

# Nursery Rhymes and Fables

## Tell It Again!™ Read-Aloud Anthology







# Nursery Rhymes and Fables

## Tell It Again!™ Read-Aloud Anthology

Listening & Learning™ Strand  
**KINDERGARTEN**

Core Knowledge Language Arts®  
New York Edition



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# Alignment Chart for Nursery Rhymes and Fables

The following chart contains both core content and language arts objectives. It also demonstrates alignment between the Common Core State Standards and corresponding Core Knowledge Language Arts (CKLA) goals.

## Alignment Chart for Nursery Rhymes and Fables

### Lesson

	1	2	3	4	5	6	7	8	9	10	11	12
<b>Core Content Objectives</b>												
Demonstrate familiarity with particular nursery rhymes and fables	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Describe the characters and/or events in nursery rhymes and fables	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Recite certain nursery rhymes	✓	✓	✓		✓	✓		✓	✓			
Identify rhyming words in nursery rhymes		✓			✓	✓		✓	✓			
Identify lines that repeat in nursery rhymes							✓					
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)										✓	✓	✓
<b>Reading Standards for Literature: Kindergarten</b>												
<b>Key Ideas and Details</b>												
<b>STD RL.K.1</b>	With prompting and support, ask and answer questions about key details in a text.											
<b>CKLA Goal(s)</b>	With prompting and support, ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> ) requiring literal recall and understanding of the details and/or facts of a fiction read-aloud	✓										
	Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a fiction read-aloud, including answering <i>why</i> questions that require recognizing cause/effect relationships	✓										

**Alignment Chart for  
Nursery Rhymes and Fables**

**Lesson**

		1	2	3	4	5	6	7	8	9	10	11	12
<b>STD RL.K.2</b>	With prompting and support, retell familiar stories, including key details.												
<b>CKLA Goal(s)</b>	With prompting and support, retell or dramatize fiction read-alouds, including key details	✓		✓		✓				✓	✓	✓	
<b>STD RL.K.3</b>	With prompting and support, identify characters, settings, and major events in a story.												
<b>CKLA Goal(s)</b>	With prompting and support, use narrative language to describe characters, setting, things, events, actions, a scene, or facts from a fiction read-aloud						✓						
<b>Craft and Structure</b>													
<b>STD RL.K.4</b>	Ask and answer questions about unknown words in a text.												
<b>CKLA Goal(s)</b>	With prompting and support, ask and answer questions about unknown words in fiction read-alouds and discussions						✓						
<b>STD RL.K.5</b>	Recognize common types of texts (e.g., storybooks, poems).												
<b>CKLA Goal(s)</b>	Listen to, understand, and recognize a variety of texts, including fictional stories, fairy tales, fables, nursery rhymes, and poems						✓						
<b>Integration of Knowledge and Ideas</b>													
<b>STD RL.K.7</b>	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).												
<b>CKLA Goal(s)</b>	With prompting and support, describe illustrations from a fiction read-aloud, using the illustrations to check and support comprehension of the read-aloud						✓						
<b>STD RL.K.9</b>	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.												
<b>CKLA Goal(s)</b>	With prompting and support, compare and contrast similarities and differences within a single fiction read-aloud or between two or more fiction read-alouds	✓				✓			✓				



**Alignment Chart for  
Nursery Rhymes and Fables**

**Lesson**

1	2	3	4	5	6	7	8	9	10	11	12
---	---	---	---	---	---	---	---	---	----	----	----

**Range of Reading and Level of Text Complexity**

<b>STD RL.K.10</b>	Actively engage in group reading activities with purpose and understanding.	
<b>CKLA Goal(s)</b>	Actively engage in fiction read-alouds	<input checked="" type="checkbox"/>

**Speaking and Listening Standards: Kindergarten**

**Comprehension and Collaboration**

<b>STD SL.K.1</b>	Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and large groups	
<b>STD SL.K.1a</b>	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	
<b>CKLA Goal(s)</b>	Use agreed-upon rules for group discussions (e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.)	<input checked="" type="checkbox"/>
<b>STD SL.K.1b</b>	Continue a conversation through multiple exchanges.	
<b>CKLA Goal(s)</b>	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	<input checked="" type="checkbox"/>
<b>STD SL.K.2</b>	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	
<b>CKLA Goal(s)</b>	Ask and answer questions to clarify information in a fiction or nonfiction/informational read-aloud	<input checked="" type="checkbox"/>

**Presentation of Knowledge and Ideas**

<b>STD SL.K.4</b>	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.													
<b>CKLA Goal(s)</b>	Describe familiar people, places, things, and events, and with prompting and support, provide additional detail	<table border="1"> <tr> <td></td><td style="text-align: center;">✓</td><td></td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td></td><td></td> </tr> </table>		✓		✓	✓	✓	✓	✓	✓	✓		
	✓		✓	✓	✓	✓	✓	✓	✓					
<b>STD SL.K.6</b>	Speak audibly and express thoughts, feelings, and ideas clearly.													
<b>CKLA Goal(s)</b>	Speak audibly and express thoughts, feelings, and ideas clearly	<input checked="" type="checkbox"/>												

**Alignment Chart for  
Nursery Rhymes and Fables**

**Lesson**

1	2	3	4	5	6	7	8	9	10	11	12
---	---	---	---	---	---	---	---	---	----	----	----

**Language Standards: Kindergarten**

**Conventions of Standard English**

<b>STD L.K.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.											
<b>STD L.K.1b</b>	Use frequently occurring nouns and verbs.											
<b>CKLA Goal(s)</b>	Use frequently occurring nouns and verbs in oral language											
<b>STD L.K.1f</b>	Produce and expand complete sentences in shared language											
<b>CKLA Goal(s)</b>	Answer questions orally in complete sentences											
	Produce and expand complete sentences in shared language											


**Vocabulary Acquisition and Use**

<b>STD L.K.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content.												
<b>STD L.K.4a</b>	Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i> ).												
<b>CKLA Goal(s)</b>	Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i> )	✓										✓	
<b>STD L.K.5</b>	With guidance and support from adults, explore word relationships and nuances in word meanings.												
<b>STD L.K.5c</b>	Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i> ).												
<b>CKLA Goal(s)</b>	Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i> ).	✓			✓	✓	✓				✓	✓	✓
<b>STD L.K.6</b>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.												
<b>CKLA Goal(s)</b>	Use words and phrases acquired through conversations, being read to, and responding to texts												
	Learn the meaning of common sayings and phrases		✓										

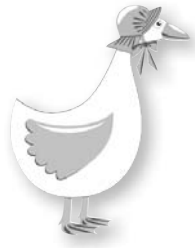
**Alignment Chart for  
Nursery Rhymes and Fables**

**Lesson**

	1	2	3	4	5	6	7	8	9	10	11	12
<b>Additional CKLA Goals</b>												
Explain that certain nursery rhymes are realistic texts because events in the nursery rhyme could really happen and certain nursery rhymes and fables are fantasy because events couldn't really happen (e.g., animals cannot talk)		✓	✓	✓	✓	✓			✓	✓		✓
Prior to or while listening to a nursery rhyme or fable, orally predict what will happen in the read-aloud based on the title, pictures, text heard thus far, and/or prior knowledge, and then compare the actual outcomes to the prediction		✓		✓						✓	✓	✓
Discuss personal responses to a given topic and connect those to a character in the nursery rhyme or fable		✓				✓	✓	✓		✓		
Prior to listening to a nursery rhyme, identify orally what they know about a given topic					✓	✓	✓	✓	✓			

 These goals are addressed in all lessons in this domain. Rather than repeat these goals as lesson objectives throughout the domain, they are designated here as frequently occurring goals.





# 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 twelve 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. Each entire lesson will require a total of fifty minutes.

This domain includes a Pausing Point following Lesson 6B. At the end of the domain, a Domain Review, a Domain Assessment, and Culminating Activities are included to allow time to review, reinforce, assess, and remediate content knowledge. **You should spend no more than sixteen days total on this domain.**

Week One				
Day 1	Day 2	Day 3	Day 4	Day 5
Lesson 1A: "Roses Are Red" (25 min.)	Lesson 2A: "Rain, Rain, Go Away" (25 min.)	Lesson 3A: "Jack Be Nimble" (25 min.)	Lesson 4A: "Jack and Jill" (25 min.)	Lesson 5A: "This Little Pig Went to Market" (25 min.)
Lesson 1B: "Ring Around the Rosie" (25 min.)	Lesson 2B: "It's Raining, It's Pouring" (25 min.)	Lesson 3B: "Little Jack Horner" (25 min.)	Lesson 4B: "Little Miss Muffet" (25 min.)	Lesson 5B: "One, Two, Buckle My Shoe" (25 min.)
50 min.	50 min.	50 min.	50 min.	50 min.

Week Two				
Day 6	Day 7	Day 8	Day 9	Day 10
Lesson 6A: "Star Light, Star Bright" (25 min.)	Pausing Point	Lesson 7A: "Hickory, Dickory, Dock" (25 min.)	Lesson 8A: "Little Bo Peep" (25 min.)	Lesson 9A: "Baa, Baa, Black Sheep" (25 min.)
Lesson 6B: "Twinkle, Twinkle, Little Star" (25 min.)		Lesson 7B: "Diddle, Diddle, Dumpling" (25 min.)	Lesson 8B: "Little Boy Blue" (25 min.)	Lesson 9B: "Humpty Dumpty" (25 min.)
50 min.	50 min.	50 min.	50 min.	50 min.

Week Three				
Day 11	Day 12	Day 13	Days 14	Day 15
Lesson 10A: "The Lion and the Mouse" (25 min.)	Lesson 11A: "The Dog and His Reflection" (25 min.)	Lesson 12A: "The Hare and the Tortoise" (25 min.)	Domain Review	Domain Assessment
Lesson 10B: Extensions (25 min.)	Lesson 11B: Extensions (25 min.)	Lesson 12B: Extensions (25 min.)		
50 min.	50 min.	50 min.	50 min.	50 min.

<b>Week Four</b>	
<b>Day 16</b>	#
Culminating Activities	
50 min.	

⑩ Lessons include Student Performance Task Assessments

# Lessons require advance preparation and/or additional materials; please plan ahead

## ***Domain Components***

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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! Supplemental Guide for Nursery Rhymes and Fables*
- *Tell It Again! Multiple-Meaning Word Posters for Nursery Rhymes and Fables*
- *Tell It Again! Workbook for Nursery Rhymes and Fables*

Recommended Resource:

- *Core Knowledge Kindergarten Teacher Handbook*, edited by E.D. Hirsch, Jr. and Souzanne A. Wright (Core Knowledge Foundation, 2004) ISBN: 978-1890517694

## ***Why Nursery Rhymes and Fables Are Important***

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This domain will introduce students to nursery rhymes and fables that have been favorites with children for generations. 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, 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.

## Core Vocabulary for Nursery Rhymes and Fables

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The following list contains all of the core vocabulary words in *Nursery Rhymes and Fables* in the forms in which they appear in the domain. These words may appear in the read-alouds or, in some instances, in the “Introducing the Read-Aloud” section at the beginning of the lesson. Bold-faced words in the list have an associated Word Work activity. The inclusion of the words on this list does not mean that students are immediately expected to be able to use all of these words on their own. However, through repeated exposure throughout all lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

### **Lesson 1A**

---

rhyme  
roses  
**sweet**  
violets

### **Lesson 1B**

---

ashes  
ring

### **Lesson 2A**

---

away  
character

### **Lesson 2B**

---

pouring  
snoring

### **Lesson 3A**

---

candlestick  
nimble

### **Lesson 3B**

---

plum

### **Lesson 4A**

---

**fetch**  
pail  
tumbling

### **Lesson 4B**

---

beside  
**frightened**

### **Lesson 5A**

---

**market**  
roast beef

### **Lesson 5B**

---

buckle

### **Lesson 6A**

---

wish

### **Lesson 6B**

---

diamond  
twinkle  
**wonder**

### **Lesson 7A**

---

struck

### **Lesson 7B**

---

stockings

### **Lesson 8A**

---

sheep  
wagging

### **Lesson 8B**

---

haystack  
meadow  
under

### **Lesson 9A**

---

lane  
wool

### **Lesson 9B**

---

great  
together

### **Lesson 10**

---

**disturbed**  
favor  
gnawing  
grateful

### **Lesson 11**

---

**feast**  
greedy  
reflection  
stream

### **Lesson 12**


---

**boasting**  
darted  
steadily




## ***Student Performance Task Assessments***

---

In the *Tell It Again! Read-Aloud Anthology for Nursery Rhymes and Fables*, there are numerous opportunities to assess students' learning. These assessment opportunities range from informal observations, such as Think-Pair-Share and some Extension activities, to more formal written assessments. These Student Performance Task Assessments (SPTA) are identified in the *Tell It Again! Read-Aloud Anthology* with this icon: . There is also an end-of-domain summative assessment. Use the Tens Conversion Chart located in the Appendix to convert a raw score on each SPTA into a Tens score. On the same page you will also find the rubric for recording observational Tens scores.

## ***Above and Beyond***

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In the *Tell It Again! Read-Aloud Anthology for Nursery Rhymes and Fables*, there are numerous opportunities in the lessons and the Pausing Points to challenge students who are ready to attempt activities that are above grade-level. These activities are labeled “Above and Beyond” and are identified with this icon: .

## ***Supplemental Guide***

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Accompanying the *Tell It Again! Read-Aloud Anthology* is a *Supplemental Guide* designed to assist education professionals who serve students with limited English language skills or students with limited home literacy experience, which may include English Language Learners (ELLs) and children with special needs. Teachers whose students would benefit from enhanced oral language practice may opt to use the *Supplemental Guide* as their primary guide in the Listening & Learning strand. Teachers may also choose to begin a domain by using the *Supplemental Guide* as their primary guide before transitioning to the *Tell-It Again! Read-Aloud Anthology*, or may choose individual activities from the *Supplemental Guide* to augment the content covered in the *Tell-It Again! Read-Aloud Anthology*.

