "It's raining cats and dogs" (L.K.7)		✓												
Prior to listening to a read-aloud, identify what they know and have learned that may be related . . . (L.K.10)										✓				
Listen to and understand a variety of texts . . . (L.K.11)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Make predictions prior to and during a read-aloud . . . (L.K.12)		✓		✓				✓			✓	✓	✓	✓
Use pictures accompanying the read-aloud to check and support understanding . . . (L.K.14)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud . . . (L.K.15)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use narrative language to describe people, places . . . (L.K.16)												✓		
Answer questions that require making interpretations, judgments, or giving opinions . . . (L.K.17)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Compare and contrast similarities and differences . . . (L.K.18)										✓				

Objectives	Lessons													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Language Arts														
Make personal connections . . . (L.K.19)		✓				✓	✓	✓	✓			✓	✓	
Distinguish fantasy from realistic text (L.K.22)		✓	✓	✓	✓	✓					✓	✓		✓
Evaluate and select read-alouds, books, or poems, on the basis of personal choice for rereading (L.K.23)					✓						✓			
Learn new words from read-alouds and discussions (L.K.24)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Retell or dramatize a read-aloud . . . (L.K.25)	✓		✓							✓		✓	✓	
Sequence four to six pictures illustrating events in a story (L.K.26)												✓	✓	✓

Core Vocabulary for Nursery Rhymes and Fables

The following list contains all of the boldfaced words in Nursery Rhymes and Fables in the forms in which they appear in the read-alouds. The inclusion of the words on this list *does not* mean that students are expected to immediately be able to use all of these words on their own. However, through repeated exposure throughout the lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

Lesson 1A

rose
sweet
violet

Lesson 1B

ashes
posies

Lesson 2A

away

Lesson 2B

pouring
snoring

Lesson 3A

candlestick
nimble

Lesson 3B

plum

Lesson 4A

crown
fetch
pail
tumbling

Lesson 4B

curds and whey
frightened
tuffet

Lesson 5

market
roast beef

Lesson 6A

wish

Lesson 6B

diamond
twinkle
wonder

Lesson 7A

struck

Lesson 7B

stockings

Lesson 8

forehead
horrid

Lesson 9A

sheep
wagging

Lesson 9B

haystack
meadow

Lesson 10A

dame
lane
master
wool

Lesson 10B

buckle

Lesson 12

disturbed
favor
gnawing
grateful

Lesson 13

feast
greedy
reflection
stream

Lesson 14

boasting
darted
hare
steadily
tortoise

Student Choice and Domain-Related Trade Book Extensions

In the *Tell It Again! Read-Aloud Anthology* for Nursery Rhymes and Fables, Student Choice activities are suggested in Lessons 5B and 11B. Domain-Related Trade Book activities are suggested in Lessons 8B and 14B. A list of recommended titles is included at the end of this introduction, or you may select another title of your choice.

Nursery Rhymes and Fables Image Cards

There are twelve Image Cards for Nursery Rhymes and Fables. The Image Cards include illustrations that may be used to sequence and retell the story. In the *Tell It Again! Read-Aloud Anthology* for Nursery Rhymes and Fables, Image Cards are referenced in Lessons 12–14.

Nursery Rhymes and Fables Posters

There are nineteen posters for Nursery Rhymes and Fables. The posters may be used to review the Nursery Rhymes learned thus far. In the *Tell it Again! Read-Aloud Anthology* for Nursery Rhymes and Fables, posters are referenced in the Pausing Points and in Lessons 5B and 11B.

Instructional Masters and Parent Take-Home Letters

Blackline Instructional Masters and Parent Take-Home Letters are included in the *Tell It Again! Workbook*.

In the *Tell It Again! Read-Aloud Anthology* for Nursery Rhymes and Fables, Instructional Masters are referenced in the Domain Assessment and in Lessons 1B, 11B, and 13B. The Parent Letters are referenced in Lessons 5B and 12B.

Assessments

In the *Tell It Again! Read-Aloud Anthology* for Nursery Rhymes and Fables, Instructional Masters 1B-1, 11B-1, 13B-1, DA-1, and DA-2 are used for this purpose. Use the following *Tens Conversion Chart* to convert a raw score on each assessment into a Tens score.

Tens Conversion Chart

		Number Correct																															
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
1	Number of Questions	0	10																														
2	Number of Questions	0	5	10																													
3	Number of Questions	0	3	7	10																												
4	Number of Questions	0	3	5	8	10																											
5	Number of Questions	0	2	4	6	8	10																										
6	Number of Questions	0	2	3	5	7	8	10																									
7	Number of Questions	0	1	3	4	6	7	9	10																								
8	Number of Questions	0	1	3	4	5	6	8	9	10																							
9	Number of Questions	0	1	2	3	4	6	7	8	9	10																						
10	Number of Questions	0	1	2	3	4	5	6	7	8	9	10																					
11	Number of Questions	0	1	2	3	4	5	5	6	7	8	9	10																				
12	Number of Questions	0	1	2	3	3	4	5	6	7	8	8	9	10																			
13	Number of Questions	0	1	2	2	3	4	5	5	6	7	8	8	9	10																		
14	Number of Questions	0	1	1	2	3	4	4	5	6	6	7	8	9	9	10																	
15	Number of Questions	0	1	1	2	3	3	4	5	5	6	7	7	8	9	9	10																
16	Number of Questions	0	1	1	2	3	3	4	4	5	6	6	7	8	8	9	9	10															
17	Number of Questions	0	1	1	2	2	3	4	4	5	5	6	6	7	8	8	9	9	10														
18	Number of Questions	0	1	1	2	2	3	3	4	4	5	6	6	7	7	8	8	9	9	10													
19	Number of Questions	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10												
20	Number of Questions	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10											
21	Number of Questions	0	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10										
22	Number of Questions	0	0	1	1	2	2	3	3	4	4	5	5	5	6	6	7	7	8	8	9	9	10	10									
23	Number of Questions	0	0	1	1	2	2	3	3	3	4	4	5	5	6	6	7	7	7	8	8	9	9	10	10								
24	Number of Questions	0	0	1	1	2	2	3	3	3	4	4	5	5	5	6	6	7	7	8	8	8	9	9	10	10							
25	Number of Questions	0	0	1	1	2	2	2	3	3	4	4	4	5	5	6	6	6	7	7	8	8	8	9	9	10	10						
26	Number of Questions	0	0	1	1	2	2	2	3	3	3	4	4	5	5	5	6	6	7	7	7	8	8	8	9	9	10	10					
27	Number of Questions	0	0	1	1	1	2	2	3	3	3	4	4	4	5	5	6	6	6	7	7	7	8	8	9	9	9	10	10				
28	Number of Questions	0	0	1	1	1	2	2	3	3	3	4	4	4	5	5	5	6	6	6	7	7	8	8	8	9	9	9	10	10			
29	Number of Questions	0	0	1	1	1	2	2	2	3	3	3	4	4	4	5	5	6	6	6	7	7	7	8	8	8	9	9	9	10	10		
30	Number of Questions	0	0	1	1	1	2	2	2	3	3	3	4	4	4	5	5	5	6	6	6	7	7	7	8	8	8	9	9	9	10	10	

Simply find the number of correct answers the student produced along the top of the chart and the number of total questions on the worksheet or activity along the left side. Then find the cell where the column and the row converge. This indicates the Tens score. By using the *Tens Conversion Chart*, you can easily convert any raw score, from 0 to 30, into a Tens score. You may choose to use the Tens Recording Chart which is at the end of the appendix.

Recommended Trade Books for Nursery Rhymes and Fables

If you recommend that parents read aloud with their child each night, you may wish to suggest that they choose titles from this trade book to reinforce the domain concepts.

1. *Aesop's Fables (Owlet Book)*, by Michael Hague (Henry Holt, 1999) ISBN 0805063153
2. *Aesop's The Crow and the Pitcher*, by Stephanie Gwyn Brown (Tricycle, 2003) ISBN 1582460876
3. *The Ant and the Grasshopper*, retold and illustrated by Amy Lowry Poole (Holiday House, 2000) ISBN 0823414779
4. *The Classic Treasury of Aesop's Fables (Children's Illustrated Classics)*, by Don Daily (Courage, 1999) ISBN 0762404132
5. *The Hare and the Tortoise*, by Helen Ward (Millbrook Press, 1999) ISBN 0761309888
6. *The Lion and the Mouse*, by Bernadette Watts (North-South Books, 2007) ISBN 0735821291
7. *Mother Goose: A Collection of Classic Nursery Rhymes*, by Michael Hague (Henry Holt, 1988) ISBN 0805002146
8. *Mother Goose Remembers*, by Clare Beaton (Barefoot Books, 2000) ISBN 1841480738 [contains "Three Little Kittens"]
9. *The Real Mother Goose*, by Blanche Fisher Wright (Scholastic, 1994) ISBN 0590225170 [contains "London Bridge" and "Ladybug, Ladybug"]
10. *Three Little Kittens*, by Paul Galdone (Clarion, 1988) ISBN 0899197965
11. *The Tortoise and the Hare*, by Janet Stevens (Holiday House, 1985) ISBN 0823405648
12. *Town Mouse, Country Mouse*, by Jan Brett (Putnam Juvenile, 2003) ISBN 069811986X

1A

Roses Are Red



Lesson Objectives

Core Content Objective

Students will:

- Listen to and understand “Roses Are Red”

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.K.1)
- Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.K.3)
- Listen to and understand a variety of texts including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes and poems (L.K.11)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14)
- Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.K.15)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.K.17)
- Learn new words from read-alouds and discussions (L.K.24)

Core Vocabulary

rose, n. A plant or bush with thorns along its stem and large flowers

Example: I picked a rose and gave it to my teacher.

Variation(s): roses

sweet, adj. Containing sugar or tasting like sugar

Example: The watermelon is very sweet and juicy.

Variation(s): sweeter, sweetest

violet, n. A small plant with small flowers

Example: My grandmother has a violet blooming in her garden.

Variation(s): violets

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Domain Introduction		10
	Brainstorming Links		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Roses Are Red		5
<i>Discussing the Read-Aloud</i>	Comprehension Questions		5
	Word Work: Sweet		5

1A

Roses Are Red



Introducing the Read-Aloud

10 minutes

Domain Introduction

Tell the students that for the next couple of weeks, they are going to listen to many nursery rhymes. Have students say the words *nursery rhymes*. Explain that nursery rhymes are short poems that were written for young children long ago. They are called “nursery rhymes” because *nursery* is another name for a young child’s room. Many children probably listened to nursery rhymes being read aloud to them while they were in their nurseries, perhaps before going to sleep at night.

Tell the students that they may also hear these nursery rhymes called Mother Goose rhymes. Have the students say the words *Mother Goose*. Tell the students that people have different opinions about whether or not Mother Goose was a real person who actually wrote these rhymes. However, this name has been associated with nursery rhymes for many, many years.

Explain that nursery rhymes have been around for hundreds of years; so, the students’ parents and grandparents probably heard these rhymes as young children, and the students may have heard some of the nursery rhymes before, also.

Brainstorming Links

Tell the students that you are going to name a color. Say the word *red*. Ask students what comes to mind when they think of the color red. Have the students share ideas.

Say the color word *blue*. Ask students what comes to mind when they think of this color. Have the students share their ideas.

Tell the students that you are going to read a nursery rhyme that mentions these two colors.

Purpose for Listening

Tell the students to listen carefully to find out exactly what things are red and what things are blue in the nursery rhyme.

Presenting the Read-Aloud

5 minutes



← Show image 1A-1: Red roses and blue violets

Roses Are Red

Roses are red,
Violets are blue,
Sugar is **sweet**,
And so are you.

Read It Again

Reread the rhyme with the Guided Listening Support.



← Show image 1A-1: Red roses and blue violets

Roses Are Red

- 1 Roses are flowers.
- 2 Violets are flowers, also.
- 3 Sweet is how sugar tastes.

Roses are red, ¹
Violets are blue, ²
Sugar is **sweet**, ³
And so are you.

Echo Technique

Teach the students the echo technique.

Directions: I am going to say the first line of “Roses Are Red.” Then I will stop and give you a chance to echo the words. That means you will say the exact words that I said. We will continue doing this for each line of the rhyme.

Compliment students for doing this correctly, which means that they were listening carefully.

If time permits, you may move to leaving out key words such as *red* and *blue* for the students to fill in, or you may have half of the class say one line and the other half say the next line. Playful repetition will help the students learn the rhyme.

Reciting nursery rhymes is a fun transition activity to be used throughout the day.

Comprehension Questions

(5 minutes)

If students have difficulty responding to questions, reread pertinent lines of the nursery rhyme and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. It is highly recommended that you ask students to answer in complete sentences by asking them to restate the question in their responses.

1. What things are red and blue in the nursery rhyme? (red roses and blue violets)



← **Show image 1A-1: Red roses and blue violets**

2. What do you see in this picture? (flowers, roses, violets)
3. Who can find the roses in the picture? How do you know they are roses? (They're red.)
4. Who can find the violets in the picture? How do you know they are violets? (They're blue.)
5. How are roses and violets alike? How are they different? (They're both flowers; they're different colors and shapes.)
6. How is sugar described in the nursery rhyme? (sweet)
7. Do you like to eat things that are sweet like sugar? Why or why not?

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

8. *Think Pair Share:* Can you think of other words to describe roses besides *red*? (Answers may vary.) [If students offer only other color words, encourage them to think about how roses might smell or feel. You may also want to use this type of question for violets and sugar.]

1. The nursery rhyme says that “Sugar is sweet.”
2. Say the word *sweet* with me.
3. *Sweet* describes the taste of some things.
4. Many candies are very sweet.
5. Tell about something that you think tastes sweet. Try to use the word *sweet* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I think _____ tastes sweet.”)
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Designate one area of the room as the “sweet” area. Designate another as the “not sweet” area. Have the students stand in a third area.

Directions: I am going to name a food. If I name something that you think is sweet, you will quietly and carefully walk to the “sweet” area. If I name something that you do not think is sweet, you will quietly and carefully move to the “not sweet” area. If you cannot decide, you will move back to the starting place. After students have moved to show their choice, have them also verbalize their choice. For example, the group will say, “Sugar is sweet.” (Answers may vary for all.)

1. sugar
2. pepper
3. ice cream
4. chocolate cake
5. carrots
6. potato chips
7. hot dog
8. candy

Students may have different opinions. If so, you may ask them to explain their opinions.

Ask students what it might mean to say a person is sweet. You may need to explain that when a person is sweet, they are kind. Ask the students to turn to a partner and talk about times that they have been sweet, or someone has been sweet to them. Try to find opportunities during the day to compliment students for being sweet.



Complete Remainder of the Lesson Later in the Day

1B

Ring Around the Rosie



Lesson Objectives

Core Content Objectives

Students will:

- Listen to and understand “Ring Around the Rosie”
- Demonstrate familiarity with “Roses Are Red”

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.K.1)
- Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.K.3)
- Listen to and understand a variety of texts including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes and poems (L.K.11)
- Make predictions prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far and then compare the actual outcomes to predictions (L.K.12)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14)
- Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.K.15)

- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.K.17)
- Learn new words from read-alouds and discussions (L.K.24)
- Retell or dramatize a read-aloud, including characters, beginning, middle, and end events of the story in proper sequence (L.K.25)

Core Vocabulary

ashes, n. The gray powder that is left behind after something has been burned

Example: My dad cleaned the ashes out of the fireplace.

Variation(s): ash

posies, n. A small bunch of flowers

Example: I gave colorful posies to my friend.

Variation(s): posy

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Personal Connections		5
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Ring Around the Rosie		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions	Instructional Master 1B-1 (optional)	5
	On Stage		5

1B

Ring Around the Rosie



Introducing the Read-Aloud

5 minutes



Personal Connections

- ← Show image 1B-1: Children playing “Ring Around the Rosie”

Ask students what is happening in the picture, and if they have ever played a game like this. Tell the students that you are going to read a nursery rhyme that the children in the picture might be saying or singing while playing this game.

Purpose for Listening

Tell students to listen carefully to find out what the nursery rhyme tells the children to do.

Presenting the Read-Aloud

10 minutes



← Show image 1B-1: Children playing “Ring Around the Rosie”

Ring Around the Rosie

Ring around the rosie,
A pocket full of **posies**;
Ashes, ashes,
We all fall down.

