

Domain 1: Nursery Rhymes and Fables

Tell It Again!™ Read-Aloud Supplemental Guide





Domain 1: Nursery Rhymes and Fables

Supplemental Guide to the Tell It Again!™ Read-Aloud Anthology

Listening & Learning™ Strand
KINDERGARTEN

Amplify learning.



Copyright © 2013 Core Knowledge Foundation
www.coreknowledge.org

All Rights Reserved.

Core Knowledge Language Arts, Listening & Learning,
and Tell It Again! are trademarks of the Core Knowledge
Foundation.

Trademarks and trade names are shown in this book strictly
for illustrative and educational purposes and are the property
of their respective owners. References herein should not
be regarded as affecting the validity of said trademarks and
trade names.

Table of Contents

Nursery Rhymes and Fables

Supplemental Guide to the

Tell It Again!™ Read-Aloud Anthology

Preface to the <i>Supplemental Guide</i>	v
Alignment Chart for <i>Nursery Rhymes and Fables: Supplemental Guide</i>	xvii
Introduction to <i>Nursery Rhymes and Fables: Supplemental Guide</i>	1
Lesson 1: Roses Are Red & Ring Around the Rosie	13
Lesson 2: Rain, Rain, Go Away & It's Raining, It's Pouring	33
Lesson 3: Jack Be Nimble & Little Jack Horner	48
Lesson 4: Jack and Jill & Little Miss Muffet	68
Lesson 5: This Little Pig Went to Market & One, Two, Buckle My Shoe	83
Lesson 6: Star Light, Star Bright & Twinkle, Twinkle, Little Star	103
Pausing Point	119
Lesson 7: Hickory, Dickory, Dock & Diddle, Diddle, Dumpling	123
Lesson 8: Little Bo Peep & Little Boy Blue	143
Lesson 9: Baa, Baa, Black Sheep & Humpty Dumpty	159
Lesson 10: The Lion and the Mouse	177
Lesson 11: The Hare and the Tortoise	189
Lesson 12: The Dog and His Reflection	204
Domain Review	214
Domain Assessment	217
Culminating Activities	220
Appendix	223



Preface to the Supplemental Guide

Nursery Rhymes and Fables

The *Supplemental Guide* is designed as a companion to the Core Knowledge Language Arts *Tell It Again! Read-Aloud Anthologies*, of which there is one per domain. This preface to the *Supplemental Guide* provides information about the guide's purpose and target audience, describes how it can be used flexibly in various classroom settings, and summarizes the features of the guide that distinguish it from the *Tell It Again! Read-Aloud Anthologies*.

Intended Users and Uses

This guide is intended to be used by general education teachers, reading specialists, English as a Second Language (ESL) teachers, and special education teachers, and teachers seeking an additional resource for classroom activities. The use of this guide is flexible and versatile and is to be determined by teachers to fit the unique circumstances and specific needs of their classrooms and individual students. Teachers whose students would benefit from enhanced oral language practice may opt to use the *Supplemental Guide* as their primary guide for Listening & Learning. 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*. Such teachers might use the Vocabulary Instructional Activities and some of the modified read-alouds during small-group instruction time. Reading specialists and ESL teachers may find that the tiered Vocabulary Charts are a useful starting point in addressing their students' vocabulary learning needs.

The *Supplemental Guide* is designed to allow flexibility with regard to lesson pacing and encourages education professionals to pause and review when necessary. A number of hands-on activities are included in the lessons, as are graphic organizers to assist students with learning the content presented in the lessons.

Supplemental Guide Contents

The *Supplemental Guide* contains modified read-alouds, tiered Vocabulary Charts, Multiple Meaning Word Activities, Syntactic Awareness Activities, and Vocabulary Instructional Activities. For each modified read-aloud, a variety of Multiple Meaning Word Activities, Syntactic Awareness Activities, and Vocabulary Instructional Activities are available for classroom use, affording students additional opportunities to use domain vocabulary. The activities integrated into the lessons of the *Supplemental Guide* create a purposeful and systematic setting for English language learning. The read-aloud of each story or nonfiction text builds upon previously taught vocabulary and ideas and introduces language and knowledge needed for the next more complex text. The *Supplemental Guide*'s focus on oral language in the earlier grades addresses the language learning needs of students with limited English language skills who may not be exposed to the kind of academic language found in written texts outside of a school setting.

Modified Read-Alouds

The modified read-alouds in the *Supplemental Guide*, like the read-alouds in the corresponding *Tell It Again! Read-Aloud Anthology*, are content-rich and designed to build students' listening comprehension, which is a crucial foundation for their reading comprehension abilities. Students who listen to the *Supplemental Guide* read-alouds will learn the same core content as students who listen to read-alouds from the corresponding *Tell It Again! Read-Aloud Anthology*.

In the modified read-alouds, the teacher presents core content in a clear and scaffolded manner. Lessons are designed to be dialogic and interactive in nature. This allows students to use acquired content knowledge and vocabulary to communicate ideas and concepts with their peers and teachers in an accommodating and safe environment. Maximizing time for student conversation by structuring supportive situations where students can engage in meaningful, collaborative discussions with their teacher and peers is an important catalyst to oral language development.

Tips and Tricks for Managing the Flip Book During the Read-Alouds

Please note that many modified read-alouds ask that you show Flip Book images in a non-sequential order that differs from the order in which the images are arranged in the Flip Book. Furthermore, some modified read-alouds make use of Flip Book images from two or more separate lessons.

It is highly recommended that you preview each modified read-aloud, with the Flip Book in hand, before teaching a lesson. It is critical that you be familiar with the order of the Flip Book images for a given read-aloud, so that you are able to confidently present the read-aloud text and the appropriate image without fumbling through pages in the Flip Book.

We recommend that you consider using one or more of the following tips in preparing the Flip Book prior to the read-aloud to ensure a smooth transition in moving from one image to the next:

- Number the Flip Book thumbnails in each read-aloud lesson of the Supplemental Guide. Place correspondingly numbered sticky notes, staggered, and in the order Flip Book images will be shown, projecting from the side of the Flip Book (i.e., if the number “3” is written next to an image thumbnail in the read-aloud, write the number “3” on a sticky note and then place this on the appropriate image so it projects from the side of the Flip Book).
- Alternatively, write the Flip Book image numbers as they appear in the read-aloud lesson of the Supplemental Guide (e.g., 4A-3) on sticky notes that project out from the side of the Flip Book so that image numbers are clearly visible on the sides.
- If you need to show images from two separate, non-consecutive lessons, use different colored sticky notes for the different lessons. Be aware that images are printed on both sides of pages in the Flip Book. In some instances, you may need to be prepared to physically turn the Flip Book over to locate the next image and continue the read-aloud.

Vocabulary Charts

Vocabulary Chart for [Title of Lesson]			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding			
Multiple Meaning			
Phrases			
Cognates			

Vocabulary Charts at the beginning of each lesson categorize words into three tiers which are generally categorized as follows:

- Tier 1 words are words that are likely in the basic repertoire of native English speaking students—words such as *baby*, *climb*, and *jacket*.
- Tier 2 words are highly functional and frequently used general academic words that appear across various texts and content areas—words such as *analysis*, *create*, and *predict*.
- Tier 3 words are content-specific and difficult words that are crucial for comprehending the facts and ideas related to a particular subject—words such as *photosynthesis*, *alliteration*, and *democracy*.

Note: In some instances, we have chosen to initially list domain specific vocabulary as Tier 3 words, but then move these same words to Tier 1 later in the domain once that word has been presented in multiple contexts. We do so only for those words that are identified by Biemiller (2010) as “Easy Words” using Dale and O’Rourke’s Living Word Vocabulary List .

English Language Learners and students with limited oral language skills may not necessarily know the meanings of all Tier 1 words and may find Tier 2 and Tier 3 words confusing and difficult to learn. Thus, explicit explanation of, exposure to, and practice using Tier 1, 2, and 3 words are essential to successful mastery of content for these students (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010, 32–35).

In addition, the Vocabulary Chart indicates whether the chosen words are vital to understanding the lesson (labeled *Understanding*); have multiple meanings or senses (labeled *Multiple Meaning*); are clusters of words that often appear together (labeled *Phrases*); or have a Spanish word that sounds similar and has a similar meaning (labeled *Cognates*). Words in the Vocabulary Chart were selected because they appear frequently in the text of the read-aloud or because they are words and phrases that span multiple grade levels and content areas. Teachers should be aware of and model the use of these words as much as possible before, during, and after each individual lesson. The Vocabulary Chart is also a good starting point and reference for keeping track of students’ oral language development and retention of domain-related and academic vocabulary. These lists are not meant to be exhaustive, and teachers are encouraged to include additional words they feel would best serve their students.

Multiple Meaning Word Activities

Multiple Meaning Word Activities help students determine and clarify the different meanings of individual words. This type of activity supports a deeper knowledge of content-related words and a realization that many content words have multiple meanings associated with them. Students with strong oral language skills may be able to navigate through the different meanings of some words without much effort. However, students with limited English language proficiency and minimal vocabulary knowledge may be less likely to disambiguate the meanings of words. This is why it is important that teachers have a way to call students' attention to words in the lesson that have ambiguous meanings and that students have a chance to explore the nuances of words in contexts within and outside of the lessons.

Syntactic Awareness Activities

Syntactic Awareness Activities call students' attention to sentence structure. During the early elementary grades, students are not expected to read or write lengthy sentences, but might be able to produce complex sentences in spoken language when given adequate prompting and support. Syntactic Awareness Activities support students' awareness of the structure of written language, interrelations between words, and grammar. Developing students' oral language through syntactic awareness provides a solid foundation for written language development in the later elementary grades and beyond.

Vocabulary Instructional Activities

Vocabulary Instructional Activities are included to build students' general academic, or Tier 2, vocabulary. These words are salient because they appear across content areas and in a variety of written texts. These activities support students' learning of Tier 2 words and deepen their knowledge of academic words and the connections of these words to other words and concepts. The vocabulary knowledge students possess is intricately connected to reading comprehension, and the ability to access background knowledge, express ideas, communicate effectively, and learn about new concepts.

English Language Learners and Students with Disabilities

The *Supplemental Guide* assists 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 students with special needs. Although the use of this guide is not limited to teachers of ELLs and/or students with special needs, the following provides a brief explanation of these learners and the challenges they may face in the classroom, as well as teaching strategies that address those challenges.

English Language Learners

The *Supplemental Guide* is designed to facilitate the academic oral language development necessary for English Language Learners (ELLs) to fully participate in the read-alouds and activities in the *Tell It Again! Read-Aloud Anthology* and to strengthen ELLs' understanding of the core content presented in the Anthologies.

When teaching ELLs, it is important to keep in mind that they are a heterogeneous group from a variety of social backgrounds and at different stages in their language development. There may be some ELLs who do not speak any English and have little experience in a formal education setting. There may be some ELLs who seem fluent in conversational English but do not have the academic language proficiency to participate in classroom discussions about academic content. The following is a chart showing the basic stages of second language acquisition; proper expectations for student behavior and performance; and accommodations and support strategies for each stage. Please note that ELLs may have extensive language skills in their first language and that they advance to the next stage at various rates depending on their acculturation, motivation, and prior experiences in an educational setting.

Language Acquisition Stage	Comprehension and Production	Accommodations and Support Strategies
Preproduction ("The Silent Period")	• Produces little or no English • May refuse to say or do anything • Responds in non-verbal ways • Has a minimal receptive vocabulary in English	• Use predictable phrases for set routines • Use manipulatives, visuals, realia, props • Use Total Physical Response (TPR) to indicate comprehension (point, nod, gestures) • Use lessons that build receptive vocabulary • Pair with another ELL who is slightly more advanced in oral language skills for activities and discussions focused on the English language • Pair with same language peers for activities and discussions focused on content • Use simple questions that require simple nonverbal responses (e.g., "Show me...", "Circle the...") • Use a slow rate of speech and emphasize key words • Model oral language, but do not force student to produce oral language
Early Production	• Responds with one- or two-word phrases • Understands basic phrases and words • Uses abundant fillers, e.g., "er" and "um" when speaking • Includes frequent long pauses when speaking • Has basic level of English vocabulary (common words and phrases)	• Use repetition, gestures, and visual aids to facilitate comprehension and students' responses • Use small group activities • Use charades and linguistic guessing games • Use role playing activities • Use lessons that expand receptive and expressive vocabulary • Use increasingly more difficult question types as students' receptive and expressive language skills improve: • Yes/no questions • Either/or questions • Questions that require short answers • Open-ended questions to encourage expressive responses • Pair with another ELL who is slightly more advanced in oral language skills for activities and discussions focused on the English language • Pair with same-language peers for activities and discussions focused on content • Allow for longer processing time • Continue to allow participation to be voluntary

Speech Emergence (Low Intermediate)	• Speaks in short phrases and simple sentences • Makes multiple grammatical errors • Begins to use context to infer the meanings of unknown words heard or read • Can produce some narratives and understand some details of a story • Uses many fillers, e.g., “um” and “like” when speaking • Repeats individual phrases multiple times • Has a much larger receptive than expressive vocabulary in English	• Model correct language forms • Use more complex stories and books • Start to focus on Tier 2 vocabulary • Pair with high-level English speakers for activities and discussions focused on the English language • Provide some extra time to respond • Use increasingly difficult question types as students’ receptive and expressive language skills improve: • Questions that require short sentence answers • <i>Why</i> and <i>how</i> questions • Questions that check for literal and abstract comprehension • Engage students in producing language
Intermediate Fluency (High Intermediate)	• Engages in conversations • Produces connected narrative • Makes few grammatical errors • Uses some fillers when speaking • Shows good comprehension • Has and uses expanded vocabulary in English	• Model correct language forms • Introduce academic terms (e.g., making predictions and inferences, figurative language) • Use graphic organizers • Pair with native English speakers • Use questions that require opinion, judgment, and explanation
Advanced Fluency	• Uses English that nearly approximates the language of native speakers • Understands most conversations and can maintain a two-way conversation • Uses more complex grammatical structures, such as conditionals and complex sentences • Has and uses an enriched vocabulary in English	• Continue to build background knowledge • Build high-level/academic language • Expand figurative language, (e.g., by using metaphors and idioms) • Focus on high-level concepts • Pair with students who have a variety of skills and language proficiencies • Use questions that require inference and evaluation

(Adapted from Hirsch and Wiggins 2009, 362–364; Smyk et al. forthcoming)

Students with Disabilities and Students with Special Needs

Students with disabilities (SWDs) have unique learning needs that require accommodations and modifications to the general education curriculum. When using the *Supplemental Guide* with SWDs and students with special needs, it is important to consider instructional accommodations, tools, strategies, and Universal Design for Learning (UDL) Principles, which promote learning for all students through the use of multiple forms of representation, expression, and engagement (Hall, Strangman, and Meyer 2003).

Pacing

Pacing is the purposeful increase or decrease in the speed of instruction. Educators can break lessons into manageable chunks depending on needs of the class and follow the section with a brief review or discussion. This format of instruction ensures that students are not inundated with information. Additionally, you may want to allow students to move around the room for brief periods during natural transition points. When waiting for students to respond, allow at least three seconds of uninterrupted wait time to increase correctness of responses, response rates, and level of thinking (Stahl 1994).

Goals and Expectations

Make sure that students know the purpose and desired outcome of each activity. Have students articulate their own learning goals for the lesson. Provide model examples of desired end-products. Use positive verbal praise, self-regulation charts, and re-direction to reinforce appropriate ways for students to participate and behave.

Directions

Provide reminders about classroom rules and routines whenever appropriate. You may assign a partner to help clarify directions. When necessary, model each step of an activity's instructions. Offering explicit directions, procedures, and guidelines for completing tasks can enhance student understanding. For example, large assignments can be delivered in smaller segments to increase comprehension and completion (Franzone 2009).

Instruction Format and Grouping

Use multiple instruction formats (e.g., small-group instruction, individual work, collaborative learning, and hands-on instruction). Be sure to group students in logical and flexible ways that support learning.

Instructional Strategies

The following evidence-based strategies can assist students with disabilities in learning content (Scruggs et al. 2010):

- **Mnemonic strategies** are patterns of letters and sounds related to ideas that enhance retention and recall of information. They can be used as a tool to encode information.
- **Spatial organizers** assist student understanding and recall of information using charts, diagrams, graphs, and/or other graphic organizers.
- **Peer mediation**, such as peer tutoring and cooperative learning groups, can assist in assignment completion and enhance collaboration within the classroom.
- **Hands-on learning** offers students opportunities to gain understanding of material by completing experiments and hands-on activities that reinforce content.
- **Explicit instruction** utilizes clear and direct teaching using small steps, guided and independent practice, and explicit feedback.
- **Visual strategies** (e.g., picture/written schedules, storymaps, task analyses, etc.) represent content in a concrete manner to increase focus, communication, and expression (Rao and Gagie 2006).

References

1. Biemiller, Andrew. *Words Worth Teaching*. Columbus: SRA/McGrawHill, 2010.
2. Franzone, Ellen L. *Overview of Task Analysis*. Madison, WI: National Professional Development Center on Autism Spectrum Disorders, Waisman Center, University of Wisconsin, 2009.
3. Hall, Tracey, Anne Meyer and Nicole Strangman. *Differentiated Instruction and Implications for UDL Implementation*. National Center on Accessing the General Curriculum: 2003
4. Hirsch, Jr., E. D. and Alice K. Wiggins, *Core Knowledge Preschool Sequence and Teacher Handbook*. Charlottesville, VA: Core Knowledge Foundation, 2009.

5. National Governors Association Center for Best Practices, Council of Chief State School Officers. "Appendix A," in *Common Core State Standards: English Language Arts Standards*. Washington DC: National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010.
6. Rao, Shaila M. and Brenda Gagie. "Learning Through Seeing and Doing: Visual Supports for Children with Autism." *Teaching Exceptional Children*, 38, no. 6. (2006): 26-33.
7. Scruggs, Thomas E., Margo A. Mastropieri, Sheri Berkeley, and Janet E. Graetz. "Do Special Education Interventions Improve Learning of Secondary Content? A Meta-Analysis." *Remedial and Special Education*, 31 (2010): 437-449.
8. Smyk, Ekaterina, Maria Adelaida Restrepo, Joanna S. Gorin, and Shelley Gray. Forthcoming. *Development and Validation of the Spanish-English Language Proficiency Scale (SELPs)*.
9. Stahl, Robert J. *Using "Think-Time" Behaviors to Promote Students' Information Processing, Learning, and On-Task Participation: An Instructional Module*. Tempe, AZ: Arizona State University, 1994

Alignment Chart for Nursery Rhymes and Fables: Supplemental Guide

The following chart contains core content objectives addressed in this domain. 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: Supplemental Guide		Lesson											
		1	2	3	4	5	6	7	8	9	10	11	12
Core Content Objectives													
Demonstrate familiarity with particular nursery rhymes and fables							✓						
Identify rhyming words in nursery rhymes		✓	✓	✓	✓	✓	✓	✓	✓	✓			
Retell the events in nursery rhymes and fables							✓						
Identify characters in nursery rhymes and fables			✓	✓	✓	✓		✓	✓	✓	✓	✓	✓
Identify lines that repeat in nursery rhymes								✓					
Identify dialogue in nursery rhymes and fables										✓	✓		
Identify the moral of fables											✓	✓	✓
Reading Standards for Literature: Kindergarten													
Key Ideas and Details													
STD RL.K.1		With prompting and support, ask and answer questions about key details in a text.											
CKLA Goal(s)	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						✓						
STD RL.K.2		With prompting and support, retell familiar stories, including key details.											
CKLA Goal(s)	With prompting and support, retell or dramatize fiction read-alouds, including characters, and beginning, middle, and end events of the story in proper sequence	✓		✓		✓	✓		✓	✓	✓		
STD RL.K.3		With prompting and support, identify characters, settings, and major events in a story.											
CKLA Goal(s)	With prompting and support, use narrative language to describe characters, setting, things, events, actions, a scene, or facts from a fiction read-aloud										✓		✓

**Alignment Chart for
Nursery Rhymes and Fables: Supplemental Guide**

Lesson

Alignment Chart for Nursery Rhymes and Fables: Supplemental Guide														1	2	3	4	5	6	7	8	9	10	11	12
Craft and Structure																									
STD RL.K.5		Recognize common types of texts (e.g., storybooks, poems).																							
CKLA Goal(s)		Listen to, understand, and recognize a variety of texts, including fictional stories, fairy tales, fables, nursery rhymes, and poems							✓				✓	✓	✓	✓									
STD RL.K.6		With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.																							
CKLA Goal(s)		With prompting and support, describe the role of an author and illustrator in a fiction text							✓																
Integration of Knowledge and Ideas																									
STD RL.K.7		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).																							
CKLA Goal(s)		With prompting and support, describe illustrations from a fiction read-aloud, using the illustrations to check and support comprehension of the read aloud	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓									
STD RL.K.9		With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.																							
CKLA Goal(s)		With prompting and support, compare and contrast similarities and differences within a single fiction read-aloud or between two or more fiction read-alouds	✓	✓				✓	✓			✓	✓			✓									
Range of Reading and Level of Text Complexity																									
STD RL.K.10		Actively engage in group reading activities with purpose and understanding.																							
CKLA Goal(s)		Actively engage in fiction read-alouds																							
Writing Standards: Kindergarten																									
Text Types and Purposes																									
STD W.K.1		Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).																							
CKLA Goal(s)		Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the fiction or nonfiction/informational text they are writing about and state an opinion or preference about the text											✓						✓						

**Alignment Chart for
Nursery Rhymes and Fables: Supplemental Guide**

Lesson

		1	2	3	4	5	6	7	8	9	10	11	12
Production and Distribution of Writing													
STD W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.												
CKLA Goal(s)	With assistance, categorize and organize facts and information within a given domain to answer questions		✓							✓	✓		✓
Speaking and Listening Standards: Kindergarten													
Comprehension and Collaboration													
STD SL.K.1	Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and large groups												
STD SL.K.1a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).												
CKLA Goal(s)	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.												
STD SL.K.2	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.												
CKLA Goal(s)	Ask and answer questions to clarify information in a fiction or nonfiction/informational read-aloud												
STD SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.												
CKLA Goal(s)	Ask questions to clarify directions, exercises, and/or classroom routines												
Presentation of Knowledge and Ideas													
STD SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.												
CKLA Goal(s)	Describe familiar people, places, things, and events, and with prompting and support, provide additional detail		✓	✓	✓	✓	✓	✓	✓	✓		✓	
STD SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.												
CKLA Goal(s)	Add drawings or other visual displays to descriptions as desired to provide additional detail									✓			✓

**Alignment Chart for
Nursery Rhymes and Fables: Supplemental Guide**

Lesson

		1	2	3	4	5	6	7	8	9	10	11	12
Language Standards: Kindergarten													
Conventions of Standard English													
STD L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.												
STD L.K.1b	Use frequently occurring nouns and verbs.												
CKLA Goal(s)	Use frequently occurring nouns and verbs in oral language	✓		✓		✓		✓					
STD L.K.1e	Use the most frequently occurring prepositions (e.g., <i>to</i> , <i>from</i> , <i>in</i> , <i>out</i> , <i>on</i> , <i>off</i> , <i>for</i> , <i>of</i> , <i>by</i> , <i>with</i>).												
CKLA Goal(s)	Use the most frequently occurring prepositions				✓			✓	✓				
STD L.K.1f	Produce and expand complete sentences in shared language												
CKLA Goal(s)	Produce and expand complete sentences in shared language activities	✓		✓		✓		✓				✓	
Vocabulary Acquisition and Use													
STD L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content.												
STD L.K.4a	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>).												
CKLA Goal(s)	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>)	✓		✓	✓	✓		✓	✓			✓	
STD L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.												
STD L.K.5c	Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).												
CKLA Goal(s)	Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).												
STD L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.												
CKLA Goal(s)	Use words and phrases acquired through conversations, being read to, and responding to texts												
	Learn the meaning of common sayings and phrases		✓								✓	✓	✓
Additional CKLA Goal(s)													
	Distinguish between real and make-believe poems		✓	✓	✓	✓	✓	✓		✓			
	Explain that fables are make-believe stories										✓	✓	✓



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.



Nursery Rhymes and Fables

Supplemental Guide Introduction

This introduction includes the necessary background information to be used in teaching the *Nursery Rhymes and Fables* domain. The *Supplemental Guide for Nursery Rhymes and Fables* contains twelve daily lessons. For Lessons 1–9 (Nursery Rhymes), the odd-numbered lessons are composed of three distinct parts and the even-numbered lessons are composed of two distinct parts. For Lessons 10–12 (Fables), the lessons are composed of two distinct parts. All lessons may be divided into smaller chunks of time and presented at different intervals during the day.

Lesson Structure

Odd-Numbered Lessons for Nursery Rhymes (Lessons 1–9)

Odd-numbered lessons for nursery rhymes contain three parts (50 minutes total) that are to be covered at different intervals during the day. Part A (35 minutes) includes:

- Introducing, Presenting, and Discussing Nursery Rhyme #1
- Introducing, Presenting, and Discussing Nursery Rhyme #2

If necessary, Part A can be divided into two sessions so that one nursery rhyme is covered during each session.

Later in the day, Part B (15 minutes) will be covered and includes the activities unique to the *Supplemental Guide*:

- Multiple Meaning Word Activity
- Syntactic Awareness Activity
- Vocabulary Instructional Activity

Each activity may take up to five minutes to complete. The Multiple Meaning Word Activity helps students to determine and clarify the different meanings of words. The Syntactic Awareness Activity calls students' attention to sentence structure, word order, and grammar. The Vocabulary Instructional Activity focuses on building students' general academic, or Tier 2, vocabulary. Part B concludes with an interim assessment opportunity called an End-of-Lesson Check-In; this is a dual opportunity for the teacher to focus on a select group of students to

directly assess the students’ language and content knowledge in a low stress environment; moreover, the teacher can gauge which students may be in need of additional language or content support.

Even-Numbered Lessons for Nursery Rhymes (Lessons 2–8)

Even-numbered lessons for nursery rhymes contain two parts (50 minutes total) which are to be covered at different intervals during the day. Part A (25 minutes) includes:

- Introducing, Presenting, and Discussing Nursery Rhyme #1

Later in the day, Part B (25 minutes) includes:

- Introducing, Presenting, and Discussing Nursery Rhyme #2

Lessons for Fables (Lessons 10–12)

The lessons for fables contain two parts (50 minutes total) that are to be covered at different intervals during the day. Part A (35 minutes) includes:

- Introducing, Presenting, and Discussing the Read-Aloud

Later in the day, Part B (15 minutes) will be covered. For Lessons 10 and 12, Part B includes extension activities related to read-aloud contents. For Lesson 11, Part B includes the activities unique to the *Supplemental Guide*.

This domain includes a Pausing Point following Lesson 6. 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: Anthology				
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 One: Supplemental Guide				
Day 1 # 10	Day 2	Day 3 # 10	Day 4 #	Day 5 10
Lesson 1A: “Roses Are Red” & “Ring Around the Rosie” (35 min.)	Lesson 2A: “Rain, Rain, Go Away” (25 min.)	Lesson 3A: “Jack Be Nimble” & “Little Jack Horner” (35 min.)	Lesson 4A: “Jack and Jill” (25 min.)	Lesson 5A: “This Little Pig Went to Market” & “One, Two Buckle My Shoe” (35 min.)
Lesson 1B: SG Activities (15 min.)	Lesson 2B: “It’s Raining, It’s Pouring” (25 min.)	Lesson 3B: SG Activities (15 min.)	Lesson 4B: “Little Miss Muffet” (25 min.)	Lesson 5B: SG Activities (15 min.)
50 min.	50 min.	50 min.	50 min.	50 min.

Week Two: Anthology				
Day 6	Day 7 # 10	Day 8	Day 9 10	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 Two: Supplemental Guide				
Day 6	Day 7 # 10	Day 8 # 10	Day 9	Day 10 # 10
Lesson 6A: "Star Light, Star Bright" (25 min.)	Pausing Point	Lesson 7A: "Hickory, Dickory, Dock" "Diddle, Diddle Dumpling" (35 min.)	Lesson 8A: "Little Bo Peep" (25 min.)	Lesson 9A: "Baa, Baa, Black Sheep" & "Humpty Dumpty" (35 min.)
Lesson 6B: "Twinkle, Twinkle, Little Star" (25 min.)		Lesson 7B: SG Activities (15 min.)	Lesson 8B: "Little Boy Blue" (25 min.)	Lesson 9B: SG Activities (15 min.)
50 min.	50 min.	50 min.	50 min.	50 min.