The *Supplemental Guide* activities that may be particularly relevant to any classroom are the Multiple Meaning Word Activities and accompanying Multiple Meaning Word Posters, which help students

determine and clarify different meanings of words; Syntactic Awareness Activities, which call students' attention to sentence structure, word order, and grammar; and Vocabulary Instructional Activities, which place importance on building students' general academic, or Tier 2, vocabulary. These activities afford all students additional opportunities to acquire a richer understanding of the English language. Several of these activities have been included as Extensions in the *Tell It Again! Read-Aloud Anthology*. In addition, several words in the *Tell It Again! Read-Aloud Anthology* are underlined, indicating that they are multiple-meaning words. The accompanying sidebars explain some of the more common alternate meanings of these words. *Supplemental Guide* activities included in the *Tell It Again! Read-Aloud Anthology* are identified with this icon: ↔.

## ***Recommended Resources for Nursery Rhymes and Fables***

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### **Trade Books**

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The *Tell It Again! Read-Aloud Anthology* includes a number of opportunities in Extensions, the Pausing Point, and the Domain Review for teachers to select trade books from this list to reinforce domain concepts through the use of authentic literature. In addition, teachers should consider other times throughout the day when they might infuse authentic domain-related literature. If you recommend that families read aloud with their child each night, you may wish to suggest that they choose titles from this trade book list to reinforce the domain concepts. You might also consider creating a classroom lending library, allowing students to borrow domain-related books to read at home with their families.

### ***Nursery Rhymes***

1. *Arroz con leche: Popular Songs and Rhymes from Latin America*, selected and illustrated by Lulu Delacre (Scholastic, 1992) ISBN 978-0590418867
2. *Diez Deditos: Ten Little Fingers and Other Play Rhymes and Action Songs from Latin America*, selected, arranged, and translated by José-Luis Orozco (Penguin Group, 2002) ISBN 978-0142300879

3. *De Colores and Other Latin-American Folk Songs for Children*, selected, arranged, and translated by José-Luis Orozco (Penguin Group, 1999) ISBN 978-0140565485
4. *Favorite Nursery Rhymes from Mother Goose*, illustrated by Scott Gustafson (The Greenwich Workshop Press, 2007) ISBN 978-0867130973
5. *Hush: A Thai Lullaby*, by Minfong Ho (Scholastic, 2000) ISBN 978-0531071663
6. *Mother Goose: A Collection of Classic Nursery Rhymes*, by Michael Hague (Henry Holt, 1988) ISBN 978-0805002140
7. *Mother Goose Remembers*, by Clare Beaton (Barefoot Books, 2006) ISBN 978-1846860034
8. *Pocketful of Posies: A Treasury of Nursery Rhymes*, by Salley Mavor (Houghton Mifflin Harcourt, 2010) ISBN 978-0618737406
9. *Read-Aloud Rhymes for the Very Young*, by Jack Prelutsky and illustrated by Marc Brown (Knopf Books for Young Readers, 1986) ISBN 978-0394872186
10. *The Real Mother Goose*, illustrated by Blanche Fisher Wright (Scholastic, 1994) ISBN 978-0590225175
11. *Three Little Kittens*, by Paul Galdone (Clarion, 1988) ISBN 978-0899197968

### ***Fables***

12. *Aesop's Fables*, by Jerry Pinkney (Chronicle Books, 2000) ISBN 978-1587170003
13. *Aesop's Fables*, by Beverly Naidoo and illustrated by Piet Grobler (Frances Lincoln Children's Books, 2011) ISBN 978-1847800077
14. *The Ant and the Grasshopper*, by Rebecca Emberley and illustrated by Ed Emberley (Roaring Book Press, 2012) ISBN 978-1596434936
15. *How the Leopard Got His Claws*, by Chinua Achebe and illustrated by Mary GrandPré (Candlewick, 2011) ISBN 978-0763648053

16. *The Lion and the Mouse*, retold and illustrated by Bernadette Watts (North-South Books, 2007) ISBN 978-0735821293
17. *Little Cloud and Lady Wind*, by Toni Morrison and Slade Morrison and illustrated by Sean Qualls (Simon & Schuster, 2010) ISBN 978-1416985235
18. *The Tortoise and the Hare*, adapted and illustrated by Janet Stevens (Holiday House, 1985) ISBN 978-0823405640
19. *Town Mouse, Country Mouse*, by Jan Brett (Putnam Juvenile, 2003) ISBN 978-0698119864
20. *The Wise Fool: Fables from the Islamic World*, by Shahrukh Husain and Micha Archer (Barefoot Books, 2011) ISBN 978-1846862267

## Websites and Other Resources

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### ***Student Resources***

1. Rhyming Game  
<http://bit.ly/XkQm8C>

### ***Teacher Resources***

2. Mother Goose  
<http://bit.ly/ZsvgEM>
3. Morals from Fables  
<http://bit.ly/XkQLb2>
4. Aesop's Fables  
<http://aesopfables.com>
5. Learning to Read  
<http://1.usa.gov/VPTTdJ>



# Roses Are Red

1  
A

## ✔ Lesson Objectives

### Core Content Objective

Students will:

- ✓ Listen to and demonstrate familiarity with “Roses Are Red”

### Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards that are addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, compare and contrast similarities and differences between roses and violets (RL.K.9)
- ✓ Identify real-life connections between words, such as *sweet*, and their use (L.K.5c)

### Core Vocabulary

**rhyme, n.** Words that begin with different sounds but end with the same sound

*Example:* Two words that rhyme are *hat* and *cat*.

*Variation(s):* rhymes, rhyming

**roses, n.** Plants or bushes with large flowers and thorns along their stems

*Example:* I picked roses and gave them to my teacher.

*Variation(s):* rose

**sweet, adj.** Containing sugar or tasting like sugar

*Example:* The watermelon is very sweet and juicy.

*Variation(s):* sweeter, sweetest

**violets, n.** Small plants with small flowers

*Example:* My grandmother grows pretty violets at her house.

*Variation(s):* violet

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

## Domain Introduction

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Tell students that for the next few weeks, they are going to listen to many nursery rhymes. Tell students that words that have different beginning sounds but end with the same sounds are said to **rhyme**. For example, *cat/hat, big/pig, coat/goat, bake/take*. As they hear the nursery rhymes in this domain, they will get a lot of practice listening for the words that rhyme.

Explain that nursery rhymes are short poems written for young children long ago. Have students say the words *nursery rhymes*. 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 in their nurseries, perhaps before going to sleep.

Explain that they may also hear these nursery rhymes called “Mother Goose” rhymes. Tell 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.

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

## Brainstorming Links

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Tell 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 students share ideas.

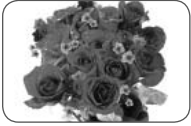
Say the color word *blue*. Ask students what comes to mind when they think of this color. Have students share their ideas.

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

## Purpose for Listening

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



## Roses Are Red

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

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

## Read It Again

Reread the rhyme with the Guided Listening Support.



## Roses Are Red

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

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

1 Roses are flowers.

2 Violets are flowers, also.

3 Sweet is how sugar tastes.

## Echo Technique

Teach 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 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 students learn the rhyme.

Reciting nursery rhymes is a fun transition activity that can 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 the image. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* 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. *Literal* What do you see in this picture? (flowers, roses, violets)
3. *Inferential* Who can find the roses in the picture? How do you know they are roses? (They're red.)
4. *Inferential* Who can find the violets in the picture? How do you know they are violets? (They're blue.)
5. *Evaluative* How are roses and violets alike? How are they different? (They're both flowers; they're different colors and shapes.)
6. *Literal* How is sugar described in the nursery rhyme? (sweet)

[*Think Pair Share* activities encourage students' active involvement in class discussions by having them think through their answers to questions, rehearse their responses silently and through discussion with a peer, and share their responses aloud with the class. It is recommended that you model the *Think Pair Share* process with another adult (or a student with strong language skills) the first time you use it, and continue to scaffold students to use the process successfully throughout the year.

In *Think Pair Share* activities, you will begin by asking students to **listen** to the question you pose. You will then allow students some time to **think** about the question and their response to the question. Next, you will prompt students to discuss their response in **pairs**. Finally, you will select several students to **share** their responses with the class. Directions to students are as follows.]

I am going to ask you 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. *Evaluative 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.]
8. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

### **Word Work: Sweet**

**5** minutes

1. In the nursery rhyme you heard, "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 students stand in a third area.

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

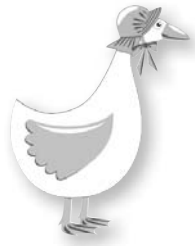
1. sugar
2. pepper
3. raisins
4. chocolate cake
5. carrots
6. a piece of toast
7. mustard
8. apple

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

Ask students what it might mean to say that a person is sweet. You may need to explain that when a person is sweet, they are kind. Ask students to turn to a partner and talk about times when they have been sweet, or when 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



# Roses Are Red

1  
B

## ✔ Lesson Objectives

### Core Content Objectives

Students will:

- ✓ Listen to and demonstrate familiarity with “Ring Around the Rosie”
- ✓ Demonstrate familiarity with “Roses Are Red”
- ✓ Describe the events in “Ring Around the Rosie”
- ✓ Recite “Roses Are Red” and “Ring Around the Rosie”

### Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards that are addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, dramatize the nursery rhyme “Ring Around the Rosie” in the proper sequence (RL.K.2)
- ✓ Identify new meanings for familiar words, such as *ring*, and apply them accurately (L.K.4a)

### 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

**ring, v.** To form a circle around

*Example:* Let’s make a ring around the classroom and sit in a circle.

*Variation(s):* rang, ringing, rung

<b><i>At a Glance</i></b>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>What Do We Know?</b>		5
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>Ring Around the Rosie</b>		10
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>	Instructional Master 1B-1 (optional)	5
	<b>Multiple Meaning Word Activity: Ring</b>	Poster 1M: Ring	5
<b><i>Take-Home Material</i></b>	<b>Family Letter</b>	Instructional Masters 1B-1, 1B-2, and 1B-3	*



### What Do We Know?

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- ← 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 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.



## Ring Around the Rosie

- ← Show image 1B-1: Children playing “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.



## Ring Around the Rosie

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

**Ring** around the rosie,<sup>1</sup>  
A pocket full of posies;<sup>2</sup>  
**Ashes,** ashes,<sup>3</sup>  
We all fall down.

- 1 *Ring* means to make a circle around. A ring can also be a type of jewelry worn on the finger.
- 2 Posies are flowers.
- 3 Ashes are what is left when something burns.

## Echo Technique

Directions: I am going to say the first line of “Ring Around the Rosie.” 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.

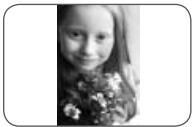
Compliment students for doing this correctly, which means that they were listening carefully.

## 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. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* What does the nursery rhyme describe the children as doing? (falling down)



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

2. *Literal* What do you see in this picture? (girl holding posies)
3. *Literal* Where does the nursery rhyme say the posies are? (in the pockets)
4. *Inferential* Why do you think posies are put in the pockets? (to keep them)
5. *Evaluative* Have you heard another nursery rhyme about posies, or flowers? (“Roses Are Red”) Let’s recite “Roses Are Red” as a group.

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask you 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. *Evaluative Think Pair Share:* What are posies? (a small bunch of flowers) Where might you see posies? (Answers may vary.)
7. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]



## ↔ Multiple Meaning Word Activity

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### **Definition Detective: Ring**

1. In the nursery rhyme you heard, “*Ring* around the rosie, a pocket full of posies; ashes, ashes, we all fall down.”
2. With your partner, think of as many meanings for *ring* or ways you can use the word *ring*.
3. [Show Poster 1M: Ring.] Point to the picture on the poster that shows how the word *ring* is used in the nursery rhyme. [Have a student point to the correct picture for this sense of the word.]
4. *Ring* can also mean other things. A ring is a type of jewelry worn on the finger. [Have a student point to the correct picture for this sense of the word.]
5. *Ring* is also the sound a bell makes. To ring a bell means to make it have a ringing sound. [Have a student point to the correct picture for this sense of the word.]
6. You can also use *ring* to mean to call someone, like to give someone a ring. [Have a student point to the correct picture for this sense of the word.]
7. Now quiz your partner on the different meanings of *ring*. For example you could say, “When you hear the ring from the loud speakers, you need to go back to your classroom from recess. Which *ring* am I?” Your partner should point to the bell ringing to show you that you meant that kind of *ring*.

### **On Stage**

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Tell students that many nursery rhymes, like this one, are fun to act out. You may also want to explain that this nursery rhyme is often sung.

Directions: Stand up, form a large circle, and join hands. [This may be done inside or outside.] I am going to sing the rhyme this time. Walk around in a circle until you hear, “We all fall down!” When you hear these words, sit down gently and quickly.

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

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

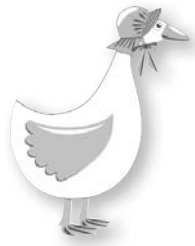
## ***Take-Home Material***

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### **Family Letter**

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Send home Instructional Masters 1B-1, 1B-2, and 1B-3.



# Rain, Rain, Go Away

2<sub>A</sub>

## ☑ **Lesson Objectives**

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### **Core Content Objectives**

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Students will:

- ✓ Listen to and demonstrate familiarity with “Rain, Rain, Go Away”
- ✓ Identify Johnny as the character in the nursery rhyme
- ✓ Identify rhyming words in the nursery rhyme

### **Language Arts Objectives**

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The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards that are addressed in all lessons in this domain.

Students will:

- ✓ Describe familiar things, such as rain, and with prompting and support, provide additional detail (SL.K.4)
- ✓ Discuss personal responses to rain and rainy days and connect those to the way in which the character in the nursery rhyme feels about rainy weather

### **Core Vocabulary**

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**away, adv.** Not here

*Example:* The sun is very far away.