Read It Again

Reread the rhyme with the Guided Listening Support.

← Show image 1B-1: Children playing “Ring Around the Rosie”

Ring Around the Rosie

Ring around the rosie,
A pocket full of **posies**; ¹
Ashes, ashes, ²
We all fall down.

1 Posies are flowers.

2 Ashes are what is left when something burns.

Echo Technique

Explain that this nursery rhyme is often sung.

Directions: I am going to sing the first line of “Ring Around the Rosie.” Then I will stop and give you a chance to echo. That means you will sing the exact words that I sang. We will continue doing this for each line of the rhyme.

Compliment students for doing this correctly, which means that they were listening carefully.

Comprehension Questions

(5 minutes)

If students have difficulty responding to questions, reread pertinent lines of the nursery rhyme and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. It is highly recommended that you ask students to answer in complete sentences by asking them to restate the question in their responses.



1. What does the nursery rhyme tell the children to do? (fall down)

← **Show image 1B-2: Girl holding posies**

2. What do you see in this picture? (girl holding posies)
3. Where does the nursery rhyme say the posies are? (in the pockets)
4. Why do you think posies are put in the pockets? (to keep them)
5. Have you heard another nursery rhyme about posies or flowers? (“Roses Are Red”) Can anyone recite “Roses Are Red”? [During the course of this domain, find an opportunity to assess each student’s ability to recite a nursery rhyme that has been taught. Use Instructional Master 1B-1 to record this assessment.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

6. *Think Pair Share:* Where else might posies be put? (Answers may vary.)

On Stage

(5 minutes)

Tell the students that many nursery rhymes, like this one, are fun to act out. Have them stand up, form a large circle, and join hands. (This may be done inside if you have space or outside on the playground.) Tell the students that you are going to sing the rhyme aloud again. This time they should walk around in a circle until they hear, “We all fall down!” When they hear these words, they should all sit down gently and quickly.

Repeat the rhyme and group actions and invite students to join you in singing the nursery rhyme.

2A

Rain, Rain, Go Away



Lesson Objectives

Core Content Objectives

Students will:

- Listen to and understand “Rain, Rain, Go Away”
- Identify rhyming words in the nursery rhyme
- Describe Johnny, the character in the nursery rhyme

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.K.1)
- Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.K.3)
- Listen to and understand a variety of texts including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes and poems (L.K.11)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14)
- Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.K.15)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.K.17)

- Make personal connections to events or experiences in a read-aloud and/or make connections among several read-alouds (L.K.19)
- Learn new words from read-alouds and discussions (L.K.24)

Core Vocabulary

away, adv. Not here

Example: The sun is very far away.

Variation(s): none

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Personal Connections		5
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Rain, Rain, Go Away		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		5
	Rhyming Words		5

2A

Rain, Rain, Go Away



Introducing the Read-Aloud

5 minutes

Personal Connections

Tell students that the next nursery rhyme they are going to hear takes place during a rainy day. Ask students how they feel when it rains. Ask them what kinds of things they like to do on rainy days, and what kinds of thing they are not able to do when it is raining. Ask students if they think we need the rain and have them explain why.

Purpose for Listening

Tell the students to listen carefully to the nursery rhyme that you are going to read to find out how one little boy feels about rainy weather.

Presenting the Read-Aloud

10 minutes



← Show image 2A-1: Johnny looking out window at rain

Rain, Rain, Go Away

Rain, rain, go **away**,
Come again another day.
Little Johnny wants to play,
Rain, rain, go away.

Read It Again

Reread the rhyme with the Guided Listening Support.



← Show image 2A-1: Johnny looking out window at rain

Rain, Rain, Go Away

Rain, rain, go **away**,¹
Come again another day.
Little Johnny wants to play,
Rain, rain, go away.

1 *Away* means not here.

Echo Technique

Directions: I am going to say the first line of “Rain, Rain, Go Away.” Then I will stop and give you a chance to echo the words. That means you will say the exact words that I said. We will continue doing this for each line of the rhyme.

Compliment students for doing this correctly, which means that they were listening carefully.

Comprehension Questions

(5 minutes)

If students have difficulty responding to questions, reread pertinent lines of the nursery rhyme and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. It is highly recommended that you ask students to answer in complete sentences by asking them to restate the question in their responses.

1. Who is this nursery rhyme about? (Johnny) [Tell students that we can say that the nursery rhyme is about Johnny, or that Johnny is the character in the nursery rhyme, the person the rhyme is talking about.]
2. What does Johnny tell the rain to do? (go away) Why? (He wants to play.)
3. What does it mean when Johnny says, "Come again another day"? (Don't rain today; rain another day.)
4. Can the rain hear Johnny? (no) So, why does Johnny talk to the rain? (It makes him feel better, or he is pretending.)
5. How does Johnny feel about the rain? How do you know? (He doesn't like it because he can't play.)
6. What kinds of things is Johnny not able to do if it is raining? (outdoor activities)

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

7. *Think Pair Share:* What can you suggest that Johnny do since it is raining and he cannot play outside? (Answers may vary.)

Rhyming Words

(5 minutes)

Tell students that rhyming words are words that have different beginning sounds but end with the same sounds, e.g., *cat, hat/ big, pig/coat, goat/bake, take*. Tell students that you are going to reread the first two lines of “Rain, Rain, Go Away” and that you want them to listen for rhyming words.

Rain, rain, go away,

Come again another day.

Ask the students to identify the rhyming words. (*away, day*)

Tell the students that you are going to reread the next two lines and want them to listen for words that rhyme.

Little Johnny wants to play,

Rain, rain, go away.

Ask the students to identify the rhyming words. (*play, away*)

Reread the nursery rhyme but leave out the second word of each rhyming pair for students to fill in.

If time permits, ask the students if they can think of other words that rhyme with *away, day, and play*.



Complete Remainder of the Lesson Later in the Day

2B

It's Raining, It's Pouring



Lesson Objectives

Core Content Objectives

Students will:

- Listen to and understand “It’s Raining, It’s Pouring”
- Demonstrate familiarity with “Rain, Rain, Go Away”
- Describe the old man in the nursery rhyme
- Retell events of specific nursery rhymes

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.K.1)
- Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.K.3)
- Learn and appropriately use the common saying, “It’s raining cats and dogs” (L.K.7)
- Listen to and understand a variety of texts including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes and poems (L.K.11)
- Make predictions prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far and then compare the actual outcomes to predictions (L.K.12)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14)

- Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.K.15)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.K.17)
- Distinguish fantasy from realistic text (L.K.22)
- Learn new words from read-alouds and discussions (L.K.24)

Core Vocabulary

pouring, v. Raining hard or heavily

Example: The streets are flooded because it has been pouring for several hours.

Variation(s): pour, pours, poured

snoring, v. Breathing noisily while sleeping

Example: I heard my brother snoring last night.

Variation(s): snore, snores, snored

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Making Predictions About the Read-Aloud	Instructional Master 1B-1 (optional)	5
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	It’s Raining, It’s Pouring		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		5
	Word Work: Pouring/ Sayings and Phrases: It’s Raining Cats and Dogs		5

2B

It's Raining, It's Pouring



Introducing the Read-Aloud

5 minutes

Making Predictions About the Read-Aloud

Have a student or a group of students recite “Rain, Rain, Go Away.” (During the course of this domain, find an opportunity to assess each student’s ability to recite a nursery rhyme that has been taught. Instructional Master 1B-1 may be used to record this assessment.)

Remind students that in the previous read-aloud, Johnny wanted the rain to go away. Tell the students that you are going to read another nursery rhyme about rain. Ask students to predict whether or not the character in this nursery rhyme wants the rain to go away.

Purpose for Listening

Tell students to listen carefully to decide whether or not their predictions are correct.

Presenting the Read-Aloud

10 minutes



← Show image 2B-1: Old man in bed

It's Raining, It's Pouring

It's raining, it's **pouring**,
The old man is **snoring**.
He bumped his head
And went to bed,
And he couldn't get up in the morning.

Read It Again

Reread the rhyme with the Guided Listening Support.



← Show image 2B-1: Old man in bed

It's Raining, It's Pouring

- 1 *Pouring* means raining very hard.
- 2 *Snoring* is a noise made while sleeping.

It's raining, it's **pouring**,¹
The old man is **snoring**.²
He bumped his head
And went to bed,
And he couldn't get up in the morning.

Echo Technique

Explain that this nursery rhyme is often sung.

Directions: I am going to sing the first line of "It's Raining, It's Pouring." Then I will stop and give you a chance to echo. That means you will sing the exact words that I sang. We will continue doing this for each line of the rhyme.

Compliment students for doing this correctly, which means that they were listening carefully.

Comprehension Questions

(5 minutes)

If students have difficulty responding to questions, reread pertinent lines of the nursery rhyme and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. It is highly recommended that you ask students to answer in complete sentences by asking them to restate the question in their responses.

1. Were your predictions correct about whether or not this character wanted the rain to go away? Why or why not?
(Answers may vary.)
2. How would you describe the weather in this nursery rhyme? (rainy) Was it just a light, drizzling rain or was it raining heavily? (raining heavily, pouring rain)
3. What do you know about the character in this nursery rhyme? (He's an old man; he's snoring; he bumped his head.)
4. What is the old man doing? (sleeping, snoring)
5. Can anyone make a snoring sound?
6. Why do you think the old man goes to bed? (He bumped his head; he was tired; he didn't like the rain; etc.)
7. Can the events of this nursery rhyme really happen? (yes) Why? (It rains; people snore; people bump their heads.)

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

8. *Think Pair Share:* What do you do when it is pouring rain?
(Answers may vary.)

Word Work: Pouring

1. The first line of the nursery rhyme is “It’s raining, it’s *pouring*.”
2. Say the word *pouring* with me.
3. If it is pouring, it is raining very hard.
4. I got wet as soon as I stepped outside because it was pouring.
5. Have you ever seen it pouring or been outside when it was pouring? Try to use the word *pouring* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “It was pouring when . . .”)
6. What’s the word we’ve been talking about?

Sayings and Phrases: It’s Raining Cats and Dogs

Proverbs are short, traditional sayings that have been passed along orally from generation to generation. These sayings usually express general truths based on experiences and observations of everyday life. While some proverbs do have literal meanings, that is, they mean exactly what they say, many proverbs have a richer meaning beyond the literal level. It is important to help your students understand the difference between the literal meanings of the words and their implied or figurative meanings.

Ask the students if they have ever heard anyone say, “It’s raining cats and dogs.” Have the students repeat the saying. Explain that this saying is another way of telling that it is raining very hard or pouring. It does not mean that cats and dogs are falling from the sky!

Tell the students that instead of saying, “I got wet as soon as I stepped outside because it was pouring,” you could say, “I got wet as soon as I stepped outside because it was raining cats and dogs.” Ask the students if they have ever seen it raining cats and dogs or been outside when it was raining cats and dogs. Have students give examples using the saying.

Any day that it is pouring or “raining cats and dogs,” be sure to use the saying to describe the weather.

3A

Jack Be Nimble



Lesson Objectives

Core Content Objectives

Students will:

- Listen to and understand “Jack Be Nimble”
- Identify Jack as the character in the nursery rhyme
- Retell the events of the nursery rhyme

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.K.1)
- Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.K.3)
- Listen to and understand a variety of texts including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes and poems (L.K.11)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14)
- Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.K.15)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.K.17)

- Learn new words from read-alouds and discussions (L.K.24)
- Retell or dramatize a read-aloud, including characters and beginning, middle, and end events of the story in proper sequence (L.K.25)

Core Vocabulary

candlestick, n. A holder for a candle

Example: He put the candlestick on the table.

Variation(s): candlesticks

nimble, adj. Able to move quickly and easily

Example: The soccer player is very nimble.

Variation(s): nimbler, nimblest

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Personal Connections		5
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Jack Be Nimble		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		5
	On Stage		5

3A

Jack Be Nimble



Introducing the Read-Aloud

5 minutes

Personal Connections

Ask students if they know how to jump and allow them to demonstrate. Ask, “Do you like to jump? Why or why not?” Have students share things they have jumped over.

Purpose for Listening

Tell the students that you are going to read a nursery rhyme about a character that jumps over something. Tell them to listen carefully to find out what it is.

Presenting the Read-Aloud

10 minutes



← Show image 3A-1: Jack jumping over candlestick

Jack Be Nimble

Jack be **nimble**,
Jack be quick,
Jack jump over
The **candlestick**.

Read It Again

Reread the rhyme with the Guided Listening Support.

← Show image 3A-1: Jack jumping over candlestick



Jack Be Nimble

- 1 *Nimble* means able to move quickly and easily.
- 2 A candlestick is a holder for a candle.

Jack be **nimble**,¹
Jack be quick,
Jack jump over
The **candlestick**.²

Echo Technique

Directions: I am going to say the first line of “Jack Be Nimble.” Then I will stop and give you a chance to echo. That means you will say the exact words that I said. We will continue doing this for each line of the rhyme.

Compliment students for doing this correctly, which means that they were listening carefully.

Discussing the Read-Aloud

10 minutes

Comprehension Questions

(5 minutes)

If students have difficulty responding to questions, reread pertinent lines of the nursery rhyme and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. It is highly recommended that you ask students to answer in complete sentences by asking them to restate the question in their responses.

1. Who is the character in the nursery rhyme? (Jack)
2. What does Jack jump over? (the candlestick)
3. Why does Jack need to be quick? (Jumping is a quick action; he doesn't want to be seen/caught jumping over the candlestick; if the candle were lit, he wouldn't want to get burned; etc.)
4. Why do you think Jack jumps over the candlestick? (It's fun to jump over things; someone dared him; etc.)
5. What other things might Jack jump over? (box, toy, etc.)
6. Do you think Jack should jump over the candlestick? Why or why not? (Answers may vary.) [You may want to discuss the danger of jumping over a fire.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

7. *Think Pair Share:* Jack was nimble. What kinds of things can you do quickly and nimbly? (Answers may vary.)

On Stage

(5 minutes)

Tell the students that they are going to dramatize this nursery rhyme. Choose a volunteer to act out the nursery rhyme by jumping over a small, safe classroom object. The best objects are objects that rhyme with *quick* and have a similar syllable count, e.g., "little stick," "hockey stick," "big red brick," "a toothpick." As

the student jumps over the object, the rest of the class may recite the nursery rhyme, inserting the student's name in place of Jack's name and the classroom object in place of the candlestick. For example, "Madison be nimble, Madison be quick. Madison jump over the hockey stick." Congratulate the students, being sure to use the word *nimble*: "That was a very nimble jump!"



Complete Remainder of the Lesson Later in the Day

 **Lesson Objectives****Core Content Objectives**

Students will:

- Listen to and understand “Little Jack Horner”
- Demonstrate familiarity with “Jack Be Nimble”
- Retell the events of the nursery rhyme
- Identify dialogue in the nursery rhyme

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.K.1)
- Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.K.3)
- Listen to and understand a variety of texts including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes and poems (L.K.11)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14)
- Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.K.15)

- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.K.17)
- Distinguish fantasy from realistic text (L.K.22)
- Learn new words from read-alouds and discussions (L.K.24)
- Retell or dramatize a read-aloud, including characters and beginning, middle, and end events of the story in proper sequence (L.K.25)

Core Vocabulary

plum, n. A small red, blue, purple, green, or yellow fruit that grows on trees

Example: I ate a juicy, purple plum for a snack.

Variation(s): plums

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Personal Connections	Instructional Master 1B-1 (optional)	5
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Little Jack Horner		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		5
	On Stage		5

3B

Little Jack Horner



Introducing the Read-Aloud

5 minutes

Personal Connections

Ask students if anyone remembers “Jack Be Nimble.” Students may recite this nursery rhyme individually, as a small group, or as a class. (During the course of this domain, find an opportunity to assess and record each student’s ability to recite a nursery rhyme that has been taught, using Instructional Master 1B-1.) Tell the students that the next nursery rhyme is about another character named Jack.

Ask students if they have ever eaten pie for dessert and what their favorite kinds of pie are. Have them share special times when they have had their favorite pie.

Purpose for Listening

Tell the students that the next nursery rhyme is about an interesting thing that Jack does when eating pie. Tell the students to listen carefully to find out what he does.