Week Three: Anthology				
Day 11	Day 12 10	Day 13	Day 14 #	Day 15 10
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.
Week Three: Supplemental Guide				
Day 11	Day 12 10	Day 13 # 10	Day 14	Day 15 10
Lesson 10A: "The Lion and the Mouse" (35 min.)	Lesson 11A: "The Hare and the Tortoise" (35 min.)	Lesson 12A: "The Dog and His Reflection" (35 min.)	Domain Review	Domain Assessment
Lesson 10B: Extensions (15 min.)	Lesson 11B: Extensions (15 min.)	Lesson 12B: Extensions (15 min.)		
50 min.	50 min.	50 min.	50 min.	50 min.

Week Four	
Day 16 #	
Culminating Activities	
50 min.	

10 Lessons include Student Performance Task Assessments

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

Lesson Implementation

It is important to note that the interactive activities in the *Supplemental Guide* count on the teacher as the “ideal reader” to lead discussions, model proper language use, and facilitate interactions among student partners.

Student Grouping

Teachers are encouraged to assign partner pairs prior to beginning a domain and partners should remain together for the duration of the domain. If possible, English Language Learners should be paired with native English speakers, and students who have limited English oral language skills should be paired with students who have strong English language skills. Keep in mind that in some instances a group of three would benefit beginning ELLs and an older student or adult volunteer may be a better arrangement for some students with disabilities. Partnering in this way promotes a social environment where all students engage in collaborative talk and learn from one another.

In addition, students of the same home language should have opportunities to work together, fostering their first-language use and existing knowledge to construct deeper meanings about new information.

Graphic Organizers and Domain-Wide Activities

Several different organizers and activity suggestions are included to aid students in their learning of the content in the *Nursery Rhymes and Fables* domain.

- Response Cards for *Nursery Rhymes* (a set of two per lesson) can be used to help students identify characters and items in the poems. Students can hold up these Response Cards for discussion, review, and to answer class questions.
- Noun Card and Verb Card (Instructional Master 3B-1) are parts of speech cards that students can hold up when they hear either a noun or verb during the Syntactic Awareness Activities.
- Sequencing the Fable (a set of three per fable) are illustrations from the fable showing beginning, middle, and end. Students use these illustrations to help them remember events in the fable and to put the events in order.

- Recitation of Nursery Rhymes Assessment (Instructional Master 3B-2)—by the end of this domain, every student should have at least one nursery rhyme memorized. There are several opportunities throughout this domain for students to recite the nursery rhymes they have chosen to memorize.
- Songs and Videos—several of the nursery rhymes in this domain can be sung. You may wish to play the songs for students and have them sing the nursery rhymes. You may wish to find videos of the fables presented in this domain. Be sure to preview the videos for classroom appropriateness.
- Nursery Rhymes and Fables from Around the World—Encourage students to share poems and stories from their home culture. You may wish to collect several nursery rhymes and fables from the cultures, and possibly languages, of your students. There are opportunities in the Pausing Point and Culminating Activities for students to share the poems and stories from their home culture.

Anchor Focus in Nursery Rhymes and Fables

This chart highlights several Common Core State Standards as well as relevant academic language associated with the activities in this domain.

Anchor Focus	CCSS	Description of Focus and Relevant Academic Language
Writing	W.K.1	My Favorite Nursery Rhyme My Favorite Fable
		<i>draw, dictate, present, opinion, favorite, nursery rhyme, fable</i>
Speaking and Listening	SL.K.1a	Follow agreed-upon rules for discussion
		It is important to set predictable routines and communicate clear expectations at the beginning of the year. Be sure that students understand what the agreed-upon rules are and give them many opportunities to practice using the rules.
	SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something Prompt students to ask questions when they are unclear about the directions. Provide them with some phrases to use, e.g., <i>I have a question about . . . ; can you please say the directions again; what does _____ mean?</i>
Language	L.K.1b	Use frequently occurring nouns and verbs in oral language
	L.K.1e	Use frequently occurring prepositions: <i>beside, up, down, under</i>
	L.K.1f	Produce simple sentences in shared language activities

Domain Components

Along with this *Supplemental Guide*, you will need:

- *Tell It Again! Flip Book** for *Nursery Rhymes and Fables*, which can also be found on the CKLA Teacher Resources website at <http://ckla.amplify.com>
- *Tell It Again! Image Cards* for *Nursery Rhymes and Fables*
- *Tell It Again! Read-Aloud Anthology* for *Nursery Rhymes and Fables* for reference

*The *Tell It Again! Posters* and *Multiple Meaning Word Posters* for *Nursery Rhymes and Fables* are located at the end of the *Tell It Again! Flip Book*.

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

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 about values, ethics, and behavior.

Core Vocabulary for Nursery Rhymes and Fables

The following list contains the core vocabulary words in the *Supplemental Guide for Nursery Rhymes and Fables* in the form in which they appear in the read-alouds. 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. 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 the lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

Lesson 1

rhyme

roses

sweet

violets

ashes

ring

Lesson 2

character

away

pouring

snoring

Lesson 3

candlestick

nimble

plum

Lesson 4

fetch

pail

tumbling

beside

frightened

Lesson 5

market

roast beef

buckle

Lesson 6

wish

diamond

twinkle

wonder

Lesson 7

struck

stockings

Lesson 8

sheep

wagging

haystack

meadow

under

Lesson 9

lane

wool

great

together

Lesson 10

disturbed

favor

gnawing

grateful

Lesson 11

boasting

darted

steadily

Lesson 12

feast

greedy

reflection

stream

In addition to this core vocabulary list, every lesson includes its own tiered Vocabulary Chart categorized according to the model for conceptualizing words presented by Beck, McKeown, and Kucan (2008). Words in this chart either appear several times in the read-aloud or are words and phrases that support broader language growth, which is crucial to the English language development of young students. Most words on the chart are part of the General Service List of English Words (West 1953) or part of the Dale-Chall (1995) list of 3,000 familiar words commonly known by fourth grade. Moreover a conscious effort has been made to include words from the Primary Priority Words List according to Biemiller's (2010) *Words Worth Teaching*. The words on the Vocabulary Chart are not meant to be exhaustive, and teachers are encouraged to add additional words they feel would best serve their students.

Vocabulary Chart for <i>Roses Are Red & Ring Around the Rosie</i>			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity word(s) have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	ashes posie rhyme violet		<i>pocket</i> <i>sugar</i> red we you
Multiple Meaning		around blue sweet*	<u>ring</u> rose
Phrases			fall down full of
Cognates	rima violeta		<i>azúcar</i>

References

1. Beck, Isabel L., Margaret G. McKeown, and Linda Kucan. *Creating Robust Vocabulary: Frequently Asked Questions and Extended Examples*. New York, NY: Guilford, 2008.
2. Biemiller, Andrew. *Words Worth Teaching*. Columbus, OH: SRA/McGrawHill, 2010.
3. Chall, Jeanne and Edgar Dale. *Readability Revisited: The New Dale-Chall Readability Formula*. Cambridge, MA: Brookline Books/Lumen Editions, 1995

4. West, Michael. *A General Service List of English Words*. London: Longman, Green and Co., 1953.

Comprehension Questions

In the *Supplemental Guide for Nursery Rhymes and Fables*, there are three types of comprehension questions. *Literal* questions assess students' recall of key details from the read-aloud; these questions are text dependent, requiring students to paraphrase and/or refer back to the portion of the read-aloud in which the specific answer to the question is provided. These questions generally address Reading Standards for Literature 1 (RL.K.1) and Reading Standards for Informational Text 1 (RI.K.1).

Inferential questions ask students to infer information from the text and think critically; these questions are also text dependent, but require students to paraphrase and/or refer back to the different portions of the read-aloud that provide information leading to and supporting the inference they are making. These questions generally address Reading Standards for Literature 2–4 (RL.K.2–RL.K.4) and Reading Standards for Informational Text 2–4 (RI.K.2–RI.K.4).

Evaluative questions ask students to build upon what they have learned from the text using analytical and application skills; these questions are also text dependent, but require students to paraphrase and/or refer back to the portion(s) of the read-aloud that substantiate the argument they are making or the opinion they are offering. Evaluative questions might ask students to describe how reasons or facts support specific points in a read-aloud, which addresses Reading Standards for Informational Text 8 (RI.K.8). *Evaluative* questions might also ask students to compare and contrast information presented within a read-aloud or between two or more read-alouds, addressing Reading Standards for Literature 9 (RL.K.9) and Reading Standards for Informational Text 9 (RI.K.9).

The *Supplemental Guides* include complex texts, thus preparing students in these early years for the increased vocabulary and syntax demands aligned texts will present in later grades. As all of the readings incorporate a variety of illustrations, Reading Standards for Literature 7 (RL.K.7) and Reading Standards for Informational Text 7 (RI.K.7) are addressed as well.

Student Performance Task Assessments

In the *Supplemental Guide for Nursery Rhymes and Fables*, there are numerous opportunities to assess students' learning. These assessment opportunities range from informal observation opportunities, like the End-of-Lesson Check-In and some Extension activities, to more formal written assessments. Student Performance Task Assessments (SPTA) are identified 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

In the *Supplemental Guide for Nursery Rhymes and Fables*, there are numerous opportunities to challenge students who are ready to attempt activities that are above grade-level. These activities are labeled “Above and Beyond” and identified with this icon: .

Supplemental Guide Activities

The *Supplemental Guide* activities that may be particularly relevant to any classroom are the Multiple Meaning Word Activities and accompanying Multiple Meaning Word Posters, Syntactic Awareness Activities, and Vocabulary Instructional Activities. In addition several multiple-meaning words in the read-alouds are underlined. These activities afford all students additional opportunities to acquire a richer understanding of the English language. *Supplemental Guide* activities are identified with this icon: .

Recommended Resources for Nursery Rhymes and Fables

Trade Books

The *Supplemental Guide* includes a number of opportunities in Extensions, the Pausing Point, and Culminating Activities 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 and illustrated by Elisa Kleven (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 and illustrated by Elisa Kleven (Penguin Group, 1999) ISBN 978-0140565485
4. *Favorite Nursery Rhymes*, illustrated by Scott Gustafson (The Greenwich Workshop Press, 2007) ISBN 0867130970
5. *Hush! A Thai Lullaby*, by Minfong Ho and illustrated by Holly Meade (Scholastic, 2000) ISBN 978-0531071663
6. *Mother Goose: A Collection of Classic Nursery Rhymes*, by Michael Hague (Henry Holt, 1988) ISBN 0805002146
7. *Mother Goose Remembers*, by Clare Beaton (Barefoot Books, 2000) ISBN 1841480738 [contains “Three Little Kittens”]
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 0394872185
10. *The Real Mother Goose*, illustrated by Blanche Fisher Wright (Scholastic, 1994) ISBN 0590225170
11. *Three Little Kittens*, by Paul Galdone (Clarion, 1988) ISBN 0899197965

Fables

12. *Aesop's Fables*, by Jerry Pinkney (Chronicle Books, 2000) ISBN 1587170000
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*, retold and illustrated by Amy Lowry Poole (Holiday House, 2000) ISBN 0823414779
15. *How the Leopard Got His Claws*, by Chinua Achebe and illustrated by Mary GrandPre (Candlewick, 2011) 978-0763648053
16. *The Lion and the Mouse*, retold and illustrated by Bernadette Watts (North-South Books, 2007) ISBN 0735821291
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 0823405648
19. *Town Mouse, Country Mouse*, by Jan Brett (Putnam Juvenile, 2003) ISBN 069811986X
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

Student Resources

1. Rhyming Games
<http://www.cookie.com/kids/games/rhyme-time.html>
<http://pbskids.org/games/rhyming.html>
<http://teacher.scholastic.com/activities/bl/reggie/index.htm>

Teacher Resources

2. Mother Goose
<http://www.mothergoose.com/History/mgStory.htm>
3. Nursery Rhyme Certificate
<http://preschoolspot.com/docs/nursery-rhyme-certificate.pdf>
4. Aesop's Fables
<http://aesopfables.com>
5. Rhyme with Me
<http://www2.ed.gov/parents/academic/help/reader/part5.html#rime>



Roses Are Red & Ring Around the Rosie

1

✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Listen to and demonstrate familiarity with “Roses Are Red”
- ✓ Identify rhyming words in “Roses Are Red”

■ Stop here if you choose to split the lesson into two parts.

- ✓ Listen to and demonstrate familiarity with “Ring Around the Rosie”
- ✓ Retell the events in “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)
- ✓ With prompting and support, describe illustrations, such as an illustration of children playing “Ring Around the Rosie,” to support comprehension of the read-aloud (RL.K.7)
- ✓ With prompting and support, compare and contrast similarities and differences between roses and violets from the read-aloud (RL.K.9)
- ✓ Use frequently occurring nouns and verbs when building simple sentences in shared language activities (L.K.1b)
- ✓ Produce simple sentences in shared language activities (L.K.1f)
- ✓ Identify new meanings for familiar words, such as *ring*, and apply them accurately (L.K.4a)
- ✓ Identify real-life connections between words—*sugar*, *pocket*, *ring*, and *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.

Versions(s): sweeter, sweetest

violets, n. Small plants with small flowers

Example: My grandmother grows pretty violets at her house.

Variation(s): violet

■ Stop here if you choose to split the lesson into two parts.

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 something

Example: The children like to ring around the flag pole during recess.

Variation(s): rang, ringing, rung

Vocabulary Chart for *Roses Are Red & Ring Around the Rosie*

Core Vocabulary words are in **bold**.

Multiple Meaning Word Activity word is underlined.

Vocabulary Instructional Activity words have an asterisk (*).

Suggested words to pre-teach are in *italics*.

Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	ashes posie rhyme violets		<i>pocket</i> <i>sugar</i> red we you
Multiple Meaning	<u>ring</u> roses	around sweet*	blue
Phrases			fall down full of
Cognates	rima violeta		<i>azúcar</i>

Image Sequence

This is the order Flip Book images will be shown for this read-aloud. Please preview before teaching this lesson.

1. 1A-1: Red roses and blue violets

■ **Stop here if you choose to split the lesson into two parts.**

2. 1B-1: Children playing “Ring Around the Rosie”

At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	Introducing Nursery Rhymes		10
	Introducing “Roses Are Red”	Instructional Master 1A-1; blue, purple, violet crayons	
	Vocabulary Preview: Sugar		
	Purpose for Listening		
Presenting the Read-Aloud	Roses Are Red	Response Card 1	5
Discussing the Read-Aloud	Comprehension Questions	Real roses and violets	5
	Different Flowers	Pictures or realia of common flowers	
Introducing the Read-Aloud	Introducing “Ring Around the Rosie”	Instructional Master 1A-1	5
	Vocabulary Preview: Pocket		
	Purpose for Listening		
Presenting the Read-Aloud	Ring Around the Rosie	Response Card 2	5
Discussing the Read-Aloud	Comprehension Questions		5
	On Stage		
 Complete Remainder of the Lesson Later in the Day			
Extensions	Multiple Meaning Word Activity: Ring	Poster 1M (Ring)	15
	Syntactic Awareness Activity: Simple Sentence Builder		
	Vocabulary Instructional Activity: Sweet		
	End-of-Lesson Check-in	Response Cards 1–2	
Take-Home Material	Family Letter	Instructional Masters 1B-1, 1B-2	

Advance Preparation

Prepare a copy of Instructional Master 1A-1 for each student; cut in half. Refer to the halves as Response Card 1 for “Roses Are Red” and Response Card 2 for “Ring Around the Rosie.” Students can use these Response Cards for preview, for discussion, for review, and to answer questions.

If available, have fresh roses (with thorns removed from stems) and violets for Discussion Question #7 to show or pass around to students for them to see, touch, and smell.

Have pictures of different types of common flowers (e.g., daisies, tulips, sunflowers, to show to students for the Different Flowers activity.)

Note to Teacher

As you begin reading nursery rhymes to your students, guide them to notice how nursery rhymes have rhyming words, are spoken to a certain beat, have silly characters, tell about silly events, and even have silly words. Playful repetition will help students enjoy and learn these rhymes.



Roses Are Red

1A

Introducing the Read-Aloud

10 minutes

Introducing Nursery Rhymes

- Tell students that for the next few weeks, they are going to listen to many nursery rhymes.
- Ask students, “Does anyone know what nursery rhymes are?” Call on a few volunteers to answer.
- Have students say *nursery rhymes* with you three times.
- Explain that nursery rhymes are short poems written for young children. Nursery rhymes are some of the first poems children learn by heart. After hearing the same nursery rhymes over and over, children might be able to memorize them. Nursery rhymes are fun to listen to and fun to learn. Many nursery rhymes contain rhyming words, strong rhythm, repeated lines, and silly words. Tell students that they will hear many enjoyable and fun nursery rhymes and that they will be able to say at least one nursery rhyme by heart.
- Explain that they may also hear these nursery rhymes called “Mother Goose” rhymes. No one knows whether Mother Goose was a real person who actually wrote these poems. Tell students that the nursery rhymes they will hear have been around for hundreds of years and many English speaking students’ parents and grandparents probably heard these poems as young children.



Introducing “Roses Are Red”

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

- Point to the red roses. Tell students that today’s poems are about flowers. The title of the first poem is “Roses Are Red”. Mention that one kind of flower is the rose.
- Have students say *rose* with you three times.
- Point to the blue violets. Mention that another kind of flower is the violet.
- Have students say *violet* with you three times.

- Tell students that *violet* is a name for the flower—violet—and it is also the name for the color of the flower—a mix of blue and purple.
- Show students the shades of difference between blue, purple, and violet.
- Give students Response Card 1 (Roses Are Red) from Instructional Master 1A-1. Have them identify the roses and violets in the picture. Tell them to use this Response Card to refer to “Roses Are Red.”

Vocabulary Preview

Sugar

1. In today’s nursery rhyme, you will hear, “*Sugar* is sweet.”
2. Say the word *sugar* with me three times.
3. Sugar is something you can add to food and drinks to make them sweet.
4. Leigh does not like to drink juice that has too much sugar because it is too sweet.
5. Taking turns with your partner, tell each other something that has sugar in it. Use the word *sugar* when you tell about it. For example, you could say, “Cake has sugar in it.” And your partner could say, “Juice has sugar in it.” Each person gets three turns.

Purpose for Listening

The title of this poem is “Roses Are Red.” Tell students to listen carefully to learn more about roses and violets.

By the end of this lesson, students should be able to:

- ✓ Listen to and demonstrate familiarity with “Roses are Red”
- ✓ Identify rhyming words in “Roses Are Red”

Roses Are Red

First Read



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

Roses are red,

Violets are blue,

Sugar is **sweet**,

And so are you.

Second Read with Motions



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

Roses are red,

[Point to the red roses.]

Violets are blue,

[Point to the blue violets.]

Sugar is **sweet**,

[Say to students, “Sweet is how sugar tastes. You can also use the word *sweet* to describe someone who is nice, kind, and gentle to others.” Pretend you are eating something sweet, like a lollipop.]

And so are you.

[Point to the students.]

Third Read using 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—or repeat—the words. To echo my words means you will say the same words that I said. We will do this for each line.

Note: Pause after each line and prompt students to echo.



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

Roses are red,

Violets are blue,

Sugar is **sweet**,

And so are you.

Fourth Read using Echo Technique with Motions

Directions: I am going to say the first line of “Roses Are Red” and do the motions that go with it. Then I will stop and give you a chance to echo—or repeat—the words with the motions using your Response Card. We will do this for each line.

Note: Pause after each line and prompt students to echo and do the motions.



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

Roses are red,

[Students should point to the roses on Response Card 1.]

Violets are blue,

[Students should point to the violets on Response Card 1.]

Sugar is **sweet**,

[Students should pretend they are eating something sweet, like a lollipop.]

And so are you.

[Students should point to their neighbor.]

Comprehension Questions

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. Encourage students to answer in complete sentences. Model answers using complete sentences.



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

1. *Literal* What is the title of this poem?
 - The title of this poem is “Roses Are Red.”
2. *Literal* What do you see in this picture?
 - I see roses and violets in this picture.
3. *Literal* What color are the roses?
 - The roses are red.
4. *Literal* What color are the violets?
 - The violets are blue.
5. *Literal* What kind of taste does sugar have?
 - Sugar has a sweet taste.
6. *Evaluative* Which two words rhyme, or end with the same sound, in this poem?
 - Blue and you rhyme.

[*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:]

Directions: I am going to ask two questions. I will give you a minute to think about the questions. Then I will ask you to turn to your partner and discuss the questions. Finally, I will call on several of you to share what you discussed with your partner.

Sentence Frames

Are roses and violets alike?
(Yes/No)

Roses and violets are alike
because...

Roses and violets are different
because ...

7. *Evaluative Think Pair Share*: How are roses and violets alike? How are roses and violets different? [Encourage students to share in complete sentences using the provided Sentence Frames.]

[If available, show or pass around real roses and violets for students to see, touch and smell.]

Different Flowers

- Place the pictures or realia of different common flowers in front of the students.
- Tell students the names of the flowers one at a time and have students repeat the names after you. Have students briefly describe the flowers' colors and sizes to their partner.
- Explain that the same type of flower can have different colors, e.g., roses are not only red but can be white, yellow, purple, etc.

Extending the Activity

- Take a quick tally of students' favorite flowers.
- Have students match the flower to its typical color (e.g. roses are red, sunflowers are yellow, etc.)

■ **Stop here if you choose to split the lesson into two parts.**



Ring Around the Rosie

1A

Introducing the Read-Aloud

5 minutes



Introducing “Ring Around the Rosie”

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

- Say to students, “Describe what is happening in this picture to your partner. What kind of shape do the children make with their arms? How do they look?” Call on two partner pairs to share their description of the picture.
- Tell students that this poem is called “Ring Around the Rosie.” The children in this picture are playing “Ring Around the Rosie.” They play this game by holding hands to form a ring, then they move in a circle, and at the end they all fall down to the ground.
- Give students Response Card 2 (Ring Around the Rosie) from Instructional Master 1A-1. Have them trace the shape of a ring made by the children’s arms. Tell them to use this Response Card to refer to “Ring Around the Rosie.”

Vocabulary Preview

Pocket

1. In this poem you will hear, “A *pocket* full of posies.”
2. Ask students to repeat *pocket* with you three times.
3. A pocket is like a small bag that is part of your clothes. Usually pants and jackets have pockets on both sides. Is anybody wearing clothes with pockets?
4. Mayra’s jeans have two pockets in the front and two pockets in the back.
5. Taking turns with your partner, tell each other how pockets are useful. Use the word *pocket* when you tell about it.

Purpose for Listening

The title of this poem is “Ring Around the Rosie.” Tell students to listen and find out what the children are playing.

By the end of this lesson, students should be able to:

- ✓ Listen to and demonstrate familiarity with “Ring Around the Rosie”
- ✓ Retell the events in “Ring Around the Rosie”

Ring Around the Rosie

First Read



- ◀ 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.

Second Read with Motions



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

Ring around the rosie,

[Trace the ring made by the children’s arms, or make a ring with your arms.

Explain to students that *ring* means to make a circle around something. A ring can also be a type of jewelry worn on a finger.]

A pocket full of posies;

[Put your hand in your pocket. Tell students that posies are a small bunch—or group—of different flowers.]

Ashes, ashes,

[Pretend to toss ashes into the air. Explain to students that ashes are the gray powder that is left behind when something burns.]

We all fall down.

[Sit down on the word *down*.]

Third Read using 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—or repeat—the words. To echo my words means you will say the same words that I said. We will do this for each line.

Note: Pause after each line and prompt students to echo.



← **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.

Fourth Read using Echo Technique with Motions

Directions: I am going to say the first line of “Ring Around the Rosie” and do the motions that go with it. Then I will stop and give you a chance to echo—or repeat—the words with the motions. We will do this for each line.

Note: Pause after each line and prompt students to echo and do the motions.



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

Ring around the rosie,

[Students should trace the ring made by the children’s arms on Response Card 2, or make a ring with their arms.]

A pocket full of posies;

[Students should put their hand in their pocket (or where a pocket would be).]

Ashes, ashes,

[Students should pretend to toss ashes into the air.]

We all fall down.

[Students should sit down on the word *down*.]

Comprehension Questions

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. Encourage students to answer in complete sentences. Model answers using complete sentences.

1. *Literal* What is the title of this poem?
 - The title of this poem is "Ring Around the Rosie."
2. *Literal* What are the children playing?
 - The children are playing "Ring Around the Rosie."
3. *Literal* What do the children do at the end of the poem?
 - The children fall down at the end of the poem.
4. *Literal* Where does the nursery rhyme say the posies are?
 - The nursery rhyme says the posies are in the pockets.

[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 two questions. I will give you a minute to think about the questions. Then I will ask you to turn to your partner and discuss the questions. Finally, I will call on several of you to share what you discussed with your partner.



◀ Show image 1B-2: Girl holding posies

5. *Evaluative* *Think Pair Share*: What are posies?
 - Posies are a small bunch of flowers. [Encourage students to answer in complete sentences using the provided Sentence Frames.]

Who would you give posies to?

- Answers may vary.

6. After hearing today's poems and questions and answers, do you have any 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.]

Sentence Frames

Are posies flowers? (Yes/No)

Posies are. . .

I would give posies to. . .

On Stage

- Tell students that many nursery rhymes, like “Ring Around the Rosie,” are fun to act out. You may also want to explain that this nursery rhyme is often sung.
- Remind students that nursery rhymes are short poems enjoyed by young children. You could ask students, “Who do you think would like to play “Ring Around the Rosie,” adults or children?”
- This activity may be done inside or outside.

Directions:

1. Stand up.
 2. Form a large circle.
 3. Join hands.
 4. Let’s sing “Ring Around the Rosie” together.
 5. 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 sing this nursery rhyme on their own while acting it out.
 - Compliment students for doing this correctly, which shows that they were listening carefully.



Complete Remainder of the Lesson Later in the Day



Roses Are Red & Ring Around the Rosie

1B

Extensions

15 minutes

↔ Multiple Meaning Word Activity

Definition Detective: Ring

Note: Have a student come up to the poster and point to the image being described.

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.
4. *Ring* can also mean other things. A ring is a type of jewelry worn on the finger.
5. *Ring* is also the sound a bell makes. To ring a bell means to make it have a ringing sound.
6. You can also use *ring* to mean to call someone, like to give someone a ring.
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 or hold up the number three with his/her fingers to show you that you meant that kind of *ring*.

↔ Syntactic Awareness Activity

Simple Sentence Builder



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

Directions: Look at the picture. I will call on you one at a time to say one word about the picture. Then we will try to build a short sentence with your words.

Note: There may be variations in the sentences created by your class.

Allow for these variations and restate students' sentences so that they are grammatical. Repeat each sentence for students. If necessary, ask students to repeat your sentence.

Possible simple sentences:

The children play.

The children play "Ring Around the Rosie."

The children hold hands.

The children have fun.

The girl/*name of girl* has long hair.

The boy/*name of boy* has brown hair.

The boy/*name of boy* has brown pants.

The girl/*name of girl* wears blue overalls.

The grass is green.

Vocabulary Instructional Activity

Word Work: Sweet

1. In the nursery rhyme you heard, "Sugar is *sweet*."
2. Say the word *sweet* with me three times.
3. *Sweet* describes the taste of some things. *Sweet* can also be used to describe a person who is kind and does nice things.
4. Many candies are very sweet.
5. Tell your partner about something that you think tastes sweet or someone that you think is 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 _____ is 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 the starting place.

Directions: I am going to name something. If I name something that you think is sweet, quietly and carefully walk to the "sweet" area. [Model walking quietly and carefully to the "sweet" area.]

If I name something that you do not think is sweet, quietly and carefully move to the “not sweet” area. [Model walking quietly and carefully to the “not sweet” area.]

If you cannot decide, remain in 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. salt
3. raisins
4. chocolate cake
5. carrots
6. a piece of toast
7. apple
8. [your name]

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

10 End-of-Lesson Check-In

Roses Are Red & Ring Around the Rosie

Choose four students to focus on and record their scores on the Tens Recording Chart. For this type of informal observation, you should give a score of zero, five, or ten based on your evaluation of students’ understanding and language use.

0	Emergent understanding and language use
5	Developing understanding and language use
10	Proficient understanding and language use

- Have students place Response Cards 1 and 2 on their lap. Say a few key words from either “Roses Are Red” or “Ring Around the Rosie” (e.g., *roses*, *posies*, *pocket*, *sugar*, *violet*, etc.) and ask students to hold up the Response Card that relates to the words you say.
- Say the poem together.

- Repeat the same poem but leave out a few key words for students to fill in. Playful repetition will help students learn the poem.
- ➦ Above and Beyond: If they are ready, have partners try to recite the poems to each other.

Take-Home Material

Family Letter

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



Rain, Rain, Go Away & It's Raining, It's Pouring

2

✓ Lesson Objectives

Core Content Objectives

Students will:

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

■ Stop here if you choose to split the lesson into two parts.