*Variation(s):* none

**character, n.** The person a nursery rhyme or story is about

*Example:* My favorite character in the book was Alice.

*Variation(s):* characters

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



### What Do We Know?

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

Ask students what is happening in this picture. 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 things they are not able to do when it is raining.

### Purpose for Listening

Tell students that the person a nursery rhyme is about is called the **character**. Ask students to listen carefully to the nursery rhyme that you are going to read to find out how the character in this nursery rhyme feels about rainy weather.



## Rain, Rain, Go Away

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

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

## Read It Again

Reread the rhyme with the Guided Listening Support.



1 *Away* means not here.

## Rain, Rain, Go Away

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

Rain, rain, go **away**,<sup>1</sup>  
Come again some other day.  
Little Johnny wants to play,  
Rain, rain, go away.

## 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 the image. 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. Ask students to answer in complete sentences by having them restate the question in their responses.

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

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

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. *Evaluative Think Pair Share:* What ideas do you have for things that Johnny could do since it is raining and he cannot play outside? (Answers may vary.)

8. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

## 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*.

Directions: I am going to reread the first two lines of “Rain, Rain, Go Away” and I want you to listen for rhyming words.

*Rain, rain, go away,*

*Come again some other day.*

What are the rhyming words? (away, day)

Now I am going to reread the next two lines and I want you to listen for words that rhyme.

*Little Johnny wants to play,*

*Rain, rain, go away.*

What are the rhyming words? (play, away)

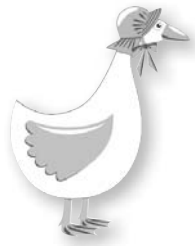
Reread the nursery rhyme, but leave out the second word of each rhyming pair for students to fill in.

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



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





# It's Raining, It's Pouring

2<sub>B</sub>

## ✔ **Lesson Objectives**

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### **Core Content Objectives**

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Students will:

- ✓ Listen to and demonstrate familiarity with “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
- ✓ Recite “Rain, Rain, Go Away”

### **Language Arts Objectives**

---

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards that are addressed in all lessons in this domain.

Students will:

- ✓ Explain the meaning of the saying, “it’s raining cats and dogs” and use in appropriate contexts (L.K.6)
- ✓ Explain that “It’s Raining, It’s Pouring” is realistic text because it does rain and people do bump their heads and go to bed
- ✓ Prior to listening to “It’s Raining, It’s Pouring,” orally predict what will happen in the read-aloud based on the title and the previous nursery rhyme “Rain, Rain, Go Away,” and then compare the actual outcome to the prediction

## 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

<b><i>At a Glance</i></b>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>What Do We Know?</b>		5
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>It's Raining, It's Pouring</b>		10
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>		5
	<b>Sayings and Phrases: It's Raining Cats and Dogs</b>		5

### What Do We Know?

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Have a student or a group of students recite “Rain, Rain, Go Away.” Remind students that in the previous read-aloud, Johnny wanted the rain to go away.

### ⑩ Recitation of Nursery Rhymes (Instructional Master 2B-1)

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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 2B-1.

### Purpose for Listening

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Tell students that you are going to read another nursery rhyme about rain. Tell students to listen carefully to decide whether or not the character in this nursery rhyme wants the rain to go away.



## It's Raining, It's Pouring

- ← Show image 2B-1: Old man in bed

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

## Read It Again

Reread the rhyme with the Guided Listening Support.



## It's Raining, It's Pouring

- ← Show image 2B-1: Old man in bed

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

1 *Pouring* means raining very hard.

2 *Snoring* is a noise made while sleeping.

## 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 the image. 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. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Evaluative* Were your predictions correct about whether or not this character wanted the rain to go away? Why or why not? (Answers may vary.)
2. *Literal* 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. *Literal* What do you know about the character in this nursery rhyme? (He's an old man; he's snoring; he bumped his head.)
4. *Inferential* What is the old man doing? (sleeping, snoring)
5. *Evaluative* Why do you think the old man goes to bed? (He was tired; the rain made him sleepy; etc.)
6. *Inferential* Can the events of this nursery rhyme really happen? (yes) Why? (It rains; people snore; people bump their heads.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

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. *Evaluative Think Pair Share:* What do you like to do when it is pouring rain? (Answers may vary.)
9. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

## Sayings and Phrases: It's Raining Cats and Dogs

5 minutes

Tell students that 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. Although 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 students understand the difference between the literal meanings of the words and their implied or figurative meanings.

Directions: Have you ever heard anyone say, “it’s raining cats and dogs”? This phrase is another way of saying that it is raining very hard or pouring. It does not mean that cats and dogs are falling from the sky! Say it with me: “It’s raining cats and dogs.”

Instead of saying, “I got soaked as soon as I went outside because it was pouring,” you could say, “I got soaked as soon as I went outside because it was raining cats and dogs.” Have you 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.



# Jack Be Nimble

3A

## ✔ **Lesson Objectives**

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### **Core Content Objectives**

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Students will:

- ✓ Listen to and demonstrate familiarity with “Jack Be Nimble”
- ✓ Identify Jack as the character in the nursery rhyme
- ✓ Retell the events of the nursery rhyme

### **Language Arts Objectives**

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The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards that are addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, dramatize the nursery rhyme “Jack Be Nimble” in the proper sequence (RL.K.2)

### **Core Vocabulary**

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**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

<b><i>At a Glance</i></b>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>What Do We Know?</b>		5
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>Jack Be Nimble</b>		10
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>		5
	<b>On Stage</b>		5



### **What Do We Know?**

---

Ask students if they know how to jump, and have them demonstrate jumping while standing in place. Ask, “What times do you need to—or do you like to—jump?”

### **Purpose for Listening**

---

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



## Jack Be Nimble

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

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

## Read It Again

Reread the rhyme with the Guided Listening Support.



## Jack Be Nimble

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

Jack be **nimble**,<sup>1</sup>  
Jack be quick,  
Jack jump over  
The **candlestick**.<sup>2</sup>

1 *Nimble* means able to move quickly and easily.

2 A candlestick is a holder for a candle.

## 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.

## Comprehension Questions

5 minutes

If students have difficulty responding to questions, reread pertinent lines of the nursery rhyme and/or refer to the image. 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. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* Who is the nursery rhyme about? (Jack) [Tell students we can say the nursery rhyme is about Jack, or that Jack is the character, or the person the rhyme is talking about.]
2. *Literal* What does Jack jump over? (the candlestick)
3. *Inferential* 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)
4. *Evaluative* Why do you think Jack jumps over the candlestick? (It's fun to jump over things; he wants to prove he can)
5. *Evaluative* 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.]

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

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. *Evaluative Think Pair Share:* What does *nimble* mean again? (to move quickly and easily) What kinds of things can you do nimbly? (Answers may vary.)
8. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

## On Stage

5 minutes

Tell 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 students, being sure to use the word *nimble*: “That was a very nimble jump!”



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



# Little Jack Horner

3<sub>A</sub>

## ☑ **Lesson Objectives**

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### **Core Content Objectives**

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Students will:

- ✓ Listen to and demonstrate familiarity with “Little Jack Horner”
- ✓ Demonstrate familiarity with “Jack Be Nimble”
- ✓ Retell the events of the nursery rhyme
- ✓ Recite “Jack Be Nimble”

### **Language Arts Objectives**

---

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards that are addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, dramatize the nursery rhyme “Little Jack Horner” in the proper sequence (RL.K.2)
- ✓ Explain that “Little Jack Horner” is realistic text because a boy can sit in a corner, eat pie, and pull out a plum with his thumb

### **Core Vocabulary**

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**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

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

### **What Have We Already Learned?**

---

Ask students if they remember the nursery rhyme, “Jack Be Nimble.” Students may recite this nursery rhyme individually, as a small group, or as a class.

### **10 Recitation of Nursery Rhymes**

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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 2B-1.

### **Purpose for Listening**

---

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



## Little Jack Horner

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

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.



## Little Jack Horner

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

Little Jack Horner  
Sat in a corner,  
Eating his Christmas pie;  
He put in his thumb,  
And pulled out a **plum**,<sup>1</sup>  
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.



## Comprehension Questions

5 minutes

If students have difficulty responding to questions, reread pertinent lines of the nursery rhyme and/or refer to the image. 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. Ask students to answer in complete sentences by having them restate the question in their responses.



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

1. *Literal* What is Little Jack Horner doing in this nursery rhyme? (sitting in the corner, eating pie)
2. *Literal* What does Little Jack Horner put in the pie? (his thumb)
3. *Literal* What does Jack find in his pie? (a plum)
4. *Literal* What does Little Jack Horner say? (“What a good boy am I!”)
5. *Inferential* What kind of pie do you think he is eating? (plum pie, Christmas pie)
6. *Evaluative* 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.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

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. *Evaluative Think Pair Share:* Why do you think Jack is sitting in the corner? (It’s his favorite spot; he wanted to be alone; he was being punished; etc.)
8. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

## On Stage

5 minutes

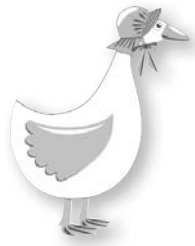
Teach students gestures for acting out “Little Jack Horner.” If possible, have students move their chairs to the corners of the room.

Directions: I am going to read “Little Jack Horner.” This time, when I read, “Little Jack Horner/Sat in a corner/Eating his Christmas pie,” you should pretend to eat pie.

When I read, “He put in his thumb/And pulled out a plum,” you should pretend to put a thumb in the pie and then hold it up to look at the plum.

When I read, “And said . . .” you 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.



# Jack and Jill

4<sub>A</sub>

## ✓ Lesson Objectives

### Core Content Objectives

Students will:

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

### Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards that are addressed in all lessons in this domain.

Students will:

- ✓ Identify real-life connections between words, such as *fetch*, and their use (L.K.5c)
- ✓ Prior to listening to “Jack and Jill,” orally predict what will happen in the read-aloud based on a picture, and then compare the actual outcome to the prediction

### Core Vocabulary

**fetch, v.** To go 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

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



### Making Predictions About the Read-Aloud

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

Ask students what is happening in this picture. Have them predict what the next nursery rhyme will be about. Explain that to make a prediction means to make a statement about what they think will happen. They might use clues from the title, picture, or text to make their predictions.

### Purpose for Listening

---

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



## Jack and Jill

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

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.



## Jack and Jill

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

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

- 1 To fetch a pail means to get a bucket.
- 2 Jack fell down and hurt his head. The word *crown* means the top of the head. A crown can also be something kings and queens wear on their heads, often made of gold or silver.
- 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.

### Comprehension Questions

5 minutes

If students have difficulty responding to questions, reread pertinent lines of the nursery rhyme and/or refer to the image. 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. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Evaluative* Were your predictions about what the nursery rhyme was about correct? Why or why not? (Answers may vary.)
2. *Literal* Who are the characters in this nursery rhyme? Remember, the characters are who the nursery rhyme is about. (Jack and Jill)
3. *Evaluative* What two other nursery rhymes that we've heard have a character named Jack? ("Jack Be Nimble," "Little Jack Horner")
4. *Literal* Where do Jack and Jill go? (up the hill)
5. *Literal* Why do they go up the hill? (to fetch a pail of water)
6. *Literal* What happens to Jack? (He falls down and breaks his crown.)
7. *Literal* What happens to Jill? (She comes tumbling down the hill.)
8. *Evaluative* Why do you think Jack falls down? (Answers may vary.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

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.

9. *Evaluative* *Think Pair Share*: Why do you think Jack and Jill are fetching water? (Answers may vary.)

10. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

### Word Work: Fetch

5 minutes

1. In the nursery rhyme you heard, “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 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?

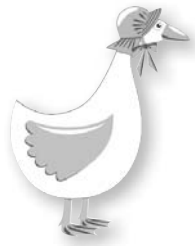
Use a *Making Choices* activity for follow-up. Directions: I am going to read some situations. I want you to say what you might fetch in each situation. Be sure to begin your responses with “I might fetch \_\_\_\_\_.” Remember to answer in complete sentences.

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 sweatshirt, toy, or sports equipment.)



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





# Little Miss Muffet

4<sub>B</sub>

## ✔ **Lesson Objectives**

### Core Content Objectives

Students will:

- ✓ Listen to and demonstrate familiarity with “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

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards that are addressed in all lessons in this domain.

Students will:

- ✓ Describe familiar things, such as spiders, and with prompting and support, provide additional detail (SL.K.4)
- ✓ Identify real-life connections between words, such as *frightened*, and their use (L.K.5c)
- ✓ Explain that “Little Miss Muffet” is realistic text because a girl can sit and eat, and a spider can come and frighten her

### Core Vocabulary

**beside, adv.** Next to, at the side of

*Example:* I sat beside my friend at lunch.

*Variation(s):* none

**frightened, v.** Made someone feel afraid

*Example:* The big dog frightened me.

*Variation(s):* frighten, frightens, frightening

<b><i>At a Glance</i></b>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>Essential Background Information or Terms</b>	cottage cheese (optional)	5
	<b>What Do We Know?</b>		
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>Little Miss Muffet</b>		10
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>		5
	<b>Word Work: Frightened</b>		5

### Essential Background Information or Terms

---

Ask students if they have ever seen or eaten cottage cheese. Explain that curds and whey is an old-fashioned name for cottage cheese. Ask them to repeat the phrase *curds and whey*. “Curds” are the white clumps of cheese, and “whey” is the liquid they are in. (You may want to bring in cottage cheese for students to see or taste, if permitted.) Ask students if they know what a tuffet is. Ask them to repeat the word *tuffet*. Explain that a tuffet is a low seat, such as a stool.

### 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. Have two to three students share their responses.

### Purpose for Listening

---

Tell students that you are now going to read a nursery rhyme about a spider. Tell students to listen carefully to find out how the little girl in the nursery rhyme feels about spiders.



## Little Miss Muffet

← Show image 4B-1: Spider and 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.