Presenting the Read-Aloud

10 minutes



← Show image 3B-1: Jack Horner with plum on his thumb

Little Jack Horner

Little Jack Horner
Sat in a corner,
Eating his Christmas pie;
He put in his thumb,
And pulled out a **plum**,
And said, “What a good boy am I!”

Read It Again

Reread the rhyme with the Guided Listening Support.



← Show image 3B-1: Jack Horner with plum on his thumb

Little Jack Horner

Little Jack Horner
Sat in a corner,
Eating his Christmas pie;
He put in his thumb,
And pulled out a **plum**,¹
And said, “What a good boy am I!”

1 A plum is a small fruit.

Echo Technique

Directions: I am going to say the first line of “Little Jack Horner.” Then I will stop and give you a chance to echo. That means you will say the exact words that I said. We will continue doing this for each line of the rhyme.

Compliment students for doing this correctly, which means that they were listening carefully.

Discussing the Read-Aloud

10 minutes

Comprehension Questions

(5 minutes)

1. What is Little Jack Horner doing? (sitting in the corner, eating pie)
2. Why do you think he's sitting in the corner? (It's his favorite spot; he wanted to be alone; he was being punished; etc.)
3. What does Jack find in his pie? (a plum)
4. What does Little Jack Horner put in the pie? (his thumb)
5. What kind of pie do you think he is eating? (plum pie, Christmas pie)
6. What does Little Jack Horner say? ("What a good boy am I!")
7. Could the events of this nursery rhyme really happen? (yes) Why? (You can sit in a corner; you can eat pie; you can pull out a plum with your thumb.)
8. *Think Pair Share:* Why does Little Jack Horner say, "What a good boy am I"? (Answers may vary.)

On Stage

(5 minutes)

Teach the students gestures for acting out this nursery rhyme. If possible, have the students move their chairs to the corners of the room.

Tell the students that when you read "Little Jack Horner/Sat in the corner/Eating his Christmas pie," they should pretend to eat pie.

Tell students that when you read "He put in his thumb/And pulled out a plum," they should pretend to put a thumb in the pie and then hold it up to look at the plum.

Tell students that when you read "And said . . ." they should say, "What a good boy am I!" (The girls will say, "What a good girl am I!")

Reread the nursery rhyme for students to dramatize.

4A

Jack and Jill



Lesson Objectives

Core Content Objectives

Students will:

- Listen to and understand “Jack and Jill”
- Identify Jack and Jill as the characters in the nursery rhyme
- Retell the events of the nursery rhyme
- Demonstrate familiarity with “Jack Be Nimble” and “Little Jack Horner”

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.K.1)
- Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.K.3)
- Listen to and understand a variety of texts including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes and poems (L.K.11)
- Make predictions prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far and then compare the actual outcomes to predictions (L.K.12)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14)

- Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.K.15)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.K.17)
- Learn new words from read-alouds and discussions (L.K.24)

Core Vocabulary

crown, n. Top of the head

Example: I bumped my crown on the car door and it really hurt!

Variation(s): crowns

fetch, v. To go to get something and bring it back

Example: My dog likes to fetch sticks.

Variation(s): fetches, fetched, fetching

pail, n. A bucket

Example: We put the strawberries that we picked in a pail.

Variation(s): pails

tumbling, v. Falling and/or rolling

Example: The huge rock is tumbling down the mountain.

Variation(s): tumble, tumbles, tumbled

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Making Predictions		5
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Jack and Jill		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		5
	Word Work: Fetch		5

4A

Jack and Jill



Introducing the Read-Aloud

5 minutes



Making Predictions About the Nursery Rhyme

- ← Show image 4A-1: Jack and Jill tumbling down hill

Ask the students what is happening in this picture. Have them predict what the next nursery rhyme will be about.

Purpose for Listening

Tell students to listen carefully to find out whether or not their predictions are correct.

Presenting the Read-Aloud

10 minutes



← Show image 4A-1: Jack and Jill tumbling down hill

Jack and Jill

Jack and Jill went up the hill
To **fetch** a **pail** of water;
Jack fell down and broke his **crown**,
And Jill came **tumbling** after.

Read It Again

Reread the rhyme with the Guided Listening Support.

← Show image 4A-1: Jack and Jill tumbling down hill

Jack and Jill

Jack and Jill went up the hill
To **fetch** a **pail** of water;¹
Jack fell down and broke his **crown**,²
And Jill came **tumbling** after.³

- 1 To *fetch* a pail means to get a bucket.
- 2 Jack fell down and hurt his head.
- 3 *Tumbling* means falling.

Echo Technique

Directions: I am going to say the first line of “Jack and Jill.” Then I will stop and give you a chance to echo. That means you will say the exact words that I said. We will continue doing this for each line of the rhyme.

Compliment students for doing this correctly, which means that they were listening carefully.

Discussing the Read-Aloud

10 minutes

Comprehension Questions

(5 minutes)

1. Were your predictions correct? Why or why not? (Answers may vary.)
2. Who are the characters in this nursery rhyme? (Jack and Jill)
3. Do you remember any other nursery rhymes with a character named Jack? (“Jack Be Nimble,” “Little Jack Horner”)
4. Where do Jack and Jill go? (up the hill)
5. Why do they go up the hill? (to fetch a pail of water)
6. What happens to Jack? (He falls down and breaks his crown.)
7. Why do you think Jack falls down? (He tripped; he slipped; etc.)
8. What happens to Jill? (She comes tumbling down the hill.)
9. *Think Pair Share:* Why do you think Jack and Jill are fetching water? (Answers may vary.)

Word Work: Fetch

(5 minutes)

1. The nursery rhyme says, “Jack and Jill went up the hill/To *fetch* a pail of water.”
2. Say the word *fetch* with me.
3. *Fetch* means to go to get something and bring it back.
4. My dog likes to fetch toys from the neighbor’s yard.
5. Have you ever seen a dog fetch something or has someone ever asked you to fetch something? Try to use the word *fetch* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “My dog likes to fetch . . .” or “My mother asked me to fetch . . .”)
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Ask students to share what they might fetch in each of these situations:

1. You are feeling hungry. (I might fetch a snack.)
2. You are going to draw a picture. (I might fetch crayons and paper.)
3. You are going outside on a cold day. (I might fetch my coat and gloves.)
4. You are getting ready to go to school. (I might fetch my backpack or lunchbox.)
5. You are going outside to play. (I might fetch a game, toy, or sports equipment.)



Complete Remainder of the Lesson Later in the Day

4B

Little Miss Muffet



Lesson Objectives

Core Content Objectives

Students will:

- Listen to and understand “Little Miss Muffet”
- Identify Little Miss Muffet and the spider as the characters in the nursery rhyme
- Retell the events of the nursery rhyme

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.K.1)
- Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.K.3)
- Listen to and understand a variety of texts including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes and poems (L.K.11)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14)
- Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.K.15)

- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.K.17)
- Distinguish fantasy from realistic text (L.K.22)
- Learn new words from read-alouds and discussions (L.K.24)

Core Vocabulary

curds and whey, n. An old-fashioned name for cottage cheese; “curds” are the white clumps of cheese, and “whey” is the liquid they are in

Example: Have you ever eaten curds and whey?

Variation(s): none

frightened, v. Made someone feel afraid

Example: The big dog frightened me.

Variation(s): frighten, frightens, frightening

tuffet, n. A low seat, such as a stool

Example: He sat on the tuffet to read a book.

Variation(s): tuffets

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Do We Know?		5
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Little Miss Muffet		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		5
	Word Work: Frightened		5

4B

Little Miss Muffet



Introducing the Read-Aloud

5 minutes

What Do We Know?

Ask students if they have ever seen a spider, and have them describe what the spider looked like. Ask students what they know about spiders and how they feel about them. Tell students that you are now going to read a nursery rhyme about a spider.

Purpose for Listening

Tell the students to listen carefully to find out how the little girl in the nursery rhyme feels about spiders.

Presenting the Read-Aloud

10 minutes



← Show image 4B-1: Spider and Little Miss Muffet

Little Miss Muffet

Little Miss Muffet
Sat on a **tuffet**,
Eating her **curds and whey**;
Along came a spider,
Who sat down beside her
And **frightened** Miss Muffet away.

Read It Again

Reread the rhyme with the Guided Listening Support.



← Show image 4B-1: Spider and Little Miss Muffet

Little Miss Muffet

Little Miss Muffet
Sat on a **tuffet**,¹
Eating her **curds and whey**;²
Along came a spider,
Who sat down beside her
And **frightened** Miss Muffet away.³

1 A tuffet is a stool.

2 or eating her cottage cheese

3 *Frightened* means scared.

Echo Technique

Directions: I am going to say the first line of “Little Miss Muffet.” Then I will stop and give you a chance to echo. That means you will say the exact words that I said. We will continue doing this for each line of the rhyme.

Compliment students for doing this correctly, which means that they were listening carefully.

Discussing the Read-Aloud

10 minutes

Comprehension Questions

(5 minutes)

1. Who are the characters in this nursery rhyme? (Little Miss Muffet, spider)
2. What is Little Miss Muffet doing? (sitting on a tuffet, eating curds and whey) [Note: You may want to bring in cottage cheese for students to see.]
3. What happens while Little Miss Muffet is eating? (along comes a spider)
4. How does Little Miss Muffet feel about spiders? (They frighten her.)
5. Can the events in this nursery rhyme really happen? Why or why not? (Yes, because a girl can sit and eat, and a spider can come and frighten her.)
6. *Think Pair Share:* What would you do if you were eating and a spider came along? (Answers may vary.)

Word Work: Frightened

(5 minutes)

1. The nursery rhyme says, “Along came a spider/Who sat down beside her/And *frightened* Miss Muffet away.”
2. Say the word *frightened* with me.
3. If something frightened you, it scared you.
4. You might be frightened by a large animal or a loud noise.
5. Have you ever been frightened? Try to use the word *frightened* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I was frightened when . . .”)
6. What’s the word we’ve been talking about?

Use a *Making Choices* follow-up activity. Directions: I am going to describe some things. If you think what I describe would scare you, say, “I would be frightened.” If you think what I describe would not scare you, say, “I would not be frightened.” (Answers may vary for all.)

Say:

1. A spider sits down beside you.
2. A dog barks at you.
3. Your mom gives you a hug.
4. You hear a strange noise in the hallway.
5. You get to go to your best friend's house for dinner.

5

This Little Pig Went to Market



Lesson Objectives

Core Content Objectives

Students will:

- Listen to and understand “This Little Pig Went to Market”
- Describe the five pigs in the nursery rhyme
- Retell the events of the nursery rhyme
- Demonstrate familiarity with several nursery rhymes
- Recite some nursery rhymes

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.K.1)
- Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.K.3)
- Listen to and understand a variety of texts including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes and poems (L.K.11)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14)
- Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.K.15)

- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.K.17)
- Distinguish fantasy from realistic text (L.K.22)
- Evaluate and select read-alouds, books, or poems, on the basis of personal choice for rereading (L.K.23)
- Learn new words from read-alouds and discussions (L.K.24)

Core Vocabulary

market, n. A place where people buy and sell things

Example: We stopped at the market to get some bread for dinner.

Variation(s): markets

roast beef, n. A type of meat

Example: We had roast beef and mashed potatoes for dinner last night.

Variation(s): none

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Do We Know?		5
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	This Little Pig Went to Market		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		5
	Word Work: Market		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Student Choice	Instructional Master 1B-1 (optional) Nursery Rhymes Posters 1–9	25
<i>Take-Home Material</i>	Parent Letter	Instructional Master 5B-1	

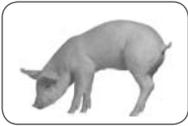
5A

This Little Pig Went to Market



Introducing the Read-Aloud

5 minutes



What Do We Know?

← **Show image 5A-1: Photo of pig**

Ask:

- Do you know the name of this animal?
- Have you ever seen a real pig? What do pigs look like?
- What kinds of things do pigs do?
- What kinds of things do pigs eat?
- Where do pigs live?

Purpose for Listening

Tell students that you are going to share a nursery rhyme about pigs. Tell them to listen carefully to find out what the pigs in the nursery rhyme are doing.



← Show image 5A-2: Five pigs

This Little Pig Went to Market

This little pig went to **market**,
This little pig stayed home;
This little pig had **roast beef**,
This little pig had none,
And this little pig cried, “Wee-wee-wee,”
all the way home.

Read It Again

Reread the rhyme with the Guided Listening Support.



← Show image 5A-2: Five pigs

This Little Pig Went to Market

- 1 A market is a place to buy and sell things.
- 2 This little pig had some meat.

This little pig went to **market**,¹
This little pig stayed home;
This little pig had **roast beef**,²
This little pig had none,
And this little pig cried, “Wee-wee-wee,”
all the way home.

Echo Technique

Directions: I am going to say the first line of “This Little Pig Went to Market.” Then I will stop and give you a chance to echo. That means you will say the exact words that I said. We will continue doing this for each line of the rhyme.

Explain that the rhyme is usually counted out on a child’s toes, each line corresponding to a different toe, starting with the big toe. If time permits, repeat the rhyme, having the children touch each finger on one hand for each line, starting with the thumb.

Compliment students for doing this correctly, which means that they were listening carefully.

Discussing the Read-Aloud

10 minutes

Comprehension Questions

(5 minutes)

1. How many pigs does the nursery rhyme tell about? (five)
2. What does each of the pigs do? (goes to the market; stays home; eats roast beef; doesn't eat roast beef; cries, "Wee-wee-wee")
3. How do you think the pig who cries, "Wee-wee-wee" feels? (sad, frightened, etc.)
4. Could this nursery rhyme really happen, or is it make-believe? (make-believe) How do you know? (Pigs don't go to the market or talk.)
5. *Think Pair Share:* What do you think the pig that stayed home might have been doing? (Answers may vary.)

Word Work: Market

(5 minutes)

1. The nursery rhyme says "This little pig went to *market*."
2. Say the word *market* with me.
3. A market is a place where people buy and sell things.
4. I go to the market to buy fresh vegetables.
5. Have you ever been to a market? What kinds of things did you see or buy? Try to use the word *market* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students' responses: "When I went to the market, I . . .")
6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to list several places where people may go. If you think this place could also be called a market, say, “That’s a market.” If the place could not be called a market, say, “That’s not a market.”

1. a grocery store (That’s a market.)
2. someone’s home (That’s not a market.)
3. school (That’s not a market.)
4. a supermarket (That’s a market.)
5. the playground (That’s not a market.)
6. a fruit and vegetable stand (That’s a market.)



Complete Remainder of the Lesson Later in the Day

5B

This Little Pig Went to Market



Extensions

25 minutes

Student Choice

Ask the students which nursery rhyme(s) they have heard recently that they would like to hear again. If necessary, reread the titles of recent nursery rhymes to refresh the students' memories and/or show the Nursery Rhymes Posters. You may also want to choose one yourself.

Reread the text that is selected or have the students recite the nursery rhyme. (During the course of this domain, find an opportunity to assess each student's ability to recite a nursery rhyme that has been taught, using Instructional Master 1B-1.) Feel free to pause at different places in the nursery rhyme this time and talk about vocabulary and information that you did not discuss during the initial read-aloud and discussion.

After the read-aloud, ask students if they noticed anything new or different during the second reading that they did not notice during the first reading. Also, ask them to try to express why they like this nursery rhyme. Remember to repeat and expand upon each response using richer and more complex language, including, if possible, any read-aloud vocabulary.

Parent Letter

Send home Instructional Master 5B-1.

6A

Star Light, Star Bright



Lesson Objectives

Core Content Objectives

Students will:

- Listen to and understand “Star Light, Star Bright”
- Identify rhyming words in the nursery rhyme
- Retell the events of the nursery rhyme

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.K.1)
- Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.K.3)
- Listen to and understand a variety of texts including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes and poems (L.K.11)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14)
- Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.K.15)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.K.17)

- Make personal connections to events or experiences in a read-aloud and/or make connections among several read-alouds (L.K.19)
- Distinguish fantasy from realistic text (L.K.22)
- Learn new words from read-alouds and discussions (L.K.24)

Core Vocabulary

wish, v. To verbally or silently hope for something you want

Example: I wish I could go to the market this afternoon.