- ✓ Listen to and demonstrate familiarity with “It’s Raining, It’s Pouring”
- ✓ Identify the old man as the character in “It’s Raining, It’s Pouring”
- ✓ Retell the events in “It’s Raining, It’s Pouring”
- ✓ Identify rhyming words in “It’s Raining, It’s Pouring”

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, describe illustrations, such as an illustration of Johnny looking out the window at rain and an illustration of an old man in bed, to support comprehension of the read-aloud (RL.K.7)
- ✓ With prompting and support, compare and contrast similarities and differences between “Rain, Rain, Go Away” and “It’s Raining, It’s Pouring” (RL.K.9)
- ✓ With assistance, recall information from experiences to answer a question about what people do when it is raining outside (W.K.8)

- ✓ Describe familiar things, such as rain and pouring rain, and, with prompting and support, provide additional detail. (SL.K.4)
- ✓ Identify real-life connections between words—*rain* and *pouring*—and their use (L.K.5c)
- ✓ Explain the meaning of the saying “It’s raining cats and dogs” and use in appropriate contexts (L.K.6)
- ✓ Distinguish between real and make-believe poems

Core Vocabulary

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

■ Stop here if you choose to split the lesson into two parts.

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

Vocabulary Chart for Rain, Rain, Go Away & It’s Raining, It’s Pouring

Core Vocabulary words are in **bold**.

Multiple Meaning Word Activity word is underlined.

Vocabulary Instructional Activity words have an asterisk (*).

Suggested words to pre-teach are in *italics*.

Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	character snoring		away bumped <i>rain</i>
Multiple Meaning		<i>pouring</i>	head
Phrases			come again couldn’t get up go away
Cognates			

Image Sequence

This is the order Flip Book images will be shown for this read-aloud. Please preview before teaching this lesson.

1. 2A-1: Johnny looking out window at rain

■ **Stop here if you choose to split the lesson into two parts.**

2. 2B-1: Old man in bed

At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	Introducing “Rain, Rain, Go Away”	Instructional Master 2A-1	10
	Vocabulary Preview: rain		
	Purpose for Listening		
Presenting the Read-Aloud	Rain, Rain, Go Away		5
Discussing the Read-Aloud	Comprehension Questions	Response Card 3	10
	Rhyming Words		
 Complete Remainder of the Lesson Later in the Day			
Introducing the Read-Aloud	Introducing “It’s Raining, It’s Pouring”	Instructional Master 2A-1	10
	Vocabulary Preview: pouring		
	Purpose for Listening		
Presenting the Read-Aloud	It’s Raining, It’s Pouring		5
Discussing the Read-Aloud	Comprehension Questions		10
	Sayings and Phrases: It’s Raining Cats and Dogs		

Advance Preparation

Prepare a copy of Instructional Master 2A-1 for each student; cut in half. Refer to the halves as Response Card 3 for “Rain, Rain, Go Away” and Response Card 4 for “It’s Raining, It’s Pouring.” Students can use these Response Cards for preview, for discussion, for review, and to answer questions.



Rain, Rain, Go Away

2_A

Introducing the Read-Aloud

10 minutes



Introducing “Rain, Rain, Go Away”

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

- Say to students, “Tell your partner what you see in this picture. What is happening outside? How do you think the boy is feeling?” Call on two partner pairs to describe the picture.
- Tell students that the next nursery rhyme they are going to hear is called “Rain, Rain, Go Away” and it takes place during a rainy day
- Tell students that the person in this nursery rhyme is named Johnny. Johnny is the character in “Rain, Rain, Go Away.”
- Ask students, “How do you feel when it rains? What kinds of things do you like to do on rainy days? What kinds of things are you not able to do on rainy days?” Call on two volunteers to answer each question.
- Give students Response Card 3 (Rain, Rain, Go Away) from Instructional Master 2A-1. Have them point out the character in this poem—Johnny. Have them point out the rain outside the window. Tell them to use this Response Card to refer to “Rain, Rain, Go Away.”

Vocabulary Preview

Rain

1. Today’s poems are about *rain*.
2. Say the word *rain* with me three times.
3. Rain is drops of water that fall from clouds in the sky.
4. Elsa likes the rain because she can wear her raincoat and rain boots.
5. Tell your partner what you think of when you hear the word *rain*. Use the word *rain* when you tell about it. I will call on some of you to share your thoughts.

Purpose for Listening

The title of this poem is “Rain, Rain, Go Away.” Ask students to listen carefully to find out how the character in this nursery rhyme—Johnny—feels about rainy weather.

By the end of this lesson, students should be able to:

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

Rain, Rain, Go Away

First Read



- ← 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.

Second Read with Motions



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

Rain, rain, go **away**,

[Say to students, “Away means not here. When you want something to go away, you want it to leave.” Move fingers around like raindrops coming down and wave *bye-bye*.]

Come again some other day.

[Use motions like you are signaling someone to come over.]

Little Johnny wants to play,

[Draw a ‘J’ in the air.]

Rain, rain, go away.

[Move fingers around like raindrops coming down and wave *bye-bye*.]

Third Read Using 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—or repeat—the words. To echo my words means you will say the same words that I said. We will do this for each line.



Note: Pause after each line and prompt students to echo.

◀ 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.

Fourth Read Using Echo Technique with Motions

Directions: I am going to say the first line of “Rain, Rain, Go Away” and do the motions that go with it. Then I will stop and give you a chance to echo—or repeat—the words with the motions. We will do this for each line.

Note: Pause after each line and prompt students to echo and do the motions.



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

Rain, rain, go **away**,

[Students should move fingers around like raindrops coming down and wave *bye-bye*.]

Come again some other day.

[Students should use motions like they are signaling someone to come over.]

Little Johnny wants to play,

[Students should draw a ‘J’ in the air.]

Rain, rain, go away.

[Students should move fingers around like raindrops coming down and wave *bye-bye*.]

Comprehension Questions

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. Encourage students to answer in complete sentences. Model answers using complete sentences.

1. *Literal* What is the title of this poem?
 - The title of this poem is “Rain, Rain, Go Away.”
2. *Literal* Who is the character in this poem?

[Have students point to Johnny on Response Card 3 from Instructional Master 2A-1.]

 - The character in this poem is Johnny.
3. *Literal* What does Johnny tell the rain to do?
 - Johnny tells the rain to go away.
4. *Inferential* Why does Johnny tell the rain to go away?
 - Johnny tells the rain to go away because he wants to play.
5. *Evaluative* How does Johnny feel about the rain?
 - Johnny does not like the rain.
6. *Evaluative* Which words in this poem rhyme?
 - Away, day, and play rhyme.

[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. Then I will ask you to turn to your partner 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 when it is raining and he cannot play outside?
 - Answers may vary.

Sentence Frames

Can Johnny still play even if it is raining? (Yes/No)

Johnny could...

Some ideas I have are...

Rhyming Words

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*. Remind students that most nursery rhymes have rhyming words.

1. 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* and *day* are rhyming words.

2. 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* and *away* are rhyming words.

3. I am going to reread the nursery rhyme, but I will leave out a rhyming word for you to fill in.

Rain, rain go away,

Come again some other _____.

- *day*

Extending the Activity

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_B

Introducing the Read-Aloud

10 minutes



Introducing “It’s Raining, It’s Pouring”

◀ Show image 2B-1: Old man in bed

- Ask students, “Look out the window in this picture. How is the weather outside?”
 - It’s raining.
- Say to students, “Describe to your partner what is happening in this picture.” Call on two partner pairs to share their description of the picture.
- Tell students that this poem is called “It’s Raining, It’s Pouring.” The old man is the character in “It’s Raining, It’s Pouring.” He is sleeping and snoring. Have students act out sleeping and snoring.
- Give students Response Card 4 (It’s Raining, It’s Pouring) of Instructional Master 2A-1. Have them point out the character of this poem—the old man. Have them point out the rain outside the window. Tell them to use this Response Card to refer to “It’s Raining, It’s Pouring.”

Vocabulary Preview

Pouring

1. This nursery rhyme is called, “It’s Raining, It’s *Pouring*.”
2. Say the word *pouring* with me three times.
3. When it is pouring, it is raining hard and heavily.
4. Mariah got very wet when she got stuck in the pouring rain.
5. Tell your partner about a time it was pouring or raining very hard. Where were you? What were you doing? What did you wear? Use the word *pouring* when you tell about it.

Purpose for Listening

The title of this poem is “It’s Raining, It’s Pouring.” Tell students to listen to find out what happens to the character—the old man—in this nursery rhyme.

By the end of this lesson, students should be able to:

- ✓ Listen to and demonstrate familiarity with “It’s Raining, It’s Pouring”
- ✓ Identify the old man as the character in “It’s Raining, It’s Pouring”
- ✓ Retell the events in “It’s Raining, It’s Pouring”
- ✓ Identify rhyming words in “It’s Raining, It’s Pouring”

It's Raining, It's Pouring

First Read



◀ Show image 2B-1: Old man in bed

Recite the lyrics to “It’s Raining, It’s Pouring” aloud to students.



Second Read with Motions

◀ Show image 2B-1: Old man in bed

Recite the lyrics to “It’s Raining, It’s Pouring” while you do the following actions:

Line 1: [Say to students, “*Pouring* means raining very hard.” Move fingers like raindrops coming down.]

Line 2: [Say to students, “Snoring is a noise made while sleeping.” Pretend to snore and make a snoring noise.]

Line 3: [Gently hit forehead.]

Line 4: [Mime sleeping.]

Line 5: [Continue to mime sleeping.]



Third Read Using Echo Technique

◀ **Show image 2B-1: Old man in bed**

Directions: I am going to say the first line of “It’s Raining, It’s Pouring.” Then I will stop and give you a chance to echo—or repeat—the words. To echo my words means you will say the same words that I said. We will do this for each line.

Note: Pause after each line and prompt students to echo.



Fourth Read Using Echo Technique with Motions

◀ **Show image 2B-1: Old man in bed**

Directions: I am going to say the first line of “It’s Raining, It’s Pouring” and do the motions that go with it. Then I will stop and give you a chance to echo—or repeat—the words with the motions. We will do this for each line.

Note: Pause after each line and prompt students to echo and do the motions.

Comprehension Questions

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. Encourage students to answer in complete sentences. Model answers using complete sentences.

1. *Literal* What is the title of this poem?
 - The title of this poem is “It’s Raining, It’s Pouring.”
2. *Literal* Who is the character in this poem?
 - The character in this poem is an old man.
3. *Inferential* What do you know about the character in this nursery rhyme?
 - The old man is snoring. The old man bumped his head. The old man could not get up in the morning.
4. *Literal* What is the weather like in this nursery rhyme?
 - It is pouring. It is raining very hard.
5. *Evaluative* Can the events of this nursery really happen? Why?
 - Events in this nursery can really happen because it rains, people snore, and people can bump their heads.
6. *Evaluative* Which words rhyme in this poem?
 - *Pouring and snoring rhyme. Head and bed rhyme.*

[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. Then I will ask you to turn to your partner 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:* How are the nursery rhymes “Rain, Rain, Go Away” and “It’s Raining, It’s Pouring” similar and different?
 - Answers may vary, but should include that both are about rain and the characters are different.

Sentence Frames

Are both poems about the rain?
(Yes/No)

The poems are similar
because ...

The poems are different
because...

8. After hearing today's poems 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

- Tell students that proverbs are short, traditional sayings that have been passed along orally for many, many years. These sayings usually express general truths based on experiences and observations of everyday life. Although some proverbs do mean exactly what they say, many proverbs have a deeper meaning. It is important to help students understand the difference between the literal meanings of the words and their implied or figurative meanings.
- Ask students: "Have you ever heard anyone say, 'It's raining cats and dogs?'" Explain that people use this saying when it is raining very hard or pouring. It does not mean that real cats and real dogs are falling from the sky!
- Have students repeat, "It's raining cats and dogs," with you three times.
- Tell students that instead of saying, "I got really wet as soon as I went outside because it was pouring," they could say, "I got really wet as soon as I went outside because it was raining cats and dogs."
- Ask students, "Have you ever seen it really rain cats and dogs?"
- Ask students, "Have you been outside when it was raining cats and dogs? What was that like?"
- Encourage students to use this saying any day that it is pouring or "raining cats and dogs."

Extending the Activity

- ✈ Above and Beyond: Have students fold a piece of white paper in half. On one side, draw what it might look like if it rained real cats and real dogs. On the other side, draw what it might look like when someone says, "It's raining cats and dogs."



Jack Be Nimble & Little Jack Horner

3

✓ Lesson Objectives

Core Content Objectives

Students will:

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

■ Stop here if you choose to split the lesson into two parts.

- ✓ Listen to and demonstrate familiarity with “Little Jack Horner”
- ✓ Identify Jack Horner as the character in “Little Jack Horner”
- ✓ Retell the events in “Little Jack Horner”
- ✓ Identify rhyming words in “Little Jack Horner”

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 rhymes “Jack Be Nimble” and “Little Jack Horner” in the proper sequence (RL.K.2)
- ✓ With prompting and support, describe illustrations, such as an illustration of Jack jumping over a candlestick and an illustration of Jack Horner with plum on his thumb, to support comprehension of the read-aloud (RL.K.7)
- ✓ Describe familiar, quick routines done throughout the day (SL.K.4)
- ✓ Use frequently occurring nouns and verbs when building simple sentences in shared language activities (L.K.1b)

- ✓ Produce simple sentences in shared language activities (L.K.1f)
- ✓ Identify new meanings for familiar words, such as *corner*, and apply them accurately (L.K.4a)
- ✓ Identify real-life connections between words—*quick*, *thumb*, *corner*, and *nimble*—and their use (L.K.5c)
- ✓ Distinguish between real and make-believe poems

Core Vocabulary

candlestick, *n.* A holder for a candle

Example: He put the candlestick on the table.

Variation(s): candlesticks

nimble, *adj.* Able to move quickly and easily

Example: The soccer player is very nimble.

Variation(s): nimbler, nimblest

■ Stop here if you choose to split the lesson into two parts.

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

Vocabulary Chart for Jack be Nimble & Little Jack Horner			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	candlestick Christmas plum	<i>quick</i> nimble*	pie sat <i>thumb</i>
Multiple Meaning		<u>corner</u>	
Phrases			good boy jumped over pulled out put in
Cognates			

Image Sequence

This is the order Flip Book images will be shown for this read-aloud. Please preview before teaching this lesson.

1. 3A-1: Jack jumping over candlestick

■ **Stop here if you choose to split the lesson into two parts.**

2. 3B-1: Jack Horner with plum on his thumb

At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	Introducing “Jack Be Nimble”		5
	Vocabulary Preview: Quick	Instructional Master 3A-1	
	Purpose for Listening		
Presenting the Read-Aloud	Jack Be Nimble		5
Discussing the Read-Aloud	Comprehension Questions	Response Card 5	5
	On Stage	Items that rhyme with <i>quick</i>	
Introducing the Read-Aloud	Introducing “Little Jack Horner”	Instructional Master 3A-1	10
	Vocabulary Preview: Thumb		
	Purpose for Listening		
Presenting the Read-Aloud	Little Jack Horner	plums	5
Discussing the Read-Aloud	Comprehension Questions	Response Card 6	5
	On Stage		
 Complete Remainder of the Lesson Later in the Day			
Extensions	Multiple Meaning Word Activity: Corner	Poster 2M (Corner)	15
	Syntactic Awareness Activity: Simple Sentence Builder	Instructional Master 3B-1	
	Vocabulary Instructional Activity: Nimble		
	End-of-Lesson Check-in	Response Cards 3–6; Instructional Master 3B-2	

Advance Preparation

Prepare a copy of Instructional Master 3A-1 for each student; cut in half. Refer to the halves as Response Card 5 for “Jack Be Nimble” and Response Card 6 for “Little Jack Horner.” Students can use these Response Cards for preview, for discussion, for review, and to answer questions.

For On Stage, “Jack Be Nimble,” bring in items that rhyme with *quick* and that students can easily leap over, e.g., stick, brick, toothpick.

For Presenting the Read-Aloud for “Little Jack Horner,” bring in samples of plums for students to taste.

Note: Be sure to check with your school’s policy regarding food distribution and allergies.

For Syntactic Awareness Activity, prepare a copy of Instructional Master 3B-1 for each student; cut in half. Give each student the top half. Refer to it as a Noun Card. Students can use their Noun Card to talk about this part of speech and to hold up when they hear a noun during the activity.

Note to Teacher

Begin using the Recording Sheet for Recitation of Nursery Rhymes (Instructional Master 3B-2) for students who are ready to recite a nursery rhyme of their choice. If they wish, students may recite more than one.



Jack Be Nimble

3A

Introducing the Read-Aloud

5 minutes



Introducing “Jack Be Nimble”

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

- Say to students, “Tell your partner what you see in this picture. What is the boy doing?” Call on two partner pairs to describe the picture.
- Tell students that the next nursery rhyme they are going to hear is called “Jack Be Nimble.” Tell students that the person in this nursery rhyme is named Jack. Jack is the character in “Jack Be Nimble.”
- Point to the candlestick. Tell students that in this poem, a boy named Jack jumps over a candlestick.
- Ask students, “Has anyone ever seen a candle? What do we use candles for?” Call on a three students to answer.
- Tell students that a candlestick is something that holds a candle.
- Give students Response Card 5 (Jack Be Nimble) from Instructional Master 3A-1. Have them point out the character in this poem—Jack. Have them point out the candle and the candlestick. Tell them to use this Response Card to refer to “Jack Be Nimble.”

Vocabulary Preview

Quick

1. In today’s poem, you will hear that Jack is *quick*.
2. Say the word *quick* with me three times.
3. *Quick* means fast.
4. After dinner, Ethan’s family goes out for a quick walk.
5. Tell your partner some quick things you do throughout the day. Use the word *quick* when you tell about it. I will call on some of you to share what you do.

Purpose for Listening

The title of this poem is “Jack Be Nimble.” Ask students to listen carefully to find out what Jack, the character in this nursery rhyme, does.

By the end of this lesson, students should be able to:

- ✓ Listen to and demonstrate familiarity with “Jack Be Nimble”
- ✓ Identify Jack as the character in “Jack Be Nimble”
- ✓ Retell the events in “Jack Be Nimble”
- ✓ Identifying rhyming words in “Jack Be Nimble”

Jack Be Nimble

First Read



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

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

Second Read with Motions



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

Jack be **nimble**,

[Say to students, “*Nimble* means able to move quickly and easily.” Bend knees like you are getting ready to jump.]

Jack be quick,

[Pump up and down like you are going to jump.]

Jack jump over

[Take a big jump.]

The **candlestick**.

[Define *candlestick* as a holder for a candle. Hold your forearm upright like it is a candle with fingertips moving around like flames.]

Third Read Using 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—or repeat—the words. To echo my words means you will say the same words that I said. We will do this for each line.

Note: Pause after each line and prompt students to echo.



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

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

Fourth Read Using Echo Technique with Motions

Directions: I am going to say the first line of “Jack be Nimble” and do the motions that go with it. Then I will stop and give you a chance to echo—or repeat—the words with the motions. We will do this for each line.

Note: Pause after each line and prompt students to echo and do the motions.



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

Jack be **nimble**,

[Students should bend their knees like they are getting ready to jump.]

Jack be quick,

[Students should pump up and down like they are going to jump.]

Jack jump over

[Students should take a big jump.]

The **candlestick**.

[Students should hold their forearm upright like it is a candle with their fingertips moving around like flames.]

Comprehension Questions

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. Encourage students to answer in complete sentences. Model answers using complete sentences.

1. *Literal* What is the title of this poem?
 - The title of this poem is “Jack Be Nimble.”
2. *Literal* Who is the character in this nursery rhyme?

[Have students point to Jack on Response Card 5.]

 - Jack is the character in this nursery rhyme.
3. *Literal* What does Jack do in this poem?
 - Jack jumps over a candlestick in this poem.
4. *Inferential* What is a candlestick? [Have students point to the candlestick on Response Card 5.]
 - A candlestick holds a candle.
5. *Evaluative* Why do you think Jack jumps over the candlestick?
 - Answers may vary.
6. *Evaluative* Which two words rhyme in this poem?
 - Quick and stick rhyme.

[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 two questions. I will give you one minute to think about the questions. Then I will ask you to turn to your partner to discuss the questions. Finally, I will call on several of you to share what you discussed with your partner.

Sentence Frames

Should Jack jump over the candlestick? (Yes/No)

I think Jack . . .

Jack should/should not jump over the candlestick because . . .

7. *Evaluative Think Pair Share:* 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 fire or other dangerous items.]

On Stage

- Tell students that they are going to dramatize—or act out—this nursery rhyme.
- Remind students that nursery rhymes are short poems enjoyed by young children. You could ask students, “Does Jack look like a young boy or an old man?”
- Choose a volunteer to act out the nursery rhyme by jumping over a small, safe classroom object. The best objects are those that rhyme with *quick* and have a similar syllable count as *candlestick*, 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.”

■ **Stop here if you choose to split the lesson into two parts.**



Little Jack Horner

3_A

Introducing the Read-Aloud

10 minutes



Introducing “Little Jack Horner”

- ◀ **Show image 3B-1: Jack Horner with plum on his thumb**
 - Say to students, “Tell your partner what you see in this picture. What is the boy doing? What is all over his face?” Call on two partner pairs to describe the picture.
 - Tell students that the next nursery rhyme they are going to hear is called “Little Jack Horner.”
 - Tell students that the character in this nursery rhyme is named Jack Horner. Jack is his first name and Horner is his last name. Provide additional examples of first and last names using the names of the students.
 - Point to the Christmas pie. Tell students that in this poem, the character, Jack Horner, puts his thumb in a pie and pulls out a plum.
 - Ask students, “What time of year do you think people eat Christmas pie? How do you know?” Call on a two students to answer.
 - Point to the wreath. Tell students that during Christmastime, people will hang up wreaths made from plants.
 - Give students Response Card 6 (Little Jack Horner) from Instructional Master 3A-1. Have them point out the character in this poem—Jack Horner. Have them point out the Christmas pie and wreath. Tell them to use this Response Card to refer to “Little Jack Horner.”

Vocabulary Preview

Thumb

1. In today's nursery rhyme, you will hear that Jack Horner put his thumb into the pie.
2. Say the word *thumb* with me three times.
3. [Have students wiggle each finger as you say their names.]
Your thumb is the short and fat finger you have on each hand. Next to your thumb is your index finger, followed by your middle finger, then your ring finger and finally your pinky.
4. This is my thumb. [Wiggle your thumb around.]
5. Tell your partner the names of your fingers.
 - thumb, index finger, middle finger, ring finger, pinky

Purpose for Listening

The title of this poem is “Little Jack Horner.” Ask students to listen carefully to find out what the character in this nursery rhyme—Jack Horner—does and says.

By the end of this lesson, students should be able to:

- ✓ Listen to and demonstrate familiarity with “Little Jack Horner”
- ✓ Identify Jack Horner as the character in “Little Jack Horner”
- ✓ Retell the events in “Little Jack Horner”
- ✓ Identify rhyming words in “Little Jack Horner”

Little Jack Horner

First Read



◀ 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!”

Second Read with Motions



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

Little Jack Horner
Sat in a corner,

[Say to students, “A corner is an area of a room where two walls meet. A corner is also the part of a shape where two sides meet.” Squat down like you are sitting.]

Eating his Christmas pie;

[Mime eating.]

He put in his thumb,

[Put thumb in pretend pie.]

And pulled out a **plum**,

[Say to students, “A plum is a small fruit. Usually you will see purple plums, but plums come in different colors—red, blue, green, and yellow.” If available, pass around different kinds of plums. (Later, you may wish to let students sample a piece of plum.) Pull out thumb and look pleased.]

And said, “What a good boy am I!”

[Say this with expression and high pitch.]

Third Read Using 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—or repeat—the words. To echo my words means you will say the same words that I said. We will do this for each line.



Note: Pause after each line and prompt students to echo.

◀ 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!”

Fourth Read Using Echo Technique with Motions

Directions: I am going to say the first line of “Little Jack Horner” and do the motions that go with it. Then I will stop and give you a chance to echo—or repeat—the words with the motions. We will do this for each line.



Note: Pause after each line and prompt students to echo and do the motions.

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

Little Jack Horner

Sat in a corner,

[Students should squat down like they are sitting.]

Eating his Christmas pie;

[Students should mime eating.]

He put in his thumb,

[Students should put in their thumbs in pretend pie.]

And pulled out a **plum**,

[Students should pull out their thumbs and act pleased.]

And said, “What a good boy am I!”

[Students should use an expressive and high pitched voice.]

Discussing the Read-Aloud

5 minutes

Comprehension Questions

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. Encourage students to answer in complete sentences. Model answers using complete sentences.

1. *Literal* What is the title of this poem?
 - The title of this poem is “Little Jack Horner.”
2. *Literal* Who is the character in this nursery rhyme?

[Have students point to Jack Horner on Response Card 6.]

 - Jack Horner is the character in this nursery rhyme.
3. *Inferential* What does Jack Horner do in this poem?
 - Jack Horner sits in a corner. Jack Horner eats Christmas pie. Jack Horner puts in his thumb. Jack Horner pulled out a plum.
4. *Literal* What does Jack Horner say in this poem?
 - Jack Horner says, “What a good boy am I!”
5. *Evaluative* Could the events in this nursery rhyme really happen? Why?
 - Yes, the events in this nursery rhyme could really happen because you can sit in a corner; you can eat pie; you can pull out a plum with your thumb.
6. *Evaluative* Which words rhyme in this poem?
 - Horner and corner rhyme. Thumb and plum rhyme. Pie and I rhyme.

[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 one minute to think about the question. Then I will ask you to turn to your partner to discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

Sentence Frames

Is Jack Horner lying in bed? (Yes/No)

Jack Horner is . . .

I think Jack Horner is sitting in a corner because . . .

7. *Evaluative Think Pair Share*: Why do you think Jack Horner is sitting in a corner?
 - Answers may vary, but could include: It is his favorite spot; he wanted to be alone; he was being punished; etc.
8. After hearing today's poems 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

Tell students that they are going to dramatize—or act out—this nursery rhyme. Remind students that nursery rhymes are short poems enjoyed by young children.

1. When I read, “Little Jack Horner/Sat in a corner,” you should squat down like you are sitting.
 2. When I read, “Eating his Christmas pie,” you should pretend to eat pie.
 3. When I read, “He put in his thumb/And pulled out a plum,” you should pretend to put your thumb in a pretend pie and then hold it up to look at the plum.
 4. Finally, when I read, “And said . . .” you should say, “What a good boy am I!” (The girls will say, “What a good girl am I!”) Remember to use an excited voice, a voice different from your usual voice.
- Reread the nursery rhyme for students to dramatize.



Complete Remainder of the Lesson Later in the Day



Jack Be Nimble & Little Jack Horner

3_B

Extensions

15 minutes

↔ Multiple Meaning Word Activity

Multiple Choice: Corner

Note: You may choose to have students hold up one, two, or three fingers to indicate which image shows the meaning being described or have a student walk up to the poster and point to the image being described.

1. [Show Poster 2M (Corner).] In the poem you heard, “Little Jack Horner, sat in a *corner*, eating his Christmas pie.” Which picture shows this kind of corner?
2. *Corner* can also mean other things. A corner is the point where two lines meet, like the corner of a square. Which picture shows this kind of corner?
3. *Corner* also means to block someone or something in so it cannot get out or escape. Which picture shows this kind of corner?
4. Now that we have gone over the different meanings for *corner*, quiz your partner on these different meanings. Try to use complete sentences. For example, you could say, “A triangle has three corners.” And your partner would respond, “That’s number 2.”

↔ Syntactic Awareness Activity

Simple Sentence Builder: Nouns

Directions: Look at the picture. I will call on you one at a time to say one word about the picture. If you say a word that is a noun, I will hold up the Noun Card.

1. Nouns can be people or anything that is living like Jack and flowers. [Call on a few students to give another example of a person as a noun.]
2. Nouns can be places like home and [name of your city]. [Call on a few students to give another example of a place as a noun.]

3. Nouns can be things like a book and a candlestick. [Call on a few students to give another example of a thing as a noun.]
4. Now we will try to build a short sentence using your words. When you hear a noun in the sentence, hold up your Noun Card.

Note: There may be variations in the sentences created by your class. Allow for these variations and restate students' sentences so that they are grammatical. Repeat each sentence for students. If necessary, ask students to repeat your sentence.



◀ **Show image 3A-1: Jack jumping over candlestick**

Possible sentences (nouns are italicized):

Jack jumps.

Jack jumps over the *candlestick*.

Jack wears a *hat*.

The *cat* is orange.

The *cat* looks.

The *cat* looks at *Jack*.



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

Possible sentences (nouns are italicized):

Jack Horner eats.

Jack Horner eats *pie*.

The *wreath* hangs.

The *wreath* hangs on the *wall*.

Jack pulls out a *plum*.

The *plum* is on *Jack's thumb*.

The *cat* watches *Jack*.