## Little Miss Muffet

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

Little Miss Muffet  
Sat on a tuffet,<sup>1</sup>  
Eating her curds and whey;<sup>2</sup>  
Along came a spider,  
Who sat down **beside** her<sup>3</sup>  
And **frightened** Miss Muffet away.<sup>4</sup>

1 A tuffet is a low stool.

2 or eating her cottage cheese

3 or next to her

4 *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.

### Comprehension Questions

5 minutes

If students have difficulty responding to questions, reread pertinent lines of the nursery rhyme and/or refer to the image. 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. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* Who are the characters in this nursery rhyme? (Little Miss Muffet, spider)
2. *Literal* What is Little Miss Muffet doing? (sitting on a tuffet, eating curds and whey)
3. *Literal* What happens while Little Miss Muffet is eating? (a spider came along and sat down beside her)
4. *Inferential* How does Little Miss Muffet feel about spiders? (They frighten/scare her.)
5. *Evaluative* 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.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

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. *Evaluative Think Pair Share:* What would you do if you were eating and a spider came along? (Answers may vary.)
7. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

## Word Work: Frightened

5 minutes

1. In the nursery rhyme you heard, “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* activity for follow-up. 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.)

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 go to your best friend’s house for dinner.



# This Little Pig Went to Market

5<sub>A</sub>

## ☑ **Lesson Objectives**

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### Core Content Objectives

---

Students will:

- ✓ Listen to and demonstrate familiarity with “This Little Pig Went to Market”
- ✓ Demonstrate familiarity with several nursery rhymes
- ✓ Identify the five pigs as the characters in the nursery rhyme
- ✓ Retell the events of the nursery rhyme
- ✓ Recite “This Little Pig Went to Market”

### Language Arts Objectives

---

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards that are addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, dramatize the nursery rhyme “This Little Pig Went to Market” in the proper sequence (RL.K.2)
- ✓ Describe familiar things, such as pigs, and with prompting and support, provide additional detail (SL.K.4)
- ✓ Identify real-life connections between words, such as *market*, and their use (L.K.5c)
- ✓ Explain that “This Little Pig Went to Market” is fantasy because pigs don’t go to the market or talk
- ✓ Prior to listening to “This Little Pig Went to Market,” identify what they know about pigs

## 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

<b><i>At a Glance</i></b>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>What Do We Know?</b>		5
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>This Little Pig Went to Market</b>		10
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>		5
	<b>Word Work: Market</b>		5





### What Do We Know?

---

← **Show image 5A-1: Photo of pig**

Ask the following questions:

- What do you see in this picture?
- What kinds of things do pigs do?
- What kinds of things do pigs eat?
- Where do pigs live?
- Have you ever seen a real pig? What do pigs look like?

### 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.



## This Little Pig Went to Market

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← Show image 5A-2: Five pigs

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.



## This Little Pig Went to Market

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← Show image 5A-2: Five pigs

1 A market is a place to buy and sell things.

2 This little pig ate some meat.

This little pig went to **market**,<sup>1</sup>  
This little pig stayed home;  
This little pig had **roast beef**,<sup>2</sup>  
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. Have students repeat the rhyme touching 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

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. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* How many pigs does the nursery rhyme tell about?  
(five)
2. *Literal* What does each of the pigs do? (one goes to the market; one stays home; one eats roast beef; one doesn’t eat roast beef; one cries all the way home)
3. *Inferential* How do you think the pig who cries “wee-wee-wee” feels? (sad, frightened, etc.)
4. *Evaluative* 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.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

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.

5. *Evaluative Think Pair Share:* What do you think the pig that stayed home might have been doing? Why did he stay home? (Answers may vary.)
6. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

### Word Work: Market

5 minutes

1. In the nursery rhyme you heard, “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 fruit and vegetable stand (That’s a market.)
5. the playground (That’s not a market.)
6. a bakery (That’s a market.)



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



# One, Two, Buckle My Shoe

5<sub>A</sub>

## ✔ **Lesson Objectives**

### **Core Content Objectives**

Students will:

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

### **Language Arts Objectives**

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards that are addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, dramatize the nursery rhyme “One, Two, Buckle My Shoe” in the proper sequence (RL.K.2)
- ✓ With prompting and support, compare and contrast similarities and differences between the two nursery rhymes “This Little Pig Went to Market” and “One, Two, Buckle My Shoe” (RL.K.9)

### **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

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

### **What Do We Know?**

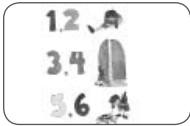
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Have students count to ten with you, touching a finger on each hand as you say a number. Repeat several times to practice fluency in counting; provide variety by clapping as you say each number, stomping your foot, jumping, etc.

### **Purpose for Listening**

---

Tell 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.



## One, Two, Buckle My Shoe

- ← Show image 5B-1: Actions for 1–6

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

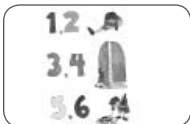


- ← Show image 5B-2: Actions for 7–10

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

## Read It Again

Reread the rhyme with the Guided Listening Support.



## One, Two, Buckle My Shoe

- ← Show image 5B-1: Actions for 1–6<sup>1</sup>

One, two,  
**Buckle** my shoe;<sup>2</sup>  
Three, four,  
Shut the door;  
Five, six,  
Pick up sticks;

1 [As you read, sweep under images with your finger, calling out the print concepts left-to-right and top-to-bottom.]

2 *Buckle* means to fasten together. [Gesture buckling a shoe.]



- ← Show image 5B-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.

Have students repeat the rhyme with accompanying actions, such as pretending to buckle a shoe, shut a door, and pick up sticks.

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

➤ Above and Beyond: Ask for volunteers to say the rhyme and use the finger sweep technique with Images 5B-1 and 5B-2.

## 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. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* What does the rhyme say to do to your shoe?  
(to buckle it)
2. *Inferential* How far does the nursery rhyme count? (to ten)
3. *Evaluative* What does this nursery rhyme do to make counting fun? (adds actions and rhyme)
4. *Evaluative* Does anyone have a shoe that can be buckled?  
What other items can be buckled? (boots, belts, coats, etc.)
5. *Evaluative* Think of some ways that “This Little Pig Went to Market” and “One, Two, Buckle My Shoe” are the same. Now think of some ways they are different. (Answers may vary, but may include that both are fun ways to practicing counting; the characters in one are pigs and the other a child; one counts to ten and one counts to five, etc.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

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. *Evaluative Think Pair Share:* Which part of the rhyme was your favorite? (Answers may vary.)
7. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

## Rhyming Words

5 minutes

Directions: I am going to reread the first part of the nursery rhyme two lines at a time and I want you 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,*

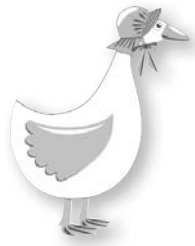
*Lay them straight;* (eight, straight)

*Nine, ten,*

*A big fat hen.* (ten, hen)

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

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



# Star Light, Star Bright

6<sub>A</sub>

## ✔ **Lesson Objectives**

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### **Core Content Objectives**

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Students will:

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

### **Language Arts Objectives**

---

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards that are addressed in all lessons in this domain.

Students will:

- ✓ Describe familiar things, such as stars, and with prompting and support, provide additional detail (SL.K.4)
- ✓ Explain that “Star Light, Star Bright” is realistic text because people really make wishes on stars
- ✓ Prior to listening to “Star Light, Star Bright,” identify what they know about stars
- ✓ Discuss personal responses to looking at stars and connect those to the way in which the character in the nursery rhyme wishes on stars

### **Core Vocabulary**

---

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

*Example:* I wish I could go to the market with my friend this afternoon.

*Variation(s):* wishes, wished, wishing

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

### **What Do We Know?**

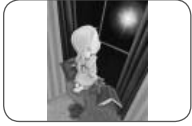
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Ask students if they have ever seen the stars at night. Have students share their experiences with looking at stars, and ask them to tell what they know about stars.

### **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.



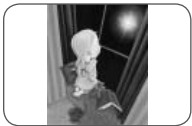
## Star Light, Star Bright

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

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.



## Star Light, Star Bright

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

Star light, star bright,  
First star I see tonight,  
I **wish** I may, I wish I might,<sup>1</sup>  
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.

### Comprehension Questions

5 minutes

1. *Literal* 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.”)
2. *Literal* What does the character in the nursery rhyme see? (a star)
3. *Literal* What does the character do when seeing the star? (makes a wish)
4. *Inferential* At what time of day is it easiest to see stars? (nighttime)
5. *Inferential* What else might you see in the sky at night? (other stars, the moon, an airplane, etc.)
6. *Evaluative* Could this nursery rhyme really happen? (Yes, people really do make wishes on stars.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

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. *Evaluative 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.)
8. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

## Rhyming Words

5 minutes

Remind students that rhyming words have different beginning sounds but end with the same sounds, e.g., *cat/hat*. Directions: I am going to reread the first line of “Star Light, Star Bright,” and want you to listen for rhyming words.

*Star light, star bright.*

What are the rhyming words? (light, bright)

I am going to reread the next line and I want you to listen for a word that rhymes with *light* and *bright*.

*First star I see tonight.* (tonight)

Now I will reread the next two lines of the nursery rhyme and I want you to listen for a word that rhymes with *light*, *bright*, and *tonight*.

*I wish I may, I wish I might.* (might)

*Have the wish I wish tonight.* (tonight)

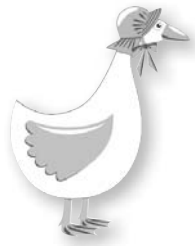
Reread the nursery rhyme but leave out *bright*, *tonight*, and *might* for students to fill in.

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**





# Twinkle, Twinkle, Little Star

6<sub>B</sub>

## ✔ **Lesson Objectives**

### Core Content Objectives

Students will:

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

### Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards that are addressed in all lessons in this domain.

Students will:

- ✓ Identify real-life connections between words, such as *wonder*, and their use (L.K.5c)

### Core Vocabulary

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

*Example:* The princess wears a diamond necklace.

*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

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

### What Have We Already Learned?

---

Ask who remembers 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.

### 10 Recitation of Nursery Rhymes (Instructional Master 2B-1)

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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 2B-1.

### Purpose for Listening

---

Tell 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.



## Twinkle, Twinkle, Little Star

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← Show image 6B-1: Stars

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.



## Twinkle, Twinkle, Little Star

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← Show image 6B-1: Stars

by Jane Taylor<sup>1</sup>

**Twinkle**, twinkle, little star,<sup>2</sup>  
How I **wonder** what you are.<sup>3</sup>  
Up above the world so high,  
Like a **diamond** in the sky.<sup>4</sup>  
Twinkle, twinkle, little star,  
How I wonder what you are!

1 Jane Taylor is the person who wrote this nursery rhyme

2 *Twinkle* means to shine or sparkle.

3 *Wonder* means to think about.

4 or like a jewel in the sky

## 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.

### Comprehension Questions

5 minutes



← **Show image 6B-2: Diamond**

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

3. *Inferential* How are stars like diamonds? (They both shine or sparkle.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

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.

4. *Evaluative Think Pair Share:* What other kinds of things twinkle or shine like stars and diamonds? (Answers may vary.)
5. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

## Word Work: Wonder

5 minutes

1. In the nursery rhyme you heard, “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 them. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I wonder about \_\_\_\_\_” or “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



# Pausing Point

PP

## **Note to Teacher**

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You should pause here and spend one day reviewing, reinforcing, or extending the material taught thus far.

You may have students do any combination of the activities listed below, but it is highly recommended you use the Mid-Domain Student Performance Task Assessment to assess students' knowledge of nursery rhymes. The other activities may be done in any order. 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**

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Students will:

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

## **Student Performance Task Assessment**

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### **10 Nursery Rhyme Recitation (Instructional Master 2B-1)**

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If you have not already done so, find an opportunity to assess each student's ability to recite a nursery rhyme that has been taught. Use Instructional Master 2B-1 to record this assessment.

## Activities

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### Poster Review

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#### **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 students recite the nursery rhyme.

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

### Key Vocabulary Brainstorming

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#### **Materials: Chart paper, chalkboard, or whiteboard**

Give students a key domain concept or vocabulary word or words such as *spiders* and *stars*. Have students brainstorm everything that comes to mind when they hear the words, such as Little Miss Muffet, etc. Record their responses on chart paper, a chalkboard, or a whiteboard for reference.

### Riddles for Core Content

---

Ask 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)
- Children make wishes on me. What am I? (a star)

### Class Book: Nursery Rhymes

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#### **Materials: Drawing paper, drawing tools**

Have students talk about their favorite nursery rhymes heard thus far. Have each student draw a picture of his/her favorite nursery rhyme. Give 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.

## Domain-Related Trade Book

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### Materials: Trade book

Refer to the list of recommended trade books in the Introduction at the front of this Anthology, and choose a book from the *Nursery Rhymes* list 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, lead students in a discussion as to how the story or information in this book relates to the read-alouds in this domain. Explain to students that the person who wrote the book is called the author. Tell students the name of the author of the book. Explain to students that the person who makes the pictures for the book is called an illustrator. Tell students the name of the illustrator. Show students where you can find this information on the cover of the book or the title page.

## Student Choice

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Ask students which read-aloud they have heard recently that they would like to hear again. If necessary, reread the titles or show illustrations from previous read-alouds to help students make their choice. You may also want to choose one yourself.

Reread the text that is selected. Feel free to pause at different places in the read-aloud this time and talk about vocabulary and information that you did not discuss previously during the read-aloud. 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 read-aloud. Remember to repeat and expand upon each response using richer and more complex language, including, if possible, any read-aloud vocabulary.

## On Stage

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Have students act out the various nursery rhymes as they are being recited. See “Ring Around the Rosie,” “Jack Be Nimble,” “Little Jack Horner,” “This Little Pig Went to Market,” and “One, Two, Buckle My Shoe” for examples.