Variation(s): wishes, wished, wishing

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Do We Know?		5
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Star Light, Star Bright		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		5
	Rhyming Words		5

6A

Star Light, Star Bright



Introducing the Read-Aloud

5 minutes

What Do We Know?

Ask students if they have ever seen the stars at night. Have students share their experiences with looking at stars and what they know about stars.

Purpose for Listening

Tell students that you are going to read a nursery rhyme about someone looking at a star. Have students listen carefully to find out what the character in the nursery rhyme says while looking at a star.

Presenting the Read-Aloud

10 minutes



← Show image 6A-1: Child at window, making a wish upon a star

Star Light, Star Bright

Star light, star bright,
First star I see tonight,
I **wish** I may, I wish I might,
Have the wish I wish tonight.

Read It Again

Reread the rhyme with the Guided Listening Support.

← Show image 6A-1: Child at window, making a wish upon a star

Star Light, Star Bright

Star light, star bright,
First star I see tonight,
I **wish** I may, I wish I might,¹
Have the wish I wish tonight.

1 *Wish* means to hope for something you want.

Echo Technique

Directions: I am going to say the first line of “Star Light, Star Bright.” Then I will stop and give you a chance to echo. That means you will say the exact words that I said. We will continue doing this for each line of the rhyme.

Compliment students for doing this correctly, which means that they were listening carefully.

Discussing the Read-Aloud

10 minutes

Comprehension Questions

(5 minutes)

1. What does the character in the rhyme say while looking at the star? (“I wish I may, I wish I might, have the wish I wish tonight.”) [Explain that long ago, people believed that if someone saw the first visible star as nightfall arrived, s/he could say this rhyme and make a wish upon the star.]
2. What does the character in the nursery rhyme see? (a star)
3. At what time of day is it easiest to see stars? (nighttime)
4. What else might you see in the sky at night? (other stars, the moon . . .)
5. What does the character do when seeing the star? (makes a wish)
6. Could this nursery rhyme really happen? (Yes, people really do make wishes on stars.)
7. *Think Pair Share:* If you saw the first star at night and could make a wish, what would you wish for? Why? (Answers may vary.)

Rhyming Words

(5 minutes)

Remind students that rhyming words have different beginning sounds but end with the same sounds, e.g., *cat*, *hat*. Tell students that you are going to reread the first line of “Star Light, Star Bright,” and want them to listen for rhyming words. Reread the first line: “Star light, star bright.” Ask students to identify the rhyming words. (*light*, *bright*)

Tell students that you are going to reread the second line and want them to listen for a word that rhymes with *light* and *bright*. Reread “First star I see tonight.” (*tonight*)

Tell students that you are going to reread the next line of the nursery rhyme and you want them to listen for a word that rhymes with *light*, *bright*, and *tonight*. Reread “I wish I may, I wish I might.” (*might*)

Reread the last line and ask students to listen for the word that rhymes with *light*, *bright*, *tonight*, and *might*. Reread “Have the wish I wish tonight.” (*tonight*)

Reread the nursery rhyme but leave out *bright*, *tonight*, and *might* for students to fill in.

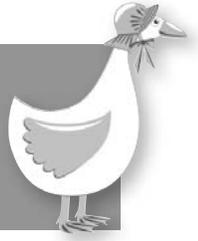
If time permits, ask students if they can think of other words that rhyme with *light*, *bright*, *tonight*, and *might*.



Complete Remainder of the Lesson Later in the Day

6B

Twinkle, Twinkle, Little Star



Lesson Objectives

Core Content Objectives

Students will:

- Listen to and understand “Twinkle, Twinkle, Little Star”
- Demonstrate familiarity with “Star Light, Star Bright”
- Retell the events of the nursery rhyme

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.K.1)
- Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.K.3)
- Listen to and understand a variety of texts including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes and poems (L.K.11)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14)
- Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.K.15)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.K.17)

- Make personal connections to events or experiences in a read-aloud and/or make connections among several read-alouds (L.K.19)
- Learn new words from read-alouds and discussions (L.K.24)

Core Vocabulary

diamond, n. A very hard, clear gemstone or jewel

Example: She wears a diamond ring.

Variation(s): diamonds

twinkle, v. To shine with small flashes of light; to sparkle

Example: We watched the stars twinkle in the night sky.

Variation(s): twinkles, twinkled, twinkling

wonder, v. To question or think about something in a curious or doubtful way

Example: I wonder if it will be sunny tomorrow.

Variation(s): wonders, wondered, wondering

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?	Instructional Master 1B-1 (optional)	5
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Twinkle, Twinkle, Little Star		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		5
	Word Work: Wonder		5

6B

Twinkle, Twinkle, Little Star



Introducing the Read-Aloud

5 minutes

What Have We Already Learned?

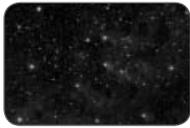
Ask if anyone remembers at what time of day the nursery rhyme, “Star Light, Star Bright” takes place. Ask for someone to recite “Star Light, Star Bright.” This may be done by an individual, small group, or the whole class. (During the course of this domain, find an opportunity to assess each student’s ability to recite a nursery rhyme that has been taught, using Instructional Master 1B-1.)

Purpose for Listening

Tell the students that you are going to read another nursery rhyme about a star at night. Tell them to listen carefully to find out how this nursery rhyme describes a star.

Presenting the Read-Aloud

10 minutes



← Show image 6B-1: Stars

Twinkle, Twinkle, Little Star

by Jane Taylor

Twinkle, twinkle, little star,
How I **wonder** what you are.
Up above the world so high
Like a **diamond** in the sky.
Twinkle, twinkle, little star,
How I wonder what you are!

Read It Again

Reread the rhyme with the Guided Listening Support.

← Show image 6B-1: Stars

Twinkle, Twinkle, Little Star

by Jane Taylor

1 *Twinkle* means to shine or sparkle.

2 *Wonder* means to think about.

3 or like a jewel in the sky

Twinkle, twinkle, little star,¹
How I **wonder** what you are.²
Up above the world so high
Like a **diamond** in the sky.³
Twinkle, twinkle, little star,
How I wonder what you are!

Echo Technique

Directions: I am going to sing the first line of “Twinkle, Twinkle, Little Star.” Then I will stop and give you a chance to echo. That means you will sing the exact words that I sang. We will continue doing this for each line of the rhyme.

Compliment students for doing this correctly, which means that they were listening carefully.

Discussing the Read-Aloud

10 minutes

Comprehension Questions

(5 minutes)

1. What is the character in the nursery rhyme wondering about? (stars; what a star is)
2. How does the nursery rhyme describe the star? (like a diamond)



← Show image 6B-2: Diamond

3. How are stars like diamonds? (They both shine or sparkle.)
4. *Think Pair Share:* What other kinds of things twinkle or shine like stars and diamonds? (Answers may vary.)

Word Work: Wonder

(5 minutes)

1. The nursery rhyme says “How I *wonder* what you are.”
2. Say the word *wonder* with me.
3. To *wonder* means to think about something you are curious about that you don’t really know or understand.
4. I wonder what it would be like to travel in a spaceship.
5. Do you ever wonder about things? What kinds of things do you wonder about? Try to use the word *wonder* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I wonder what it would be like to . . .”)
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to name some situations. If I name something that you don't know about, say, "I wonder about that." If I name something that you already know about, say, "I know that." (Answers may vary for all.)

1. what it's like to hear your name
2. what it's like to ride in a car
3. what it's like to ride on the back of an elephant
4. what it's like to ride in an airplane
5. what it's like to eat a banana

PP1

Pausing Point 1



Note to Teacher

Your students have now listened to a number of nursery rhymes. You may choose to pause here and spend one to two days reviewing, reinforcing, or extending the material taught thus far.

If you do pause, you may have students do any combination of the activities listed below. The activities may be done in any order. You may wish to do one activity on successive days. You may also choose to do an activity with the whole class or with a small group of students who would benefit from the particular activity.

Core Content Objectives Up to This Pausing Point

Students will:

- Demonstrate familiarity with particular nursery rhymes
- Recite some nursery rhymes
- Identify rhyming words in nursery rhymes
- Describe the characters and events in nursery rhymes
- Identify dialogue in nursery rhymes

Activities

Poster Review

Materials: Nursery Rhymes and Fables Posters

Show the poster for any nursery rhyme again and have students talk about the character, setting, or events of the nursery rhyme. You will also want to have the students recite the nursery rhyme.

Another poster activity is to show two posters and have the students discuss how the two nursery rhymes are the same and how they are different.

Riddles for Core Content

Ask the students riddles such as the following to review core content:

- I jumped over a candlestick. Who am I? (Jack)
- I was scared off my tuffet by a spider. Who am I? (Little Miss Muffet)
- I am told to go away and come again another day. What am I? (the rain)
- We went up a hill to fetch some water. Who are we? (Jack and Jill)
- A child is making a wish on me. What am I? (a star)

On Stage

Have the students act out the various nursery rhymes as they are being recited.

Nursery Rhyme Puppets

Materials: Puppet-making supplies

Have students make simple puppets of the characters from various nursery rhymes they have heard and then use them while reciting the rhymes.

Domain-Related Trade Book or Student Choice

Materials: Trade book

Read an additional nursery rhyme to review a particular idea; refer to the books listed in the domain introduction. You may also choose to have students select a read-aloud to be heard again.

Key Vocabulary Brainstorming

Materials: Chart paper

Give the students a key domain concept or vocabulary word or words such as *curds and whey*. Have students brainstorm everything that comes to mind when they hear the words, such as cottage cheese, Little Miss Muffet, etc. Record their responses on a piece of chart paper for reference.

Class Book: Nursery Rhymes

Materials: Drawing paper, drawing tools

Have the students talk about their favorite nursery rhymes heard thus far. Have each student draw a picture of his/her favorite nursery rhyme. Give the students the opportunity to orally share their drawings with a partner or the class.

You may choose to bind the pages to make a book to put in the class library for students to view again and again. You may also choose to add more pages upon completion of the entire domain before binding the book.

Original Nursery Rhymes

Materials: Chart paper

Work together as a class to create an original nursery rhyme. Create a template on a piece of chart paper using a nursery rhyme such as “This Little Pig Went to Market.”

This little pig went to _____,

This little pig stayed _____;

This little pig had _____,

This little pig had _____,

And this little pig cried, _____.

Have the students brainstorm ideas for the nursery rhyme. Then, read the new completed rhyme to the class.

Objects from Nursery Rhymes

Have a bag or box of objects that relate to the various nursery rhymes, such as silk roses or violets, sugar cube, candlestick, plastic spider, etc. Have students select an object and then talk about how it relates to the nursery rhyme or recite the nursery rhyme.

7A

Hickory, Dickory, Dock



Lesson Objectives

Core Content Objectives

Students will:

- Listen to and understand “Hickory, Dickory, Dock”
- Identify the line that repeats in the nursery rhyme
- Identify the mouse as the character in the nursery rhyme
- Retell the events of the nursery rhyme

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.K.1)
- Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.K.3)
- Listen to and understand a variety of texts including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes and poems (L.K.11)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14)
- Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.K.15)

- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.K.17)
- Make personal connections to events or experiences in a read-aloud and/or make connections among several read-alouds (L.K.19)
- Learn new words from read-alouds and discussions (L.K.24)

Core Vocabulary

struck, v. Beat or hit something hard to make a sound

Example: The drum player struck the drum with his drumstick.

Variation(s): strike, strikes, striking

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Personal Connections		5
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Hickory, Dickory, Dock		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		5
	Repetition in Nursery Rhymes		5

7A

Hickory, Dickory, Dock



Introducing the Read-Aloud

5 minutes

Personal Connections

Ask students to look and see if there is a clock in the classroom. Ask them if they have clocks at home. Ask why people have clocks. Tell students that they will be learning about how to use a clock to tell time later during the school year.

Purpose for Listening

Tell students that you are going to read a nursery rhyme about a clock. Tell them to listen carefully to find out what happens to this clock.

Presenting the Read-Aloud

10 minutes



← Show image 7A-1: Mouse running down clock¹

Hickory, Dickory, Dock

1 (Ask if any students have ever seen this type of clock.) This tall clock is called a *grandfather clock*. Often, these clocks make a sound like a ringing bell at different times of the day.

Hickory, dickory, dock,
The mouse ran up the clock.
The clock **struck** one,
The mouse ran down,
Hickory, dickory, dock.

Read It Again

Reread the rhyme with the Guided Listening Support.



← Show image 7A-1: Mouse running down clock

Hickory, Dickory, Dock

2 It was one o'clock, and the clock made a sound. One sound was made like this: bong.

Hickory, dickory, dock,
The mouse ran up the clock.
The clock **struck** one,²
The mouse ran down,
Hickory, dickory, dock.

Echo Technique

Directions: I am going to sing the first line of “Hickory, Dickory, Dock.” Then I will stop and give you a chance to echo. That means you will sing the exact words that I sang. We will continue doing this for each line of the rhyme.

Compliment students for doing this correctly, which means that they were listening carefully.

Discussing the Read-Aloud

10 minutes

Comprehension Questions

(5 minutes)



1. What ran up the clock? (mouse)
2. What does the mouse do when the clock strikes one? (runs down)
3. Why do you think the mouse runs down the clock? (It was frightened by the sound.)

← **Show image 7A-1: Mouse running down clock**

4. What part of the nursery rhyme does this picture show? (the mouse running down the clock) What kind of clock is this? (grandfather clock)
5. Why does the clock strike one? (It's a way of telling that it is one o'clock.)
6. What time would it be if the clock struck three? (three o'clock)
7. Do you have any clocks at your house that make sounds? (Answers may vary.)
8. *Think Pair Share:* Are there sounds that frighten you? (Answers may vary.)

Repetition in Nursery Rhymes

(5 minutes)

Tell the students that nursery rhymes sometimes repeat a line. Explain that you are going to read the nursery rhyme again and would like for them to listen to find the line that is repeated. (Hickory, dickory, dock)

Read the nursery rhyme again and have students say the second "Hickory, dickory, dock."

Ask students to share whether or not they like for a nursery rhyme to begin and end with the same line.



Complete Remainder of the Lesson Later in the Day

7B

Diddle, Diddle, Dumpling



Lesson Objectives

Core Content Objectives

Students will:

- Listen to and understand “Diddle, Diddle, Dumpling”
- Identify lines that repeat in the nursery rhyme
- Identify John as the character in the nursery rhyme
- Retell the events of the nursery rhyme
- Demonstrate familiarity with “Hickory, Dickory, Dock”

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.K.1)
- Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.K.3)
- Listen to and understand a variety of texts including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes and poems (L.K.11)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14)
- Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.K.15)

- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.K.17)
- Make personal connections to events or experiences in a read-aloud and/or make connections among several read-alouds (L.K.19)
- Learn new words from read-alouds and discussions (L.K.24)

Core Vocabulary

stockings, n. A close-fitting covering for the foot and leg
Example: Grandfather put on his stockings and then his shoes.
Variation(s): stocking

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Personal Connections		5
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Diddle, Diddle, Dumpling		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		5
	Repetition in Nursery Rhymes		5

7B

Diddle, Diddle, Dumpling



Introducing the Read-Aloud

5 minutes

Personal Connections

Ask students if they go to bed with their shoes on. Ask students if they go to bed with their socks on. Have them explain why or why not.

Purpose for Listening

Tell students that you are going to read a nursery rhyme about the interesting things that a character named John wears when he goes to bed. Tell students to listen carefully to find out what John wears to bed.

Presenting the Read-Aloud

10 minutes



← Show image 7B-1: John in bed, wearing one shoe

Diddle, Diddle, Dumpling

Diddle, diddle, dumpling, my son John,
Went to bed with his **stockings** on;
One shoe off, and one shoe on,
Diddle, diddle, dumpling, my son John.

Read It Again

Reread the rhyme with the Guided Listening Support.



← Show image 7B-1: John in bed, wearing one shoe

Diddle, Diddle, Dumpling

Diddle, diddle, dumpling, my son John,
Went to bed with his **stockings** on;¹
One shoe off, and one shoe on,
Diddle, diddle, dumpling, my son John.

1 His stockings are socks.

Echo Technique

Directions: I am going to say the first line of “Diddle, Diddle, Dumpling.” Then I will stop and give you a chance to echo. That means you will say the exact words that I said. We will continue doing this for each line of the rhyme.