↔ Vocabulary Instructional Activity

Word Work: Nimble

1. In the nursery rhyme you heard, “Jack be *nimble*, Jack be quick.”
2. Say the word *nimble* with me three times.
3. *Nimble* means that you are able to move quickly and easily.
4. Soccer players are nimble, they can move very quickly across the field.
5. Tell about someone or something you think is nimble. Try to use the word *nimble* when you tell about it.

[Ask two or three students. If necessary, guide and/or rephrase students’ responses: “I think _____ is nimble.”]

6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to name something or describe something. If I say something that is nimble—moves quickly and easily—say, “That’s nimble.” If I say something that is not nimble—moves slowly—say, “That’s not nimble.”

1. An elephant
 - That’s not nimble.
2. Francisco can do a cartwheel
 - That’s nimble.
3. Adele can jump over hurdles
 - That’s nimble.
4. A mountain
 - That’s not nimble.
5. Ray has a broken leg
 - That’s not nimble.
6. A bee going from flower to flower
 - That’s nimble.

Extending the Activity

- ↗ Above and Beyond: Students make up their own example and have their partner determine whether what they say is an example of *nimble*.

10 End-of-Lesson Check-In

Jack Be Nimble and Little Jack Horner

Choose four students to focus on and record their scores on the Tens Recording Chart. For this type of informal observation, you should give a score of zero, five, or ten based on your evaluation of students' understanding and language use.

0	Emergent understanding and language use
5	Developing understanding and language use
10	Proficient understanding and language use

- Have students place Response Cards 3 through 6 on their lap. (You may wish to focus on two nursery rhymes at a time.) Say a few key words from any of the nursery rhymes from the past two lessons (e.g., *Johnny, snoring, raining, pouring, Jack, candlestick, Christmas, etc.*) and ask students to hold up the Response Card that relates to the words you say.
 - Say the poem together.
 - Then say the poem again but leave out a few key words for students to fill in. Playful repetition will help students learn the poem.
- ➦ Above and Beyond: If they are ready, have partners try to recite the poems to each other.

Note: At this point some students may have a nursery rhyme memorized. Use the Recording Sheet for Recitation of Nursery Rhymes Assessment (Instructional Master 3B-2) to begin assessing students' ability to recite a nursery rhyme. There will be several opportunities at the beginning of some lessons and during the Check-In for students to be assessed.



Jack and Jill & Little Miss Muffet

4

✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Listen to and demonstrate familiarity with “Jack and Jill”
- ✓ Identify Jack and Jill as the characters in “Jack and Jill”
- ✓ Retell the events in “Jack and Jill”
- ✓ Identify rhyming words in “Jack and Jill”

■ Stop here if you choose to split the lesson into two parts.

- ✓ Listen to and demonstrate familiarity with “Little Miss Muffet”
- ✓ Identify Little Miss Muffet and the spider as the characters in “Little Miss Muffet”
- ✓ Retell the events in “Little Miss Muffet”
- ✓ Identify rhyming words in “Little Miss Muffet”

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, describe illustrations, such as an illustration of Jack and Jill tumbling down and an illustration of Little Miss Muffet and a spider, to support comprehension of the read-aloud (RL.K.7)
- ✓ Describe familiar things, such as spiders (SL.K.4)
- ✓ Use frequently occurring prepositions, such as *beside* (L.K.1e)
- ✓ Identify new meanings for familiar words, such as *crown*, and apply them accurately (L.K.4a)

- ✓ Identify real-life connections between words—*pail*, *crown*, *beside*, and *frightened*—and their use (L.K.5c)
- ✓ Distinguish between real and make-believe poems

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

■ Stop here if you choose to split the lesson into two parts.

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

Vocabulary Chart for Jack and Jill & Little Miss Muffet

Core Vocabulary words are in **bold**.

Multiple Meaning Word Activity word is underlined.

Vocabulary Instructional Activity words have an asterisk (*).

Suggested words to pre-teach are in *italics*.

Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	fetch pail spider tuffet	beside frightened* tumbling	away broke eating
Multiple Meaning	<u>crown</u>		
Phrases	curds and whey pail of water		fell down sat down
Cognates			

Image Sequence

This is the order Flip Book images will be shown for this read-aloud. Please preview before teaching this lesson.

- 1. 4A-1: Jack and Jill tumbling down hill

■ **Stop here if you choose to split the lesson into two parts.**

- 2. 4B-1: Spider and Little Miss Muffet

At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	Introducing “Jack and Jill”	Instructional Master 4A-1	10
	Vocabulary Preview: Pail	example of a pail	
	Purpose for Listening		
Presenting the Read-Aloud	Jack and Jill		5
Discussing the Read-Aloud	Comprehension Questions	Response Card 7	10
	Multiple Meaning Word: Crown	Poster 3M (Crown)	
 Complete Remainder of the Lesson Later in the Day			
Introducing the Read-Aloud	Introducing “Little Miss Muffet”	Instructional Master 4A-1; cottage cheese, crackers	10
	Vocabulary Preview: Beside		
	Purpose for Listening		
Presenting the Read-Aloud	Little Miss Muffet		5
Discussing the Read-Aloud	Comprehension Questions	Response Card 8	10
	Word Work: Frightened		

Advance Preparation

Prepare a copy of Instructional Master 4A-1 for each student; cut in half. Refer to the halves as Response Card 7 for “Jack and Jill” and Response Card 8 for “Little Miss Muffet.” Students can use these Response Cards to become familiar with the nursery rhymes, for discussion, for review, and to answer questions.

For Vocabulary Preview for “Jack and Jill,” bring in an example of a pail.

For Introducing “Little Miss Muffet,” bring in samples of cottage cheese on crackers for students to see, smell, and taste.

Note: Be sure to check with your school’s policy regarding food distribution and allergies.



Jack and Jill

4_A

Introducing the Read-Aloud

10 minutes



Introducing “Jack and Jill”

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

- Tell the students, “Tell your partner what you see in this picture. What is happening to the boy and girl?” Call on two partner pairs to describe the picture.
- Tell students that the next nursery rhyme they are going to hear is called “Jack and Jill.” Tell students that there are two characters in this nursery rhyme—Jack and Jill. Point to Jack, then point to Jill.
- Point up the hill. Tell students that in this poem, a boy named Jack and a girl named Jill go up a hill to get some water.
- Point to the well. Tell students that some people get their water from wells.
- Give students Response Card 7 (Jack and Jill) from Instructional Master 4A-1. Have them point out the characters in this poem—Jack and Jill. Have them point out the well at the top of the hill. Tell them to use this Response Card to refer to “Jack and Jill.”

Vocabulary Preview

Pail

1. In today’s poem, you will hear that Jack and Jill went up a hill to fetch a *pail* of water.
2. Say the word *pail* with me three times.
3. A pail is a bucket that you can use to hold things in.
[Show students an example of a pail. Tell them some things you can do with a pail.]
4. Shaolin and Hannah put the strawberries they picked in a pail.
5. Tell your partner how you could use a pail. Use the word *pail* when you tell about it.

Purpose for Listening

The title of this poem is “Jack and Jill.” Ask students to listen carefully to find out what happens to the characters in this nursery rhyme—Jack and Jill.

By the end of this lesson, students should be able to:

- ✓ Listen to and demonstrate familiarity with “Jack and Jill”
- ✓ Identify Jack and Jill as the characters in “Jack and Jill”
- ✓ Retell the events in “Jack and Jill”
- ✓ Identify rhyming words in “Jack and Jill”

Jack and Jill

First Read



◀ 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.

Second Read with Motions



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

Jack and Jill went up the hill

[Move your fingers as if they are walking up a hill.]

To **fetch** a **pail** of water;

[Tell students, “To fetch a pail means to get a bucket.” Pretend you are pulling up a bucket of water from the well.]

Jack fell down and broke his crown,

[Tell students, “This means Jack fell down and really hurt the top part of his head. (Mime falling down and gently tap the top of your head.) The word *crown* means the top part of your head. A crown is also something kings and queens wear on their heads, often made of gold or silver.”]

And Jill came **tumbling** after.

[Say to students, “Tumbling means falling and rolling down.” Make a tumbling motion with your arms.]

Third Read Using 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—or repeat—the words. We will do this for each line.

Note: Pause after each line and prompt students to echo.



◀ 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.

Fourth Read Using Echo Technique with Motions

Directions: I am going to say the first line of “Jack and Jill” and do the motions that go with it. Then I will stop and give you a chance to echo—or repeat—the words with the motions. We will do this for each line.

Note: Pause after each line and prompt students to echo and do the motions.



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

Jack and Jill went up the hill

[Students should move their fingers as if they are walking up hill.]

To **fetch** a **pail** of water;

[Students should pretend they are pulling a bucket of water from the well.]

Jack fell down and broke his crown,

[Students should mime falling down and gently tap the top of their heads.]

And Jill came **tumbling** after.

[Students should make a tumbling motion with their arms.]

Comprehension Questions

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. Encourage students to answer in complete sentences. Model answers using complete sentences.

1. *Literal* What is the title of this poem?
 - The title of this poem is “Jack and Jill.”
2. *Literal* Who are the characters in this nursery rhyme?

[Have students point to Jack and Jill on Response Card 7.]

 - Jack and Jill are the characters in this nursery rhyme.
3. *Literal* Where do Jack and Jill go? [Have students point up the hill on Response Card 7.]
 - Jack and Jill go up a hill.
4. *Literal* Why do Jack and Jill go up the hill?
 - Jack and Jill want to fetch a pail of water.
5. *Literal* What happens to Jack? [Have students point to Jack's crown.]
 - Jack falls down and breaks his crown.
6. *Literal* What happens to Jill?
 - Jill comes tumbling down the hill.
7. *Evaluative* Which words rhyme in this poem?
 - Jill and hill rhyme. Down and crown rhyme. Water and after rhyme.

[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 one minute to think about the question. Then I will ask you to turn to your partner to discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

Sentence Frames

Did Jack fall down? (Yes/No)

I think Jack fell down because...

Jack was ..., so he fell down.

8. *Evaluative Think Pair Share*: Why do you think Jack falls down?
 - Answers may vary.

↔ Multiple Meaning Word Activity

Sentence in Context: Crown

Note: You may choose to have students hold up one or two fingers to indicate which image shows the meaning being described or have a student walk up to the poster and point to the image being described.

1. [Show Poster 3M (Crown).] In the poem you heard that “Jack fell down and broke his crown.” Here *crown* means the top part of the head. Which picture shows this?
2. A crown is also something kings or queens wear on their heads. Which picture shows this?
3. Now with your partner, make a sentence for each meaning of *crown*. Try to use complete sentences. I will call on some of you to share your sentences.



Complete Remainder of the Lesson Later in the Day



Little Miss Muffet

4_B

Introducing the Read-Aloud

10 minutes



Introducing “Little Miss Muffet”

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

- Say to students, “Tell your partner what you see in this picture. What is the girl doing? What is the thing next to her?” Call on two partner pairs to describe the picture.
- Tell students that the next nursery rhyme they are going to hear is called “Little Miss Muffet.” Tell students that this nursery rhyme has two characters.
- Ask students, “Who are the two characters in this nursery rhyme?”
 - The characters are the girl—Little Miss Muffet—and the spider.
- Ask students, “What do you think Little Miss Muffet is eating?” Call on three students to answer.
- Tell students that she is eating curds and whey. Explain that curds and whey is similar to cottage cheese. “Curds” are the white lumps of cheese, and “whey” is the liquid they are in. If available, you may pass around a container of cottage cheese for students to see and smell. (Later, you may like to have students try it on a cracker.)
- Ask students, “Have you ever seen a spider? What do you know about spiders? How do you feel about them?” Call on four students to respond.
- Give students Response Card 8 (Little Miss Muffet) from Instructional Master 4A-1. Have them point out the characters in this poem—Little Miss Muffet and the spider. Have them point out the curds and whey. Tell them to use this Response Card to refer to “Little Miss Muffet.”

Vocabulary Preview

Beside

1. In today's poem, you will hear that a spider sat down *beside* Little Miss Muffet.
2. Say the word *beside* with me three times.
3. When something or someone is beside you, that means it is next to you.
4. For example, "The [name of item] is beside the door." Or, "The tennis courts are beside the playground."
5. Identify who is sitting beside you. You should say, "_____ is sitting beside me."

Purpose for Listening

The title of this poem is "Little Miss Muffet." Ask students to listen carefully to find out what the characters in this nursery rhyme—Little Miss Muffet and the spider—do.

By the end of this lesson, students should be able to:

- ✓ Listen to and demonstrate familiarity with "Little Miss Muffet"
- ✓ Identify Little Miss Muffet and the spider as the characters in "Little Miss Muffet"
- ✓ Retell the events in "Little Miss Muffet"
- ✓ Identify rhyming words in "Little Miss Muffet"

Little Miss Muffet

First Read



◀ 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.

Second Read with Motions



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

Little Miss Muffet

Sat on a tuffet,

[Say to students, “A tuffet is like a small chair.” Pretend to sit.]

Eating her curds and whey;

[Say to students, “Remember curds and whey are like cottage cheese.” Mime eating.]

Along came a spider,

[Do the finger motions for spider.]

Who sat down **beside** her

[Say to students, “Beside her means next to her.” Pretend to sit.]

And **frightened** Miss Muffet away.

[Say to students, “Frightened means scared.” Act frightened.]

Third Read Using 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—or repeat—the words. We will do this for each line.

Note: Pause after each line and prompt students to echo.



◀ 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.

Fourth Read Using Echo Technique with Motions

Directions: I am going to say the first line of “Little Miss Muffet” and do the motions that go with it. Then I will stop and give you a chance to echo—or repeat—the words with the motions. We will do this for each line.

Note: Pause after each line and prompt students to echo and do the motions.



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

Little Miss Muffet

Sat on a tuffet,

[Students should pretend to sit.]

Eating her curds and whey;

[Students should mime eating.]

Along came a spider,

[Students should do the finger motions for spider.]

Who sat down **beside** her

[Students should pretend to sit.]

And **frightened** Miss Muffet away.

[Students should make a frightened face.]

Discussing the Read-Aloud

10 minutes

Comprehension Questions

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. Encourage students to answer in complete sentences. Model answers using complete sentences.

1. *Literal* What is the title of this poem?
 - The title of this poem is “Little Miss Muffet.”
2. *Literal* Who are the characters in this nursery rhyme?

[Have students point to Miss Muffet and the spider on Response Card 8.]

 - Little Miss Muffet and the spider are the characters in this nursery rhyme.
3. *Literal* What is Little Miss Muffet doing?

[Have students point to the tuffet and the curds and whey on Response Card 8.]

 - Little Miss Muffet is sitting on a tuffet and eating her curds and whey.
4. *Inferential* How does Little Miss Muffet feel about spiders?
 - Answers may vary, but should include Little Miss Muffet is scared of spiders.
5. *Evaluative* Could the events in this nursery rhyme really happen? Why?
 - Yes. The events in this nursery rhyme could really happen because you can sit on a tuffet, you can eat curds and whey, and a spider can be beside you.
6. *Evaluative* Which words rhyme in this poem?
 - Muffet and tuffet rhyme. Spider and beside her rhyme. Whey and away rhyme.

[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 one minute to think about the question. Then I will ask you to turn to your partner to discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

Sentence Frames

Would you be scared if a spider sat beside you? (Yes/No)

I would . . . if a spider sat down beside me.

If I were eating and a spider sat down beside me, I would . . . because . . .

7. *Evaluative Think Pair Share*: What would you do if you were eating and a spider came along and sat down beside you?
 - *Answers may vary.*
8. After hearing today's poems 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

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 three times.
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 & One, Two, Buckle My Shoe

5

✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Listen to and demonstrate familiarity with “This Little Pig Went to Market”
- ✓ Identify the five pigs as the characters in “This Little Pig Went to Market”
- ✓ Retell the events in “This Little Pig Went to Market”

■ Stop here if you choose to split the lesson into two parts.

- ✓ Listen to and demonstrate familiarity with “One, Two, Buckle My Shoe”
- ✓ Retell the events in “One, Two, Buckle My Shoe”
- ✓ Identify rhyming words in “One, Two, Buckle My Shoe”

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 rhymes “This Little Pig Went to Market” and “One, Two, Buckle My Shoe” in the proper sequence (RL.K.2)
- ✓ With prompting and support, compare and contrast similarities and differences between “This Little Pig Went to Market” and “One, Two, Buckle My Shoe” (RL.K.9)
- ✓ Describe familiar things, such as pigs (SL.K.4)
- ✓ Use frequently occurring nouns and verbs when building simple sentences in shared language activities (L.K.1b)

- ✓ Produce simple sentences in shared language activities (L.K.1f)
- ✓ Identify new meanings for familiar words, such as *buckle*, and apply them accurately (L.K.4a)
- ✓ Identify real-life connections between words—*none*, *straight*, *buckle*, and *market*—and their use (L.K.5c)
- ✓ Distinguish between real and make-believe poems

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

■ Stop here if you choose to split the lesson into two parts.

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

Vocabulary Chart for This Little Pig Went to Market & One, Two, Buckle My Shoe

Core Vocabulary words are in **bold**.

Multiple Meaning Word Activity word is underlined.

Vocabulary Instructional Activity words have an asterisk (*).

Suggested words to pre-teach are in *italics*.

Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	numbers 1–10 market* pig	<i>none</i> <i>straight</i>	close door hen home shoe
Multiple Meaning	<u>buckle</u>	lay	sticks
Phrases	roast beef		all the way pick up went to
Cognates	mercado*		

Image Sequence

This is the order Flip Book images will be shown for this read-aloud. Please preview before teaching this lesson.

1. 5A-2: Five pigs

■ **Stop here if you choose to split the lesson into two parts.**

2. 5B-1: Actions for 1–6

3. 5B-2: Actions for 7–10

At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	Recitation of Nursery Rhymes	Instructional Master 3B-2	10
	Introducing “This Little Pig Went to Market”	Instructional Master 5A-1	
	Vocabulary Preview: None		
	Purpose for Listening		
Presenting the Read-Aloud	This Little Pig Went to Market		5
Discussing the Read-Aloud	Comprehension Questions	Response Card 9	5
	On Stage		
Introducing the Read-Aloud	Introducing “One, Two, Buckle My Shoe”	Instructional Master 5A-1	5
	Vocabulary Preview: Straight	A ruler	
	Purpose for Listening		
Presenting the Read-Aloud	One, Two, Buckle My Shoe		5
Discussing the Read-Aloud	Comprehension Questions	Response Card 10	5
	On Stage		
 Complete Remainder of the Lesson Later in the Day			
Extensions	Multiple Meaning Word Activity: Buckle	Poster 6M (Buckle)	15
	Syntactic Awareness Activity: Simple Sentences	Instructional Master 3B-1	
	Vocabulary Instructional Activity: Market		
	End-of-Lesson Check-in	Response Cards 7–10; Instructional Master 3B-2	

Advance Preparation

Prepare a copy of Instructional Master 5A-1 for each student; cut in half. Refer to the halves as Response Card 9 for “This Little Pig Went to Market” and Response Card 10 for “One, Two, Buckle My Shoe.” Students can use these Response Cards for preview, for discussion, for review, and to answer questions.

For Syntactic Awareness Activity, give each student the second part of Instructional Master 3B-1. Refer to it as the Verb Card. Students can use their Verb Card to talk about this part of speech and to hold up their Verb Card when they hear a verb during the activity.



This Little Pig Went to Market

5A

Introducing the Read-Aloud

10 minutes

10 Recitation of Nursery Rhymes

- 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 3B-2.
- You may wish to review a few nursery rhymes as a class using echo technique with motions.

Introducing "This Little Pig Went to Market"



◀ Show image 5A-1: Photo of pig

- Call on a different student to answer each of 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?
 - What do pigs look like?



◀ Show image 5A-2: Five pigs

- Tell students that the next nursery rhyme they are going to hear is called "This Little Pig Went to Market." Tell students that there are five characters in this nursery rhyme—five pigs.
- Count the number of pigs together as a class, in different languages your students are able to speak.
- Review the names of the fingers: thumb, index finger, middle finger, ring finger, and pinky. Tell students that when you say this nursery rhyme, each finger will represent a pig.

- Give students Response Card 9 (This Little Pig Went to Market) from Instructional Master 5A-1. Have them point out the characters in this poem—the five pigs. Tell them to use this Response Card to refer to “This Little Pig Went to Market.”

Vocabulary Preview

None

1. In today’s nursery rhyme, you will hear that one of the little pigs had *none* of the roast beef.
2. Say the word *none* with me three times.
3. *None* means no one or not even a little bit of something.
4. Chengru is allergic to eggs, so he had none for breakfast.
5. Tell your partner what kind of food you would have none of. You could say, “I would have none of _____ because. . .” Use the word *none* when you tell about it. I will call on some of you to share your answers.

Purpose for Listening

The title of this poem is “This Little Pig Went to Market.” Ask students to listen carefully to find out the different things that happen to the characters in this nursery rhyme—the five little pigs.

By the end of this lesson, students should be able to:

- ✓ Listen to and demonstrate familiarity with “This Little Pig Went to Market”
- ✓ Identify the five pigs as the characters in “This Little Pig Went to Market”
- ✓ Retell the events in “This Little Pig Went to Market”

This Little Pig Went to Market

First Read



◀ 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.



Second Read with Motions

◀ Show image 5A-2: Five pigs

This little pig went to **market**,

[Say to students, “A market is a place you go to sell and buy things.” Wiggle thumb and then direct it outwards.]

This little pig stayed home;

[Wiggle index finger and then point it downwards.]

This little pig had **roast beef**,

[Say to students, “Roast beef is a type of meat that comes from a cow.” Wiggle middle finger, mime eating]

This little pig had none,

[Wiggle ring finger and look downcast.]

And this little pig cried, “Wee-wee-wee,”

[Wiggle pinky, and say “wee-wee-wee” in a high pitched voice.]

all the way home.

[Use pinky to gently tickle another student.]

Third Read Using Echo Technique

Directions: I am going to say the first line of “This Little Pig Went to Market.” Then you will echo the words.

Note: Pause after each line and prompt students to echo.



◀ 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.

Fourth Read Using Echo Technique with Motions

Directions: I am going to say the first line of “This Little Pig Went to Market” and do the motions that go with it. Then you will echo the words with the motions.

Note: Pause after each line and prompt students to echo and do the motions.



◀ Show image 5A-2: Five pigs

This little pig went to **market**,

[Students should wiggle their thumbs and direct it outwards.]

This little pig stayed home;

[Students should wiggle their index finger and direct it downwards.]

This little pig had **roast beef**,

[Students should wiggle their middle finger and mime eating.]

This little pig had none,

[Students should wiggle their ring finger and look downcast.]

And this little pig cried, “Wee-wee-wee,”

[Students should wiggle pinky.]

all the way home.

[Students should use pinky to gently tickle their neighbor.]

Discussing the Read-Aloud

5 minutes

Comprehension Questions

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. Encourage students to answer in complete sentences. Model answers using complete sentences.

1. *Literal* What is the title of this poem?
 - The title of this poem is “This Little Pig Went to Market.”
2. *Literal* Who are the characters in this nursery rhyme?

[Have students point to the five little pigs on Response Card 9 as they answer.]

 - The five little pigs are the characters in this nursery rhyme.
3. *Literal* Tell your partner what each pig does as you point to the pig on your Response Card.

[Pause briefly for students to discuss with their partners. Call on a partner pair to share.]
4. *Evaluative* Could this nursery rhyme really happen, or is it make-believe? *Make-believe* means that it pretends to be real but it is not real.
 - This nursery rhyme is make-believe.

[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 one minute to think about the question. Then I will ask you to turn to your partner to discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

Sentence Frames

Was the pig who cried, “wee-wee-wee” sad? (Yes/No)

The pigs feels...

The pig ..., so it cries “wee-wee-wee.”

5. *Inferential Think Pair Share*: How do you think the pig who cries “wee-wee-wee” feels?

- Answers may vary.

On Stage

- Tell students that they are going to dramatize—or act out—“This Little Pig Went to Market”. Each student will get to play the part of one of the pigs.
- Remind students that nursery rhymes are short poems enjoyed by young children. Playful repetition of the nursery rhymes can help them remember the words.
- Remind students that sometimes nursery rhymes talk about things that can really happen; other times, nursery rhymes talk about make-believe things.
- Ask students, “Does this poem talk about real things or make-believe things? How do you know?”
 - This poem talks about make-believe things because pigs cannot do human things like go to the market or cry “wee-wee-wee.”
- Help students form groups of five; each student will be one of the little pigs. When it is their turn to act out their line, they will say their line and act out what is happening in their line.

■ **Stop here if you choose to split the lesson into two parts.**



One, Two, Buckle My Shoe

5_A

Introducing the Read-Aloud

5 minutes

Introducing “One, Two, Buckle My Shoe”

- Have students count to ten with you, touching a finger on each hand as you say a number. Repeat several times for fluency in counting; provide variety by clapping, stomping, jumping, etc.
- Ask students, “Does anyone know how to count to ten in another language?” [Call on a few volunteers to share and have the class repeat the numbers.]
- Tell students that the next nursery rhyme they are going to hear is called “One, Two, Buckle My Shoe.” Tell students that this nursery rhyme is about counting and rhyming.
- Give students Response Card 10 (One, Two, Buckle My Shoe) from Instructional Master 5A-1. Have them point out the numbers. Tell them to use this Response Card to refer to “One, Two, Buckle My Shoe.”

Vocabulary Preview

Straight

1. In today’s poem you will hear, “Seven, eight, lay them *straight*.”
2. Say the word *straight* with me three times.
3. When something is straight, it is not crooked or bent.
4. A ruler is straight.
[Show students a ruler. Point out its straight edge.]
5. Tell your partner some things that are straight. Use the word *straight* when you tell about it. Each person gets three turns.

Purpose for Listening

The title of this poem is “One, Two, Buckle My Shoe.” Ask students to listen carefully to find out what the poem asks them to do after the numbers.

By the end of this lesson, students should be able to:

- ✓ Listen to and demonstrate understanding “One, Two, Buckle My Shoe”
- ✓ Retell the events in “One, Two, Buckle My Shoe”
- ✓ Identify rhyming words in “One, Two, Buckle My Shoe”

Presenting the Read-Aloud

5 minutes

One, Two, Buckle My Shoe

First Read



◀ 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.

Second Read with Motions

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



◀ Show image 5B-1: Actions for 1–6

One, two,

[Hold up one and two using fingers.]

Buckle my shoe;

[Say to students, “*Buckle* means to fasten together; sometimes it will make a clicking sound.” Pretend to buckle a shoe.]

Three, four,

[Hold up three and four using fingers.]

Shut the door;

[Pretend to shut the door.]

Five, six,

[Hold up five and six using fingers.]

Pick up sticks;

[Pretend to pick up sticks.]



◀ Show image 5B-2: Actions for 7–10

Seven, eight,

[Hold up seven and eight using fingers.]

Lay them straight;

[Draw a straight line in the air.]

Nine, ten,

[Hold up nine and ten using fingers.]

A big fat hen.

[Pretend to hold a big, heavy item.]

Third Read Using Echo Technique

Directions: I am going to say the first line of “One, Two, Buckle My Shoe.” Then you will echo the words.

Note: Pause after each line and prompt students to echo.



◀ 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.

Fourth Read Using Echo Technique with Motions

Directions: I am going to say the first line of “One, Two, Buckle My Shoe” and do the motions that go with it. Then you will echo the words with the motions.

Note: Pause after each line and prompt students to echo and do the motions.



◀ Show image 5B-1: Actions for 1–6

One, two,

Buckle my shoe;

[Students pretend to buckle their shoes.]

Three, four,

Shut the door;

[Students pretend to shut the door.]

Five, six,

Pick up sticks;

[Students pretend to pick up sticks.]



◀ Show image 5B-2: Actions for 7–10

Seven, eight,

Lay them straight;

[Students draw a straight line in the air.]

Nine, ten,

A big fat hen.

[Students act like they are carrying something big and heavy.]

Comprehension Questions

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. Encourage students to answer in complete sentences. Model answers using complete sentences.

1. *Literal* What is the title of this poem?
 - The title of this poem is “One, Two Buckle My Shoe.”
2. *Literal* What does the nursery rhyme say to do to your shoe?
[Have students point to this part of the poem on Response Card 10.]
 - It tells me to buckle my shoe.
3. *Literal* What does the nursery rhyme say to do to the door?
[Have students point to this part of the poem on Response Card 10.]
 - It tells me to close the door.
4. *Literal* What does the nursery rhyme say to do to the sticks?
[Have students point to this part of the poem on Response Card 10.]
 - It tells me to pick up the sticks and lay them straight.
5. *Evaluative* Are the events in this nursery rhyme real or make-believe? Why?
 - The events in this nursery are real because you can buckle your shoe; you can close the door; you can pick up sticks; you can lay sticks straight; and there are big fat hens.
6. *Evaluative* Which words rhyme in this poem?
 - Two/shoe; four/door; six/sticks; eight/straight; ten/hen rhyme.