## Nursery Rhyme Puppets

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### **Materials: Puppet-making supplies**

Have students make simple puppets of the characters from select nursery rhymes and then use them while reciting the rhymes.

## Original Nursery Rhymes

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### **Materials: Chart paper, chalkboard, or whiteboard**

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

*This little \_\_\_\_\_ went to \_\_\_\_\_,*

*This little \_\_\_\_\_ stayed \_\_\_\_\_;*

*This little \_\_\_\_\_ had \_\_\_\_\_,*

*This little \_\_\_\_\_ had \_\_\_\_\_,*

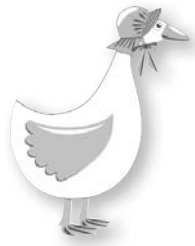
*And this little \_\_\_\_\_ cried, \_\_\_\_\_.*

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

## Objects from Nursery Rhymes

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



# Hickory, Dickory, Dock

7  
A

## ☑ Lesson Objectives

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### Core Content Objectives

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Students will:

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

### Language Arts Objectives

---

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards that are addressed in all lessons in this domain.

Students will:

- ✓ Describe familiar things, such as clocks, and with prompting and support, provide additional detail (SL.K.4)
- ✓ Discuss personal responses to whether there is a clock in the classroom or at home and connect those to the clock in the nursery rhyme and learning to tell time

### Core Vocabulary

---

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

*Example:* The drummer struck the drum with his drumstick.

*Variation(s):* strike, strikes, striking

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



### What Do We Know?

---

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

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

Now 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. (You may choose to take this opportunity to introduce basic concepts for telling time.)

### 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.



## Hickory, Dickory, Dock

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

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.



## Hickory, Dickory, Dock

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

Hickory, dickory, dock,  
The mouse ran up the clock.  
The clock **struck** one,<sup>1</sup>  
The mouse ran down,  
Hickory, dickory, dock.

1 *Struck* means to tell something with a sound. It was one o'clock, and the clock made one sound like this: "bong."

## 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.

## Comprehension Questions

5 minutes



1. *Literal* What ran up the clock? (a mouse)
2. *Literal* What does the mouse do when the clock strikes one? (runs down)
3. *Inferential* 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. *Literal* What part of the nursery rhyme does this picture show? (the mouse running down the clock) What kind of clock is this? (a grandfather clock)
5. *Inferential* Why does the clock strike one? (It's a way of telling that it is one o'clock.)
6. *Inferential* What time would it be if the clock struck three? (three o'clock)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

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. *Evaluative Think Pair Share:* Are there sounds that frighten you? (Answers may vary.)
8. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

## Repetition in Nursery Rhymes

5 minutes

Tell students that sometimes nursery rhymes repeat a line.

Directions: I am going to read the nursery rhyme again and I want you to listen to find the line that is repeated. (Hickory, dickory, dock)

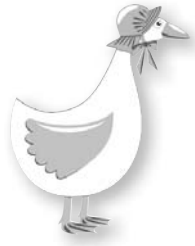
Read the nursery rhyme again and have students say the second “Hickory, dickory, dock.”

- ✈ Above and Beyond: You may want to ask students to share why they think the person who wrote the nursery rhyme began and ended with the same line.



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





# Diddle, Diddle, Dumpling

7<sub>B</sub>

## ✔ **Lesson Objectives**

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### **Core Content Objectives**

---

Students will:

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

### **Language Arts Objectives**

---

The following language arts objectives are addressed in this lesson. Refer to the Alignment Chart for additional objectives aligning with the Common Core State Standards that are addressed in all lessons in this domain.

Students will:

- Discuss personal responses to wearing shoes or socks to bed and connect those to what the character in the nursery rhyme wears to bed

### **Core Vocabulary**

---

**stockings, n.** Close-fitting coverings for the feet and legs

*Example:* Grandfather put on his stockings and then his shoes.

*Variation(s):* stocking

<b><i>At a Glance</i></b>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>What Do We Know?</b>		5
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>Diddle, Diddle, Dumpling</b>		10
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>		5
	<b>Repetition in Nursery Rhymes</b>		5

### **What Do We Know?**

---

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.



## Diddle, Diddle, Dumpling

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

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.



1 His stockings are socks.

## Diddle, Diddle, Dumpling

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

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

## 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.

### Comprehension Questions

5 minutes

1. *Literal* Who is the main character in this nursery rhyme, or who is this nursery rhyme about? (John)
2. *Inferential* What does John wear to bed? (his stockings and one shoe)
3. *Inferential* Who is speaking or telling the story in this rhyme? (John's mother or father) How do you know? (it says, "my son, John")

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

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.

4. *Evaluative Think Pair Share:* Why do you think John goes to bed with his stockings and one shoe on? (Answers may vary, but could include that he was very tired and wet to bed before getting undressed; his stockings keep him warm, etc.)
5. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

### Repetition in Nursery Rhymes

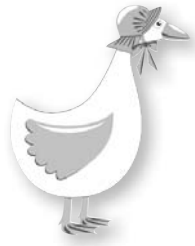
5 minutes

Tell students that sometimes nursery rhymes repeat a line.

Directions: I am going to read the nursery rhyme again and I want you to listen to find the line that is repeated. (Diddle, diddle, dumpling, my son John)

Read the nursery rhyme again and have students say the second "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")



# Little Bo Peep

8A

## ☑ **Lesson Objectives**

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### **Core Content Objectives**

---

Students will:

- ✓ Listen to and demonstrate familiarity with “Little Bo Peep”
- ✓ Identify Bo Peep as the character in the nursery rhyme
- ✓ Retell the events of the nursery rhyme
- ✓ Identify rhyming words in the nursery rhyme

### **Language Arts Objectives**

---

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards that are addressed in all lessons in this domain.

Students will:

- ✓ Describe familiar things, such as sheep, and with prompting and support, provide additional detail (SL.K.4)
- ✓ Discuss personal responses to losing something and connect those to “Little Bo Peep,” who lost her sheep
- ✓ Prior to listening to “Little Bo Peep,” identify what they know about sheep

## Core Vocabulary

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

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

*Variation(s):* none

*Note:* You may want to point out to students that the plural of sheep is still the word *sheep*.

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

*Example:* The dog is wagging its tail.

*Variation(s):* wag, wags, wagged

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



## What Do We Know?

---

### ← Show image 8A-1: Sheep

Ask the following questions:

- 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 wool; they have four legs; etc.)
- Who takes care of sheep? (boys or men called shepherds, and girls or women called shepherdesses)



## Purpose for Listening

---

### ← Show image 8A-2: Bo Peep looking for sheep

Tell students that you are going to read a nursery rhyme about a little girl named Bo Peep; it is her job to take care of her flock of sheep. A flock is a group of animals.

Tell students to listen carefully to find out if she does a good job or not.





## Little Bo Peep

- ← Show image 8A-2: Bo Peep looking for sheep

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.



## Little Bo Peep

- ← Show image 8A-2: Bo Peep looking for sheep

Little Bo Peep has lost her **sheep**,<sup>1</sup>  
And can't tell where to find them;  
Leave them alone, and they'll come home,  
**Wagging** their tails behind them.<sup>2</sup>

1 Bo Peep has lost her flock of wool-coated animals.

2 or moving their tails back and forth

## 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.

### Comprehension Questions

5 minutes

1. *Literal* Who is the main character in this nursery rhyme? (Bo Peep)
2. *Literal* 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.)
3. *Inferential* Does Little Bo Peep do a good job taking care of the sheep? (no) How do you know? (She can't find them.)
4. *Inferential* Is Little Bo Peep happy or sad? (sad) How do you know? (She is crying in the image.) [If necessary show students image 8A-2 again.] Why is she sad? (She can't find her flock of sheep.)
5. *Inferential* What is a flock of sheep? (A flock is a group of sheep.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

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. *Evaluative Think Pair Share:* Do you think the sheep will come home? (Answers may vary.)
7. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

## Rhyming Words

5 minutes

Directions: I am going to read the first line of “Little Bo Peep” again and I want you to listen for rhyming words.

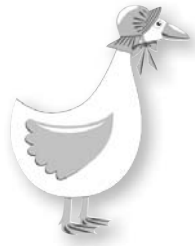
*Little Bo Peep has lost her sheep, (Peep and sheep)*

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

If time permits, ask students if they can think of other words that rhyme with *Peep* and *sheep*.



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



# Little Boy Blue

8<sub>B</sub>

## ✓ **Lesson Objectives**

---

### **Core Content Objectives**

---

Students will:

- ✓ Listen to and demonstrate familiarity with “Little Boy Blue”
- ✓ 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
- ✓ Demonstrate familiarity with “Little Bo Peep”
- ✓ Recite “Little Bo Peep”

### **Language Arts Objectives**

---

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards that are addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, compare and contrast similarities and differences between the characters in the nursery rhymes “Little Bo Peep” and “Little Boy Blue” (RL.K.9)

## Core Vocabulary

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

*Example:* The cow ate hay from the haystack.

*Variation(s):* haystacks

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

*Example:* We walked through the meadow picking wildflowers.

*Variation(s):* meadows

**under, adv.** below or beneath

*Example:* There are a lot of toys under my bed.

*Variation(s):* none

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

### 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.

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.

### 10 Recitation of Nursery Rhymes (Instructional Master 2B-1)

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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 2B-1.

### 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.



## Little Boy Blue

- ← Show image 8B-1: Little Boy Blue sleeping by haystack

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.



## Little Boy Blue

- ← Show image 8B-1: Little Boy Blue sleeping by haystack

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

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

2 [Point to the haystack and the boy beside it.] Is he under 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

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### Comprehension Questions

---

5 minutes

1. *Literal* Who is the main character in this nursery rhyme? (Little Boy Blue)
2. *Literal* Where is Little Boy Blue? (under a haystack) Is he really “under” the haystack? What other words could you use to describe where he is? (Answers may vary, but try to include the explanation that he is “beside” the haystack.)
3. *Literal* Where are the sheep? (in the meadow)
4. *Inferential* Is it a problem that the cow is in the corn? (yes) Why? (The cow is eating the corn.)
5. *Evaluative* Does Little Boy Blue do a good job or bad job as a shepherd? (bad) How do you know? (He’s sleeping and not caring for the sheep.)
6. *Evaluative* 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 the cow)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

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. *Evaluative 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; etc.)
8. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

### Rhyming Words

5 minutes

Directions: I am going to reread the nursery rhyme two lines at a time and pause for you to identify the rhyming words.

*Little Boy Blue, come blow your horn,*

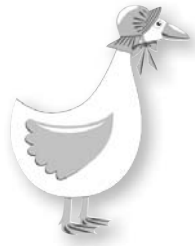
*The sheep's in the meadow, the cow's in the corn;* (horn, corn)

*But where is the boy who looks after the sheep?*

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

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

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



# Baa, Baa, Black Sheep

9<sub>A</sub>

## ✔ **Lesson Objectives**

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### **Core Content Objectives**

---

Students will:

- ✓ Listen to and demonstrate familiarity with “Baa, Baa, Black Sheep”
- ✓ Retell the events of the nursery rhyme
- ✓ Recite “Baa, Baa, Black Sheep”
- ✓ Identify dialogue in “Baa, Baa, Black Sheep”

### **Language Arts Objectives**

---

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards that are addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, dramatize the nursery rhyme “Baa, Baa, Black Sheep” in the proper sequence (RL.K.2)
- ✓ Describe familiar things, such as sheep, and with prompting and support, provide additional detail (SL.K.4)
- ✓ Explain that “Baa, Baa, Black Sheep” is fantasy because sheep cannot talk
- ✓ Prior to listening to “Baa, Baa, Black Sheep,” identify what they know about sheep

## Core Vocabulary

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**lane, n.** A small road or street

*Example:* The boy ran home down the lane.

*Variation(s):* lanes

**wool, n.** Sheep's hair or fur

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

*Variation(s):* none

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

### **What Have We Already Learned?**

---

Remind 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.) Ask students if they know what sound a sheep makes. (baa, baa)

### **Purpose for Listening**

---

Tell students that you are going to read another nursery rhyme about a sheep. Tell them to listen to find out who will receive a bag of the sheep’s fur or wool.



## Baa, Baa, Black Sheep

- ← Show image 9A-1: Sheep with three bags of wool

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

- ← Show image 9A-1: Sheep with three bags of wool

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

1 Have you any sheep's fur?

2 *Master* is an old English term used for gentleman

3 *Dame* is an old English word for 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.

## Comprehension Questions

5 minutes

1. *Literal* The person in the rhyme asks the sheep if he has something. What? (wool)
2. *Literal* How many bags of wool does the sheep answer that he has? (three)
3. *Literal* Who are the bags of wool for? (the master, the dame, and the little boy who lives down the lane)
4. *Inferential* What color do you think the wool is? (black) Why? (because the rhyme says “black sheep”)
5. *Evaluative* Could this nursery rhyme really happen, or is it make-believe? (make-believe) How do you know? (Sheep cannot talk.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

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.



← **Show image 9A-2: Sheep shearing**

6. *Evaluative Think Pair Share:* Remember that wool is sheep’s fur. 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.)
7. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

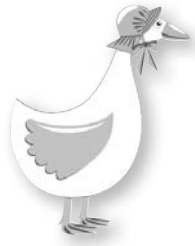
## On Stage

5 minutes

Tell students that there are two voices speaking in “Baa, Baa, Black Sheep.” Explain that a conversation between two or more characters is called a dialogue. In listening to the rhyme, 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. If time permits, recite the rhyme again with each group playing the other role. After the activity, ask students what a conversation between two or more characters is called. (a dialogue)



## Complete Remainder of the Lesson Later in the Day



# Humpty Dumpty

9<sub>B</sub>

## ✔ **Lesson Objectives**

---

### **Core Content Objectives**

---

Students will:

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

### **Language Arts Objectives**

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The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Explain that “Humpty Dumpty” is fantasy because giant eggs with legs don’t exist and could not sit on walls

### **Core Vocabulary**

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**great, *adj.*** Unusually big

*Example:* A great crowd of people came to see the football game.