Compliment students for doing this correctly, which means that they were listening carefully.

Discussing the Read-Aloud

10 minutes

Comprehension Questions

(5 minutes)

1. Who is this nursery rhyme about? (John)
2. What does John wear to bed? (his stockings and one shoe)
3. Why do you think John goes to bed with his stockings and one shoe on? (He falls asleep before getting undressed; his stockings keep him warm . . .)
4. *Think Pair Share:* Has anything like this ever happened to you? (Answers may vary.)

Repetition in Nursery Rhymes

(5 minutes)

Tell students that nursery rhymes sometimes repeat a line. Explain that you are going to read the nursery rhyme again and would like for them to listen to find the line that is repeated. (Diddle, diddle, dumpling, my son John)

Ask students if they remember another nursery rhyme that begins and ends with the same line. (“Hickory, Dickory, Dock”)

8

There Was a Little Girl



Lesson Objectives

Core Content Objectives

Students will:

- Listen to and understand “There Was a Little Girl”
- Describe the little girl in the nursery rhyme
- Listen to and understand another nursery rhyme

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.K.1)
- Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.K.3)
- Listen to and understand a variety of texts including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes and poems (L.K.11)
- Make predictions prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far and then compare the actual outcomes to predictions (L.K.12)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14)
- Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.K.15)

- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.K.17)
- Make personal connections to events or experiences in a read-aloud and/or make connections among several read-alouds (L.K.19)
- Learn new words from read-alouds and discussions (L.K.24)

Core Vocabulary

forehead, n. The part of the face above the eyes and below the hair

Example: I pulled the cap down over my forehead.

Variation(s): foreheads

horrid, adj. Awful, terrible

Example: It was horrid of her to scream in my ear.

Variation(s): none

<i>At a Glance</i>	Exercise	Materials	Minutes
Introducing the Read-Aloud	Making Predictions About the Read-Aloud		5
	Purpose for Listening		
Presenting the Read-Aloud	There Was a Little Girl		10
Discussing the Read-Aloud	Comprehension Questions		5
	Word Work: Horrid		5
 Complete Remainder of the Lesson Later in the Day			
Extensions	Domain-Related Trade Book		25

8A

There Was a Little Girl



Introducing the Read-Aloud

5 minutes



Making Predictions About the Read-Aloud

← **Show image 8A-1: Girl with curl**

Ask students what this little girl is doing. Ask what she might be thinking about.

Purpose for Listening

Tell students that you are going to read a nursery rhyme about this little girl. Tell them to listen carefully to find out whether or not their predictions are correct.

Presenting the Read-Aloud

10 minutes



← Show image 8A-1: Girl with curl

There Was a Little Girl

There was a little girl
Who had a little curl
Right in the middle of her **forehead**;
When she was good, she was very, very good,
And when she was bad, she was **horrid**.

Read It Again

Reread the rhyme with the Guided Listening Support.



← Show image 8A-1: Girl with curl

There Was a Little Girl

There was a little girl
Who had a little curl
Right in the middle of her **forehead**;¹
When she was good, she was very, very good,
And when she was bad, she was **horrid**.²

1 (Point to and say, “This is my forehead.”)

2 *Horrid* means awful.

Echo Technique

Directions: I am going to say the first line of “There Was a Little Girl.” Then I will stop and give you a chance to echo. That means you will say the exact words that I said. We will continue doing this for each line of the rhyme.

Compliment students for doing this correctly, which means that they were listening carefully.

Discussing the Read-Aloud

10 minutes

Comprehension Questions

(5 minutes)

1. How did your predictions compare to what the nursery rhyme was about?
2. What do you know about the little girl in the nursery rhyme? (She had a curl in the middle of her forehead; she was sometimes good and sometimes horrid.)
3. What kinds of things do you think she does when she is “being good”? (She shares; she listens to her parents; etc.)
4. What kinds of things do you think she does when she is horrid? (She doesn’t listen; she is unkind; etc.)
5. *Think Pair Share:* Give an example of a time when you were very good and another time when you were horrid. (Answers may vary.)

Word Work: Horrid

(5 minutes)

1. The nursery rhyme says “And when she was bad, she was *horrid*.”
2. Say the word *horrid* with me.
3. *Horrid* means very, very bad.
4. It was horrid of me to tease my brother.
5. Have you ever been horrid? Try to use the word *horrid* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I was horrid one time when I . . .”)
6. What’s the word we’ve been talking about?

Use a *Synonyms and Antonyms* activity for follow-up. Directions: I am going to name some situations. If what I name is an example of being good, say, “S/he is being good.” If what I name is an example of being horrid, say, “S/he is being horrid.”

1. Tony threw his trash all over the floor. (He is being horrid.)
2. Maria screamed when her dad said that it was time to go to bed. (She is being horrid.)
3. Annie shared her crayons with Kyle. (She is being good.)
4. Frank brushed his teeth without his grandmother reminding him. (He is being good.)
5. Jamie made fun of Molly’s haircut. (She is being horrid.)



Complete Remainder of the Lesson Later in the Day

8B

There Was a Little Girl



Extensions

25 minutes

Domain-Related Trade Book

Refer to the list of recommended trade books in the domain introduction at the front of this teacher's guide and choose an additional nursery rhyme to read aloud to the class. You may want to choose one that is not included in this anthology but is listed in the *Core Knowledge Sequence* for Kindergarten. As you read, use the same strategies that you have been using when reading the nursery rhymes in this anthology—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc.

After you finish reading the trade book read-aloud, lead students in a discussion as to how the story or information in this book relates to the read-alouds in this domain.

9A

Little Bo Peep



Lesson Objectives

Core Content Objectives

Students will:

- Listen to and understand “Little Bo Peep”
- Identify rhyming words in the nursery rhyme
- Describe Bo Peep
- Retell the events of the nursery rhyme

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.K.1)
- Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.K.3)
- Listen to and understand a variety of texts including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes and poems (L.K.11)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14)
- Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.K.15)

- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.K.17)
- Make personal connections to events or experiences in a read-aloud and/or make connections among several read-alouds (L.K.19)
- Learn new words from read-alouds and discussions (L.K.24)

Core Vocabulary

sheep, n. An animal with woolly fur that usually lives on a farm

Example: The sheep were eating grass in the farmer’s field.

Variation(s): none

wagging, v. Moving quickly from side to side or up and down

Example: The dog is wagging its tail.

Variation(s): wag, wags, wagged

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Do We Know?		5
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Little Bo Peep		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		5
	Rhyming Words		5

9A

Little Bo Peep



Introducing the Read-Aloud

5 minutes



What Do We Know?

← Show image 9A-1: Sheep

Ask:

- Do you know the name of this animal? (sheep)
- Have any of you seen real sheep? (Answers may vary.)
- What do you know about sheep? (If students hesitate, encourage them to describe what they see in the photo: they have lots of soft, fluffy hair; they have four legs; etc.)
- Who takes care of sheep? (boys or men called shepherds and girls or women called shepherdesses)

Purpose for Listening

Tell the students that you are going to read a nursery rhyme about a person who has the job of taking care of sheep. Tell the students to listen carefully to find out if she does a good job or not.

Presenting the Read-Aloud

10 minutes



← Show image 9A-2: Bo Peep looking for sheep¹

Little Bo Peep

1 (Point to Bo Peep.) This little girl's name is Bo Peep, and it is her job to take care of her flock of sheep. We call a girl who takes care of sheep a *shepherdess*.

Little Bo Peep has lost her **sheep**,
And can't tell where to find them;
Leave them alone, and they'll come home,
Wagging their tails behind them.

Read It Again

Reread the rhyme with the Guided Listening Support.



← Show image 9A-2: Bo Peep looking for sheep

Little Bo Peep

2 Bo Peep has lost her flock of wooly animals.

Little Bo Peep has lost her **sheep**,²
And can't tell where to find them;
Leave them alone, and they'll come home,

3 or moving their tails back and forth behind them

Wagging their tails behind them.³

Echo Technique

Directions: I am going to say the first line of "Little Bo Peep." Then I will stop and give you a chance to echo. That means you will say the exact words that I said. We will continue doing this for each line of the rhyme.

Compliment students for doing this correctly, which means that they were listening carefully.

Discussing the Read-Aloud

10 minutes

Comprehension Questions

(5 minutes)

1. Who is this nursery rhyme about? (Bo Peep) How do you think she feels? (sad, worried) Why? (She can't find her flock of sheep.)
2. Does Little Bo Peep do a good job taking care of the sheep? (no) How do you know? (She can't find them.)
3. According to the nursery rhyme, will Bo Peep need to look for her sheep or will they come home by themselves? (They will come home, wagging their tails behind them.)
4. Do you think the sheep will come home? (Answers may vary.)
5. What is someone who takes care of sheep called? (shepherdess if a girl, shepherd if a boy)
6. *Think Pair Share:* Have you ever lost anything? Were you able to find it? If so, how? (Answers may vary.)

Rhyming Words

(5 minutes)

Tell the students that you are going to read the first line of “Little Bo Peep” again and want them to listen for rhyming words. (peep and sheep)

Read the nursery rhyme again and have the students fill in the word *sheep*.

Ask students if they can think of other words that rhyme with *peep* and *sheep*.



Complete Remainder of the Lesson Later in the Day

9B

Little Boy Blue



Lesson Objectives

Core Content Objectives

Students will:

- Listen to and understand “Little Boy Blue”
- Demonstrate familiarity with “Little Bo Peep”
- Identify rhyming words in the nursery rhyme
- Identify Little Boy Blue as the character in the nursery rhyme
- Retell the events of the nursery rhyme

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.K.1)
- Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.K.3)
- Listen to and understand a variety of texts including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes and poems (L.K.11)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14)
- Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.K.15)

- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.K.17)
- Compare and contrast similarities and differences within a single read-aloud or between two or more read-alouds (L.K.18)
- Learn new words from read-alouds and discussions (L.K.24)

Core Vocabulary

haystack, n. A large pile of hay, dried grass

Example: The cow ate hay from the haystack.

Variation(s): haystacks

meadow, n. A field of grass with wildflowers growing in it

Example: We walked through the meadow picking wildflowers.

Variation(s): meadows

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?	Instructional Master 1B-1 (optional)	5
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Little Boy Blue		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		5
	Rhyming Words		5

9B

Little Boy Blue



Introducing the Read-Aloud

5 minutes

What Have We Already Learned?

Ask if anyone would like to recite “Little Bo Peep.” This may be done by an individual, a small group, or the entire class. (During the course of this domain, find an opportunity to assess each student’s ability to recite a nursery rhyme that has been taught, using Instructional Master 1B-1.) Ask what Little Bo Peep’s job is. Tell the students that you are going to read another nursery rhyme about someone else whose job is to take care of sheep.

Purpose for Listening

Tell the class to listen carefully to find out whether or not this person does a good job taking care of the animals.

Presenting the Read-Aloud

10 minutes



← Show image 9B-1: Little Boy Blue sleeping by haystack

Little Boy Blue

Little Boy Blue,
Come blow your horn,
The sheep's in the **meadow**,
The cow's in the corn;
But where is the boy
Who looks after the sheep?
He's under a **haystack**,
Fast asleep.

Read It Again

Reread the rhyme with the Guided Listening Support.



← Show image 9B-1: Little Boy Blue sleeping by haystack

Little Boy Blue

Little Boy Blue,
Come blow your horn,
The sheep's in the **meadow**,
The cow's in the corn;¹
But where is the boy
Who looks after the sheep?
He's under a **haystack**,
Fast asleep.²

1 The sheep is in the field of grass
and the cow is in the cornfield.

2 (Point to the haystack.)

Echo Technique

Directions: I am going to say the first line of “Little Boy Blue.” Then I will stop and give you a chance to echo. That means you will say the exact words that I said. We will continue doing this for each line of the rhyme.

Compliment students for doing this correctly, which means that they were listening carefully.

Discussing the Read-Aloud

10 minutes

Comprehension Questions

(5 minutes)

1. Who is this nursery rhyme about? (Little Boy Blue)
2. Is Little Boy Blue a good or bad shepherd? (bad) How do you know? (He’s sleeping and not caring for the sheep.)
3. Where is Little Boy Blue? (under a haystack)
4. Is it a problem that the cow is in the corn? (yes) Why? (The cow is eating the corn.)
5. Where is the sheep? (in the meadow)
6. Why do you think that the beginning of the nursery rhyme asks Little Boy Blue to “come blow [his] horn”? (perhaps to call back the sheep and cow)
7. *Think Pair Share:* Think of some ways that Little Bo Peep and Little Boy Blue are the same. Now think of some ways they are different. (Answers may vary, but may include that both take care of sheep; neither does their job well; one is a shepherdess (girl), the other a shepherd (boy), one is looking for the sheep, one is sleeping . . .)

Rhyming Words

(5 minutes)

Tell the students that there are several rhyming words in “Little Boy Blue.” Tell them that you are going to reread the nursery rhyme two lines at a time and pause for them to identify the rhyming words.

Little Boy Blue, come blow your horn,

The sheep’s in the meadow, the cow’s in the corn; (horn, corn)

But where is the boy who looks after the sheep?

He’s under a haystack, fast asleep. (sheep, asleep)

Reread the rhyme leaving out the second word of each rhyming pair for the students to say.

If time permits, ask the students if they can think of other words that rhyme with each rhyming pair.

10A

Baa, Baa, Black Sheep



Lesson Objectives

Core Content Objectives

Students will:

- Listen to and understand “Baa, Baa, Black Sheep”
- Retell the events of the nursery rhyme

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.K.1)
- Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.K.3)
- Prior to listening to a read-aloud, identify what they know and have learned that may be related to the specific story or topic to be read aloud (L.K.10)
- Listen to and understand a variety of texts including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes and poems (L.K.11)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14)
- Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.K.15)

- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.K.17)
- Learn new words from read-alouds and discussions (L.K.24)
- Retell or dramatize a read-aloud, including characters and beginning, middle, and end events of the story in proper sequence (L.K.25)

Core Vocabulary

dame, n. A woman or lady

Example: The dame sat in her rocking chair before the fireplace, sipping a cup of tea.

Variation(s): none

lane, n. A small road or street

Example: The boy ran home down the lane.

Variation(s): lanes

master, n. A man or gentleman

Example: The master is riding his favorite horse.

Variation(s): masters

wool, n. Sheep’s hair

Example: One sheep had black wool and the other sheep had white wool.

Variation(s): none

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?		5
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Baa, Baa, Black Sheep		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		5
	On Stage		5

10A

Baa, Baa, Black Sheep



Introducing the Read-Aloud

5 minutes

What Have We Already Learned?

Remind the students that they have already learned two nursery rhymes about sheep—“Little Bo Peep” and “Little Boy Blue.”

Ask students what they already know about sheep from these other rhymes. (They have lots of soft, fluffy hair; a shepherd or shepherdess takes care of them; they like to be in fields of grass or meadows; sometimes they wander off or get lost; etc.)

Purpose for Listening

Tell the students that you are going to read another nursery rhyme about a sheep. Tell them to listen to find out what will be done with the sheep’s fur or wool.

Presenting the Read-Aloud

10 minutes



← Show image 10A-1: Sheep with three bags of wool

Baa, Baa, Black Sheep

Baa, baa, black sheep,
Have you any **wool**?
Yes, sir, yes, sir,
Three bags full.
One for the **master**,
And one for the **dame**,
And one for the little boy
Who lives down the **lane**.

Read It Again

Reread the rhyme with the Guided Listening Support.

Baa, Baa, Black Sheep

1 Have you any sheep's hair?

Baa, baa, black sheep,
Have you any **wool**?¹
Yes, sir, yes, sir,
Three bags full.
One for the **master**,²
And one for the **dame**,³
And one for the little boy
Who lives down the **lane**.⁴

2 or one for the gentleman

3 or one for the lady

4 or road

Echo Technique

Directions: I am going to say the first line of “Baa, Baa, Black Sheep.” Then I will stop and give you a chance to echo. That means you will say the exact words that I said. We will continue doing this for each line of the rhyme.

Compliment students for doing this correctly, which means that they were listening carefully.