[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 two questions. I will give you one minute to think about the questions. Then I will ask you to turn to your partner to discuss the questions. Finally, I will call on several of you to share what you discussed with your partner.

Sentence Frames

Are both nursery rhymes about counting? (Yes/No).

They are both about . . .

They are the same/different because. . .

7. *Evaluative Think Pair Share*: Think of some ways that “This Little Pig Went to Market” and “One, Two Buckle My Shoe” are the same. Then think of some ways they are different.
 - Answers may vary, but may include that both are fun ways to practice counting; they both have to do with counting on the fingers; one is about pigs and is make-believe; one has a boy and is real; one counts to five and the other counts to ten.
8. After hearing today’s poems 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

- Tell students that they are going to dramatize—or act out—“One, Two, Buckle My Shoe.”
- Remind students that nursery rhymes are short poems enjoyed by young children. Playful repetition of the nursery rhymes can help them remember the words.
- Remind students that sometimes nursery rhymes talk about things that can really happen; other times, nursery rhymes talk about make-believe things.
- Ask students, “Does this poem talk about real things or make-believe things? How do you know?”
 - This poem talks about real things because someone can really buckle their shoes, close the door, pick up sticks, etc.
- Split the class in half, or you may have partner pairs work together. One half will say the numbers and hold up the numbers with their fingers, and the other half will say the next line and do the motions for that part. Then they will switch roles.
- You can repeat this activity and ask students to put stress on the rhyming words.



Complete Remainder of the Lesson Later in the Day



This Little Pig Went to Market & One, Two, Buckle My Shoe

5_B

Extensions

15 minutes

↔ Multiple Meaning Word Activity

Multiple Choice: Buckle

Note: You may choose to have students hold up one or two fingers to indicate which image shows the meaning being described or have a student walk up to the poster and point to the image being described.

1. [Show Poster 6M (Buckle).] In the poem you heard, “One, two *buckle* my shoe.” Which picture shows someone buckling their shoe?
2. A buckle is also something you use to connect two ends of a belt together. Which picture shows a buckle?
3. Now that we have reviewed the different meanings for *buckle*, quiz your partner on these different meanings. Try to use complete sentences. For example, you could say, “The buckle on my shoe came off.” And your partner would response, “That’s number two.”

↔ Syntactic Awareness Activity

Simple Sentence Builder: Verbs

Directions: We will use the pictures and poem for “One, Two Buckle My Shoe” to make short sentences. I will ask you to tell me what the child in the picture is doing. If you say a word that is a verb, I will hold up the Verb Card (Instructional Master 3B-1).

Verbs describe an action, something you do, like *sleep* and *jump*.

- Ask a few students to say or show an example of a verb.

Note: There may be variations in the sentences created by your class. Allow for these variations and restate students’ sentences so that they are grammatical. Repeat each sentence for the students. If necessary, ask students to repeat your sentence.



← Show image 5B-1: Actions for 1-6

Possible sentences (verbs are italicized):

The boy *buckles* his shoes.

The boy *closes* the door.

The boy *picks up* sticks.



← Show image 5B-2: Actions for 7-10

Possible sentences (verbs are italicized):

The boy *lays* the sticks straight.

The boy *carries* a big fat hen.

↔ Vocabulary Instructional Activity

Word Work: Market

1. In the nursery rhyme you heard, “This little pig went to *market*.”
2. Say the word *market* with me three times.
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.

10 End-of-Lesson Check-In

This Little Pig Went to Market and One, Two, Buckle My Shoe

Choose four students to focus on and record their scores on the Tens Recording Chart. For this type of informal observation, you should give a score of zero, five, or ten based on your evaluation of students' understanding and language use.

0	Emergent understanding and language use
5	Developing understanding and language use
10	Proficient understanding and language use

- Have students place Response Card 7–10 on their lap. (You may choose to focus on two nursery rhymes at a time.) Say a few key words from any of the nursery rhymes from the past two lessons (e.g., *Jill, pail of water, tumbling, spider, curds and whey, pig, roast beef, sticks, fat hen*, etc.) and ask students to hold up the Response Card that relates to the words you say.
- Say the poem together.
- Then say the poem again but leave out a few key words for students to fill in. Playful repetition will help students learn the poem.
- Have partners try to recite the poems to each other.

Note: Some students may have a nursery rhyme memorized. Use the Recording Sheet for Recitation of Nursery Rhymes Assessment (Instructional Master 3B-2) to continue assessing students' ability to recite a nursery rhyme.



Star Light, Star Bright & Twinkle, Twinkle, Little Star

6

Lesson Objectives

Core Content Objectives

- ✓ Students will:
- ✓ Listen to and demonstrate familiarity with “Star Light, Star Bright”
- ✓ Retell the events in “Star Light, Star Bright”
- ✓ Identify rhyming words in “Star Light, Star Bright”

■ Stop here if you choose to split the lesson into two parts.

- ✓ Listen to and demonstrate familiarity with “Twinkle, Twinkle, Little Star”
- ✓ Retell the events in “Twinkle, Twinkle, Little Star”
- ✓ Identify rhyming words in “Twinkle, Twinkle, Little Star”

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, sing the nursery rhyme “Twinkle, Twinkle, Little Star” in the proper sequence (RL.K.2)
- ✓ Listen to, understand, and recognize the poem “Twinkle, Twinkle, Little Star” and its song (RL.K.5)
- ✓ With prompting and support, name the author of “Twinkle, Twinkle, Little Star” (RL.K.6)
- ✓ With prompting and support, describe the similarities between stars and diamonds (RL.K.9)
- ✓ With prompting and support, compare and contrast similarities and differences between “Star Light, Star Bright” and “Twinkle, Twinkle, Little Star” (RL.K.9)

- ✓ Describe familiar things, such as stars (SL.K.4)
- ✓ Identify real-life connections between words—*wish* and *wonder*—and their use (L.K.5c)
- ✓ Distinguish between real and make-believe poems

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

■ Stop here if you choose to split the lesson into two parts.

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

Vocabulary Chart for Star Light, Star Bright & Twinkle, Twinkle, Little Star

Core Vocabulary words are in **bold**.

Multiple Meaning Word Activity word is underlined.

Vocabulary Instructional Activity words have an asterisk (*).

Suggested words to pre-teach are in *italics*.

Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	star twinkle <i>wish</i>	world	high sky
Multiple Meaning	diamond <i>wonder</i>	bright light	corner
Phrases		like a . . .	up above
Cognates	estrella diamante		

Image Sequence

This is the order Flip Book images will be shown for this read-aloud. Please preview before teaching this lesson.

1. 6A-1: Child at window, making a wish upon a star

■ **Stop here if you choose to split the lesson into two parts.**

2. 6B-1: Stars

3. 6B-2: Diamond

At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	Introducing “Star Light, Star Bright”	Instructional Master 6A-1	10
	Vocabulary Preview: Wish		
	Purpose for Listening		
Presenting the Read-Aloud	Star Light, Star Bright		5
Discussing the Read-Aloud	Comprehension Questions	Response Card 11	10
	Rhyming Words		
 Complete Remainder of the Lesson Later in the Day			
Introducing the Read-Aloud	Introducing “Twinkle, Twinkle, Little Star”	Instructional Master 6A-1	10
	Vocabulary Preview: Wonder		
	Purpose for Listening		
Presenting the Read-Aloud	Twinkle, Twinkle, Little Star		5
Discussing the Read-Aloud	Comprehension Questions	Response Card 12	10
	Sing It	Song recording; Mozart’s “Ah, vous dirai-je maman”	

Advance Preparation

Prepare a copy of Instructional Master 6A-1 for each student; cut in half. Refer to them as Response Card 11 for “Star Light, Star Bright” and Response Card 12 for “Twinkle, Twinkle, Little Star.” Students can use these Response Cards for preview, for discussion, for review, and to answer questions.

For Sing It, find recordings of “Twinkle, Twinkle, Little Star” in different languages, preferably in the languages spoken by your students. The

melody of this song is Mozart's "*Ah, vous dirai-je maman*"; you may wish to play this classical piece for your students to hear and to compare it with "Twinkle, Twinkle, Little Star."



Star Light, Star Bright

6_A

Introducing the Read-Aloud

10 minutes



Introducing “Star Light, Star Bright”

◀ Show image 6B-1: Stars

- Tell the students, “Tell your partner what you see in this picture.” Call on two partner pairs to describe the picture.
- Tell students that the next nursery rhyme they are going to hear is called “Star Light, Star Bright.”
- Ask students, “When do you see stars—in the daytime or in the nighttime? What do you know about stars? Are stars close by or far away?” Call on three students to answer.
- Give students Response Card 11 (Star Light, Star Bright) from Instructional Master 6A-1. Have them point to the star. Explain to students that some people make wishes on a star, like this girl in the picture. Tell them to use this Response Card to refer to “Star Light, Star Bright.”

Vocabulary Preview

Wish

1. In today’s poem you will hear, “I *wish* I may, I *wish* I might, have the *wish* I *wish* tonight.”
2. Say the word *wish* with me three times.
3. To wish for something means to hope for it because you really want it, but usually you will not say your wishes out loud. A wish is also a strong feeling that you want to have something or do something.
4. Chaya wishes she could go to the toy store with her friend.
5. Tell your partner some thing you wish for. Use the word *wish* when you tell about it. Or, if you do not want to say your wish out loud, take a moment to think about what you would wish for.

Purpose for Listening

The title of this poem is “Star Light, Star Bright.” Ask students to listen carefully to find out what the character in the nursery rhyme says while looking at a star.

By the end of this lesson, students should be able to:

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

Star Light, Star Bright

First Read



- ◀ 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.

Second Read with Motions



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

Star light, star bright,

[Sign star by pointing the index finger up using alternating motions.]

First star I see tonight,

[Mime seeing.]

I **wish** I may, I wish I might,

[Tell students, “*Wish* means to hope for something you want.” Sign *wish* by forming a cup with right hand and moving it from your throat down to your heart.]

Have the wish I wish tonight.

[Squeeze yourself tightly with your arms.]

Third Read Using Echo Technique

Directions: I am going to say the first line of “Star Light, Star Bright.” Then you will echo my words.

Note: Pause after each line and prompt students to echo.



← **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.

Fourth Read Using Echo Technique with Motions

Directions: I am going to say the first line of “Star Light, Star Bright” and do the motions that go with it. Then you will echo my words and do the motions.

Note: Pause after each line and prompt students to echo and do the motions.



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

Star light, star bright,

[Students sign *star* by pointing their index fingers up in alternating motions.]

First star I see tonight,

[Students mime seeing.]

I **wish** I may, I wish I might,

[Students sign *wish* by forming a cup with their right hand and moving the cup from their throat to their heart.]

Have the wish I wish tonight.

[Students hug themselves tightly.]

Comprehension Questions

Encourage students to answer in complete sentences. Model answers using complete sentences.

1. *Literal* What is the title of this poem?
 - The title of this poem is “Star Light, Star Bright.”
2. *Literal* Who is the character in this nursery rhyme?

[Have students point to the little girl on Response Card 11.]

 - The little girl is the character in this nursery rhyme.
3. *Literal* What is the little girl looking at?

[Have students point to the star on Response Card 11.]

 - The little girl is looking at the star.
4. *Inferential* What is the little girl doing?
 - The little girl is making a wish.
5. *Evaluative* Could this nursery rhyme really happen? Why?
 - Yes, this nursery rhyme could really happen because 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 you a question. I will give you one minute to think about the question. Then I will ask you to turn to your partner to discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

Sentence Frames

Do you make wishes on a star?
(Yes/No)

I would wish for...

If I saw the first star at night, I
would wish for... because ...

6. *Evaluative Think Pair Share:* If you saw the first star at night and could make a wish, what would you wish for? [Students might not want to say their wish out loud.]
 - Answers may vary.

Rhyming Words

Remind students that rhyming words have different beginning sounds but end with the same sounds, e.g., *cat* *hat*.

1. 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* and *bright* are rhyming words.

2. 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* rhymes with *light* and *bright*.

3. 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* rhymes with *light*, *bright*, and *tonight*.

Have the wish I wish tonight.

- *Tonight* rhymes with *light*, *bright*, and *might*.

4. Which words rhyme in this poem?

- *Light*, *bright*, *tonight*, and *might* rhyme.

5. Can you think of other words that rhyme with *light*?

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



Complete Remainder of the Lesson Later in the Day



Twinkle, Twinkle, Little Star

6_B

Introducing the Read-Aloud

10 minutes

Introducing “Twinkle, Twinkle, Little Star”

- Ask the students, “Can you guess what the next poem will be about?”
- Tell students that the next nursery rhyme they are going to hear is called “Twinkle, Twinkle, Little Star.”
- Mention that this poem is not a Mother Goose Nursery Rhyme and that we know the writer—or author—of this poem. Her name is Jane Taylor. She wrote this poem over two hundred years ago.



◀ Show image 6B-2: Diamond

- Tell students that this poem says that the stars are like diamonds in the sky.
- Ask students, “Why does the author of this poem say that a star is like a diamond?”
- Have students describe the diamond in the picture and explain why a star is like a diamond. You may need to prompt them with the words *shiny*, *sparkly*, *brilliant*, etc.
- Give students Response Card 12 (Twinkle, Twinkle Little Star) from Instructional Master 6A-1. Have them point to the stars and the diamond. Tell them to use this Response Card to refer to “Twinkle, Twinkle, Little Star.”

Vocabulary Preview

Wonder

1. In today’s poem you will hear, “How I *wonder* what you are.”
2. Say the word *wonder* with me three times.
3. To wonder means to think about something that you want to know more about.
4. Julia and Carlos wonder what it would be like to travel in a spaceship.”
5. Do you ever wonder about things? Tell your partner something you

wonder about. Use the word *wonder* when you tell about it. Each person gets three turns. [Call on several students to share what they wonder.]

Purpose for Listening

The title of this poem is “Twinkle, Twinkle, Little Star.” Ask students to listen carefully to find how this nursery rhyme describes a star.

By the end of this lesson, students should be able to:

- ✓ Listen to and demonstrate familiarity with “Twinkle, Twinkle, Little Star”
- ✓ Retell the events in “Twinkle, Twinkle, Little Star”
- ✓ Identify rhyming words in “Twinkle, Twinkle, Little Star”

Twinkle, Twinkle, Little Star

First Read



◀ 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!

Second Read with Motions



◀ Show image 6B-1: Stars

by Jane Taylor

[Tell the students, “Jane Taylor is the person who wrote this poem. She is the author of ‘Twinkle, Twinkle, Little Star.’”]

Twinkle, twinkle, little star,

[Tell the students, “*Twinkle* means to shine or sparkle.” Move your fingers like they are twinkling.]

How I **wonder** what you are.

[Tell the students, “*Wonder* means to think about.” Sign *wonder* by making little circles around the forehead.]

Up above the world so high

[Reach up high.]

Like a **diamond** in the sky.

[Tell the students, “A diamond is a shiny and clear stone.” Make a diamond shape with your fingers and lift it up high.]

Twinkle, twinkle, little star,

[Move your fingers like they are twinkling.]

How I wonder what you are!

[Sign wonder by making little circles around the forehead.]

Third Read Using Echo Technique

Directions: I am going to say the first line of “Twinkle, Twinkle, Little Star.” Then you will echo my words.

Note: Pause after each line and prompt students to echo.

← Show image 6B-1: Stars

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!

Fourth Read Using Echo Technique with Motions

Directions: I am going to say the first line of “Twinkle, Twinkle, Little Star” and do the motions that go with it. Then you will echo my words and do the motions.

Note: Pause after each line and prompt students to echo and do the motions.

← Show image 6B-1: Stars

Twinkle, twinkle, little star,

[Students move fingers around like they are twinkling.]

How I **wonder** what you are.

[Students sign wonder by making little circles around the forehead.]



Up above the world so high

[Students reach up high.]

Like a **diamond** in the sky.

[Students make a diamond with fingers and lift it up high.]

Twinkle, twinkle, little star,

[Students move fingers around like they are twinkling.]

How I wonder what you are!

[Students sign *wonder*.]

Discussing the Read-Aloud

10 minutes

Comprehension Questions

Encourage students to answer in complete sentences. Model answers using complete sentences.

1. *Literal* What is the title of this poem?
 - The title of this poem is “Twinkle, Twinkle Little Star.”
2. *Literal* Do we know the author, the writer, of this poem? Who is the author?
 - Yes, the author of this poem is Jane Taylor.
3. *Literal* What does this poem say the stars are like?

[Have students point to the stars and diamond on Response Card 12.]

 - The poem says the stars are like diamonds.
4. *Evaluative* What other things twinkle?
 - Answers may vary (glitter, jewels, eyes, ect.).
5. *Evaluative* Which words rhyme in this poem?
 - Star and are rhyme. High and sky rhyme

[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 one minute to think about the question. Then I will ask you to turn to your partner to discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

Sentence Frames

Are both poems about stars? (Yes/
No)

Both poems. . .

The poems are similar/different
because. . .

6. *Evaluative Think Pair Share:* How are “Star Light, Star Bright” and “Twinkle, Twinkle, Little Star” similar and different?
 - Answers may vary, but may include that both are about stars, both happen at night, one is about wishing and the other is about wondering.
7. After hearing today’s poems 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.]

Sing It

- If you have not done so already, sing “Twinkle, Twinkle, Little Star” with the class.
- Ask if anyone knows how to sing this song in another language. If students are too shy to sing in front of the class, you can help them record their singing and play it for the class at a later time.
- You may wish to play this song in the languages your students speak at home.
- You may wish to play Mozart’s “*Ah, vous dirai-je maman*” for students to hear the original melody for “Twinkle, Twinkle, Little Star.” [The “Alphabet Song” and “Baa, Baa, Black Sheep” are sung to this melody as well.]



Pausing Point

PP

Note to Teacher

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

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

10 Nursery Rhyme Recitation (Instructional Master 3B-2)

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 3B-2 to record this assessment.

Activities

Poster Review

Materials: *Nursery Rhymes and Fables Posters; Response Cards 1–12*

Show the poster for any nursery rhyme, and have students talk about the characters, setting, and events of the nursery rhyme. Students may use their Response Cards to talk about the nursery rhyme as well. Then say that nursery rhyme together.

✈ Above and Beyond: 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.

Riddles for Core Content

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

Note: You may have students hold up or stand up with the response card of the poem that relates to your riddle.

- 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

Nursery Rhymes from Around the World

Materials: Different nursery rhymes from your students' home languages and cultures

Have volunteers present a nursery rhyme from their home language. If students are too shy to present in front of the class, you can help them record their nursery rhyme and play it for the class at a later time.

Domain-Related Trade Book or Student Choice

Materials: Trade book

Refer to the list of recommended trade books in the Introduction of this *Supplemental Guide*, 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.

Exploring Student Resources

Materials: Domain-related websites

Pick appropriate websites from the Internet or Websites and Other Resources list in the Introduction for further exploration of nursery rhymes and rhyming words.

Videos of Nursery Rhymes

Materials: Videos of nursery rhymes from previous lessons; *Nursery Rhymes and Fables Posters*

Peruse the Internet for short videos of nursery rhymes already covered in this domain.

Have students say the nursery rhymes along with the videos.

Prepare some questions about the videos to ask the class.

Have students compare and contrast the videos to their related Nursery Rhymes posters.



Nursery Rhyme Puppets

Materials: Puppet-making supplies

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

Objects from Nursery Rhymes

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.

Alternatively, have a student pick an object and hold it up for the class to see. Then have the rest of the class hold up the Response Card of the poem that relates to the object.



Hickory, Dickory, Dock & Diddle, Diddle, Dumpling

7

Lesson Objectives

Core Content Objectives

Students will:

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

■ Stop here if you choose to split the lesson into two parts.

- ✓ Listen to and demonstrate familiarity with “Diddle, Diddle, Dumpling”
- ✓ Identify John as the character in “Diddle, Diddle, Dumpling”
- ✓ Retell the events in “Diddle, Diddle, Dumpling”
- ✓ Identify the line that repeats in “Diddle, Diddle, Dumpling”
- ✓ Identify rhyming words in “Diddle, Diddle, Dumpling”

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, describe illustrations, such as an illustration of a mouse running down a clock and an illustration of John in bed, to support comprehension of the read-aloud (RL.K.7)
- ✓ Describe familiar things, such as clocks and frightening sounds (SL.K.4)

- ✓ Use frequently occurring nouns and verbs when building simple sentences in shared language activities (L.K.1b)
- ✓ Use frequently occurring prepositions, such as *up* and *down* (L.K.1e)
- ✓ Produce simple sentences in shared language activities (L.K.1f)
- ✓ Identify new meanings for familiar words, such as *struck*, and apply them accurately (L.K.4a)
- ✓ Identify real-life connections between words—*stockings* and *struck*—and their use (L.K.5c)
- ✓ Distinguish between real and make-believe poems

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

■ Stop here if you choose to split the lesson into two parts.

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

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

Variation(s): stocking

Vocabulary Chart for Hickory, Dickory, Dock & Diddle, Diddle, Dumpling

Core Vocabulary words are in **bold**.

Multiple Meaning Word Activity word is underlined.

Vocabulary Instructional Activity words have an asterisk (*).

Suggested words to pre-teach are in *italics*.

Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	hickory dumpling stockings		clock mouse shoe son
Multiple Meaning		<u>struck</u>	
Phrases	the clock struck _____		<i>ran up/ran down</i>
Cognates			

Image Sequence

This is the order Flip Book images will be shown for this read-aloud. Please preview before teaching this lesson.

1. 7A-1: Mouse running down clock

■ **Stop here if you choose to split the lesson into two parts.**

2. 7B-1: John in bed, wearing one shoe

At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	Recitation of Nursery Rhymes	Instructional Master 3B-2	10
	Introducing “Hickory, Dickory, Dock”	Instructional Master 7A-1	
	Vocabulary Preview: Ran Up/Ran Down		
	Purpose for Listening		
Presenting the Read-Aloud	Hickory, Dickory, Dock		5
Discussing the Read-Aloud	Comprehension Questions	Response Card 13	5
	Repetition in Nursery Rhymes		
Introducing the Read-Aloud	Introducing “Diddle, Diddle, Dumpling”	Instructional Master 7A-1	5
	Vocabulary Preview: Stockings	examples of stockings	
	Purpose for Listening		
Presenting the Read-Aloud	Diddle, Diddle, Dumpling		5
Discussing the Read-Aloud	Comprehension Questions	Response Card 14	5
	Repetition in Nursery Rhymes		
 Complete Remainder of the Lesson Later in the Day			
Extensions	Multiple Meaning Word Activity: Struck	Poster 4M (Struck)	15
	Syntactic Awareness Activity: Simple Sentences	Noun Card, Verb Card	
	Vocabulary Instructional Activity: Silly Words		
	End-of-Lesson Check-in	Response Cards 11–14; Instructional Master 3B-2	

Advance Preparation

Prepare a copy of Instructional Master 7A-1 for each student; cut in half. Refer to the halves as Response Card 13 for “Hickory, Dickory, Dock” and Response Card 14 for “Diddle, Diddle, Dumpling.” Students can use these Response Cards for preview, for discussion, for review, and to answer questions.

For Vocabulary Preview, “Diddle, Diddle, Dumpling,” bring in examples of stockings for students to see and feel.



Hickory, Dickory, Dock

7A

Introducing the Read-Aloud

10 minutes

10 Recitation of Nursery Rhymes

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 3B-2. You may wish to review a few nursery rhymes as a class using echo technique with motions.

Introducing "Hickory, Dickory, Dock"



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

- Tell students, "Tell your partner what you see in this picture." Call on two partner pairs to describe.
- 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 that lets people know the time. It makes one "bong" for each hour.
- Ask students, "Does anyone see a clock in this room? Does the clock make noise like a grandfather clock? Do you have any clocks at home? Does anyone have a grandfather clock?"
- Tell students that the next nursery rhyme they are going to hear is called "Hickory, Dickory, Dock."
- Ask students, "Who do you think is the character in this nursery rhyme?"
 - The mouse is the character in this nursery rhyme.
- Give students Response Card 13 (Hickory, Dickory, Dock) from Instructional Master 7A-1. Have them point out the character in this poem—the mouse. Have them identify the grandfather clock. Tell them to use this Response Card to refer to "Hickory, Dickory, Dock."

Vocabulary Preview

Ran Up/Ran Down

1. In today's nursery rhyme you will hear that the mouse *ran up* and *ran down* the clock.
2. Say the words *ran up* with me three times.
Say the words *ran down* with me three times.
3. *Ran up* means to go up something. *Ran down* means to go down something.
4. Tran *ran up* the stairs of the library.
Jack and Jill should have been careful when they *ran down* the hill.
5. Using the objects around you (e.g., pencil, eraser, marker, etc.), show your partner what *ran up* and *ran down* look like. Say *ran up* and *ran down* while you show it.

Purpose for Listening

The title of this poem is "Hickory, Dickory, Dock." Ask students to listen carefully to find out what the clock does and what the mouse does.

By the end of this lesson, students should be able to:

- ✓ Listen to and demonstrate familiarity with "Hickory, Dickory, Dock"
- ✓ Identify the mouse as the character in "Hickory, Dickory, Dock"
- ✓ Retell the events in "Hickory, Dickory, Dock"
- ✓ Identify the line that repeats in "Hickory, Dickory, Dock"
- ✓ Identify rhyming words in "Hickory, Dickory, Dock"

Hickory, Dickory, Dock

First Read



◀ 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.



Second Read with Motions

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

Hickory, dickory, dock,

[Sway side to side like the pendulum of a grandfather clock.]

The mouse ran up the clock.

[Use fingers to show *ran up*.]

The clock **struck** one,

[Say to students, “*Struck* means to tell something with a sound. It was one o’clock, and the clock made one sound like this: ‘bong!’” Use fist to strike the air and say “bong!”]

The mouse ran down,

[Use fingers to show *ran down*.]

Hickory, dickory, dock.

[Sway side to side.]

Third Read Using Echo Technique

Directions: I am going to say the first line of “Hickory, Dickory, Dock.” Then you will echo the words.

Note: Pause after each line and prompt students to echo.

◀ 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.

Fourth Read Using Echo Technique with Motions

Directions: I am going to say the first line of “Hickory, Dickory, Dock” and do the motions that go with it. Then you will echo the words and do the motions.

Note: Pause after each line and prompt students to echo and do the motions.

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

Hickory, dickory, dock,

[Students sway side to side.]

The mouse ran up the clock.

[Students use fingers to show *ran up*.]

The clock **struck** one,

[Students strike the air with fists and say “bong!”]

The mouse ran down,

[Students use fingers to show *ran down*.]

Hickory, dickory, dock.

[Students sway side to side.]



Comprehension Questions

Encourage students to answer in complete sentences. Model answers using complete sentences.

1. *Literal* What is the title of this poem?
 - The title of this poem is “Hickory, Dickory, Dock.”
2. *Literal* Who is the character in this nursery rhyme?

[Have students point to the mouse on Response Card 13.]

 - The mouse is the character in this nursery rhyme.
3. *Inferential* What is the mouse doing at the beginning of the poem?

[Have students point to the grandfather clock on Response Card 13.]

 - The mouse runs up the clock.
4. *Inferential* What does the mouse do at the end of the poem?
 - The mouse runs down the clock.
5. *Inferential* Why does the mouse run down the clock?
 - It was frightened by the sound. Answers may vary.
6. *Evaluative* Which words rhyme in this poem?
 - Hickory and dickory rhyme. Dock and clock rhyme.

[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 one minute to think about the question. Then I will ask you to turn to your partner to discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

Sentence Frames

Do loud sounds frighten you?
(Yes/No)

_____ frightens me.

I am frightened by ...
because ...

7. *Evaluative* *Think Pair Share*: What sounds frighten you or make you scared?
 - Answers may vary.

Repetition in Nursery Rhymes

- Tell students that sometimes nursery rhymes repeat a line. Repeating lines in a poem make the poem interesting and easy to remember.
- Read the nursery rhyme again and ask students to listen for the line that is repeated (*Hickory, dickory, dock*).

- Reread the nursery rhyme and have students say the second, “Hickory, dickory, dock.”
- ➦ Above and Beyond: Have partner pairs think of an alternate repeating line where the first two silly words end in *-ory* and the third word ends with a word that rhymes with *dock*, e.g., *Bickory, mickory, mock*.

■ **Stop here if you choose to split the lesson into two parts.**



Diddle, Diddle, Dumpling

7A

Introducing the Read-Aloud

5 minutes



Introducing “Diddle, Diddle, Dumpling”

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

- Tell students, “Describe this picture to your partner. What is the boy doing? What is he wearing?” Call on two partner pairs to describe the picture.
- Tell students that the next nursery rhyme they are going to hear is called “Diddle, Diddle, Dumpling.” Tell students that the character in this poem is called John.
- Ask students, “Do you go to bed with your socks on?”
- Give students Response Card 14 (Diddle, Diddle, Dumpling) of Instructional Master 7A-1. Have them point out the character in this nursery rhyme. Tell them to use this Response Card to refer to “Diddle, Diddle, Dumpling.”