*Variation(s):* greater, greatest

**together, *adv.*** In one group, piece, or place

*Example:* My mother had to put together the new table we bought, so she had to attach all the legs.

*Variation(s):* none



<b><i>At a Glance</i></b>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>Making Predictions About the Read-Aloud</b>		5
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>Humpty Dumpty</b>		10
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>		5
	<b>Rhyming Words</b>		5



### **Making Predictions About the Read-Aloud**

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← **Show image 9B-1: Humpty Dumpty**

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

### **Purpose for Listening**

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Tell the class to listen carefully to find out whether or not their predictions about what happens in the nursery rhyme are correct.



## Humpty Dumpty

← Show image 9B-1: 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 with the Guided Listening Support.



## Humpty Dumpty

← Show image 9B-1: Humpty Dumpty

Humpty Dumpty  
sat on a wall,  
Humpty Dumpty had  
a **great** fall.<sup>1</sup>

All the king's horses,  
And all the king's men,  
Couldn't put Humpty  
**together** again.<sup>2</sup>

1 or unusually big

2 or put him back into one piece

## 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.

### Comprehension Questions

5 minutes

1. *Evaluative* Were your predications about what happens correct? Why or why not?
2. *Literal* What is Humpty Dumpty? (an egg)
3. *Literal* Where is Humpty Dumpty sitting? (on the wall)
4. *Literal* What happens to him? (he falls)
5. *Inferential* What does it mean to say that Humpty Dumpty had a “great” fall? (really big)
6. *Evaluative* 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.)
7. *Evaluative* 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; but it is true that eggs really do break, and can’t be put back together, if they fall.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

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. *Evaluative Think Pair Share:* Why do you think Humpty Dumpty falls? (Answers may vary, but point out that eggs are round or oval and not flat on the bottom.)
9. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

## Rhyming Words

5 minutes

Directions: I am going to reread the nursery rhyme a few lines at a time and I want you to identify the rhyming words.

*Humpty Dumpty sat on a wall,*

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

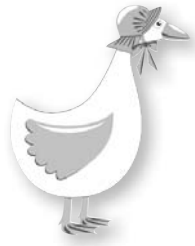
*All the king's horses,*

*And all the king's men,*

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

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

If time permits, ask students to think of other words that rhyme with each rhyming pair.



# The Lion and the Mouse

10

## ✔ **Lesson Objectives**

### Core Content Objectives

Students will:

- ✓ Listen to and demonstrate familiarity with “The Lion and the Mouse”
- ✓ Describe the characters: the lion and the mouse
- ✓ Retell the events of the fable
- ✓ Identify dialogue in “The Lion and the Mouse”
- ✓ Explain that fables teach a lesson that is stated as the moral of the story
- ✓ Identify the moral of the fable
- ✓ Explain that fables often have animal characters that act like people (personification)

### Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards that are addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, retell or dramatize the fable “The Lion and the Mouse,” including the characters, and beginning, middle, and end events of the story in proper sequence (RL.K.2)
- ✓ Describe familiar things, such as lions and mice, and with prompting and support, provide additional detail (SL.K.4)
- ✓ Identify real-life connections between words, such as *disturbed*, and their use (L.K.5c)

- ✓ Explain that “The Lion and the Mouse” is fantasy because animals cannot talk
- ✓ While listening to “The Lion and the Mouse,” orally predict what will happen in the read-aloud based on the text heard thus far, and then compare the actual outcome to the prediction
- ✓ Discuss personal responses to counting on someone else, particularly someone who is younger or smaller, and connect those to the characters in the fable

### Core Vocabulary

**disturbed, v.** Interrupted, especially by making a noise; bothered someone

*Example:* The doorbell disturbed the sleeping baby.

*Variation(s):* disturb, disturbs, disturbing

**favor, n.** A kind or helpful action

*Example:* Will you please do me a favor and feed the dog?

*Variation(s):* favors

**gnawing, v.** Chewing


*Example:* The dog is gnawing the bone.

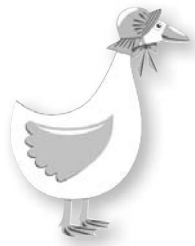
*Variation(s):* gnaw, gnaws, gnawed

**grateful, adj.** Feeling thankful or showing thanks for kindness or something that makes you happy

*Example:* Lucy was grateful that Evan shared his crayons.

*Variation(s):* none

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



# The Lion and the Mouse

10<sub>A</sub>

## ***Introducing the Read-Aloud***

**10** minutes

### **Essential Background Information or Terms**

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

Tell students that they are going to listen to something a little different; it's 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 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.



## The Lion and the Mouse



### ← Show image 10A-1: Mouse scurrying on sleeping lion

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 10A-2: Mouse in lion's paw

The lion was very angry at being **disturbed**.<sup>1</sup> 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?"<sup>2</sup>

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."<sup>3</sup> And if I can, I will do you a **favor** someday."<sup>4</sup>

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 since the very thought of a mouse helping a lion had made him laugh and had put him in a better mood, he decided to let the mouse go.

### ← Show image 10A-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.<sup>5</sup>

The mouse remembered his promise to the lion, and he began **gnawing** the ropes of the net with his sharp little teeth.<sup>6</sup> 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 10A-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 little mouse can help a lion.”

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

## ***Discussing the Read-Aloud***

**15** minutes

### **Comprehension Questions**

**10** minutes

1. *Literal* Who are the characters in this fable? (a lion and a mouse) Are they animals or people? (animals)
2. *Evaluative* Tell about lions in real life. Are they large, strong . . . ? Tell about mice in real life. How large are they compared to lions? (Answers may vary but should include that lions are big, strong and mice are small, weak.)
3. *Inferential* 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? (make-believe) How do you know? (because animals don't talk)
4. *Inferential* 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, or eat, the mouse)
5. *Inferential* Why does the lion decide not to swallow the mouse? (The mouse talks the lion out of it by saying that he might help the lion someday. This makes the lion laugh and puts him in a better mood.)
6. *Inferential* How does the mouse help the lion later? (He gnaws the net to free the lion.)
7. *Evaluative* 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)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

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. *Evaluative Think Pair Share:* Can you think of a time when you had to count on a friend, particularly a smaller or younger friend, or a little brother or sister? Or was there a time when someone bigger than you counted on you to do something that they were unable to do? Does a person's size affect whether he or she can be a good friend? (Answers may vary.)
9. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

### **Word Work: Disturbed**

5 minutes

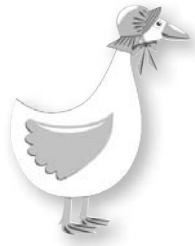
1. In the fable you heard, "The lion was very angry at being *disturbed*."
2. Say the word *disturbed* with me.
3. If something disturbed you, it bothered you.
4. The loud music disturbed my nap.
5. Tell about something that has disturbed you. Try to use the word *disturbed* when you tell about it. [Ask 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 a piece of fruit 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**



# The Lion and the Mouse

10<sub>B</sub>

## Extensions

15 minutes

### Image Review

One by one, show images 10A-1 through 10A-4. Ask students to explain what is happening in each picture. Help them to create a continuous narrative retelling the fable. As 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 students which of the images they think best shows the moral of the fable. Have them explain why they chose a particular image.

### On Stage

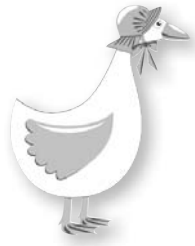
Divide students into pairs, assigning one student the role of the lion, and the other student the role of the mouse. Ask students to act out the fable while you narrate. Give students an opportunity to narrate as well. You may want to explain that the narrator is someone who tells or reads a story. Ask students what a conversation between two characters is called. (a dialogue) Ask them who is having a dialogue in this fable. (the lion and the mouse)

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.

## Take-Home Material

### Family Letter

Send home Instructional Master 10B-1.



# The Dog and His Reflection

11

## ✔ **Lesson Objectives**

### Core Content Objectives

Students will:

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

### Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards that are addressed in all lessons in this domain.


Students will:

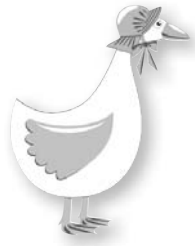
- ✓ With prompting and support, retell the fable “The Dog and His Reflection,” including the characters, and beginning, middle, and end events of the story in proper sequence by sequencing three pictures illustrating events in the fable (RL.K.2)
- ✓ Identify real-life connections between words, such as *feast*, and their use (L.K.5c)

- ✓ While listening to “The Dog and His Reflection,” orally predict what will happen in the read-aloud based on the text heard thus far, and then compare the actual outcome to the prediction

### Core Vocabulary

- feast, n.** A large meal  
*Example:* The king invited one hundred people to the royal 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

At a Glance	Exercise	Materials	Minutes
<b>Introducing the Read-Aloud</b>	<b>Essential Background Information or Terms</b>	mirrors; shiny metal pans; other reflective surfaces	10
	<b>Purpose for Listening</b>		
<b>Presenting the Read-Aloud</b>	<b>The Dog and His Reflection</b>		10
<b>Discussing the Read-Aloud</b>	<b>Comprehension Questions</b>		10
	<b>Word Work: Feast</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b>Extensions</b>	<b>Sequencing Beginning, Middle, and End Assessment</b>	Instructional Master 11B-1; scissors; glue or tape; Image Cards 5–7 (optional)	15



# The Dog and His Reflection

11A

## ***Introducing the Read-Aloud***

**10** minutes

### **Essential Background Information or Terms**

Tell students that you are going to read another fable titled “The Dog and His Reflection.” Ask 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 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 students to listen carefully to find out what happens when the dog sees his reflection and what lesson the dog learns.





## The Dog and His Reflection

### ← Show image 11A-1: Dog carrying bone

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.<sup>1</sup> 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.”

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



### ← Show image 11A-2: Dog approaching bridge

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

“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.

2 A stream is a small river.



← **Show image 11A-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!

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<sup>3</sup> 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.”<sup>4</sup>

3 or exactly

4 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 11A-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 forever.

So, the moral of the story is: “If you are **greedy**, you may lose everything.”<sup>5</sup>

5 *Greedy* means wanting more than you need.

### Comprehension Questions

10 minutes

1. *Literal* In this fable, is the character a person or animal? (animal) What kind of animal? (a dog)
2. *Literal* 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.]
3. *Literal* 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.)
4. *Inferential* 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.)
5. *Evaluative* How do you think the dog feels when he drops his bone into the stream? Why? (Answers may vary.)
6. *Evaluative* What is a fable? (a story that teaches a lesson) What is the moral, or lesson, of this fable? (If you are greedy, you may lose everything.) Is this story real or make-believe? (make believe) How do you know? (animals don't really talk)
7. *Literal* Who is greedy in the fable? (the dog) What does he lose? (the bone)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

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. *Evaluative Think Pair Share:* Do you think the dog has learned his lesson? Do you think that the next time the dog has something, he will give it up to try to get something else? (Answers may vary.)

9. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

### Word Work: Feast

5 minutes

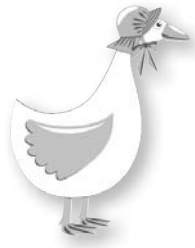
1. In the fable you heard, "The big dog would not think of sitting down to enjoy his bone. If he did that, some of his friends might come along, and then he would have to share his *feast* with them."
2. Say the word *feast* with me.
3. A feast is a large meal
4. When my family gets together, everyone brings food and we have a feast.
5. Are there times when your family gathers and has a feast? Can you think of other examples for the word *feast*? Try to use the word *feast* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "We have a feast \_\_\_\_\_ because . . . "]
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 situations. If any of the situations I describe are considered a feast, say, "That is a feast." If any of the situations I describe are not a feast, say, "That is not a feast."

1. For Thanksgiving dinner we had turkey, rolls, stuffing, potatoes, green beans, apple pie, and pumpkin pie. (That is a feast.)
2. a piece of fruit (That is not a feast.)
3. Everyone brought a dish to share for our neighborhood picnic. (That is a feast.)
4. a bag full of bones for a dog (That is a feast.)
5. a glass of water (That is not a feast.)
6. a can of tuna for a cat (That is a feast.)



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



# The Dog and His Reflection

11<sub>B</sub>

## Extensions

15 minutes

### 10 Sequencing Beginning, Middle, and End (Instructional Master 11B-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. (Show Image Cards 5–7, out of order, for students to see.) 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 have made sure that you have them in the correct order, glue them in the correct order onto a piece of paper.

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.



# The Hare and the Tortoise

# 12

## ✔ **Lesson Objectives**

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### **Core Content Objectives**

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Students will:

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

### **Language Arts Objectives**

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The following language arts objectives are addressed in this lesson. Objectives aligning with the are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards that are addressed in all lessons in this domain.

Students will:

- ✓ Identify new meanings for familiar words, such as *break*, and apply them accurately (L.K.4a)
- ✓ Identify real-life connections between words, such as *boasting* and *race*, and their uses (L.K.5c)
- ✓ Prior to listening to “The Hare and the Tortoise,” orally predict what will happen in the read-aloud based on the title, pictures, and/or prior knowledge, and then compare the actual outcomes to predictions


- ✓ Explain that “The Hare and the Tortoise” is fantasy because animals cannot talk and do not have races

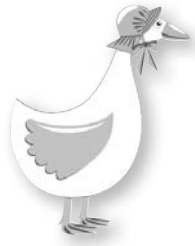
### Core Vocabulary

**boasting, v.** Telling about something in a proud way, bragging  
*Example:* The swimmer was boasting about winning the race.  
*Variation(s):* boast, boasts, boasted

**darted, v.** Moved suddenly and rapidly  
*Example:* The dog darted across the street.  
*Variation(s):* dart, darts, darting

**steadily, adv.** Continuously, at the same speed  
*Example:* She walked steadily as she carried the cake to the table.  
*Variation(s):* none

<i>At a Glance</i>	Exercise	Materials	Minutes
<b>Introducing the Read-Aloud</b>	Essential Background Information or Terms		10
	Making Predictions About the Read-Aloud		
	Purpose for Listening		
<b>Presenting the Read-Aloud</b>	The Hare and the Tortoise		10
<b>Discussing the Read-Aloud</b>	Comprehension Questions		10
	Word Work: Boasting		5
 Complete Remainder of the Lesson Later in the Day			
<b>Extensions</b>	Multiple Meaning Word Activity: Break	Poster 7M: Break	15
	Syntactic Awareness Activity: Sentence Builder		
	Vocabulary Instructional Activity: Race		



# The Hare and the Tortoise

# 12<sub>A</sub>

## Introducing the Read-Aloud

10 minutes



### Essential Background Information or Terms

← **Show image 12A-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 12A-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 students to listen carefully to find out whether or not their predictions are correct.