Discussing the Read-Aloud

10 minutes

Comprehension Questions

(5 minutes)

1. The person in the rhyme asks the sheep if he has something. What? (wool)
2. How many bags of wool does the sheep answer that he has? (three)
3. Who are the bags of wool for? (the master, the dame, and the little boy who lives down the lane)
4. What color do you think the wool is? Why? (black because the person in the rhyme calls the sheep “black sheep”)
5. Could this nursery rhyme really happen, or is it make-believe? (make-believe) How do you know? (Sheep cannot talk.)
6. *Think Pair Share:* Remember that wool is sheep’s hair. How do you think that the wool in this nursery rhyme got into bags? (Someone cut the wool off the sheep; cutting wool from a sheep is called shearing.)



← Show image 10A-2: Sheep shearing

On Stage

(5 minutes)

Tell the students that there are two voices speaking in “Baa, Baa, Black Sheep.” In listening to the rhyme, the students first hear someone talking to the sheep and then they hear the sheep when he answers. Divide the class into two groups and recite the nursery rhyme with one half of the class playing the role of the person talking to the sheep and the other half playing the role of the sheep when he answers.



Complete Remainder of the Lesson Later in the Day

10B

One, Two, Buckle My Shoe



Lesson Objectives

Core Content Objectives

Students will:

- Listen to and understand “One, Two, Buckle My Shoe”
- Identify rhyming words in the nursery rhyme
- Retell the events of the nursery rhyme

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.K.1)
- Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.K.3)
- Listen to and understand a variety of texts including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes and poems (L.K.11)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14)
- Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.K.15)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.K.17)

- Learn new words from read-alouds and discussions (L.K.24)

Core Vocabulary

buckle, v. To fasten two ends of a belt or strap together

Example: Be sure to always buckle your seat belt.

Variation(s): buckles, buckled, buckling

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Do We Know?		5
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	One, Two, Buckle My Shoe		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		5
	Rhyming Words		5

10B

One, Two, Buckle My Shoe



Introducing the Read-Aloud

5 minutes

What Do We Know?

Have the students count to ten with you, touching a finger on each hand as you say a number. Repeat several times to practice fluency in counting; provide variety by clapping as you say each number, stomping your foot, jumping, etc.

Purpose for Listening

Tell the students that you are going to read a nursery rhyme that counts to ten in a fun way. Tell them to listen carefully to find out about this fun way of counting to ten.

Presenting the Read-Aloud

10 minutes



← Show image 10B-1: Actions for 1–6

One, Two, Buckle My Shoe

One, two,
Buckle my shoe;
Three, four,
Shut the door;
Five, six,
Pick up sticks;



← Show image 10B-2: Actions for 7–10

Seven, eight,
Lay them straight;
Nine, ten,
A big fat hen.

Read It Again

Reread the rhyme with the Guided Listening Support.



← Show image 10B-1: Actions for 1–6

One, Two, Buckle My Shoe

1 *Buckle* means to fasten together.
(Gesture buckling a shoe.)

One, two,
Buckle my shoe;¹
Three, four,
Shut the door;
Five, six,
Pick up sticks;



← Show image 10B-2: Actions for 7–10

Seven, eight,
Lay them straight;
Nine, ten,
A big fat hen.

Echo Technique

Directions: I am going to say the first line of “One, Two, Buckle My Shoe.” Then I will stop and give you a chance to echo. That means you will say the exact words that I said. We will continue doing this for each line of the rhyme.

As time permits, have the students repeat the rhyme with accompanying actions.

Compliment students for doing this correctly, which means that they were listening carefully.

Discussing the Read-Aloud

10 minutes

Comprehension Questions

(5 minutes)

1. What does this nursery rhyme do to make counting fun? (adds actions and rhyme)
2. How far does the nursery rhyme count? (to ten)
3. What does the rhyme say to do to your shoe? (to buckle it)
Does anyone have a shoe that can be buckled?
4. *Think Pair Share:* Which part of the rhyme was your favorite?
(Answers may vary.)

Rhyming Words

(5 minutes)

Tell the students that you are going to reread the first part of the nursery rhyme two lines at a time and that you want them to identify the rhyming words.

One, two,

Buckle my shoe; (two, shoe)

Three, four,

Shut the door; (four, door)

Five, six,

Pick up sticks; (six, sticks)

Seven, eight,

Lay them straight; (eight, straight)

Nine, ten,

A big fat hen. (ten, hen)

Reread the nursery rhyme but leave out the second word of each rhyming pair for the students to fill in.

If time permits, see if the students can think of other words that rhyme with each number word.

11

Humpty Dumpty



Lesson Objectives

Core Content Objectives

Students will:

- Listen to and understand “Humpty Dumpty”
- Identify rhyming words in the nursery rhyme
- Describe the character, Humpty Dumpty
- Retell the events of the nursery rhyme
- Demonstrate familiarity with several nursery rhymes
- Recite some nursery rhymes

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.K.1)
- Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.K.3)
- Listen to and understand a variety of texts including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes and poems (L.K.11)
- Make predictions prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far and then compare the actual outcomes to predictions (L.K.12)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14)

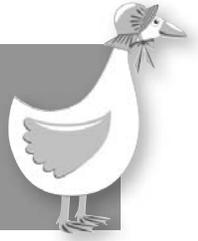
- Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.K.15)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.K.17)
- Distinguish fantasy from realistic text (L.K.22)
- Evaluate and select read-alouds, books, or poems, on the basis of personal choice for rereading (L.K.23)
- Learn new words from read-alouds and discussions (L.K.24)

Core Vocabulary

There is no core vocabulary for this nursery rhyme.

<i>At a Glance</i>	Exercise	Materials	Minutes
Introducing the Read-Aloud	Making Predictions About the Read-Aloud		5
	Purpose for Listening		
Presenting the Read-Aloud	Humpty Dumpty		10
Discussing the Read-Aloud	Comprehension Questions		5
	Rhyming Words		5
 Complete Remainder of the Lesson Later in the Day			
Extensions	Student Choice	Instructional Master 1B-1 (optional) Nursery Rhymes Posters 10–19	25
	Optional Rhyming Words Assessment	Instructional Master 11B-1	

11A *Humpty Dumpty*



Introducing the Read-Aloud

5 minutes



Making Predictions About the Read-Aloud

← **Show image 11A-1: Humpty Dumpty**

Ask the students to describe what they see in the picture. Then ask them to tell what they think might happen next.

Purpose for Listening

Tell the class to listen carefully to find out whether or not their predictions are correct.



← Show image 11A-1: Humpty Dumpty

Humpty Dumpty

Humpty Dumpty
sat on a wall,
Humpty Dumpty had
a great fall.
All the king's horses,
And all the king's men,
Couldn't put Humpty
together again.

Read It Again

Reread the rhyme.

Echo Technique

Directions: I am going to say the first line of "Humpty Dumpty." Then I will stop and give you a chance to echo. That means you will say the exact words that I said. We will continue doing this for each line of the rhyme.

Compliment students for doing this correctly, which means that they were listening carefully.

Discussing the Read-Aloud

10 minutes

Comprehension Questions

(5 minutes)

1. What is Humpty Dumpty? (an egg)
2. Where is Humpty Dumpty sitting? (on the wall)
3. What happens to him? (He falls.) Were your predictions correct? Why or why not?
4. Why can't the king's men put Humpty Dumpty back together? (Once an egg/shell is broken, it can't be put back together.)
5. Could the events in this rhyme really happen, or are they make-believe? (They are make-believe; giant eggs with legs and arms do not exist, and could not sit on walls.)
6. *Think Pair Share:* Why do you think Humpty Dumpty falls? (Answers may vary.)

Rhyming Words

(5 minutes)

Tell the students that you are going to reread the nursery rhyme two lines at a time and that you want them to identify the rhyming words.

Humpty Dumpty sat on a wall,

Humpty Dumpty had a great fall. (wall, fall)

All the king's horses,

And all the king's men,

Couldn't put Humpty together again. (men, again)

Reread the nursery rhyme and leave out the second of each rhyming pair for students to complete.

As time permits, ask students to think of other words that rhyme with *wall/fall* and *men/again*.



Complete Remainder of the Lesson Later in the Day

11B

Humpty Dumpty



Extensions

25 minutes

Student Choice

Ask the students which nursery rhyme(s) they have heard recently that they would like to hear again. If necessary, reread the titles of recent nursery rhymes to refresh the students' memories and/or show the Nursery Rhymes Posters. You may also want to choose one yourself.

Select two or more students to act out the rhyme as the remainder of the class recites the rhyme. (During the course of this domain, find an opportunity to assess each student's ability to recite a nursery rhyme that has been taught using Instructional Master 1B-1.) Feel free to pause at different places in the nursery rhyme this time and talk about vocabulary and information that you did not discuss during the initial read-aloud and discussion.

After the read-aloud, ask students if they noticed anything new or different during the second reading that they did not notice during the first reading. Also, ask them to try to express why they like this nursery rhyme. Remember to repeat and expand upon each response using richer and more complex language, including, if possible, any read-aloud vocabulary.

Repeat with multiple rhymes, as time permits.



Optional Rhyming Words in Nursery Rhymes Assessment (Instructional Master 11B-1)

[Note: Use this assessment only if you feel students have had enough practice with rhyming words.]

Each student will need a copy of Instructional Master 11B-1.

Directions: I am going to read a line or two from some of the nursery rhymes that you have heard. Next, I will say two of the words, and ask whether or not they rhyme. If the two words

rhyme, you will circle the smiling face. If the two words do not rhyme, you will circle the frowning face. Let's do number one together.

1. "Jack be nimble/Jack be quick." Do the words *nimble* and *quick* rhyme? *Nimble* and *quick* do not rhyme; so, you will circle the frowning face.
2. "Star light, star bright." Do *light* and *bright* rhyme? (smiling face)
3. "Little Bo Peep has lost her sheep." Do *peep* and *sheep* rhyme? (smiling face)
4. "Roses are red/Violets are blue." Do *red* and *blue* rhyme? (frowning face)
5. "Humpty Dumpty sat on a wall/Humpty Dumpty had a great fall." Do *wall* and *fall* rhyme? (smiling face)
6. "Rain, rain, go away/Come again another day." Do *away* and *day* rhyme? (smiling face)
7. "This little pig went to market/This little pig stayed home." Do *market* and *home* rhyme? (frowning face)
8. "Jack and Jill went up the hill." Do *Jill* and *hill* rhyme? (smiling face)

12

The Lion and the Mouse



Lesson Objectives

Core Content Objectives

Students will:

- Listen to and understand “The Lion and the Mouse”
- Describe the characters, the lion and the mouse
- Retell the events of the fable
- Understand that fables often have animal characters that act like people (personification)
- Understand that fables teach a lesson that is stated as the moral of the story
- Identify the moral of the fable

Language Arts Objectives

Students will:

- Use-agreed upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.K.1)
- Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.K.3)
- Listen to and understand a variety of texts including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes and poems (L.K.11)
- Make predictions prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far and then compare the actual outcomes to predictions (L.K.12)

- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14)
- Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.K.15)
- Use narrative language to describe people, places, things, locations, events, actions, a scene, or facts in a read-aloud (L.K.16)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.K.17)
- Make personal connections to events or experiences in a read-aloud and/or make connections among several read-alouds (L.K.19)
- Distinguish fantasy from realistic text (L.K.22)
- Learn new words from read-alouds and discussions (L.K.24)
- Retell or dramatize a read-aloud, including characters and beginning, middle, and end events of the story in proper sequence (L.K.25)
- Sequence four to six pictures illustrating events in a story (L.K.26)

Core Vocabulary

disturbed, v. Interrupted the peace and quiet of a place or person; bothered someone

Example: The loud music disturbed me.

Variation(s): disturb, disturbs, disturbing

favor, n. A kind and helpful action

Example: Will you please do me a favor?

Variation(s): favors

gnawing, v. Chewing

Example: The dog is gnawing the bone.

Variation(s): gnaw, gnaws, gnawed

grateful, adj. Feeling thankful to someone because they have done something for you

Example: Lucy was grateful that Tony shared his crayons.

Variation(s): none

<i>At a Glance</i>	Exercise	Materials	Minutes
Introducing the Read-Aloud	Essential Background Information or Terms		10
	Purpose for Listening		
Presenting the Read-Aloud	The Lion and the Mouse		10
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Disturbed		5
 Complete Remainder of the Lesson Later in the Day			
Extensions	Image Review	Image Cards 1–4	15
Take-Home Material	Parent Letter	Instructional Master 12B-1	

12A

The Lion and the Mouse



Introducing the Read-Aloud

10 minutes

Essential Background Information or Terms

Remind students that they have been hearing lots of nursery rhymes over the past several days. Ask them to describe some things that lots of nursery rhymes have in common. (short, rhyming words; characters; etc.)

Tell students that they are going to listen to something a little different called a fable. Have them say the word *fable* out loud. Explain that a fable is a special kind of story. Like many nursery rhymes, fables are fun to listen to, and, like nursery rhymes, many fables have been around for hundreds or thousands of years. However, fables are also very different from nursery rhymes. Sometimes nursery rhymes are just fun to say but they don't have much of a story.

In fables, there is always a story and a lesson to be learned, which is called a moral. Have students say the word *moral* out loud. Tell them that the characters in fables are often, but not always, animals. Often these animal characters have a problem, and as they go about trying to fix their problem, they learn a lesson.

Purpose for Listening

Tell the students that you are going to read a fable about a lion and a mouse. Tell them to listen carefully to find out who learns a lesson in this fable.



← Show image 12A-1: Mouse scurrying on sleeping lion

The Lion and the Mouse

One day a little mouse was scampering along when he came upon a great sleeping lion. At first, the mouse did not know it was a lion. He ran up the lion's tail and jogged along the lion's back. When he realized he was climbing on a lion, the mouse turned to run away. But by that time, it was too late. The lion had woken up.



← Show image 12A-2: Mouse in lion's paw

The lion was very angry at being **disturbed**.¹ He gave a ferocious roar and scooped the mouse up with his big paw.

“How dare you wake me up!” bellowed the lion. “Don't you know I am the king of beasts?”²

The lion was just about to swallow the mouse when the tiny animal cried out, “Please, your majesty! I didn't mean to disturb you. If you will let me go, I will be **grateful** to you forever.³ And if I can, I will do you a **favor** someday.”⁴

The lion laughed a big laugh. He could not imagine any way in which a tiny mouse could help a big, strong lion like himself. But the very thought of a mouse helping a lion had made him laugh and had put him in a better mood, so he decided to let the mouse go.



← Show image 12A-3: Lion in net

Not long after, the mouse was running along in the jungle when he heard a terrible roaring nearby. He went closer to see what the trouble was, and there he saw the lion. The lion was caught in a hunter's net and could not get out.⁵

The mouse remembered his promise to the lion, and he began **gnawing** the ropes of the net with his sharp little teeth.⁶ He kept gnawing until he had made a hole in the net big enough for the lion to get free.

- 1 *Disturbed* means bothered.
- 2 What do you think will happen next?
- 3 *Grateful* means thankful.
- 4 Doing a favor is doing something nice for someone. Do you think the mouse will do the lion a favor someday?

- 5 What do you think the mouse will do?
- 6 *Gnawing* means chewing.



← Show image 12A-4: Lion is free

“You laughed when I said I would repay you for letting me go,” said the mouse. “But now you see that even a mouse can help a lion.”

And the moral of the story is: “Little friends may be great friends.”

Discussing the Read-Aloud

15 minutes

Comprehension Questions

(10 minutes)

1. Who are the characters in this fable? Are they animals or people? (animals, a lion and a mouse)
2. Tell about lions in real life. Are they large, strong . . . ? Tell about mice in real life. How large are they compared to lions?
3. In the fable, what do the lion and mouse do that real animals cannot do? (talk) So, could this story really happen or is it make-believe? How do you know? (It's make-believe, because animals don't talk.)
4. How does the lion feel at the beginning of the story when the mouse is jogging across his back? Why? (He's angry because his sleep is disturbed.) What does the lion plan to do? (swallow the mouse)
5. Why does the lion decide not to swallow the mouse? (The mouse talks his way out of it by saying that he might help the lion someday.)
6. How does the mouse help the lion later? (He gnaws the net to free the lion.)
7. What is the moral of this fable? (“Little friends may be great friends.”) Who is the little friend? (mouse) Why is he a great friend? (He helps the lion escape.) Who learns the lesson? (the lion)
8. *Think Pair Share:* Can you think of a time in your life when you had to count on a friend, especially a smaller or younger friend, such as a little brother or sister? Or was there a time when someone bigger counted on you to do something that the bigger person was unable to do? Does a person's size affect whether he or she can be a good friend? (Answers may vary.)