Vocabulary Preview

Stockings

1. In today’s nursery rhyme, you will hear that John went to bed with his *stockings* on.
2. Say the word *stockings* with me three times.
3. Stockings are long socks used to keep the feet and legs warm.
[If available, pass around examples of stockings.]
4. Lucas wears stockings during the wintertime.
Prisca wears white stockings with her dress.
5. Tell your partner if you have stockings. What do they look like? When you wear them? Use the word *stockings* when you tell about them.

Purpose for Listening

The title of this poem is “Diddle, Diddle, Dumpling.” Ask students to listen carefully to find out about the interesting things that the character—John—wears to bed.

By the end of this lesson, students should be able to:

- ✓ Listen to and demonstrate familiarity with “Diddle, Diddle, Dumpling”
- ✓ Identify John as the character in “Diddle, Diddle, Dumpling”
- ✓ Retell the events in “Diddle, Diddle, Dumpling”
- ✓ Identify the line that repeats in “Diddle, Diddle, Dumpling”
- ✓ Identify rhyming words in “Diddle, Diddle, Dumpling”

Diddle, Diddle, Dumpling

First Read



- ← 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.

Second Read with Motions



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

Diddle, diddle, dumpling, my son John,

[Move head side to side for each syllable.]

Went to bed with his **stockings** on;

[Tell students, “John’s stockings are his socks.” Mime sleeping and point to your socks.]

One shoe off, and one shoe on,

[Carefully take off a shoe.]

Diddle, diddle, dumpling, my son John.

[Hold the shoe in one hand and move head side to side for each syllable.]

Third Read Using Echo Technique

Directions: I am going to say the first line of “Diddle, Diddle, Dumpling.” Then you will echo the words.

Note: Pause after each line and prompt students to echo.



◀ 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.

Fourth Read Using Echo Technique with Motions

Directions: I am going to say the first line of “Diddle, Diddle, Dumpling” and do the motions. Then you will echo and do the motions.

Note: Pause after each line and prompt students to echo and do the motions.



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

Diddle, diddle, dumpling, my son John,

[Students move head side to side for each syllable.]

Went to bed with his **stockings** on;

[Students mime sleeping and point to their socks.]

One shoe off, and one shoe on,

[Students carefully take off one shoe.]

Diddle, diddle, dumpling, my son John.

[Students hold up one shoe and move head side to side.]

Comprehension Questions

Encourage students to answer in complete sentences. Model answers using complete sentences.

1. *Literal* What is the title of this poem?
 - The title of this poem is “Diddle, Diddle, Dumpling.”
2. *Literal* Who is the character of this poem?

[Have students point to John on Response Card 14.]

 - John is the character in this poem.
3. *Literal* What does John wear to bed?

[Have students point to his shoe and stockings on Response Card 14.]

 - John wears his stockings and one shoe to bed.
4. *Inferential* Who is telling this poem? How do you know?
 - John’s father or mother is telling this poem because it says, “my son, John.”
5. *Evaluative* Are the events in this nursery rhyme real or make-believe? Why?
 - The events in this nursery are real because you can go to sleep with your stockings and one shoe on.
6. *Evaluative* Which words rhyme in this poem?
 - On and John rhyme

[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 one minute to think about the question. Then I will ask you to turn to your partner to discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

Sentence Frames

Do you go to bed with one shoe on? (Yes/No)

John was . . .

He goes to bed with his stockings and one shoe on because . . .

7. *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 too tired or wanted to keep warm.
8. After hearing today’s poems 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

- Tell students that sometimes nursery rhymes repeat a line. Repeating lines in a poem make the poem interesting and easy to remember.
 - Read the nursery rhyme again and ask students to listen for the line that is repeated (*Diddle, diddle, dumpling, my son John*).
 - Reread the nursery rhyme and have students say the second line, “Diddle, diddle, dumpling, my son John.”
- ➦ Above and Beyond: Have partner pairs think of an alternate repeating line where the three silly words begin with the same letter sound and ends with one of their names, e.g., *Piddle, piddle, pumpling, my daughter Mia*.



Complete Remainder of the Lesson Later in the Day



Hickory, Dickory, Dock & Diddle, Diddle, Dumpling

7_B

Extensions

15 minutes

↔ Multiple Meaning Word Activity

Definition Detective: *Struck*

Note: You may choose to have students hold up one, two, or three fingers to indicate which image shows the meaning being described or have a student walk up to the poster and point to the image being described.

1. In the poem you heard, “The clock *struck* one.”
2. With your partner, think of as many meanings for *struck* as you can or discuss ways you use the word *struck*.
3. [Show Poster 4M (Struck).] Point to the picture on the poster that shows how the word *struck* is used in the nursery rhyme.
4. *Struck* can also mean other things. *Struck* means to hit something with your hands. Which picture shows this?
5. *Struck* is also used in the term “*struck out*” in baseball, which means someone missed the ball three times while at bat. Which picture shows this?
6. Did you or your partner think of any of these definitions?
7. Now quiz your partner on the different meanings of *struck*. For example you could say, “John just struck out and now the other team is up to bat.” And your partner should point to the baseball game to show you that you meant that kind of struck.

Syntactic Awareness Activity

Simple Sentence Builder: Nouns and Verbs

[This activity utilizes the Noun Card and Verb Card from Instructional Master 3B-1.]

Directions: We will use the pictures from the two poems we learned today and make short sentences. I will ask you to say one thing at a time about the picture.

1. If you say a word that is a noun, I will hold up the Noun Card.
 - If necessary, review what nouns are.
2. If you say a word that is a verb, I will hold up the Verb Card.
 - If necessary, review what verbs are.

Note: There may be variations in the sentences created by your class. Allow for these variations and restate students' sentences so that they are grammatical. Repeat each sentence for the students. If necessary, ask students to repeat your sentence.

- After building the short sentence, say the sentence again and have students hold up the Noun Card when a noun has been said and the Verb Card when a verb has been said. Model holding up the Noun and Verb Cards for the first few sentences.



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

Possible sentences:

The mouse runs.

The mouse runs down the clock.

The mouse is frightened.

The clock struck one.

The clock is brown.



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

Possible sentences:

John sleeps.

John sleeps in his bed.

John wears stockings.

John hugs a bear.

John wears one green shoe.

⇒ Vocabulary Instructional Activity

Silly Words

1. Let's say the nursery rhymes we learned today together.
 - Repeat "Hickory, Dickory, Dock" and "Diddle, Diddle, Dumpling."
2. Are there any words in these poems you have never heard?
 - *hickory, dickory, diddle*
3. Sometimes poems will have silly words to make it sound interesting. These silly words could be words that we almost never use, like *diddle*, or they could be made up words, like *dickory*.
4. With your partner, identify the silly words in "Hickory, dickory, dock." Make up similar silly words by changing the first sound in the words, e.g., "Pickory, mickory, lock."
5. With your partner, identify silly words in "Diddle, diddle, dumpling." Make up similar silly words by changing the first sound in the words, e.g., "Middle, fiddle, zumpling."

10 End-of-Lesson Check-In

Hickory, Dickory, Dock and Diddle, Diddle, Dumpling

Choose four students to focus on and record their scores on the Tens Recording Chart. For this type of informal observation, you should give a score of zero, five, or ten based on your evaluation of students' understanding and language use.

0	Emergent understanding and language use
5	Developing understanding and language use
10	Proficient understanding and language use

- Have students place Response Cards 11–14 on their lap. (You may choose to focus on two nursery rhymes at a time.) Say a few key words from any of the nursery rhymes from the past two lessons (e.g., *wish, star, diamond, grandfather clock, mouse, stockings*, etc.) and ask students to hold up the Response Card that relates to the words you say.
- Say the poem together.

- Then say the poem again but leave out a few key words for students to fill in. Playful repetition will help students learn the poem.
- Have partners try to recite the poems to each other.

Note: Some students may have a nursery rhyme memorized. Use the Recording Sheet for Recitation of Nursery Rhymes Assessment (Instructional Master 3B-2) to continue assessing students' ability to recite a nursery rhyme.



Little Bo Peep & Little Boy Blue

8

Lesson Objectives

Core Content Objectives

Students will:

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

■ Stop here if you choose to split the lesson into two parts.

- ✓ Listen to and demonstrate familiarity with “Little Boy Blue”
- ✓ Identify Little Boy Blue as the character in “Little Boy Blue”
- ✓ Retell the events in “Little Boy Blue”
- ✓ Identify rhyming words in “Little Boy Blue”

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 Bo Peep” in the proper sequence (RL.K.2)
- ✓ With prompting and support, describe illustrations, such as an illustration of Little Bo Peep looking for sheep and an illustration of Little Boy Blue sleeping by haystack, to support comprehension of the read-aloud (RL.K.7)
- ✓ With prompting and support, compare and contrast similarities and differences between “Little Bo Peep” and “Little Boy Blue” (RL.K.9)

- ✓ Describe familiar things, such as sheep (SL.K.4)
- ✓ Use frequently occurring prepositions, such as *under* (L.K.1e)
- ✓ Identify new meanings for familiar words, such as *blow*, and apply them accurately (L.K.4a)
- ✓ Identify real-life connections between words—*alone*, *under*, and *blow*—and their use (L.K.5c)

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

■ Stop here if you choose to split the lesson into two parts.

haystack, n. A large pile of hay, which is 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

Vocabulary Chart for Little Bo Peep & Little Boy Blue			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	cow haystack meadow sheep	<i>alone</i> wagging	corn home tail
Multiple Meaning		behind <i>under</i>	<u>blow</u> lost
Phrases		looks after	fast asleep leave them alone
Cognates			

Image Sequence

This is the order Flip Book images will be shown for this read-aloud.
Please preview before teaching this lesson.

1. 8A-1: Sheep
2. 8A-2: Bo Peep looking for sheep

■ **Stop here if you choose to split the lesson into two parts.**

3. 8B-1: Little Boy Blue sleeping by haystack

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Introducing “Little Bo Peep”	Instructional Master 8A-1	10
	Vocabulary Preview: Alone		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Little Bo Peep		5
<i>Discussing the Read-Aloud</i>	Comprehension Questions	Response Card 15	10
	On Stage		
 Complete Remainder of the Lesson Later in the Day			
<i>Introducing the Read-Aloud</i>	Introducing “Little Boy Blue”	Instructional Master 8A-1	10
	Vocabulary Preview: Under		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Little Boy Blue		5
<i>Discussing the Read-Aloud</i>	Comprehension Questions	Response Card 16	10
	Multiple Meaning Word Activity: Blow	Poster 5M (Blow)	

Advance Preparation

Prepare a copy of Instructional Master 8A-1 for each student; cut in half. Refer to the halves as Response Card 15 for “Little Bo Peep” and Response Card 16 for “Little Boy Blue.” Students can use these response cards for preview, for discussion, for review, and to answer questions.



Little Bo Peep

8A

Introducing the Read-Aloud

10 minutes



Introducing “Little Bo Peep”

◀ Show image 8A-1: Sheep

- Ask students, “Do you know the name of this animal? Have any of you seen a real sheep? What do you know about sheep?”

[Encourage students to say what they see about the sheep, e.g., it has four legs, it has soft wool, etc.]



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

- Tell students that the next nursery rhyme they are going to hear is called “Little Bo Peep.” The character in this poem is a girl called Bo Peep.
- Ask students, “What is Bo Peep doing?” [Have students act like they are looking for something.]
- Ask students, “Can you guess what she is looking for?” Call on two students to answer.
- Tell students, “Tell your partner about a time you looked for something but could not find it. What were you looking for? How did you feel when you could not find it?” Allow thirty seconds for students to talk. Call on two volunteers to share their experience.
- Give students Response Card 15 (Little Bo Peep) from Instructional Master 8A-1. Have them point to the character of the poem—Bo Peep. Tell them to use this Response Card to refer to “Little Bo Peep.”

Vocabulary Preview

Alone

1. In today's poem you will hear, "Leave [the sheep] *alone* and they'll come home."
2. Say the word *alone* with me three times.
3. To be alone means to be by yourself with no one else around. To leave something alone means that you do not pay attention to it and let it be by itself.
4. Raymond does not like to be alone in the room.
Sometimes Tanya likes to be left alone.
5. Tell your partner about a time you wanted to be left alone or a time you did not want to be alone. Use *alone* when you tell about it.

Purpose for Listening

The title of this poem is "Little Bo Peep." Ask students to listen carefully to find out what the character in the nursery rhyme—Bo Peep—is looking for.

By the end of this lesson, students should be able to:

- ✓ Listen to and demonstrate familiarity with "Little Bo Peep"
- ✓ Identify Bo Peep as the character in "Little Bo Peep"
- ✓ Retell the events in "Little Bo Peep"
- ✓ Identify rhyming words in "Little Bo Peep"

Little Bo Peep

First Read



◀ 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.

Second Read with Motions



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

Little Bo Peep has lost her **sheep**,

[Tell students, “Bo Peep has lost her soft, wooly animals. Bo Peep is a shepherdess who looks after sheep.” Act like you are looking for something.]

And can't tell where to find them;

[Shrug your shoulders.]

Leave them alone

[Push out with hands like you are motioning “go.”]

and they'll come home

[Motion “come” and put your arms above your head like the roof of a house.]

Wagging their tails behind them.

[Tell students, “*Wagging* means moving back and forth.” Put one arm behind you and wag it around like a tail.]

Third Read Using Echo Technique

Directions: I am going to say the first line of “Little Bo Peep.” Then you will echo my words.

Note: Pause after each line and prompt students to echo.



◀ 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.

Fourth Read Using Echo Technique with Motions

Directions: I am going to say the first line of “Little Bo Peep” and do the motions that go with it. Then you will echo my words and do the motions.

Note: Pause after each line and prompt students to echo and do the motions.



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

Little Bo Peep has lost her **sheep**,

[Students act like they are looking for something.]

And can't tell where to find them;

[Students shrug their shoulders.]

Leave them alone, and they'll come home,

[Students motion “go” and “come,” then use their arms to make a roof over their head.]

Wagging their tails behind them.

[Students put one arm behind back and wag it like a tail.]

Comprehension Questions

Encourage students to answer in complete sentences. Model answers using complete sentences.

1. *Literal* What is the title of this poem?
 - The title of this poem is “Little Bo Peep.”
2. *Literal* Who is the character in this nursery rhyme?

[Have students point to Bo Peep on Response Card 15.]

 - Bo Peep is the character in this nursery rhyme.
3. *Inferential* What is Little Bo Peep doing?
 - Little Bo Peep is looking for her sheep.
4. *Inferential* Is Little Bo Peep happy or sad? Why?
 - Little Bo Peep is sad because she cannot find her sheep.
5. *Inferential* What does Bo Peep need to do so that the sheep will come back?
 - Bo Peep needs to leave the sheep alone.
6. *Evaluative* Which words rhymes in this poem?
 - Peep and sheep rhyme.

[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 one minute to think about the question. Then I will ask you to turn to your partner to discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

Sentence Frames

Will the sheep come back to Bo Peep? (Yes/No)

I think the sheep will . . .

I think the sheep will . . .
because . . .

7. *Evaluative Think Pair Share*: Do you think the sheep will come home?
 - Answers may vary.

On Stage

- Tell students that they are going to dramatize—or act out—“Little Bo Peep.”
- Remind students that nursery rhymes are short poems enjoyed by young children.
- Arrange students into groups of four.
- Have each group decide who will be Little Bo Peep, who will be the two sheep, and who will be the narrator—the one who tells the nursery rhyme.
- Then have each group practice how they will act out this nursery rhyme.
- Finally, have each group act it out.
 - The narrator may replace *Bo* with the name of the student who plays Bo Peep, e.g., *Little [Gracie] Peep*.
- If time allows, follow-up with discussion about how their performances were similar and different.



Complete Remainder of the Lesson Later in the Day



Little Boy Blue

8_B

Introducing the Read-Aloud

10 minutes



Introducing “Little Boy Blue”

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

- Tell students, “Describe what you see in this picture to your partner.” Call on two partner pairs to share their descriptions.
- Tell students that the next nursery rhyme they are going to hear is called “Little Boy Blue.”
- Ask students, “Who can guess the name of the character in this nursery rhyme?”
 - Boy Blue
- Ask students: “Do you think he is doing his job well? Why or why not?” Call on two students to answer.
- Give students Response Card 16 (Little Boy Blue) from Instructional Master 8A-1. Have them point to the character in this poem—Boy Blue. Point to each item in the picture and have students find it on their Response Card: meadow, corn, haystack. Tell them to use this Response Card to refer to “Little Boy Blue.”

Vocabulary Preview

Under

1. In today’s poem you will hear that Little Boy Blue is *under* the haystack.
2. Say the word *under* with me three times.
3. *Under* means below or beneath.
4. Candis likes to sit under the big umbrella at the beach.
5. Using the objects around you, show what *under* looks like to your partner.

Purpose for Listening

The title of this poem is “Little Boy Blue.” Ask students to listen carefully to find out if the character of this poem—Boy Blue—is doing his job.

By the end of this lesson, students should be able to:

- ✓ Listen to and demonstrate familiarity with “Little Boy Blue”
- ✓ Identify Boy Blue as the character in “Little Boy Blue”
- ✓ Retell the events in “Little Boy Blue”
- ✓ Identify the rhyming words in “Little Boy Blue”

Little Boy Blue

First Read



- ◀ 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.

Second Read with Motions



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

Little Boy Blue,
Come blow your horn,

[Tell the students, “*Blow* means to play an instrument. *Blow* also describes what the wind does.” Pretend to blow a horn.]

The sheep's in the **meadow**,

[Pretend to be a sheep eating grass.]

The cow's in the corn;

[Tell the students, “The sheep is in the field of grass and the cow is in the cornfield.” Pretend to eat corn on a cob.]

But where is the boy

Who looks after the sheep?

[Pretend you are looking for someone. Point to the haystack and the boy. Ask students, “Is Boy Blue under the haystack?”]

He's **under** a **haystack**,

[Put one hand under the other hand.]

Fast asleep.

[Mime sleeping.]

Third Read Using Echo Technique

Directions: I am going to say the first line of "Little Boy Blue." Then you will echo my words.

Note: Pause after each line and prompt students to echo.



◀ **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.

Fourth Read Using Echo Technique with Motions

Directions: I am going to say the first line of "Little Boy Blue" and do the motions that go with it. Then you will echo my words and do the motions.

Note: Pause after each line and prompt students to echo and do the motions.



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

Little Boy Blue,

Come blow your horn,

[Students pretend to blow a horn.]

The sheep's in the **meadow**,

[Students pretend to eat grass.]

The cow's in the corn;

[Students pretend to eat corn.]

But where is the boy

Who looks after the sheep?

[Students act like they are looking for someone.]

He's **under** a **haystack**,

[Students show *under* using their hands.]

Fast asleep.

[Students mime sleeping.]

Discussing the Read-Aloud

10 minutes

Comprehension Questions

Encourage students to answer in complete sentences. Model answers using complete sentences.

1. *Literal* What is the title of this poem?

- The title of this poem is "Little Boy Blue."

2. *Literal* Who is the character in this nursery rhyme?

[Have students point to Boy Blue on Response Card 16.]

- Boy Blue is the character in this nursery rhyme.

3. *Literal* What does the nursery rhyme tell the character to do?

[Have students point to the horn on Response Card 16.]

- The nursery rhyme tells Boy Blue to blow his horn.

4. *Inferential* Does he do it? Why not?

- No, he does not because he is sleeping.

5. *Literal* Where are the animals in this poem?

[Have students point to the sheep in the meadow and the cow in the corn on Response Card 16.]

6. *Evaluative* Which words rhyme in this poem?

- *Horn and corn rhyme. Sheep and asleep rhyme.*

[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 two questions. I will give you one minute to think about the questions. Then I will ask you to turn to your partner to discuss the questions. Finally, I will call on several of you to share what you discussed with your partner.

Sentence Frames

Do both Bo Peep and Boy Blue
take care of sheep? (Yes/No)

Both Bo Peep and Boy Blue ...

The poems are similar/
different because...

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 characters 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 poems 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

Multiple Choice: Blow

Note: You may choose to have students hold up one, two, or three fingers to indicate which image shows the meaning being described or have a student walk up to the poster and point to the image being described.

1. [Show Poster 5M (Blow).] In the poem you heard, "Little Boy Blue come and *blow* your horn." Which picture shows someone blowing an instrument?
2. *Blow* also means to move by the wind. Which picture shows this?
3. *Blow* also means to exhale heavily. Which picture shows this?
4. Now that we have reviewed the different meanings for *blow*, quiz your partner on these different meanings. Try to use complete sentences. For example, you could say, "The wind blows the papers away." And your partner should respond, "That's number three."



Baa, Baa, Black Sheep & Humpty Dumpty

9

Lesson Objectives

Core Content Objectives

Students will:

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

■ Stop here if you choose to split the lesson into two parts.

- ✓ Listen to and demonstrate familiarity with “Humpty Dumpty”
- ✓ Identify the character Humpty Dumpty
- ✓ Retell the events in “Humpty Dumpty”
- ✓ Identify rhyming words in “Humpty Dumpty”

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)
- ✓ Listen to, understand, and memorize a nursery rhyme from a variety of nursery rhymes (RL.K.5)
- ✓ With prompting and support, describe illustrations, such as an illustration of a sheep with three bags of wool, picture of sheep shearing, and an illustration of Humpty Dumpty, to support comprehension of the read-aloud (RL.K.7)
- ✓ With prompting and support, describe similarities between “Baa, Baa, Black Sheep,” “Little Bo Peep,” and “Little Boy Blue” (RL.K.9)

- ✓ Use a combination of drawing and dictating to compose an opinion piece telling about their favorite nursery rhyme (W.K.1)
- ✓ With assistance, recall information from previously learned nursery rhymes to determine their favorite nursery rhyme (W.K.8)
- ✓ Describe familiar things, such as sheep and nursery rhymes (SL.K.4)
- ✓ Add drawings to description of favorite nursery rhyme (SL.K.5)
- ✓ Identify real-life connections between words—*master* and *together*—and their use (L.K.5c)
- ✓ Distinguish between real and make-believe poems

Core Vocabulary

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

■ Stop here if you choose to split the lesson into two parts.

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 by attaching all the legs.

Variation(s): none

Vocabulary Chart for Baa, Baa, Black Sheep & Humpty Dumpty			
Core Vocabulary words are in bold . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	dame lane sheep wool	<i>together</i>	bags black king's sat wall
Multiple Meaning	<i>master</i>	great	fall full
Phrases	Humpty Dumpty		Yes, sir couldn't
Cognates			

Image Sequence

This is the order Flip Book images will be shown for this lesson. Please preview before teaching this lesson.

1. 9A-1: Sheep with three bags of wool

■ **Stop here if you choose to split the lesson into two parts.**

2. Show image 9B-1: Humpty Dumpty

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Recitation of Nursery Rhymes	Instructional Master 3B-2	10
	Introducing “Baa, Baa, Black Sheep”	Instructional Master 9A-1; items made from wool	
	Vocabulary Preview: Master		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Baa, Baa, Black Sheep		5
<i>Discussing the Read-Aloud</i>	Comprehension Questions	Response Card 17; items made from wool	5
	On Stage		
<i>Introducing the Read-Aloud</i>	Introducing “Humpty Dumpty”	Instructional Master 9A-1	5
	Vocabulary Preview: Together		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Humpty Dumpty		5
<i>Discussing the Read-Aloud</i>	Comprehension Questions	Response Card 18	5
	Rhyming Words		
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	My Favorite Nursery Rhyme	drawing paper, drawing tools	15
	End-of-Lesson Check-in	Response Cards 15–18; Instructional Master 3B-2	

Advance Preparation

Prepare a copy of Instructional Master 9A-1 for each student; cut in half. Refer to the halves as Response Card 17 for “Baa, Baa, Black Sheep” and Response Card 18 for “Humpty Dumpty.” Students can use these Response Cards for preview, for discussion, for review, and to answer questions.

For Introducing “Baa, Baa, Black Sheep,” bring in items made from wool for students to see and touch.

Note to Teacher

The final opportunity for nursery rhyme recitation is during the End-of-Lesson-Check-In for this lesson.



Baa, Baa, Black Sheep

9_A

Introducing the Read-Aloud

10 minutes

10 Recitation of Nursery Rhymes

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 3B-2. You may wish to review a few nursery rhymes as a class using echo technique with motions.



Introducing "Baa, Baa, Black Sheep"

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

- Tell students, "Tell your partner what you see in this picture. How do you think this nursery rhyme will be similar to 'Little Bo Peep' and 'Little Boy Blue'?" Call on two partner pairs to answer.
- Tell students that the next nursery rhyme they are going to hear is called "Baa, Baa, Black Sheep."
- Ask students, "Why do you think the title is 'Baa, Baa, Black Sheep?'"
 - The sheep says "baa" and the sheep is black.
- Explain to students that sheep produce wool that people use to make blankets, clothes, stockings, and several other things. [If available, pass around items made from wool.]
- Give students Response Card 17 (Baa, Baa, Black Sheep). Have them point out the black sheep and the wool. Tell them to use this Response Card to refer to "Baa, Baa, Black Sheep."

Vocabulary Preview

Master

1. In today's nursery rhyme, you will hear that the sheep has one bag of wool for the *master*.
2. Say the word *master* with me three times.
3. *Master* means the boss or owner of something. Long ago, people called some men *master*.
4. Bingo, the dog, is very loyal to his master.
5. Tell your partner what you think of when you hear the word *master*. I will call on some of you to share your thoughts.

Purpose for Listening

The title of this poem is "Baa, Baa, Black Sheep." Ask students to listen carefully to find out who the sheep will give wool to.

By the end of this lesson, students should be able to:

- ✓ Listen to and demonstrate familiarity with "Baa, Baa, Black Sheep"
- ✓ Retell the events in "Baa, Baa, Black Sheep"
- ✓ Identify dialogue in "Baa, Baa, Black Sheep"

Baa, Baa, Black Sheep

First Read



- ◀ 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**.

Second Read with Motions



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

[Stand to one side and act like you are asking a serious question.]

Baa, baa, black sheep,

Have you any **wool**?

[Tell students, “Wool is sheep’s hair or fur.”]

[Stand to the other side and nod yes twice.]

Yes, sir, yes, sir,

Three bags full.

[Show the number three with your fingers.]

[Say the next verse in a low voice and hold up the number one with your fingers.]

One for the master,

[Tell students, “*Master* is an old English term used for a man.”]

[Say the next verse in a sweet voice and hold up the number two with your fingers.]

And one for the dame,

[Tell students, “*Dame* is an old English word used for a woman.”]

[Say the next verse in a high pitched voice and hold up the number three with your fingers.]

And one for the little boy

Who lives down the **lane**.

[Tell students, “A lane is a small street or road.” Move one hand forward in a straight line.]

Third Read Using Echo Technique

Directions: I am going to say the first line of “Baa, Baa, Black Sheep.” Then you will echo the words.

Note: Pause after each line and prompt students to echo.



◀ 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**.

Fourth Read Using Echo Technique with Motions

Directions: I am going to say the first line of “Baa, Baa, Black Sheep” and do the motions that go with it. Then you will echo the words and do the motions.

Note: Pause after each line and prompt students to echo and do the motions.



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

[Students step to one side and act like they are asking a serious question.]

Baa, baa, black sheep,

Have you any **wool**?

[Students nod head twice.]

Yes, sir, yes, sir,

Three bags full.

[Students hold up the number three with their fingers]

[Students say the next verse in a low voice and hold up the number one with their fingers.]

One for the master,

[Students say the next verse in a sweet voice and hold up the number two with their fingers.]

And one for the dame,

[Students say the next verse in a high pitched voice and hold up the number three with their fingers.]

And one for the little boy

Who lives down the **lane**.

[Students move one hand forward in a straight line.]

Discussing the Read-Aloud

5 minutes

Comprehension Questions

Encourage students to answer in complete sentences. Model answers using complete sentences.

1. *Literal* What is the title of this poem?
 - The title of this poem is “Baa, Baa, Black Sheep.”
2. *Literal* What does the sheep have in this poem?

[Have students point to the three bags of wool on Response Card 17.]

- The sheep has three bags of wool.

3. *Literal* Who are the bags of wool for?
 - The bags of wool are for the master, the dame, and the little boy.
4. *Evaluative* Which parts of the nursery could really happen?
 - The sheep says “baa,” the sheep is black, the sheep has wool.
5. *Evaluative* Which part of the nursery rhyme is make-believe?
 - The sheep talking is make-believe.