- 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.

## The Hare and the Tortoise

### ← Show image 12A-3: Hare boasting to tortoise

There once was a hare<sup>1</sup> who was always **boasting** about how fast he was.<sup>2</sup> 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<sup>3</sup> one day. “I really feel sorry for you, having to creep along like that.<sup>4</sup> 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 12A-4: Beginning of race

The other animals gathered around to watch the race.

“Ready!” said the squirrel.

“Set!” said the mouse.

“Go!” said the raccoon.

The hare **darted** off quickly<sup>5</sup> and ran so far ahead that he was almost out of sight. The tortoise set off too, moving slowly but **steadily**.<sup>6</sup>



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



### ← Show image 12A-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?

8 To take a break means to take a rest. *Break* can also mean to damage something or split into pieces.



← **Show image 12A-6: Hare in pumpkin patch**

“This is not much of a race,” sniffed the hare.<sup>7</sup>  
Since it seemed to him that the race was already won, the hare decided to stop and take a little break.<sup>8</sup> 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.

Eventually he nodded off and began to snore.<sup>9</sup>

← **Show image 12A-7: Tortoise winning race**

9 What do you think is going to happen?



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

While the hare was napping, the tortoise kept moving—slowly but steadily.<sup>10</sup> 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.

So, the moral of the story is: “Slow and steady wins the race.”<sup>11</sup>

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

### Comprehension Questions

10 minutes

1. *Literal* In this fable, are the characters people or animals? (animals) What kinds of animals are they? (the hare and tortoise; squirrel, mouse, raccoon, etc.)
2. *Inferential* Why do the hare and tortoise decide to have a race? (The hare is boasting about his speed, so the tortoise challenges him to a race.)
3. *Inferential* Does the tortoise really think that he can beat the hare? (Answers may vary.)
4. *Literal* Who wins the race? (the tortoise)
5. *Literal* How is the tortoise able to beat a faster animal, the hare? (He is steady; he doesn't stop to chat or nap.)
6. *Literal* 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. *Evaluative* What do you think it means to say "slow and steady wins the race." (Answers may vary.)
8. *Evaluative* Could this story really happen or is it make-believe? (make-believe) How do you know? (because animals don't talk or have races)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

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.

9. *Evaluative 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.)
10. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

## Word Work: Boasting

5 minutes

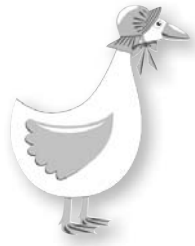
1. In the read-aloud you heard, “There once was a hare who was always *boasting* about how fast he was.”
2. Say the word *boasting* with me.
3. When someone is boasting, s/he is bragging about something.
4. A person may boast about things s/he has, such as a special toy, or things s/he has done, such as winning first prize in a contest. 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 . . .”]
5. What’s the word we’ve been talking about?

Use a *Sharing* activity for follow-up. Directions: Do you think the hare might still boast about himself after losing the race to the tortoise? Why or why not? Be sure to begin your response with “The hare might/might not boast about himself after losing the race to the tortoise because . . .”

Do you think the tortoise will start boasting now that he has beaten the hare? Why or why not? Be sure to begin your response with “The tortoise will/will not start boasting because . . .”



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



# The Hare and the Tortoise

# 12<sub>B</sub>

## Extension

15 minutes

### ↔ Multiple Meaning Word Activity

#### *Sentence in Context: Break*

1. [Show Poster 7M: Break.] In the fable you heard, “Since it seemed to him the race was already won, the hare decided to stop and take a little *break*.”
2. To take a break means to take a rest from something. [Have a student point to the correct picture for this sense of the word.]
3. *Break* can also mean other things. *Break* means to split into pieces. [Have a student point to the correct picture for this sense of the word.]
4. *Break* also means to damage something, to cause something to become broken so that it cannot be used anymore. [Have a student point to the correct picture for this sense of the word.]
5. Now with your partner, make a sentence for each meaning of *break*. Try to use complete sentences. I will call on some of you to share your sentences.

### Syntactic Awareness Activity

#### *Sentence Builder*



#### ← Show image 12A-4: Beginning of race

Directions: Look at the picture. I will call on you one at a time to say a short sentence about the picture. After we have two short sentences, we will put them together to make a longer sentence.

[Note that there may be variations in the sentences created by your class. As students say something about the picture, repeat what they say. If the sentence produced is ungrammatical, restate the correct form of the sentence. Once there are two ideas, combine them to make one sentence. See examples below.]

1. **The hare is ready for the race.**

**The tortoise is ready for the race.**

*The hare is ready for the race, and the tortoise is ready for the race.*

*The hare and tortoise are ready for the race.*

2. **The hare looks at the tortoise.**

**The hare thinks that he will win for sure.**

*The hare looks at the tortoise and thinks that he will win for sure.*


3. **The other animals gathered around.**

**The other animals watch the race.**

*The other animals gathered around and watched the race.*

*The other animals gathered around to watch the race.*

*The other animals gathered around because they want to watch the race.*

 **Above and Beyond:** Students work with their partners to build longer sentences. Model for students how to take turns saying one thing at a time about the picture and to combine those ideas into one sentence.

## Vocabulary Instructional Activity

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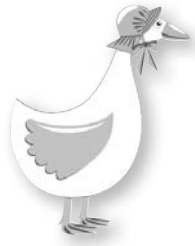
### **Word Work: Race**

1. In the read-aloud you heard the tortoise say to the hare, “You may be fast. But I’ll bet I could beat you in a *race*.”
2. Say the word *race* with me.
3. A race is a sport or contest of speed.
4. My older brother won the sack race at the picnic. [A sack race is a game in which people place both of their legs inside a sack like a pillow case and jump forward from a starting point toward a finish line. The first person to cross the finish line is the winner of the race.]

5. Have you ever been in a race or watched a race? Try to use the word *race* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students; responses: “I was in (or watched) a \_\_\_\_\_ race 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 a few situations. If what I describe could be considered a race, say, “That is a race.” If what I describe could not be considered a race, say, “That is not a race.”

1. Before the children started running, they listened for the announcement, “Ready. Set. Go.” (That is a race.)
2. My teacher said to turn in our paper whenever we finish. (That is not a race.)
3. The race cars speed around the track to be the first to cross the finish line. (That is a race.)
4. My friend and I hurry to see who can get to the bus stop first. (That is a race.)
5. Antonio and his friends love to read books on the weekends. (That is not a race.)
6. My mom challenged my sister and me to see who could clean our rooms the fastest. (That is a race.)



# Domain Review

**DR**

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## **Note to Teacher**

You should spend one day reviewing and reinforcing the material in this domain. The following activities have been provided to help prepare students for the Domain Assessment.

You may have students do any combination of the activities provided, in either whole-group or small-group settings.

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## **Core Content Objectives Addressed in This Domain**

Students will:

- ✓ Demonstrate familiarity with particular nursery rhymes and fables
- ✓ Describe the characters and events in nursery rhymes and fables
- ✓ Recite some nursery rhymes
- ✓ Identify rhyming words in nursery rhymes
- ✓ Identify lines that repeat in nursery rhymes
- ✓ 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)

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## **Review Activities**

### **Poster Review**

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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 students recite the nursery rhyme.

An additional 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.



## Image Card Review

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### Materials: Image Cards 1–12

Give Image Cards 1–12 to twelve different students. Have 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.

## Key Vocabulary Brainstorming

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### Materials: Chart paper, chalkboard, or whiteboard

Give 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 chart paper, a chalkboard, or a whiteboard for reference.

## Riddles for Core Content

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Ask 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)

## Teacher Choice

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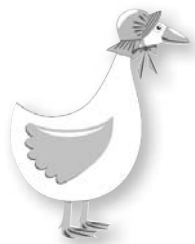
Reread a particular nursery rhyme or fable in order to review important domain concepts or vocabulary.

## Moral/Fable Match

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Tell 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 Hare and the Tortoise”)



# Domain Assessment

# DA

This domain assessment evaluates each student's retention of domain and academic vocabulary words and the core content targeted in *Nursery Rhymes and Fables*. The results should guide review and remediation the following day.

There are three parts to this assessment. You may choose to do the parts in more than one sitting if you feel this is more appropriate for your students. Part I (vocabulary assessment) is divided into two sections: the first assesses domain-related vocabulary and the second assesses academic vocabulary. Parts II and III of the assessment address the core content targeted in *Nursery Rhymes and Fables*.

## **Part I (Instructional Master DA-1)**

Directions: I am going to say a sentence using a word you have heard in this domain. First I will say the word and then use it in a sentence. If I use the word correctly in my sentence, circle the smiling face. If I do not use the word correctly in my sentence, circle the frowning face. I will say each sentence two times. Let's do number one together.

1. **Rhyme:** When we wrote a poem, we thought of words that rhyme, or have the same ending sounds. (smiling face)
2. **Character:** The main character in the fable is a dog. (smiling face)

Directions: Now I am going to read more sentences using other words you have heard and practiced. If I use the word correctly in my sentence, circle the smiling face. If I do not use the word correctly in my sentence, circle the frowning face. I will say each sentence two times.

3. **Market:** A market is the place people go to play basketball and soccer. (frowning face)
4. **Sweet:** Some people like lollipops because they are sweet. (smiling face)

5. **Wonder:** People wonder about something if they are curious or would like to know more about it. (smiling face)
6. **Race:** If you want to take your time and put a puzzle together correctly, you should race through it. (frowning face)
7. **Break:** Children who play tag for a long time might need to take a break. (smiling face)
8. **Ring:** To play “Ring Around the Rosie,” we need to hold hands and form a ring. (smiling face)
9. **Frightened:** People who love to play with dogs are always frightened when they see a dog. (frowning face)
10. **Boasting:** The boy was boasting when he forgot to tell others his good news. (frowning face)

### ***Part II (Instructional Master DA-2)***

Directions: I am going to read a question about one of the nursery rhymes and fables 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.

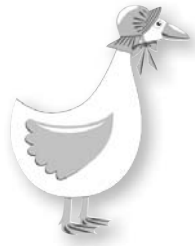
1. In “Little Miss Muffet,” what frightens Little Miss Muffet?  
(a spider)
2. In “Jack Be Nimble,” what does Jack jump over?  
(a candlestick)
3. In “Hickory, Dickory, Dock,” what does the mouse run up?  
(a clock)
4. In “Little Bo Peep,” what does Bo Peep lose? (her sheep)
5. In “Jack and Jill,” where 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”? (the mouse)

9. In “The Dog and His Reflection,” what does the dog lose because he is greedy? (a bone)
10. In “The Hare and the Tortoise,” who is slow and steady? (the tortoise)

**Part III (Instructional Master DA-3)**

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)



# Culminating Activities

CA

## **Note to Teacher**

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Please use this final day to address class results of the Domain Assessment. Based on the results of the Domain Assessment and students' Tens scores, you may wish to use this class time to provide remediation opportunities that target specific areas of weakness for individual students, small groups, or the whole class.

Alternatively, you may choose to use this class time to extend or enrich students' experience with domain knowledge. A number of enrichment activities are provided below in order to provide students with opportunities to enliven their experiences with domain concepts.

## **Remediation**

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You may choose to regroup students according to particular area of weakness, as indicated from Domain Assessment results and students' Tens scores.

Remediation opportunities include:

- targeting Review Activities
- revisiting lesson Extensions
- rereading and discussing select read-alouds
- reading the corresponding lesson in the *Supplemental Guide*, if available

## **Enrichment**

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### **Retelling a Fable with Puppets**

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#### **Materials: Puppet-making supplies**

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

## On Stage

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Reread a nursery rhyme or fable, and have students act it out. “The Hare and the Tortoise” has a lot of dialogue and would be a good choice for this activity.

Tell students that you will be the narrator and they will be the characters in the story. Explain that the narrator is someone who tells a story and the characters are the people (or in this case, the animals) in the story. Ask them what characters are needed (e.g. the hare, tortoise, squirrel, mouse, and raccoon). Decide who will be the various characters. Have several hares, tortoises, squirrels, mice, and raccoons so that all students get to participate. Remind the various characters what they will need to say, and talk about gestures that they may use. Reread the read-aloud for students to dramatize.

## Class Book: Nursery Rhymes

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### **Materials: Drawing paper, drawing tools**

Remind students of the nursery rhymes heard since the first Pausing Point. Have students talk about their favorite nursery rhymes. Have each student draw a picture of his/her favorite. Give 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.

## Domain-Related Trade Book

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### **Materials: Trade book**

Refer to the list of recommended trade books in the Introduction at the front of this Anthology, and choose a book from the *Fables* list 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, lead students in a discussion as to how the story or information in this book relates to the read-alouds in this domain. Explain to students that the person who wrote the book is called the author. Tell students the name of the author of the

book. Explain to students that the person who makes the pictures for the book is called an illustrator. Tell students the name of the illustrator. Show students where you can find this information on the cover of the book or the title page.

- ✈ Above and Beyond: Ask students to orally compare and contrast two versions of the same fable, either as a group or individually.