Word Work: Disturbed

(5 minutes)

1. In the fable, we heard that the lion was very angry at being *disturbed*.
2. Say the word *disturbed* with me.
3. If something disturbed you, it bothered you.
4. The loud music disturbed my nap.
5. Tell about something that has disturbed you. Try to use the word *disturbed* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I was disturbed when . . .")
6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to name some situations. If what I name might disturb you, say, "That would disturb me." If what I say would not disturb you, say, "That would not disturb me." (Answers may vary for all.)

1. a dog barking while you are trying to sleep
2. raining cats and dogs while you are playing outside
3. your mother giving you an ice-cream cone when you are hungry
4. someone talking to you while you are watching TV
5. your friends giving you birthday presents at your party
6. a fly buzzing around your head
7. someone whistling while you are drawing a picture



Complete Remainder of the Lesson Later in the Day

12B

The Lion and the Mouse



Extensions

15 minutes

Image Review

One by one, show images 12A-1 through 12A-4. Ask students to explain what is happening in each picture. Help them to create a continuous narrative retelling the fable. As the students discuss each image, remember to repeat and expand upon each response using richer and more complex language, including, if possible, any read-aloud vocabulary. Also, encourage the use of temporal vocabulary to help in introducing and sequencing events: first, then, next, later, finally, etc.

Ask the students which of the images they think best shows the moral of the fable. Have them explain why they chose a particular image.

If time permits, divide the students into pairs, assigning one student the role of the lion, and the other student the role of the mouse. Ask the students to act out the fable while you narrate. Give students an opportunity to narrate as well.

Use Image Cards 1–4, for retelling and sequencing the events of this fable. This may be done as a class, in a small group, or individually.

Parent Letter

Send home Instructional Master 12B-1.

13

The Dog and His Reflection



Lesson Objectives

Core Content Objectives

Students will:

- Listen to and understand “The Dog and His Reflection”
- Describe the main character, the dog
- Retell the events of the fable
- Understand that fables often have animal characters that act like people (personification)
- Understand that fables teach a lesson that is stated as the moral of the story
- Identify the moral of the fable

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.K.1)
- Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.K.3)
- Listen to and understand a variety of texts including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes and poems (L.K.11)
- Make predictions prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far and then compare the actual outcomes to predictions (L.K.12)

- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14)
- Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.K.15)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.K.17)
- Make personal connections to events or experiences in a read-aloud and/or make connections among several read-alouds (L.K.19)
- Learn new words from read-alouds and discussions (L.K.24)
- Retell or dramatize a read-aloud, including characters and beginning, middle, and end events of the story in proper sequence (L.K.25)
- Sequence four to six pictures illustrating events in a story (L.K.26)

Core Vocabulary

feast, n. A large meal

Example: The king invited one hundred people to the feast.

Variation(s): feasts

greedy, adj. Wanting much more of something than is needed

Example: The greedy king kept all the gold for himself.

Variation(s): greedier, greediest

reflection, n. An image that is usually seen in a mirror

Example: He laughed when he saw his reflection in the mirror.

Variation(s): reflections

stream, n. A small body of running, fresh water; a small river

Example: We fished in the stream behind our house.

Variation(s): streams

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Essential Background Information or Terms	mirrors, shiny metal pans, other reflective surfaces	10
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	The Dog and His Reflection		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions	Image Cards 5–7	10
	Word Work: Greedy		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Sequencing Beginning, Middle, and End Assessment	Instructional Master 13B-1 scissors, glue	15

13A

The Dog and His Reflection



Introducing the Read-Aloud

10 minutes

Essential Background Information or Terms

Tell the students that you are going to read another fable titled “The Dog and His Reflection.” Ask the students if they know what a reflection is. Explain that when a person looks in a mirror or another shiny object, the image that is seen is called a reflection. Let students use the mirrors you have brought to class and ask if they see their reflection. Ask students if a reflection is a real person? If students are confused, demonstrate by asking a student to look in a mirror. Then ask the other students to point to which one is the “real person” and which one is the reflection. Encourage them to respond, using the word *reflection*. Now let them try seeing their reflection in the other shiny objects you have brought to class.

Purpose for Listening

Tell the students that they are going to hear a fable about a dog that sees his reflection. Remind students that a fable is a short story with a lesson. Ask the students to listen carefully to find out what happens when the dog sees his reflection and what lesson the dog learns.

Presenting the Read-Aloud

10 minutes



← Show image 13A-1: Dog carrying bone

The Dog and His Reflection

Once upon a time a big dog was trotting through the streets, feeling very fine because the butcher had just given him a juicy bone. The dog held his head high and his tail very stiff, and he looked neither to the right nor the left. All the little town-dogs ran behind him, barking and saying:

“Please, please. Let us smell your bone.” But the big dog hurried on and would have nothing to do with the hungry little town-dogs.

The big dog would not think of sitting down to enjoy his bone. If he did that, some of his friends might come along, and then he would have to share his **feast** with them.¹ The big dog did not want to share.

“I will bury my bone,” said the dog. “I will bury it a long way from here, where none of the other dogs can find it, and then someday I will dig it up and eat it.”

← Show image 13A-2: Dog approaching bridge

So the big dog hurried on until he left the town behind him, and he came to a clear, fast-running **stream** with a bridge across it.²

“On the other side of this stream will be a good place to bury my bone,” said the big dog.

He started across the bridge with the bone clutched tightly in his teeth.

← Show image 13A-3: Dog seeing reflection

No sooner did he set foot on the bridge than he looked down and saw, running along on the top of the water, another big dog with another bone in his mouth!

1 A feast is a big meal. The dog did not want to share his bone or big meal.



2 A stream is a small river.



The big dog stopped running, and the dog in the water stopped, too.

The big dog started walking again, and the dog in the water started, too.

The big dog put on a fierce look and turned his head to face the dog in the water.

The dog in the water turned to face him in precisely the same way, and with a look every bit as fierce.

“This will never do,” said the big dog. “I am going to take his bone away from him.”³

- 3 What do you think is happening? Are there really two dogs, one on top of the bridge and one in the water? What do you think will happen next?



← Show image 13A-4: Bone splashing in the water

So the big dog opened his mouth wide to take the other dog’s bone. But there was no dog in the water at all. What the big dog had seen was only his own **reflection**. When he opened his mouth, his bone went splash in the stream and the current carried it away for ever.

And the moral of the story is: “If you are **greedy**, you may lose everything.”⁴

- 4 *Greedy* means wanting more than you need.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

(10 minutes)

1. In this fable, is the character a person or animal? (animal)
What kind of animal? (a dog)
2. What is the dog excited about at the beginning of the fable?
(The butcher gives him a bone and dogs like to chew on bones.) [Explain that a butcher is a person who sells meat at a store.]
3. What does the dog decide to do with the bone? Why? (He plans to bury it so that he won't have to share with the other dogs.) Pretend you are the dog and have the bone in your mouth. Show me how dogs bury bones.
4. In the fable, the dog crosses a stream on a bridge. What happens while he is crossing the bridge? (He sees his reflection and thinks it's another dog with a bone. When he opens his mouth to take that bone, he loses his own and cannot bury it.)
5. How do you think the dog feels when he drops his bone into the stream? Why? (Answers may vary.)
6. What is the moral of this fable? (If you are greedy, you may lose everything.) Who is greedy in the fable? (the dog) What does he lose? (the bone)
7. Has being greedy ever caused a problem for you?
8. *Think Pair Share:* Do you think the dog has learned his lesson? Will he give up what he has again to try to get something else? (Answers may vary.)

1. The moral of this fable is, “If you are *greedy*, you may lose everything.”
2. Say the word *greedy* with me.
3. A greedy person wants more of something than they need.
4. The greedy king wanted everything to be turned into gold.
5. Have you ever been greedy, perhaps a time when you didn’t share something? Or can you think of a story that you have heard about someone that was greedy? Try to use the word *greedy* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I was greedy one time when . . .”)
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to describe some things people do. If I describe someone being greedy, say, “That’s greedy!” If I describe someone not being greedy, say, “That’s not greedy!”

1. The boy took the last four cookies from the jar before his friends had a chance to get any. (That’s greedy!)
2. The girl shared her crayons with her friend. (That’s not greedy!)
3. The doctor gave the girl a tissue. (That’s not greedy!)
4. Philip hid all of his toys so his brother couldn’t play with them. (That’s greedy!)
5. The dog wanted to bury his bone so that he didn’t have to share. (That’s greedy!)

Remind the students that the moral of the fable is, “If you are greedy, you may lose everything.” Ask the students who is greedy in the fable and what he loses by being greedy.

**Complete Remainder of the Lesson Later in the Day**

13B

The Dog and His Reflection



Extensions

15 minutes

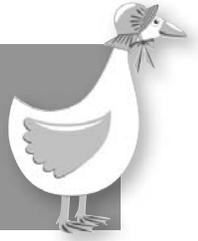


Sequencing Beginning, Middle, and End Assessment (Instructional Master 13B-1)

Directions: The worksheet has three pictures. One shows what is happening at the beginning of “The Dog and His Reflection,” one shows what is happening in the middle of the fable, and one shows what is happening at the end of the fable. Look at each picture and think about what is happening. Cut out the three pictures and put them in order to show the beginning, middle, and end of the fable. Retell the fable using the three pictures. When you are sure that you have them in the correct order, glue them on the paper in the correct order. As students complete their worksheets, divide them into pairs to conduct a *Think Pair Share* retelling of the fable, with each student taking a turn.

14

The Hare and the Tortoise



Lesson Objectives

Core Content Objectives

Students will:

- Listen to and understand “The Hare and the Tortoise”
- Describe the main characters, the hare and the tortoise
- Retell the events of the fable
- Understand that fables often have animal characters that act like people (personification)
- Understand that fables teach a lesson that is stated as the moral of the story
- Identify the moral of the fable

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.K.1)
- Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.K.3)
- Listen to and understand a variety of texts including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes and poems (L.K.11)
- Make predictions prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far and then compare the actual outcomes to predictions (L.K.12)

- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14)
- Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.K.15)
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships (L.K.17)
- Distinguish fantasy from realistic text (L.K.22)
- Learn new words from read-alouds and discussions (L.K.24)
- Sequence four to six pictures illustrating events in a story (L.K.26)

Core Vocabulary

boasting, v. Telling people about something in a proud and annoying way

Example: Why is she boasting about being the first to finish her work?

Variation(s): boast, boasts, boasted

darted, v. Moved suddenly and rapidly

Example: The dog darted across the street.

Variation(s): dart, darts, darting

hare, n. A furry plant-eating mammal, similar to a rabbit

Example: The hare nibbled the green grass.

Variation(s): hares

steadily, adv. Continuously

Example: She hummed steadily during the concert.

Variation(s): none

tortoise, n. A slow-moving reptile with a hard shell, similar to a turtle

Example: The tortoise moved slowly through the desert.

Variation(s): tortoises

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Essential Background Information or Terms		10
	Making Predictions About the Read-Aloud		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	The Hare and the Tortoise		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions	Image Cards 8–12	10
	Word Work: Boasting		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Domain-Related Trade Book	<i>The Ant and the Grasshopper</i> , by Amy Lowry Poole	15

14A

The Hare and the Tortoise



Introducing the Read-Aloud

10 minutes



Essential Background Information or Terms

← **Show image 14A-1: Hare**

Ask students what they see in the picture. If they say *rabbit*, explain that this animal is similar to a rabbit but it is called a hare. Ask them to repeat the word *hare*. Tell them that hares have longer ears than rabbits, and are usually faster.



← **Show image 14A-2: Tortoise**

Ask students what they see in the picture. If they say *turtle*, explain that this animal is similar to a turtle but it is a tortoise. Ask them to repeat the word *tortoise*. Explain that a tortoise can be quite a bit larger than a turtle, and while turtles spend most of their time in water, most tortoises spend their time on land. Explain that tortoises move or crawl very slowly when they are on land.

Making Predictions About the Read-Aloud

Ask students which animal they think is faster: the hare or the tortoise.

Tell students that you are going to read a fable about a race between a hare and a tortoise. Ask them to predict who they think will win the race.

Purpose for Listening

Tell the students to listen carefully to find out whether or not their predictions are correct.

Presenting the Read-Aloud

10 minutes



← Show image 14A-3: Hare boasting to tortoise

The Hare and the Tortoise

- 1 (Point to the hare.)
- 2 *Boasting* means bragging.
- 3 (Point to the tortoise.)
- 4 *Creep* means to move slowly and close to the ground.

There once was a **hare**¹ who was always **boasting** about how fast he was.² He never got tired of telling the other animals how fast he was—and how slow they were. The hare was especially boastful when talking to the tortoise.

“What a slow fellow you are!” he said to the **tortoise**³ one day. “I really feel sorry for you, having to creep along like that.⁴ Creep, creep, creep! It must take you all afternoon just to cross the field!”

The tortoise was not amused.

“You may be fast,” said the tortoise. “But I’ll bet I could beat you in a race.”

“Ha, ha, ha!” the hare laughed. “That’s hilarious! You must be joking. A race between you and me wouldn’t even be close!”

The tortoise replied, “Well then, let’s try. Suppose we race to the foot of the mountain.”

“Sure thing!” said the hare.

← Show image 14A-4: Beginning of race



The other animals gathered round to watch the race.

“Ready!” said the squirrel.

“Set!” said the mouse.

“Go!” said the raccoon.

- 5 *Darted* means moved suddenly.
- 6 *Steadily* means the tortoise kept on going at the same speed.

The hare **darted** off quickly⁵ and ran so far ahead that he was almost out of sight. The tortoise set off too, moving slowly but **steadily**.⁶

← Show image 14A-5: Hare looking back at tortoise



After he had gone about halfway to the mountainside, the hare looked back. He saw that the tortoise was far behind; so far behind it seemed as if he could never catch up.

7 Who do you think will win the race?



← **Show image 14A-6: Hare in pumpkin patch**

“This is not much of a race,” sniffed the hare.⁷

Since it seemed to him the race was already won, the hare decided to stop and take a little break. He nibbled some carrots and some lettuce. He chatted with some friends.

All this while, the tortoise kept moving—slowly but steadily.

The hare looked back again and saw that he was still way out ahead, so he lay down in a pumpkin patch, closed his eyes, and pretended he was sleeping. He didn’t really mean to go to sleep. He just wanted to show the tortoise that he could take a little nap and still win the race. But it was a warm day, and it wasn’t long before the hare began to feel sleepy.

8 What do you think is going to happen?



← **Show image 14A-7: Tortoise winning race**

Eventually he nodded off and began to snore.⁸

While the hare was napping, the tortoise kept moving—slowly but steadily.⁹ After fifteen minutes he crawled past the sleeping hare. After another fifteen minutes he was within a few feet of the finish line. That was when the hare woke up from his nap. He realized what had happened and set off running for the mountain as fast as he could. But it was too late. The hare arrived just in time to see the tortoise crossing the finish line before him.

9 He wasn’t fast, but he kept going, nice and steady.

10 Were your predictions correct about who would win the race? Why or why not?

The moral of the story is, “Slow and steady wins the race.”¹⁰

Discussing the Read-Aloud

15 minutes

Comprehension Questions

(10 minutes)

1. In this fable, are the characters people or animals? (animals) Who are they? (the hare and tortoise; squirrel, mouse, racoon, etc.)
2. Why do the hare and tortoise decide to have a race? (The hare is boasting about his speed, and the tortoise challenges him to a race.)
3. Does the tortoise really think that he can beat the hare? (Answers may vary.)
4. Who wins the race? (the tortoise)
5. How is the tortoise able to beat a faster animal, the hare? (He is steady; he doesn't stop to chat or nap.)
6. What is the moral or lesson of this fable? (Slow and steady wins the race.) Who is slow and steady in this fable? (the tortoise)
7. Could this story really happen or is it make-believe? How do you know? (It's make-believe, because animals don't talk or have races.)
8. *Think Pair Share:* If the tortoise were to challenge the hare to another race, how do you think the hare would run this new race? Who do you think would win this time? (Answers may vary.)