[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 one minute to think about the question. Then I will ask you to turn to your partner to discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

6. *Evaluative Think Pair Share:* Remember that wool comes from sheep’s fur. What kinds of things do you like that are made out of wool? Or, if you could have something made out of wool, what would it be? [Pass around items made from wool for students to see and touch.]

Sentence Frames

Do you have something made out of wool? (Yes/No)

I have / I would like a wool ____.

I would like a wool ____ because ...

On Stage

- 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.
- Have students say *dialogue* with you three times.
- Point out that while they are listening to the rhyme, they first hear someone talking to the sheep and second they hear the sheep when it 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.
- You may choose to sing this nursery rhyme to the tune of “Twinkle, Twinkle Little Star.”
- If time permits, recite the rhyme again but have students switch roles.
- After the activity, ask students what a conversation between two or more characters is called.
 - A conversation between two or more characters is called a dialogue.

■ **Stop here if you choose to split the lesson into two parts.**



Humpty Dumpty

9_A

Introducing the Read-Aloud

5 minutes



Introducing “Humpty Dumpty”

◀ Show image 9B-1: Humpty Dumpty

- Tell the students, “Describe this picture to your partner. What is happening to the egg?” Call on two partner pairs to describe the picture.
- Tell students that the next—and final—nursery rhyme they are going to hear is called “Humpty Dumpty.” Tell students that the character in this poem is an egg named Humpty Dumpty. Remind students that sometimes nursery rhymes will use silly words—like *Humpty* and *Dumpty*—to make it more interesting and easy to remember.
- Give students Response Card 18 (Humpty Dumpty). Have them point out the character in this nursery rhyme. Tell them to use this Response Card to refer to “Humpty Dumpty.”

Vocabulary Preview

Together

1. In today’s poem you will hear that nobody could put Humpty Dumpty *together*.
2. Say the word *together* with me three times.
3. *Together* means in one piece, group, or place.
4. Carlos’s mother bought a new shelf that she had to put together.
5. Tell your partner about something you have put together or helped someone else put together (e.g., a desk, a puzzle, etc). Use the word *together* when you tell about it.

Purpose for Listening

The title of this poem is “Humpty Dumpty.” Ask students to listen carefully to find out what happens to Humpty Dumpty.

By the end of this lesson, students should be able to:

- ✓ Listen to and demonstrate familiarity with “Humpty Dumpty”
- ✓ Identify the character Humpty Dumpty
- ✓ Retell the events in “Humpty Dumpty”
- ✓ Identify rhyming words in “Humpty Dumpty”

Humpty Dumpty

First Read



◀ 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.



Second Read with Motions

◀ Show image 9B-1: Humpty Dumpty

Humpty Dumpty sat on a wall,

[Pretend to sit.]

Humpty Dumpty had a **great** fall.

[Tell students, "Something great is very big." Pretend to fall down.]

All the king's horses,

[Gallop in place.]

And all the king's men,

[Salute like a soldier.]

Couldn't put Humpty **together** again.

[Tell students, "They could not put him back into one piece." Shake your head and make a sad face.]

Third Read Using Echo Technique

Directions: I am going to say the first line of “Humpty Dumpty.” Then you will echo the words.

Note: Pause after each line and prompt students to echo.

◀ **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.

Fourth Read Using Echo Technique with Motions

Directions: I am going to say the first line of “Humpty Dumpty” and do the motions. Then you will echo and do the motions.

Note: Pause after each line and prompt students to echo and do the motions.

◀ **Show image 9B-1: Humpty Dumpty**

Humpty Dumpty sat on a wall,

[Students pretend to sit.]

Humpty Dumpty had a **great** fall.

[Students pretend to fall.]

All the king’s horses,

[Students gallop in place.]

And all the king’s men,

[Students salute.]

Couldn’t put Humpty **together** again.

[Students shake their head and make a sad face.]

Comprehension Questions

Encourage students to answer in complete sentences. Model answers using complete sentences.

1. *Literal* What is the title of this poem?
 - The title of this poem is “Humpty Dumpty.”
2. *Literal* Who is the character of this poem?

[Have students point to Humpty Dumpty on Response Card 18.]

 - Humpty Dumpty is the character in this poem.
3. *Literal* What happened to Humpty Dumpty?
 - Humpty Dumpty had a great fall.
4. *Literal* Who tried to put Humpty Dumpty together?
 - The king’s horses and the king’s men tried to put Humpty Dumpty together.
5. *Evaluative* Are the events in this nursery rhyme real or make-believe? Why?
 - The events in this nursery are make-believe because an egg cannot sit on a wall; eggs do not have arms and legs.

[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 one minute to think about the question. Then I will ask you to turn to your partner to discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

Sentence Frames

Did Humpty Dumpty fall off the wall? (Yes/No)

Humpty Dumpty ...

Humpty Dumpty fell because ...

6. *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.
7. After hearing today’s poems 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

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 and fall* are rhyming words.

All the king's horses,

And all the king's men,

Couldn't put Humpty together again.

- *Men and again* are rhyming words.
- 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.



Complete Remainder of the Lesson Later in the Day



Baa, Baa, Black Sheep & Humpty Dumpty

9_B

Extensions

15 minutes

My Favorite Nursery Rhyme

All eighteen nursery rhymes for this domain have been covered.

- Ask students, “What have we been learning about?”
 - We have been learning about nursery rhymes and poems.
- Ask students, “What is special about nursery rhymes?”
 - Nursery rhymes have rhyming words, silly words, repeated lines, and are sometimes make-believe.
- Have students recite a nursery rhyme they know by heart to their partner.
- Have students think of their favorite nursery rhyme. Ask them to draw a representation of their favorite nursery rhyme. You may wish to briefly revisit some of the Flip Book images of earlier lessons to refresh students’ memories of those nursery rhymes.
- When students are finished with their pictures, have them share what they drew in small groups. You may wish to have the small group guess what a student’s favorite nursery rhyme is by looking at his/her drawing. Ask students what they like about the nursery rhyme they have chosen.
- You may wish to have students dictate the scene they drew from their favorite nursery rhyme. Be sure to repeat back to them what you have written on their paper.

10 End-of-Lesson Check-In

Baa, Baa, Black Sheep and Humpty Dumpty

Choose four students to focus on and record their scores on the Tens Recording Chart. For this type of informal observation, you should give a score of zero, five, or ten based on your evaluation of students’ understanding and language use.

0	Emergent understanding and language use
5	Developing understanding and language use
10	Proficient understanding and language use

- Have students place Response Cards 15 through 18 on their lap. (You may choose to focus on two nursery rhymes at a time.) Say a few key words from any of the nursery rhymes from the past two lessons (e.g., *Bo Peep, alone, horn, meadow, wool, egg, etc.*) and ask students to hold up the Response Card that relates to the words you say.
- Say the poem together.
- Then say the poem again but leave out a few key words for students to fill in. Playful repetition will help students learn the poem.
- Have partners try to recite the poems to each other.

Note: This is the *final* opportunity to use the Recording Sheet for Recitation of Nursery Rhymes Assessment (Instructional Master 3B-2) to assess students' ability to recite a nursery rhyme.



The Lion and the Mouse

10

Lesson Objectives

Core Content Objectives

Students will:

- ✓ Listen to and demonstrate familiarity with “The Lion and the Mouse”
- ✓ Identify and describe the characters: the lion and the mouse
- ✓ Retell the events in “The Lion and the Mouse”
- ✓ Identify dialogue in “The Lion and the Mouse”
- ✓ Identify the moral of “The Lion and the Mouse”

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 fable “The Lion and the Mouse” in the proper sequence (RL.K.2)
- ✓ With prompting and support, describe characters, setting, and events in “The Lion and the Mouse” (RL.K.3)
- ✓ Recognize common types of texts, such as nursery rhymes and fables (RL.K.5)
- ✓ Listen to and understand the fable “The Lion and the Mouse” (RL.K.5)
- ✓ With prompting and support, describe illustrations, such as an illustration of a mouse in lion’s paw, to support comprehension of the read-aloud (RL.K.7)
- ✓ With assistance, recall information from “The Lion and the Mouse” in order to put the events of the fable in the right order (W.K.8)

- ✓ Identify real-life connections between words—*moral*, *friend*, and *disturbed*—and their use (L.K.5c)
- ✓ Learn the meaning of common sayings, such as “little friends may be great friends” (L.K.6)
- ✓ Explain that fables are make-believe stories

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: Valeria was grateful that Wei shared his crayons.

Variation(s): none

Vocabulary Chart for The Lion and the Mouse

Core Vocabulary words are in **bold**.

Multiple Meaning Word Activity word is underlined.

Vocabulary Instructional Activity words have an asterisk (*).

Suggested words to pre-teach are in *italics*.

Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	dialogue fable <i>moral</i> narrator	beginning/middle/ end disturbed* gnawing grateful	<i>friend</i> lion mouse promise remember roar swallow
Multiple Meaning		favor	
Phrases	king of beasts hunter's net		too late
Cognates	diálogo fibula <i>moral</i> narrador(ora)	agradecido(a) favor medio	león rememorar

Image Sequence

This is the order Flip Book images will be shown for this read-aloud. Please preview before teaching this lesson.

1. 10A-1: Mouse scurrying on sleeping lion
2. 10A-2: Mouse in lion's paw
3. 10A-3: Lion in net
4. 10A-4: Lion is free

At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	Introducing Fables		15
	Introducing "The Lion and the Mouse"		
	Vocabulary Preview: Moral, friend		
	Purpose for Listening		
Presenting the Read-Aloud	The Lion and the Mouse		10
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Disturbed		
 Complete Remainder of the Lesson Later in the Day			
Extensions	On Stage	Image Cards 1–4	15
	Sequencing "The Lion and the Mouse"	Instructional Master 10B-1; scissors; paper; glue or tape	
Take-Home Material	Family Letter	Instructional Masters 10B-2, 10B-3	

Note to Teacher

Every fable has a moral—or lesson—to it. Make sure that students understand the moral of each fable. You may wish to help students make connections between the moral of the fables and real life.

Students will also be sequencing events from a story for the first time. Help them learn the terms: *beginning*, *middle*, and *end* as well as temporal words such as: *first*, *next*, *last*. Scaffold the sequencing activities as necessary.



The Lion and the Mouse

10_A

Introducing the Read-Aloud

15 minutes

Introducing Fables

- Remind students that they heard many nursery rhymes over the past several days.
- Ask students, “What are some things that nursery rhymes have in common?”
 - Nursery rhymes are short, they have rhyming words, lines that repeat, silly words, characters, etc.
- Tell students that they are going to listen to something different; it’s called a fable.
- Have students say the word *fable* with you three times.
- 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 are short and 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* with you three times.
- Tell them that the characters in fables are often, but not always, animals. Often these animal characters have a problem, and as they try to fix their problem, they learn a lesson—the moral of the fable.



Introducing “The Lion and the Mouse”

◀ Show image 10A-2: Mouse in lion’s paw

- Say to students, “Tell your partner what you see in this picture. What do you think the lion is thinking?” Call on two partner pairs to describe.
- Tell students that the first fable they are going to hear is called “The Lion and the Mouse.” There are two characters in this fable—a lion and a mouse. In this fable the lion has a problem and in the end, the lion learns a lesson—the moral of the fable.

Vocabulary Preview

Moral

5. In today’s fable, the lion learns the *moral* of the story.
6. Say the word *moral* with me three times.
7. The moral of a story is the lesson taught in the story. The moral is what you can learn from the story.
8. Some stories teach us something, what the story teaches is called a moral.
9. Tell your partner what you think the moral of “The Lion and the Mouse” might be. You can say, “I think the moral of ‘The Lion and the Mouse’ might be . . .” I will call on some of you to share your thoughts.

Friend

1. In today’s fable, the lion meets a little *friend* who becomes a great *friend*.
2. Say the word *friend* with me three times.
3. A friend is someone you like to be with, spend time with, and play with.
4. Tenzin likes playing with his friends on the weekends.
Anjali always helps her friends when they are in trouble.
5. Tell your partner what you like about your friends. Use the word *friend* when you tell about it. Each person gets three turns.

Purpose for Listening

The title of this fable is “The Lion and the Mouse.” Ask students to listen carefully to find out the moral the lion learns in this fable.

By the end of this lesson, students should be able to:

- ✓ Listen to and demonstrate familiarity with “The Lion and the Mouse”
- ✓ Identify and describe the characters: the lion and the mouse
- ✓ Retell the events “The Lion and the Mouse”
- ✓ Identify dialogue in “The Lion and the Mouse”
- ✓ Identify the moral of “The Lion and the Mouse”



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**.

[Say to students, "*Disturbed* means bothered."]

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?"

[Ask students, "What do you think will happen next?" Call on two students to answer.]

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.

[Say to students, "*Grateful* means thankful."]

And if I can, I will do you a **favor** someday."

[Tell students, "Doing a favor is doing something nice for someone. Do you think the mouse will do the lion a favor someday?" Call on two students to answer.]

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.

[Ask students, "What do you think the mouse will do?" Call on two students to answer.]

The mouse remembered his promise to the lion, and he began **gnawing** the ropes of the net with his sharp little teeth.

[Tell students, "*Gnawing* means chewing."]

He kept gnawing until he had made a hole in the net big enough for the lion to get free.



◀ **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."

[Have students repeat: "Little friends may be great friends."]

Discussing the Read-Aloud

10 minutes

Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the fable and/or refer to the images. Encourage students to answer in complete sentences. Model answers using complete sentences.

1. *Literal* What is the title of this fable?
 - The title of this fable is "The Lion and the Mouse."
2. *Literal* Who are the characters in this fable?
 - The lion and the mouse are the characters in this fable.
3. *Literal* At the beginning of the fable, what does the mouse do?
 - The mouse runs over the lion's back and wakes him up.
4. *Inferential* How does the lion feel about being woken up? What does the lion plan to do?
 - The lion is upset and plans to eat the mouse.
5. *Inferential* Does the lion eat the mouse? Why not?
 - The lion does not eat the mouse because the mouse promises that he will do the lion a favor someday.

6. *Literal* What happens after the lion lets the mouse free?
 - The lion gets caught in a hunter's net.
7. *Literal* How does the mouse help the lion?
 - The mouse helps the lion by gnawing the ropes of the net to make a hole big enough for the lion to get free.
8. *Evaluative* Is this story real or make-believe? What do the lion and mouse do that real animals cannot do?
 - This story is make-believe because animals do not talk.
9. *Literal* What is the moral of this fable?
 - "Little friends may be great friends."
10. *Inferential* Who learns this moral?
 - The lion learns this moral.

Why is the mouse a great friend?

- The mouse kept its promise and helps the lion escape.

[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 one minute to think about the question. Then I will ask you to turn to your partner to discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

Sentence Frames

Can a smaller or younger friend help you? (Yes/No)

One time....

A smaller/younger friend helped me when...

11. *Evaluative* *Think Pair Share*: Can you think of a time when a younger or smaller friend helped you? Or can you think of a time you helped someone who was older or bigger?
12. After hearing today's fable 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

1. In the fable you heard, "The lion was very angry at being *disturbed*."
2. Say the word *disturbed* with me three times.
3. If something disturbed you, it bothered you.
4. The loud music disturbed Kato's 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 tell you some situations. If what I say might disturb you, say, "I would be disturbed." If what I say would not disturb you, say, "I would not be disturbed."

[You may wish to have students carefully walk to the designated areas in the room for "I would be disturbed" and "I would not be disturbed."]

- 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 hugs
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_B

Extensions

15 minutes

On Stage

- Use Image Cards 1–4 for retelling the events of this fable. This may be done as a class or in partner pairs. Encourage students to use temporal words, such as *first*, *then*, *next*, *later*, *finally*, etc., when they retell the events in the fable.
- Divide students into pairs, assigning one student the role of the lion, and the other student the role of the mouse.
- Explain that you will be the narrator—someone who tells the story. Explain that they will say the dialogue, the conversation between two characters.

Note: Students should not be expected to say the lines word for word; they should say what they think the character said at a given time.

- Tell students that they will say what their character says when you pause and give them the signal to talk (e.g., when you touch your nose). Encourage students to change their voices when they say what their characters say.
- Ask students, “What is a conversation between two characters called?”
 - A conversation between two characters is called a dialogue.
- Ask students, “Who is having a dialogue in this fable?”
 - The lion and the mouse are having a dialogue.

Sequencing “The Lion and the Mouse”

Materials: Instructional Master 10B-1; piece of paper; scissors; glue or tape

Directions: This worksheet has three pictures. One shows what is happening at the beginning of “The Lion and the Mouse.” One shows what is happening in the middle of the fable. One shows what is happening at the end of the fable.

1. Look at each picture and think about what is happening in the picture.
You should consider:
 - Who are the characters in the picture?
 - Where are they?
 - What is happening?
2. Cut out the three pictures, and put them in order to show the beginning, middle, and end of the fable.
3. When you have made sure that you have them in the correct order, glue or tape them in the correct order onto a piece of paper.
4. Let's find which picture shows the beginning of the fable.
 - Make sure students identify the picture that shows the beginning.
 - As students complete their worksheets, have them retell the fable using their completed sequence. Retelling of the fable can be done with their partner, in small groups, or with home language peers.

Take-Home Material

Family Letter

Send home Instructional Masters 10B-2 and 10B-3.



The Hare and the Tortoise

11

Lesson Objectives

Core Content Objectives

Students will:

- ✓ Listen to and demonstrate familiarity with “The Hare and the Tortoise”
- ✓ Identify and describe the main characters: the hare and the tortoise
- ✓ Retell the events in “The Hare and the Tortoise”
- ✓ Identify the moral of “The Hare and the Tortoise”

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:

- ✓ Recognize common types of texts, such as nursery rhymes and fables (RL.K.5)
- ✓ Listen to and understand the fable “The Hare and the Tortoise” (RL.K.5)
- ✓ With prompting and support, describe illustrations, such as a picture of a hare, and a picture of a tortoise, to support comprehension of the read-aloud (RL.K.7)
- ✓ With prompting and support, describe differences in the experiences of the hare and the tortoise in “The Hare and the Tortoise” (RL.K.9)
- ✓ Describe familiar things, such as rabbits and turtles (SL.K.4)
- ✓ Produce and expand sentences in shared language activities (L.K.1f)
- ✓ Identify new meanings for familiar words, such as *break*, and apply them accurately (L.K.4a)
- ✓ Identify real-life connections between words—*steadily*, *finish*, *break*, *boasting*, and *race*—and their use (L.K.5c)

- ✓ Learn the meaning of common sayings, such as “Slow and steady wins the race” (L.K.6)
- ✓ Explain that fables are make-believe stories

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

Vocabulary Chart for The Hare and the Tortoise

Core Vocabulary words are in **bold**.

Multiple Meaning Word Activity word is underlined.

Vocabulary Instructional Activity words have an asterisk (*).

Suggested words to pre-teach are in *italics*.

Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	hare tortoise	arrived boasting* creep darted pretended steadily	fast/slow tired won
Multiple Meaning	<i>finish</i> race*	<u>break</u>	behind
Phrases	finish line nodded off Ready, set, go!		just in time too late
Cognates	tortuga	pretendido	

Image Sequence

This is the order Flip Book images will be shown for this lesson. Please preview before teaching this lesson.

1. 12A-1 Hare
2. 12A-2 Tortoise
3. 12A-3: Hare boasting to tortoise
4. 12A-4: Beginning of race
5. 12A-5: Hare looking back at tortoise
6. 12A-6: Hare in pumpkin patch
7. 12A-7: Tortoise winning race

At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	Introducing “The Hare and the Tortoise”		15
	Vocabulary Preview: Steadily, Finish		
	Purpose for Listening		
Presenting the Read-Aloud	The Hare and the Tortoise		10
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Boasting		
 Complete Remainder of the Lesson Later in the Day			
Extensions	Multiple Meaning Word Activity: Break	Poster 7M (Break)	15
	Syntactic Awareness Activity: Simple Sentence Builder		
	Vocabulary Instructional Activity: Race		
	End-of-Lesson Check-In		



The Hare and the Tortoise

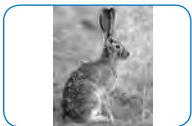
11_A

Introducing the Read-Aloud

15 minutes

Introducing “The Hare and the Tortoise”

- Remind students that they heard the first fable, “The Lion and the Mouse.”
- Ask students, “How are fables and nursery rhymes similar?”
 - Both nursery rhymes and fables were written long ago and are enjoyed by children.
- Ask students, “How are fables and nursery rhymes different?”
 - Nursery rhymes are shorter; fables are longer, tell a story, and contain a moral.
- Ask students, “Do you remember the moral for ‘The Lion and the Mouse?’”
 - Little friends may be great friends.
- Remind students that the characters in fables are often, but not always, animals. Often these animal characters have a problem, and as they try to fix their problem, they learn a lesson—the moral of the fable.



◀ Show image 12A-1: Hare

- Say to students, “Tell your partner what you see in this picture. What do you know about this animal?”

[If students say *rabbit*, explain that this animal is similar to a rabbit, but it is called a hare.]

- Ask students to repeat the word *hare* with you three times.
- Tell them that hares have longer ears than rabbits, and are usually faster than rabbits.



◀ Show image 12A-2: Tortoise

- Say to students, “Tell your partner what you see in this picture. What do you know about this animal?”

[If students say *turtle*, explain that this animal is similar to a turtle, but it is a tortoise.]

- Ask students to repeat the word *tortoise* with you three times.
- Explain that a tortoise can be quite a bit larger than a turtle, and whereas 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.
- Tell students that the next fable they are going to hear is called, “The Hare and the Tortoise.” Have students guess which two characters are in this fable—a hare and a tortoise. In this fable the hare and the tortoise have a race.

Vocabulary Preview

Steadily

1. In today’s fable, the tortoise moves slowly and *steadily* during the race.
2. Say the word *steadily* with me three times.
3. To move steadily means to move at the same speed without stopping. [Clap sporadically and then clap steadily for students to hear the difference.]
4. Miriam walked steadily as she carried the cake to the table. Elias tapped his desk steadily with his pencil while he thought about something.
5. Tell your partner about something you do steadily. Use the word *steadily* when you tell about it.

Finish

1. In today’s fable you will find out who *finishes* the race first.
2. Say the word *finish* with me three times.
3. To finish something means to end or complete something. When something is finished, it is over.
4. When we finish our drawing, we will dictate what we drew to our teacher.
5. Tell your partner about something you finished recently (e.g., artwork, movie, book, cleaning). Use the word *finished* when you tell about it.

Purpose for Listening

The title of this fable is “The Hare and the Tortoise.” Ask students to listen carefully to find out who wins the race and to find out the moral of this fable.

By the end of this lesson, students should be able to:

- ✓ Listen to and demonstrate familiarity with “The Hare and the Tortoise”
- ✓ Identify and describe the main characters: the hare and the tortoise
- ✓ Retell the events in “The Hare and the Tortoise”
- ✓ Identify the moral of “The Hare and the Tortoise”



The Hare and the Tortoise

◀ Show image 12A-3: Hare boasting to tortoise

[Point to the hare.]

There once was a hare who was always **boasting** about how fast he was.

[Tell students, “*Boasting* means bragging.”]

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.

[Point to the tortoise.]

“What a slow fellow you are!” he said to the tortoise one day. “I really feel sorry for you, having to creep along like that.”

[Tell students, “*Creep* means to move slowly and close to the ground.”]

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...

[Tell students, “*Darted* means moved suddenly.”]

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

[Tell students, “*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.

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

[Ask students, “Who do you think will win the race?” Call on two students to answer.]

Since it seemed to him that the race was already won, the hare decided to stop and take a little break.

[Tell students, “*To take a break* means to take a rest. *Break* can also mean to damage something or split into pieces.”]

He nibbled some carrots and some lettuce. He chatted with some friends.

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



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

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.

[Ask students, “What do you think is going to happen?” Call on two students to answer.]



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

While the hare was napping, the tortoise kept moving—slowly but steadily.

[Say to students, “He wasn’t fast, but he kept going, slowly and steadily.”]

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.”

[Ask students, “Were your predictions correct about who would win the race? Why or why not?”]

Discussing the Read-Aloud

10 minutes

Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the fable and/or refer to the images. Encourage students to answer in complete sentences. Model answers using complete sentences.

1. *Literal* What is the title of this fable?
 - The title of this fable is “The Hare and the Tortoise.”
2. *Literal* Who are the characters in this fable?
 - The hare and the tortoise are the characters in this fable.
3. *Literal* What type of event do the hare and the tortoise have?
 - The hare and the tortoise have a race.
4. *Inferential* Why do they have a race?
 - They have a race because the hare always boasts that he is fast and the tortoise said that he could beat the hare in a race.
5. *Inferential* Who wins the race? Why?
 - The tortoise wins the race because he steadily ran the race and did not take a nap.

6. *Evaluative* How are the experiences of the hare and the tortoise in this fable different?
 - The hare is boastful; the tortoise asks the hare to race; the hare takes a nap; the tortoise steadily moves on; the hare loses; the tortoise wins.
7. *Evaluative* Is this story real or make-believe? Why?
 - This story is make-believe because animals do not talk.
8. *Literal* What is the moral of this fable?
 - “Slow and steady wins the race.”

[Have students repeat this moral with you: “Slow and steady wins the race.”]
9. *Inferential* Who is slow and steady in this fable?
 - The tortoise is slow and steady.
10. *Evaluative* What do you think this moral means?
 - 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 you some questions. I will give you one minute to think about the questions. Then I will ask you to turn to your partner to discuss the questions. Finally, I will call on several of you to share what you discussed with your partner.

Sentence Frames

Do you think the hare will win the next time? (Yes/No)

I think the hare will...

I think the hare will... because...

11. *Evaluative Think Pair Share:* If the tortoise were to ask the hare for another race, how do you think the hare would run this new race? Who do you think would win this time?
 - Answers may vary.
12. After hearing today’s fable 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

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 three times.
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 (e.g., the lion boasts that he is the king of beasts and the hare boasts that he is fast). 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 that . . .”
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

11_B

Extensions

15 minutes

↔ Multiple Meaning Word Activity

Sentence in Context: Break

Note: You may choose to have students hold up one, two, or three fingers to indicate which image shows the meaning being described or have a student walk up to the poster and point to the image being described.

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*.” To take a break means to take a rest from something. Which picture shows this?
2. *Break* can also mean other things. *Break* means to split into pieces. Which picture shows this?
3. *Break* also means to damage something, to cause something to become broken so that it cannot be used anymore. Which picture shows this?
4. 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

Simple 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: 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

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 three times.
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.

10 End-of-Lesson Check-In

The Hare and the Tortoise

Choose four students to focus on and record their scores on the Tens Recording Chart. For this type of informal observation, you should give a score of zero, five, or ten based on your evaluation of students' understanding and language use.

0	Emergent understanding and language use
5	Developing understanding and language use
10	Proficient understanding and language use

- Have students talk with their partner about the differences between nursery rhymes and fables.
- You may wish to go over characteristics of nursery rhymes and fables with the class.
- They can use this time to retell their favorite nursery rhyme or retell a fable.

Some words or phrases to listen for:

- Nursery rhymes, poem, or a specific title of a nursery rhyme
- Fables, stories, or a specific title of a fable
- Rhyming
- Characters
- Moral



The Dog and His Reflection

12

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 in “The Dog and His Reflection”
- ✓ Identify the moral of “The Dog and His Reflection”

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, describe characters, setting, and events in “The Dog and His Reflection” (RL.K.3)
- ✓ Recognize common types of texts, such as nursery rhymes and fables (RL.K.5)
- ✓ Listen to and understand the fable “The Lion and the Mouse” (RL.K.5)
- ✓ With prompting and support, describe illustrations, such as an illustration of a dog carrying a bone, to support comprehension of the read-aloud (RL.K.7)
- ✓ Use a combination of drawing and dictating to compose an opinion piece telling about their favorite fable (W.K.1)
- ✓ With assistance, recall information from previously learned fables to determine their favorite fable (W.K.8)

- ✓ With assistance, recall information from “The Dog and His Reflection” in order to put the events of the fable in the right order (W.K.8)
- ✓ Add drawings to description of favorite fable (SL.K.5)
- ✓ Identify real-life connections between words—*reflection*, *hurried*, and *feast*—and their use (L.K.5c)
- ✓ Learn the meaning of common sayings, such as “if you are greedy, you may lose everything” (L.K.6)
- ✓ Explain that fables are make-believe stories

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

Vocabulary Chart for The Dog and His Reflection

Core Vocabulary words are in **bold**.

Multiple Meaning Word Activity word is underlined.

Vocabulary Instructional Activity words have an asterisk (*).

Suggested words to pre-teach are in *italics*.

Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	<i>reflection</i>	feast* greedy <i>hurried</i> juicy precisely trotting	barking bone bridge bury dog right/left
Multiple Meaning	stream	share	
Phrases	lose everything	hurried on	
Cognates	<i>reflejo</i>	fiesta* precisamente trote	

Image Sequence

This is the order Flip Book images will be shown for this read-aloud. Please preview before teaching this lesson.