## Student Choice

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Ask students which read-aloud they have heard recently that they would like to hear again. If necessary, reread the titles or show illustrations from previous read-alouds to help students make their choice. You may also want to choose one yourself.

Reread the text that is selected. Feel free to pause at different places in the read-aloud this time and talk about vocabulary and information that you did not discuss previously during the read-aloud. 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 read-aloud. Remember to repeat and expand upon each response using richer and more complex language, including, if possible, any read-aloud vocabulary.

## Student-Created Books

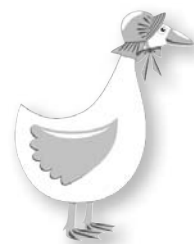
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### **Materials: Booklet for each student**

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 students' drawings should not look just like those in the flip book. Have students share their fables with a partner or the class.



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







Dear Family Member,

Your child will be enjoying some popular nursery rhymes at school over the next 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 will listen to and discuss many nursery rhymes, including:

- “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”
- “One, Two, Buckle My Shoe”

I have included a copy of all of the nursery rhymes your child will hear. 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. I have attached a list of recommended trade books featuring nursery rhymes that may be found at the library. You may also want to look for nonfiction books to share about topics—such as spiders or stars—mentioned in the nursery rhymes to share with your child.

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

Your child will also learn 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 let your child know how much you enjoy hearing what s/he has learned at school.

## Recommended Resources for Nursery Rhymes and Fables

### Trade Books

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#### *Nursery Rhymes*

1. *Arroz con leche: Popular Songs and Rhymes from Latin America*, selected and illustrated by Lulu Delacre (Scholastic, 1992) ISBN 978-0590418867
2. *Diez Deditos: Ten Little Fingers and Other Play Rhymes and Action Songs from Latin America*, selected, arranged, and translated by José-Luis Orozco (Penguin Group, 2002) ISBN 978-0142300879
3. *De Colores and Other Latin-American Folk Songs for Children*, selected, arranged, and translated by José-Luis Orozco (Penguin Group, 1999) ISBN 978-0140565485
4. *Favorite Nursery Rhymes from Mother Goose*, illustrated by Scott Gustafson (The Greenwich Workshop Press, 2007) ISBN 978-0867130973
5. *Hush: A Thai Lullaby*, by Minfong Ho (Scholastic, 2000) ISBN 978-0531071663
6. *Mother Goose: A Collection of Classic Nursery Rhymes*, by Michael Hague (Henry Holt, 1988) ISBN 978-0805002140
7. *Mother Goose Remembers*, by Clare Beaton (Barefoot Books, 2006) ISBN 978-1846860034
8. *Pocketful of Posies: A Treasury of Nursery Rhymes*, by Salley Mavor (Houghton Mifflin Harcourt, 2010) ISBN 978-0618737406
9. *Read-Aloud Rhymes for the Very Young*, by Jack Prelutsky and illustrated by Marc Brown (Knopf Books for Young Readers, 1986) ISBN 978-0394872186
10. *The Real Mother Goose*, illustrated by Blanche Fisher Wright (Scholastic, 1994) ISBN 978-0590225175

11. *Three Little Kittens*, by Paul Galdone (Clarion, 1988) ISBN 978-0899197968

**Fables**

12. *Aesop's Fables*, by Jerry Pinkney (Chronicle Books, 2000) ISBN 978-1587170003

13. *Aesop's Fables*, by Beverly Naidoo and illustrated by Piet Grobler (Frances Lincoln Children's Books, 2011) ISBN 978-1847800077

14. *The Ant and the Grasshopper*, by Rebecca Emberley and illustrated by Ed Emberley (Roaring Book Press, 2012) ISBN 978-1596434936

15. *How the Leopard Got His Claws*, by Chinua Achebe and illustrated by Mary GrandPré (Candlewick, 2011) ISBN 978-0763648053

16. *The Lion and the Mouse*, retold and illustrated by Bernadette Watts (North-South Books, 2007) ISBN 978-0735821293

17. *Little Cloud and Lady Wind*, by Toni Morrison and Slade Morrison and illustrated by Sean Qualls (Simon & Schuster, 2010) ISBN 978-1416985235

18. *The Tortoise and the Hare*, adapted and illustrated by Janet Stevens (Holiday House, 1985) ISBN 978-0823405640

19. *Town Mouse, Country Mouse*, by Jan Brett (Putnam Juvenile, 2003) ISBN 978-0698119864

20. *The Wise Fool: Fables from the Islamic World*, by Shahrukh Husain and Micha Archer (Barefoot Books, 2011) ISBN 978-1846862267

## Websites and Other Resources

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### *Student Resources*

1. Rhyming Game  
<http://bit.ly/XkQm8C>

### *Family Resources*

2. Mother Goose  
<http://bit.ly/ZsvgEM>
3. Morals from Fables  
<http://bit.ly/XkQLb2>
4. Aesop's Fables  
<http://aesopfables.com>
5. Learning to Read  
<http://1.usa.gov/VPTTdJ>





**Roses Are Red**

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

**Ring Around the Rosie**

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

**Rain, Rain, Go Away**

Rain, rain, go away,  
Come again some other day.  
Little Johnny wants to play,  
Rain, rain, go away.

**It's Raining, It's Pouring**

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

**Jack Be Nimble**

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

**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!"

**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.

**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.

### **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.

### **One, Two, Buckle My Shoe**

One, two,  
Buckle my shoe;  
Three, four,  
Shut the door;  
Five, six,  
Pick up sticks;  
Seven, eight,  
Lay them straight;  
Nine, ten,  
A big fat hen.

### **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.

### **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!

### **Hickory, Dickory, Dock**

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

### **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.

### **Little Bo Peep**

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.

### **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.

### **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.

### **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.



Name \_\_\_\_\_

**10 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 \_\_\_\_\_

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Dear Family Member,

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”
- “Little Bo Peep”
- “Little Boy Blue”
- “Baa, Baa, Black Sheep”
- “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 will 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. Talk about ways 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 wool blanket keeps me warm.
- *reflection*—I can see my reflection in the mirror.

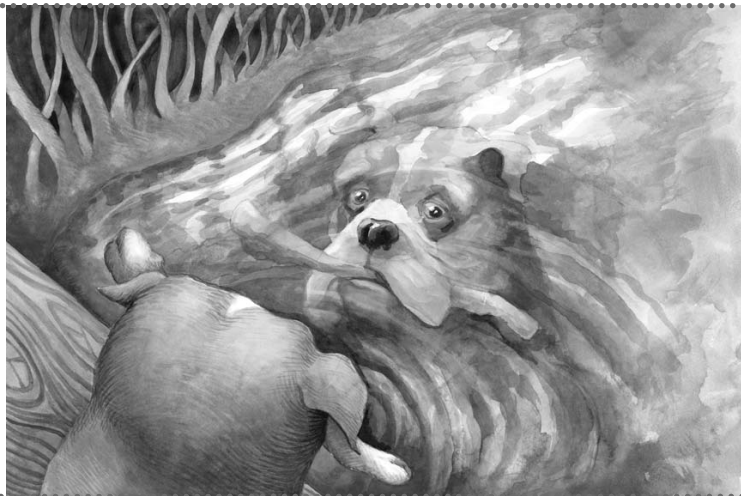
### 5. Read Aloud Each Day

It is very important that you read to your child every day. Refer to the list of recommended trade books sent home earlier in this domain for fables and collections of fables to share with your child. Be sure to talk about the moral of each fable, and how the moral might apply to you and your child.

Remember to let your child know how much you enjoy hearing what s/he has 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.

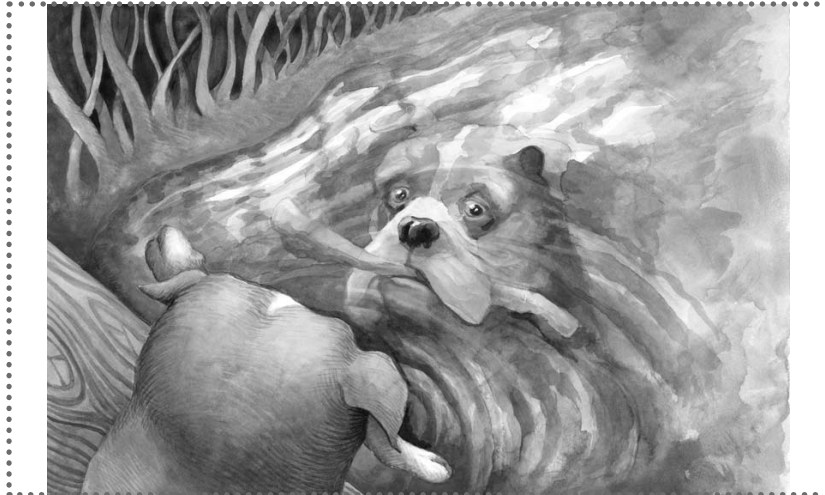




Directions: These three pictures show events from "The Dog and His Reflection." Cut out the three pictures. Think about what is happening in each one. Put the pictures in order to show the beginning, middle, and end of the fable. Glue them in the correct order on a piece of paper.



1

















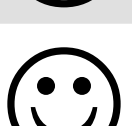





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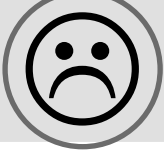




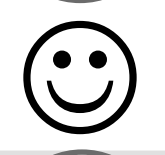






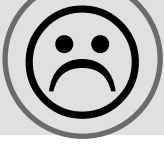




Directions: I am going to say a sentence using a word you have heard in this domain. First I will say the word and then use it in a sentence. If I use the word correctly in my sentence, circle the smiling face. If I do not use the word correctly in my sentence, circle the frowning face. I will say each sentence two times. Let's do number one together.

1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		





















Directions: I am going to say a sentence using a word you have heard in this domain. First I will say the word and then use it in a sentence. If I use the word correctly in my sentence, circle the smiling face. If I do not use the word correctly in my sentence, circle the frowning face. I will say each sentence two times. Let's do number one together.













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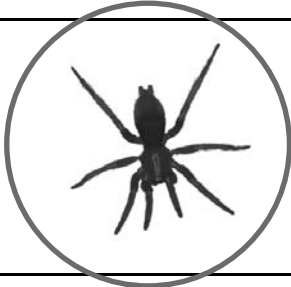










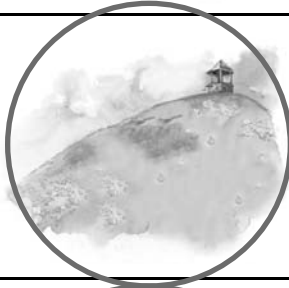








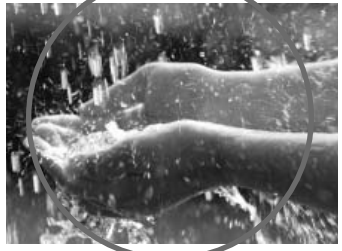

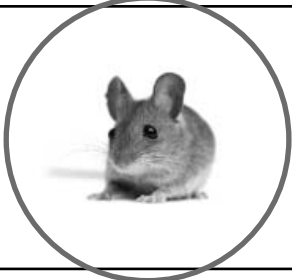



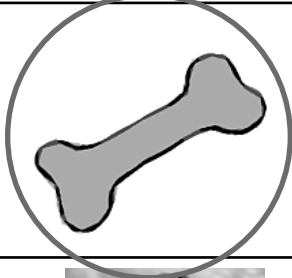
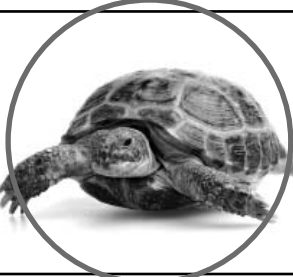


Directions: Circle the picture that answers the question about the nursery rhyme or fable.

1.			
2.			
3.			
4.			
5.			
6.			

















7.			
8.			
9.			
10.			

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

1.			
2.			
3.			
4.			
5.			
6.			

















7.			
8.			
9.			
10.			

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.		
3.		
4.		
5.		
6.		
7.		
8.		



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.		
3.		
4.		
5.		
6.		
7.		
8.		





# Tens Recording Chart

Use this grid to record Tens scores. Refer to the Tens Conversion Chart that follows.

Name							

# 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
Number of Questions	1	0	10																			
	2	0	5	10																		
	3	0	3	7	10																	
	4	0	3	5	8	10																
	5	0	2	4	6	8	10															
	6	0	2	3	5	7	8	10														
	7	0	1	3	4	6	7	9	10													
	8	0	1	3	4	5	6	8	9	10												
	9	0	1	2	3	4	6	7	8	9	10											
	10	0	1	2	3	4	5	6	7	8	9	10										
	11	0	1	2	3	4	5	5	6	7	8	9	10									
	12	0	1	2	3	3	4	5	6	7	8	8	9	10								
	13	0	1	2	2	3	4	5	5	6	7	8	8	9	10							
	14	0	1	1	2	3	4	4	5	6	6	7	8	9	9	10						
	15	0	1	1	2	3	3	4	5	5	6	7	7	8	9	9	10					
	16	0	1	1	2	3	3	4	4	5	6	6	7	8	8	9	9	10				
	17	0	1	1	2	2	3	4	4	5	6	6	7	7	8	8	9	9	10			
	18	0	1	1	2	2	3	3	4	4	5	6	6	7	7	8	8	9	9	10		
	19	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	
	20	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	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 20, into a Tens score.

Please note that the Tens Conversion Chart was created to be used with assessments that have a defined number of items (such as written assessments). However, teachers are encouraged to use the Tens system to record informal observations as well. Observational Tens scores are based on your observations during class. It is suggested that you use the following basic rubric for recording observational Tens scores.

9–10	Student appears to have excellent understanding
7–8	Student appears to have good understanding
5–6	Student appears to have basic understanding
3–4	Student appears to be having difficulty understanding
1–2	Student appears to be having great difficulty understanding
0	Student appears to have no understanding/does not participate

# CORE KNOWLEDGE LANGUAGE ARTS

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# Nursery Rhymes and Fables

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