Word Work: Boasting

(5 minutes)

1. The fable begins: "There once was a hare who was always *boasting* about how fast he was."
2. Say the word *boasting* with me.
3. When someone is boasting, s/he is bragging about something.
4. A person may boast about things s/he has like a special toy, or things s/he has done, like winning first prize in a contest.

5. Think about some of the characters in the fables we have been reading and what they boasted about. Try to use the word *boasting* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students' responses: "The _____ was boasting because . . .")
6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up.

Ask the students if they think the hare might still boast about himself after losing the race to the tortoise. Have them explain why or why not.

Ask the students if they think the tortoise will start boasting now that he has beaten the hare. Have them explain why or why not.



Complete Remainder of the Lesson Later in the Day

14B

The Hare and the Tortoise



Extension

15 minutes

Domain-Related Trade Book

Read *The Ant and the Grasshopper*, retold and illustrated by Amy Lowry Poole. This fable is listed for kindergartners in the *Core Knowledge Sequence*. If this book is not available, refer to the list of recommended trade books in the domain introduction at the front of this teacher's guide and choose one that is a fable to read aloud to the class. As you read, use the same strategies that you have been using when reading the read-aloud selections in this anthology—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc.

After you finish reading the trade book aloud, lead students in a discussion as to how the story or information in this book relates to the read-alouds in this domain.

PP2

Pausing Point 2



Note to Teacher

Your students have now listened to a number of nursery rhymes and three fables. You may choose to pause here and spend one to two days reviewing, reinforcing, or extending the material taught thus far.

If you do pause, you may have students do any combination of the activities listed below. The activities may be done in any order. You may wish to do one activity on successive days. You may also choose to do an activity with the whole class or with a small group of students who would benefit from the particular activity.

Core Content Objectives Up to This Pausing Point

Students will:

- Demonstrate familiarity with particular nursery rhymes and fables
- Recite some nursery rhymes
- Identify rhyming words in nursery rhymes
- Identify lines that repeat in nursery rhymes
- Describe the characters and events in nursery rhymes and fables
- Identify dialogue in nursery rhymes and fables
- Explain that fables teach a lesson that is stated as the moral of the story
- Identify the moral of fables
- Explain how animals often act as people in fables (personification)

Activities

Poster Review

Show the poster for any nursery rhyme again and have students talk about the character, setting, or events of the nursery rhyme. You will also want to have the students recite the nursery rhyme.

Another poster activity is to show two posters and have the students discuss how the two nursery rhymes are the same and how they are different.

Additional Lines of Rhymes

Share and then discuss additional lines of “Little Boy Blue” or “One, Two, Buckle My Shoe.”

Image Card Review

Materials: Image Cards 1–12

Give Image Cards 1–12 to twelve different students. Have the students work together to put themselves into three groups for the three different fables. Then, have each of the three groups work together to sequence the events of their fable. Finally, have each group retell the fable, for the class, using the image cards.

You may also choose to work with the image cards for just one fable.

Riddles for Core Content

Ask the students riddles such as the following to review core content:

- I ran up a clock. Who am I? (the mouse)
- I went to bed with my stockings and one shoe on! Who am I? (John)
- I lost my sheep. Who am I? (Little Bo Peep)
- I fell off a wall! Who am I? (Humpty Dumpty)
- I lost a race to a tortoise because I stopped and took a break! Who am I? (the hare)

- I lost my bone because I was greedy. Who am I? (the dog)
- I was able to help the lion even though I am very small. Who am I? (the mouse)

On Stage

Reread a nursery rhyme or fable and have the students act it out.

Retelling a Fable with Puppets

Materials: Puppet making supplies

Have the students make simple puppets of the characters from a particular fable and then use them to retell the fable.

Domain-Related Trade Book or Student Choice

Materials: Trade book

Read an additional fable or another version of one of the three fables in the anthology. Refer to the books listed in the domain introduction. You may also choose to have the students select a read-aloud to be heard again.

Key Vocabulary Brainstorming

Materials: Chart paper

Give the students a key domain concept or vocabulary word such as *fable*. Have them brainstorm everything that comes to mind when they hear the word, such as, animals, moral, etc. Record their responses on a piece of chart paper for reference.

Class Book: Nursery Rhymes

Materials: Drawing paper, drawing tools

Remind students of the nursery rhymes heard since the first Pausing Point. Have the students talk about their favorite nursery rhymes. Have each student draw a picture of his/her favorite. Give the students the opportunity to orally share their drawings with a partner or the class.

You may choose to bind the pages to make a book to put in the class library for students to view again and again.

Student-Created Books

Materials: Booklet for each student

Have each student make his/her own book that is a retelling of one of the fables that has been shared. As a class or with a partner, brainstorm the sequence of events: beginning, middle, and end. You may also use the images to review. Students will draw a picture on each page to show the beginning, important middle events, and ending of the fable. Emphasize that the students' drawings should not look just like those in the flip book. Have students share their fables with a partner or the class.

Moral/Fable Match

Tell the students that you are going to read them a moral, or lesson. Ask them to identify the fable that matches the moral.

- “Little friends may be great friends.” (*The Lion and the Mouse*)
- “If you are greedy, you may lose everything.” (*The Dog and His Reflection*)
- “Slow and steady wins the race.” (*The Tortoise and the Hare*)



This domain assessment evaluates each student's retention of the core content targeted in *Nursery Rhymes and Fables*.



Domain Assessment (Instructional Master DA-1)

Directions: I am going to read a question about one of the nursery rhymes that you have heard. First, you will listen to the sentence that I read. Next, you will look at the three pictures in the row and find the one that answers the question. Finally, you will circle the correct picture.

1. In "Little Miss Muffet," what frightens Little Miss Muffet? (spider)
2. In "Jack Be Nimble," what does Jack jump over? (candlestick)
3. In "Hickory, Dickory, Dock," what does the mouse run up? (clock)
4. In "Little Bo Peep," what does Bo Peep lose? (sheep)
5. In "Jack and Jill," where do Jack and Jill go to fetch water? (up the hill)
6. "Ring Around the Rosie" talks about posies. Which one is a picture of posies? (second)
7. Which picture shows what it's like when someone says, "It's raining cats and dogs"? (heavy rain)
8. Who is a great friend in "The Lion and the Mouse"? (mouse)
9. In "The Dog and His Reflection," what does the dog lose because he is greedy? (bone)
10. In "The Hare and the Tortoise," who is slow and steady? (tortoise)



Distinguishing Fantasy from Realistic Text Assessment (Instructional Master DA-2)

Directions: The worksheet shows pictures of events from some of the nursery rhymes and fables that you have read. Look at each picture and think about what is happening. If the picture shows something that can really happen, circle the picture. If the picture shows something that is just make-believe, do not circle it.

For Teacher Reference Only:
Copies of *Tell It Again! Workbook*



**Recording Sheet for Recitation of Nursery Rhymes Assessment**

Note: You will want to find a time for each student to choose one or more nursery rhymes to recite for you or the class. Use this recording sheet to document this assessment.

Student's Name _____

Date _____

Title of Nursery Rhyme _____

Scoring:

10 Recited entire nursery rhyme correctly

5 Recited some lines of the nursery rhyme correctly

1 Was not able to recite any lines of the nursery rhyme correctly

Comments _____



Dear Parent or Guardian,

Do you fondly remember nursery rhymes that you heard as a child? Your child has been enjoying some of these same nursery rhymes at school during the past several days. Listening to nursery rhymes and then saying them, will help your child develop an awareness of language that will enable him/her to become a better reader and writer. Your child has already listened to and discussed the following nursery rhymes:

- “Rain, Rain, Go Away”
- “It’s Raining, It’s Pouring”
- “Jack Be Nimble”
- “Little Jack Horner”
- “Jack and Jill”
- “Little Miss Muffet”
- “This Little Pig Went to Market”

Below are some suggestions for activities that you may do at home to continue enjoying the nursery rhymes and to help your child remember them.

1. Reciting Nursery Rhymes

Say or sing the nursery rhyme with your child or take turns saying the lines of the rhyme. Think of ways to act out the rhyme or use gestures while saying it.

2. Nursery Rhyme Characters and Events

Talk with your child about the characters and events in the nursery rhymes. Ask questions using the vocabulary of the rhyme such as, “What frightened Miss Muffet?” Also, make personal connections to the rhymes with questions such as, “Do you remember the time that we wanted the rain to go away so we could go to the park?”

3. Illustrating Nursery Rhymes

Have your child draw or paint a picture of one of the nursery rhymes and then tell you about it. Again, ask questions to keep your child talking about the nursery rhyme.

4. Rhyming Words in Nursery Rhymes

Many nursery rhymes have rhyming words. Say a line or two from the nursery rhymes your child has learned about, and ask your child to identify the rhyming words. Next, say the rhyme but leave out the second rhyming word for your child to say. Finally, ask your child if s/he can think of other words that rhyme with the ones identified in the nursery rhyme.

5. Read Aloud Each Day

It is very important that you read to your child every day. The local library has collections of nursery rhymes that you can share with your child. You may also want to find nonfiction books to share about topics mentioned in the nursery rhymes such as spiders or stars.

6. Sayings and Phrases: It's Raining Cats and Dogs

Your child has also learned the well-known saying, "It's raining cats and dogs." The next time there is a downpour, will you or your child be the first one to say, "It's raining cats and dogs"?

Be sure to praise your child whenever s/he shares what has been learned at school.

Directions: Listen to the two words that your teacher says. If the two words rhyme, circle the smiling face. If the two words do not rhyme, circle the frowning face.



Name _____

Directions: Listen to the two words that your teacher says. If the two words rhyme, circle the smiling face. If the two words do not rhyme, circle the frowning face.

1.		
2.		
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4.		
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8.		



Dear Parent or Guardian,

I hope that you and your child have been having fun with nursery rhymes at home. At school, your child has become familiar with these additional rhymes:

- “Star Light, Star Bright”
- “Twinkle, Twinkle, Little Star”
- “Hickory, Dickory, Dock”
- “Diddle, Diddle, Dumpling”
- “There Was a Little Girl”
- “Little Bo Peep”
- “Little Boy Blue”
- “Baa, Baa, Black Sheep”
- “One, Two, Buckle My Shoe”
- “Humpty Dumpty”

Continue to use the activities that were suggested in the previous parent letter for talking about, illustrating, and reciting the nursery rhymes.

Today, your child listened to the well-known fable, “The Lion and the Mouse,” and learned that fables are short stories that teach a lesson which is called the moral of the story. The students will also become familiar with the fables, “The Dog and His Reflection,” and “The Hare and the Tortoise,” and learn that many fables have animal characters that act like people.

Below are some suggestions for activities that you may do at home to continue enjoying the fables heard at school.

1. Characters and Events in Fables

Talk with your child about the characters and events in the fables. Make personal connections to the fables with questions such as, “Has a little friend ever been a great friend to you?”

2. Illustrating Fables

Have your child draw or paint a picture of one of the fables and then tell you about it. Again, ask questions to keep your child talking about the fable. Another option is to create a three-part picture that shows the beginning, middle, and end of the fable.

3. Different Versions of Fables

Tell or read to your child different versions of a fable and talk about how the different versions are the same and how they are different.

4. Words to Use

Below is a list of some of the words your child will be using and learning about. Try to use these words as they come up in everyday speech with your child.

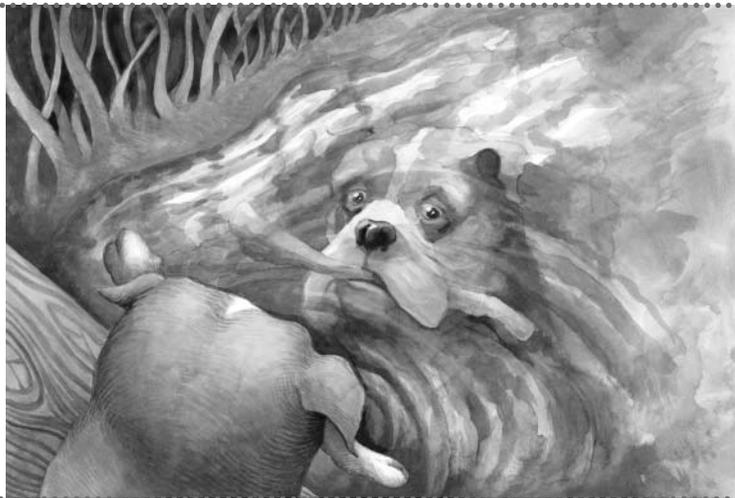
- *wish*—I like to wish upon a star when it is nighttime.
- *wagging*—Our dogs are wagging their tails because they are happy to see us.
- *wool*—My neighbor likes to spin wool into yarn.
- *reflection*—I can see my reflection in the puddle of water.

5. Read Aloud Each Day

It is very important that you read to your child every day. The local library has fables and collections of fables that you may share with your child. Be sure to talk about the moral of each fable, and how the moral applies to you and your child.

Be sure to praise your child whenever s/he shares what has been learned at school.

Directions: These three pictures show events from "The Dog and His Reflection." Cut out the three pictures. Think about what is happening in each one. Put the pictures in order to show the beginning, middle, and end of the fable. Glue them in the correct order on a piece of paper.



Directions: These three pictures show events from "The Dog and His Reflection." Cut out the three pictures. Think about what is happening in each one. Put the pictures in order to show the beginning, middle, and end of the fable. Glue them in the correct order on a piece of paper.



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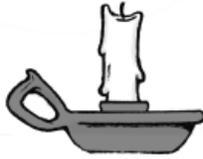
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Directions: Circle the picture that answers the question about the nursery rhyme or fable.

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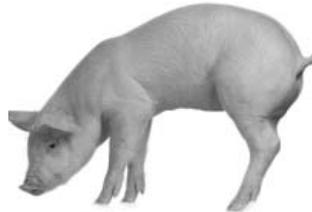
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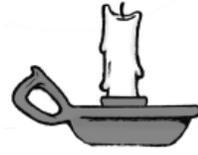
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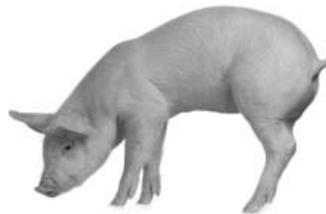
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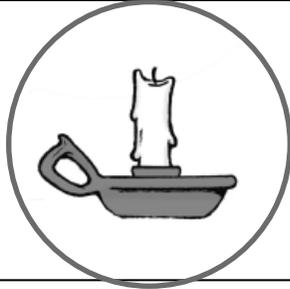


Directions: Circle the picture that answers the question about the nursery rhyme or fable.

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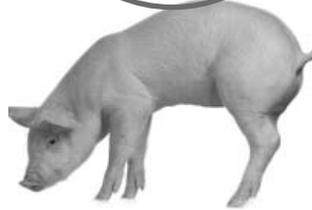
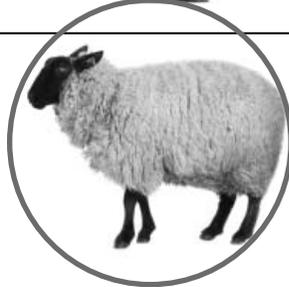
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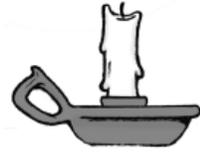
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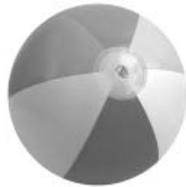
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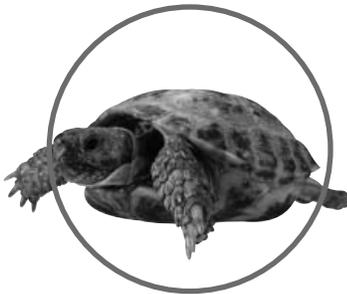
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9.



10.



Directions: Look at each picture showing an event from one of the nursery rhymes or fables you have heard. Circle the pictures that show events that could really happen. Do not circle the pictures that show events that could not really happen.



Directions: Look at each picture showing an event from one of the nursery rhymes or fables you have heard. Circle the pictures that show events that could really happen. Do not circle the pictures that show events that could not really happen.



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