1. 11A-1: Dog carrying bone
2. 11A-2: Dog approaching bridge
3. 11A-3: Dog seeing reflection
4. 11A-4: Bone splashing in the water

At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	Introducing “The Dog and His Reflection”		15
	Vocabulary Preview: Reflection, Hurried	Mirror, shiny metal, or other reflective surfaces	
	Purpose for Listening		
Presenting the Read-Aloud	The Dog and His Reflection		10
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Feast		
 Complete Remainder of the Lesson Later in the Day			
Extensions	Sequencing “The Dog and His Reflection”	Instructional Master 12B-1; scissors; paper; glue or tape	15
	My Favorite Fable	Drawing paper, drawing tools	



The Dog and His Reflection

12^A

Introducing the Read-Aloud

15 minutes

Introducing “The Dog and His Reflection”

- Remind students that they have been listening to fables.
- Review the similarities and differences between nursery rhymes and fables.
 - Similarities: fun to listen to, have been around for a long time, have animal characters.
 - Differences: nursery rhymes are short poems; fables are longer and like a story; fables have morals.



◀ Show image 11A-1: Dog carrying bone

- Say to students, “Tell your partner what you see in this picture. What do you think the dog is thinking?” Call on two partner pairs to describe.
- Tell students that the final fable they are going to hear is called “The Dog and His Reflection.”
- Ask students, “Who do you think the character of this fable will be?”
 - The character of this fable is a dog.
- Tell students that at the end of this fable something happens to the dog’s bone and the dog learns a lesson—the moral of the fable.

Vocabulary Preview

Reflection

1. In today’s fable, the dog sees his *reflection* in a stream of water.
2. Say the word *reflection* with me three times.
3. A reflection is what you see in the mirror or what you see in anything else that is shiny.
4. Mabel and Miguel laughed when they saw their reflection in the mirror at the Fun House.

5. Tell your partner where you can see a reflection (e.g., a mirror, a lake, glasses, spoon, etc.) Use the word *reflection* when you tell about it.

Hurried

1. In today's fable the dog with the bone *hurried* on to get away from the other dogs.
2. Say the word *hurried* with me three times.
3. To be hurried is to do things as fast as possible.
4. Kamil hurried to turn in his classwork, so he could have free time.
5. Tell your partner something you do in a hurried way. Use the word *hurried* when you tell about it. You can say "I hurried to . . ."

Purpose for Listening

The title of this fable is "The Dog and His Reflection." Ask students to listen carefully to find out what happens when the dog sees his reflection in a river.

By the end of this lesson, students should be able to:

- ✓ Listen to and demonstrate familiarity with "The Dog and His Reflection"
- ✓ Identify the dog as the main character
- ✓ Retell the events in "The Dog and His Reflection"
- ✓ Identify the moral of "The Dog and His Reflection"



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.

[Say to students, “A *feast* is a big meal. The dog did not want to share his bone, or big meal.”]

The big dog did not want to share.

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



◀ Show image 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.

[Say to students, “A *stream* is a small river.”]

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

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



◀ Show image 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—or exactly—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.”

[Ask students, “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?” Call on two students to answer.]



◀ **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.”

[Say to students, “*Greedy* means wanting more than you need.”]

Discussing the Read-Aloud

10 minutes

Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the fable and/or refer to the images. Encourage students to answer in complete sentences. Model answers using complete sentences.

1. *Literal* What is the title of this fable?
 - The title of this fable is “The Dog and His Reflection.”
2. *Literal* Who is the character in this fable?
 - The dog is the character in this fable.
3. *Inferential* What is the dog excited about at the beginning of this fable?
 - The dog is excited about the juicy bone that the butcher gave him

[Explain that a butcher is someone who sells meat.]

4. *Inferential* Did the dog quickly eat his bone? Why not?
 - The dog did not eat his bone because his friends might come along and ask him to share the bone.
5. *Literal* What does the dog decide to do with the bone?
 - The dog decides to bury the bone.
6. *Inferential* What does the dog see while he is crossing the bridge? What does the dog think he sees?
 - The dog sees his reflection, but he thinks he sees another dog with another bone.
7. *Evaluative* Is this story real or make-believe? How do you know?
 - This story is make-believe because animals do not talk.
8. *Literal* What is the moral of this fable?
 - “If you are greedy, you may lose everything.”

[Have students repeat this moral with you: “If you are greedy, you may lose everything.”]
9. *Inferential* Who learns this moral?
 - The dog learns this moral.
10. *Evaluative* How does the dog learn this moral?
 - The dog was greedy and wanted the other dog’s bone, but he ended up with nothing.

[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 some questions. I will give you one minute to think about the questions. Then I will ask you to turn to your partner to discuss the questions. Finally, I will call on several of you to share what you discussed with your partner.

Sentence Frames

Did the dog learn his lesson?
(Yes/No)

Next time, the dog will . . .

I think the dog will/will not share
because . . .

11. *Evaluative* *Think Pair Share*: Do you think the dog has learned his lesson? Do you think that the next time the dog has a juicy bone, he will share it with others?
 - Answers may vary.
12. After hearing today’s fable 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

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 three times.
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? 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 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 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. an apple slice
 - 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 sip 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

12_B

Extensions

15 minutes

10 Sequencing “The Dog and His Reflection” (Instructional Master 12B-1)

Directions: This worksheet has three pictures. One shows what is happening at the beginning of the fable, “The Dog and His Reflection.” One shows what is happening in the middle of the fable. One shows what is happening at the end of the fable.

1. Look at each picture and think about what is happening in the picture.
 - Who are the characters?
 - Where are they?
 - What is happening?
2. Cut out the three pictures, and put them in order to show the beginning, middle, and end of the fable.
3. When you have made sure that you have them in the correct order, glue or tape them in the correct order onto a piece of paper.
 - As students complete their worksheets, have them retell the fable using their finished sequence. This can be done with their partner, in small groups, or with home language peers.

My Favorite Fable

- Remind students that they learned about three fables. Review the titles of the three fables.
- You may wish to show Flip Book images from each fable and go over the moral of each fable before beginning this activity.
- Have students draw a scene from their favorite fable.
- When students are finished with their pictures, have them share their picture in small groups and explain why they chose that fable.
- You may wish to group the pictures by fable and put them up around the room.



Domain Review

DR

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.

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

Review Activities

10 Sequencing “The Hare and the Tortoise” (Instructional Master DR-1)

Materials: Instructional Master DR-1; piece of paper; scissors; glue or tape

Directions: This worksheet has three pictures. They show what is happening at the beginning, middle, and end of “The Hare and the Tortoise.” Look at each picture and decide which shows the beginning, middle, and end of the fable. When you have made sure that you have them in the correct order, glue or tape them in the correct order onto a piece of paper.

As students complete their worksheets, have them retell the fable using their finished sequence.

Poster Review

Show the poster for any nursery rhyme, and have students talk about the characters, setting, and events of the nursery rhyme. Students may use their Response Cards to talk about the nursery rhyme. Then say that nursery rhyme together.

- Above and Beyond: 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.

Image Card Review

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.

On Stage

Invite small groups of students act out a nursery rhyme or fable of their choice.

Riddles for Core Content

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

[You may wish to have students hold up the Response Card that relates to the riddle.]

- 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.
 - [the mouse](#)

Teacher's Choice

Reread a particular nursery rhyme or fable in order to review important domain concepts or vocabulary, e.g., rhyme; character; beginning, middle, and end.

Moral/Fable Match

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*.

10 Part I (Instructional Master DA-1)

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

1. **Rhyme:** *Star* and *far* rhyme.
 - smiling face
2. **Fable:** A fable is a short story that teaches a lesson.
 - smiling face
3. **Character:** All characters in fables are people.
 - frowning face
4. **Nursery rhyme:** "Baa, Baa, Black Sheep" is a nursery rhyme.
 - smiling face

Directions: I am going to read more sentences using other words you have heard in the read-alouds. 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.

5. **Sweet:** Lollipops are sweet.
 - smiling face

6. **Race:** A race is something you do as slowly as you can.
 - frowning face
7. **Wonder:** When you wonder about something, you like to know more about it.
 - smiling face
8. **Alone:** To be alone means that no one is with you.
 - smiling face
9. **Frightened:** When you are frightened by something, you are *not* afraid of it.
 - frowning face
10. **Thumb:** [Wiggle your pinky.] This is my thumb.
 - frowning face

10 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 my question. Next, you will look at the three pictures in the row and decide which picture answers my question. Finally, you will circle that picture.

Note: You may wish to tell the students the names of each image in the row.

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,” what do they use to fetch water?
 - a pail
6. “Ring Around the Rosie” talks about posies. Which one is a picture of posies?
 - a bunch of flowers
7. What is the weather like in “It’s Raining, It’s Pouring”?
 - 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 and wins the race?
 - the tortoise

10 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

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

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

Enrichment

Presentation of Nursery Rhymes and Fables from Around the World

Materials: Different nursery rhymes and fables from your students' home language and culture; voice recorder (optional)

Have students present a nursery rhyme or fable from their home language. If students are too shy to present in front of the class, you can help them to record their presentation and play it for the class at a later time.

Alternatively, you may chose to say the nursery rhyme or fable and have students say the familiar parts with you.

Retelling a Fable with Puppets

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

Reread a nursery rhyme or fable, and have students act it out. Good choices for this activity include: “Ring Around the Rosie,” “Jack Be Nimble,” “Little Miss Muffet,” “One, Two, Buckle My Shoe,” and the three fables.

Domain-Related Trade Book or Student Choice

Materials: Domain-related trade books

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

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

Exploring Student Resources

Materials: Domain-related websites

Pick appropriate websites from the Internet or “Websites and Other Resources” in the Introduction for further exploration of nursery rhymes, rhyming words, fables, and morals of a story.

Videos of Fables

Materials: Short videos of fables covered in this domain

Peruse the Internet for short videos of fables covered in this domain.

Prepare some questions about the videos to ask the class.

Have students compare and contrast the videos to their related Flip Book images.

Discuss how watching a video of a fable and listening to a fable are similar and different.



Student-Created Books

Materials: Booklet for each student

Have each student make his/her own book that is a retelling of one of the fables that has been shared. As a class or with a partner, brainstorm the sequence of events: beginning, middle, and end. You may also use the Flip Book 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:

Instructional Masters for
Nursery Rhymes and Fables



1A-1



1



2



Dear Family Member,

You child will be enjoying popular nursery rhymes at school.

Below are some suggestions of activities your child can do at home to continue enjoying nursery rhymes.

1. Reciting Nursery Rhymes Together

Say or sing nursery rhymes with your child. Take turns saying the lines of the rhyme as you and your child try to memorize one nursery rhyme. Some of the nursery rhymes your child has been learning at school are on the back of this page.

2. Nursery Rhymes from Around the World

Share with your child popular nursery rhymes from your youth in your home language. Encourage your child to say the nursery rhyme with you. Your child will have a chance to present nursery rhymes in your home language to the class.

3. Personal Connections to Nursery Rhymes

Help your child make connections to the rhymes by asking questions. For example, "Do you remember the time we wanted the rain to go away so we could go to the park?" "Would you like to learn to buckle your shoe?"

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

Your child will learn the well-known saying "it's raining cats and dogs." We use this saying to describe the weather when it is raining very, very hard outside. The next time there is a big rain, remind your child of this saying.

5. Read Aloud Each Day

I have included a list of books that have nursery rhymes and fables. The library and your child's teacher may have some of these books that you can borrow.

I hope you and your child enjoy these nursery rhymes together!

Rain, Rain, Go Away



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



Trade Books

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 and illustrated by Elisa Kleven (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 and illustrated by Elisa Kleven (Penguin Group, 1999) ISBN 978-0140565485
4. *Favorite Nursery Rhymes*, illustrated by Scott Gustafson (The Greenwich Workshop Press, 2007) ISBN 0867130970
5. *Hush! A Thai Lullaby*, by Minfong Ho and illustrated by Holly Meade (Scholastic, 2000) ISBN 978-0531071663
6. *Mother Goose: A Collection of Classic Nursery Rhymes*, by Michael Hague (Henry Holt, 1988) ISBN 0805002146
7. *Mother Goose Remembers*, by Clare Beaton (Barefoot Books, 2000) ISBN 1841480738 [contains "Three Little Kittens"]
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 0394872185
10. *The Real Mother Goose*, illustrated by Blanche Fisher Wright (Scholastic, 1994) ISBN 0590225170
11. *Three Little Kittens*, by Paul Galdone (Clarion, 1988) ISBN 0899197965

Fables

12. *Aesop's Fables*, by Jerry Pinkney (Chronicle Books, 2000) ISBN 1587170000
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*, retold and illustrated by Amy Lowry Poole (Holiday House, 2000) ISBN 0823414779
15. *How the Leopard Got His Claws*, by Chinua Achebe and illustrated by Mary GrandPre (Candlewick, 2011) 978-0763648053
16. *The Lion and the Mouse*, retold and illustrated by Bernadette Watts (North-South Books, 2007) ISBN 0735821291
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 0823405648
19. *Town Mouse, Country Mouse*, by Jan Brett (Putnam Juvenile, 2003) ISBN 069811986X
20. *The Wise Fool: Fables from the Islamic World*, by Shahrukh Husain and Micha Archer (Barefoot Books, 2011) ISBN 978-1846862267



Vocabulary List for Nursery Rhymes and Fables (Part 1)

This list includes many important words your child will learn about in *Nursery Rhymes and Fables*. Try to use these words with your child in English and your native language. Next to this list are suggestions of fun ways your child can practice and use these words at home.

- ☐ rhyme
- ☐ sweet
- ☐ ashes
- ☐ ring
- ☐ character
- ☐ away
- ☐ snoring
- ☐ nimble
- ☐ tumbling
- ☐ frightened
- ☐ market
- ☐ buckle
- ☐ wish
- ☐ diamond
- ☐ wonder

Directions: Help your child pick a word from the vocabulary list. Then help your child choose an activity and do the activity with the word. Check off the box for the word. Try to practice a word a day in English and your native language.

	Draw it
	Use it in a sentence
	Find an example
	Tell a friend about it
	Act it out
	Make up a song using it

2A-1



3



4



5



6



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 _____



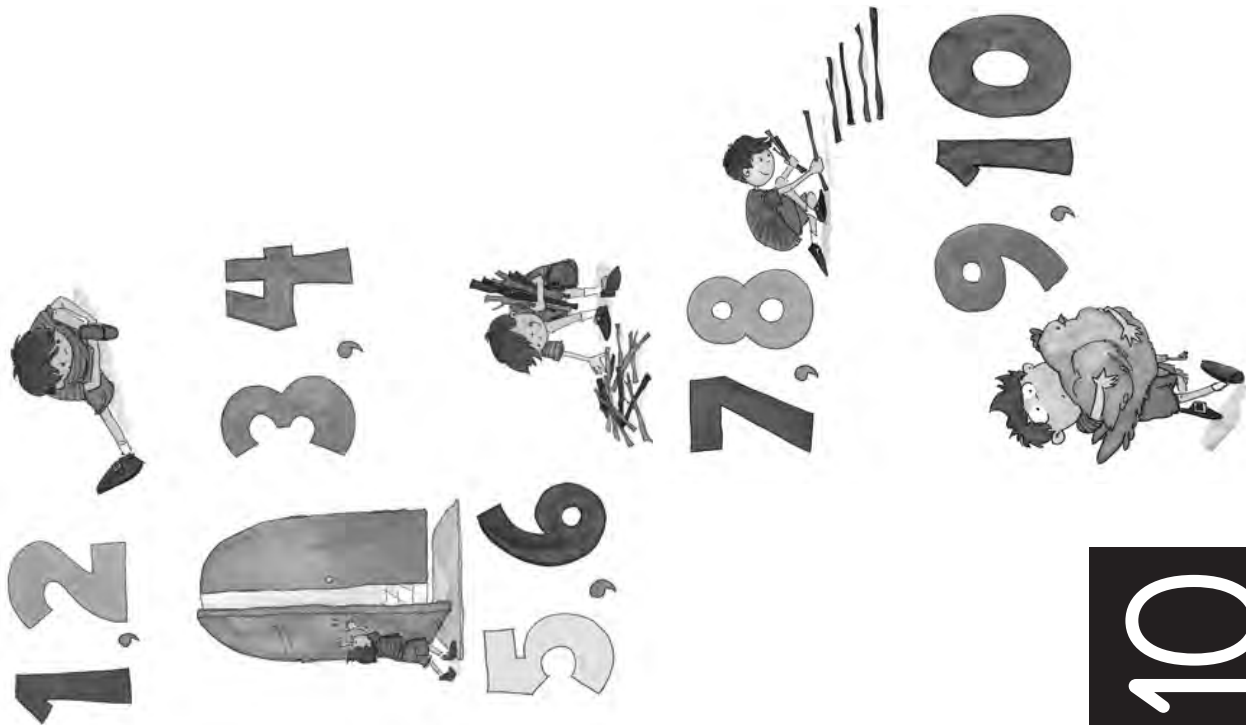
7



8



9

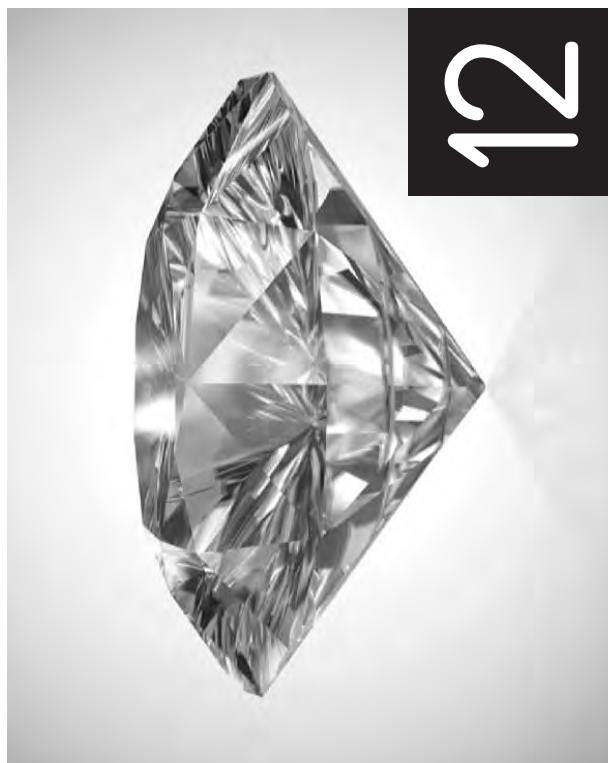


10

6A-1

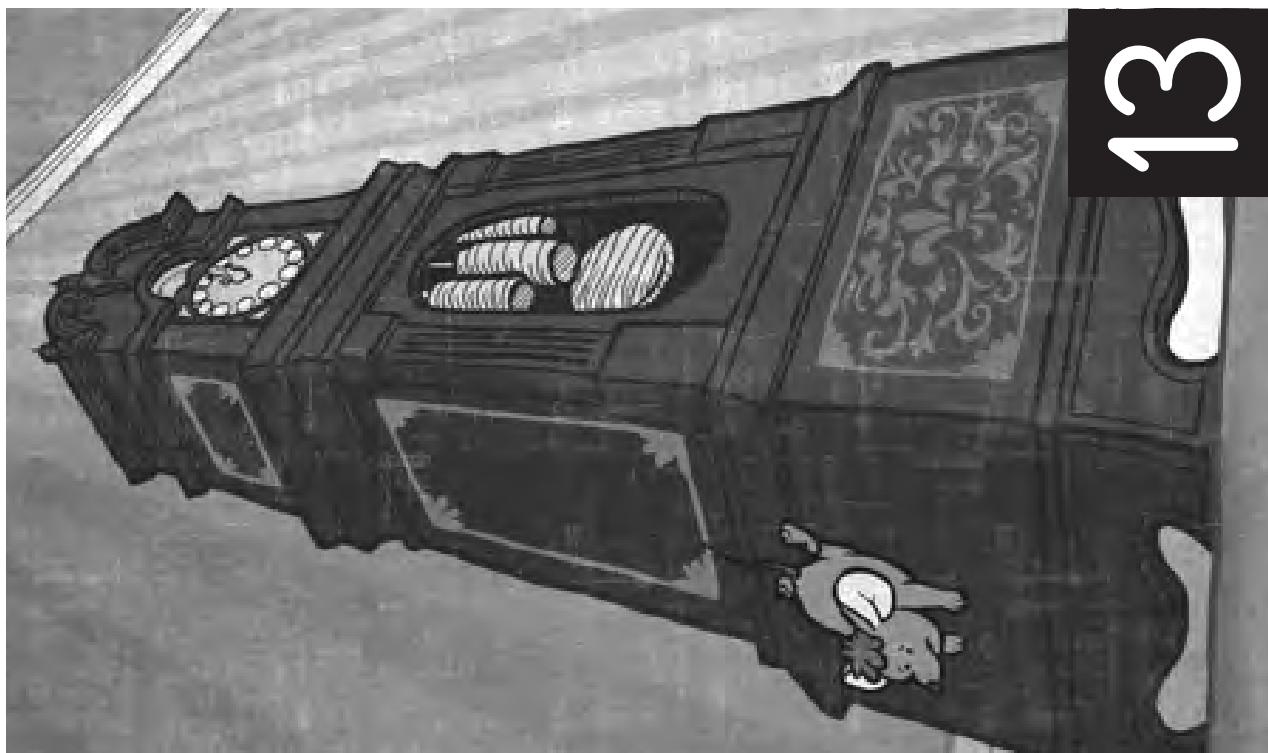


11



12

7A-1



13



14





Directions: These three pictures show events from "The Lion and the Mouse." Cut out the three pictures. Put the pictures in order to show the beginning, middle, and end of the fable. Glue or tape them in the correct order on another piece of paper.



Directions: These three pictures show events from "The Lion and the Mouse." Cut out the three pictures. Put the pictures in order to show the beginning, middle, and end of the fable. Glue or tape them in the correct order on another piece of paper.



1



2



3



Dear Family Member,

I hope your child has been having fun learning nursery rhymes. For the next part of this domain, your child will listen to three fables. Fables are very short stories that teach a lesson—called the moral of the story. Your child will hear:

- “The Lion and the Mouse”—Little friends may be great friends. (Even if someone may be small in size or young in age, s/he can still be very helpful to someone who is bigger or older.) This fable is included in this letter.
- “The Hare and the Tortoise”—Slow and steady wins the race. (If you work slowly without stopping, you can win or succeed. This is better than working very fast at the beginning and stopping without finishing.)
- “The Dog and His Reflection”—If you are greedy, you may lose everything. (If you want everything for yourself and all to yourself, you might lose what you have already.)

Below are some suggestions for activities your child can do at home to continue enjoying fables.

1. Personal Connections to Fables

Help your child make personal connections to the fables by asking questions like “Have you ever been a great friend to someone who is older or bigger than you?” “Do you remember the time you won a race?” “What happened the last time you were greedy?”

2. Fables from Around the World

Share with your child popular stories that teach a lesson from your youth in your home language. Your child will have a chance to present story in your home language.

3. Videos of Fables

You may wish to have a family “movie” night and watch videos of different fables. You can talk to your child about how the videos are the same or different from the fable s/he heard at school.

4. Read Aloud Each Day

Please continue to read more nursery rhymes and fables with your child.

I hope you and your child continue enjoying nursery rhymes and fables together throughout the school year!

The Lion and the Mouse

A Fable by Aesop

Illustrated by Gail McIntosh



One day, a little mouse was running here and there in the jungle. The mouse accidentally ran across the paw of a sleeping lion.

The angry lion awoke and caught the mouse in his great, big, furry paws.

The lion was just about to eat the mouse when the tiny creature cried out, "Please, please set me free! I promise I will return your kindness."

So the lion released the mouse.

A little while later, the mouse heard angry roars. The mouse followed the sounds and found the lion trapped in a net made of ropes.

Then the mouse remembered his promise. Even though he was scared, the mouse knew he had to keep his promise.

So using his sharp teeth, the mouse made a hole in the net to set the lion free. And so the great lion was set free by the little mouse.

The moral of this story is: Friends who are little in size can still be great friends.





Vocabulary List for Nursery Rhymes and Fables (Part 2)

This list includes many important words your child will learn about in *Nursery Rhymes and Fables*. Try to use these words with your child in English and your native language. Next to this list are suggestions of fun ways your child can practice and use these words at home.

- ☐ stocking
- ☐ sheep
- ☐ wagging
- ☐ meadow
- ☐ wool
- ☐ great
- ☐ together
- ☐ favor
- ☐ gnawing
- ☐ grateful
- ☐ boasting
- ☐ steadily
- ☐ feast
- ☐ reflection
- ☐ stream

Directions: Help your child pick a word from the vocabulary list. Then help your child choose an activity and do the activity with the word. Check off the box for the word. Try to practice a word a day in English and your native language.

	Draw it
	Use it in a sentence
	Find an example
	Tell a friend about it
	Act it out
	Make up a song using it

Directions: These three pictures show events from "The Dog and His Reflection." Cut out the three pictures. Put the pictures in order to show the beginning, middle, and end of the fable. Glue or tape them in the correct order on another piece of paper.



Directions: These three pictures show events from "The Dog and His Reflection." Cut out the three pictures. Put the pictures in order to show the beginning, middle, and end of the fable. Glue or tape them in the correct order on another piece of paper.



1



2



3

Directions: These three pictures show events from "The Hare and the Tortoise." Cut out the three pictures. Put the pictures in order to show the beginning, middle, and end of the fable. Glue or tape them in the correct order on another piece of paper.



Directions: These three pictures show events from "The Hare and the Tortoise." Cut out the three pictures. Put the pictures in order to show the beginning, middle, and end of the fable. Glue or tape them in the correct order on another piece of paper.

**1****2****3**

Directions: Listen to the two words that your teacher says. If the teacher uses the word correctly, circle the smiling face. If the teacher does not use the words correctly, circle the frowning face.

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

Directions: Listen to the two words that your teacher says. If the teacher uses the word correctly, circle the smiling face. If the teacher does not use the words correctly, circle the frowning face.

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.



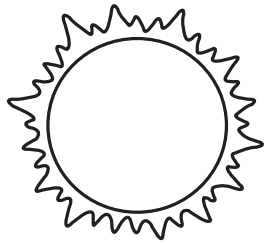
5.



6.



7.



8.



9.



10.



1.



2.



3.



4.



5.

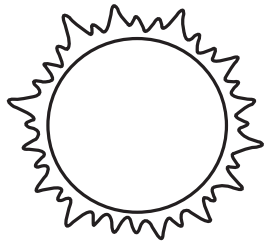


Directions: Circle the picture that answers the question about the nursery rhyme or fable.

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.

[illegible]

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

SERIES EDITOR-IN-CHIEF

E. D. Hirsch, Jr.

PRESIDENT

Linda Bevilacqua

EDITORIAL STAFF

Carolyn Gosse, Senior Editor - Preschool
Khara Turnbull, Materials Development Manager
Michelle L. Warner, Senior Editor - Listening & Learning

Mick Anderson
Robin Blackshire
Maggie Buchanan
Paula Coyner
Sue Fulton
Sara Hunt
Erin Kist
Robin Luecke
Rosie McCormick
Cynthia Peng
Liz Pettit
Ellen Sadler
Deborah Samley
Diane Auger Smith
Sarah Zelinke

DESIGN AND GRAPHICS STAFF

Scott Ritchie, Creative Director

Kim Berrall
Michael Donegan
Liza Greene
Matt Leech
Bridget Moriarty
Lauren Pack

CONSULTING PROJECT MANAGEMENT SERVICES

ScribeConcepts.com

ADDITIONAL CONSULTING SERVICES

Ang Blanchette
Dorrit Green
Carolyn Pinkerton

ACKNOWLEDGMENTS

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

CONTRIBUTORS TO EARLIER VERSIONS OF THESE MATERIALS

Susan B. Albaugh, Kazuko Ashizawa, Nancy Braier, Kathryn M. Cummings, Michelle De Groot, Diana Espinal, Mary E. Forbes, Michael L. Ford, Ted Hirsch, Danielle Knecht, James K. Lee, Diane Henry Leipzig, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Juliane K. Munson, Elizabeth B. Rasmussen, Laura Tortorelli, Rachael L. Shaw, Sivan B. Sherman, Miriam E. Vidaver, Catherine S. Whittington, Jeannette A. Williams

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright who were instrumental to the early development of this program.

SCHOOLS

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, New York City PS 26R (The Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (The Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the CKLA Pilot Coordinators Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms was critical.



CREDITS

Every effort has been taken to trace and acknowledge copyrights. The editors tender their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to insert the appropriate acknowledgment in any subsequent edition of this publication. Trademarks and trade names are shown in this publication for illustrative purposes only and are the property of their respective owners. The references to trademarks and trade names given herein do not affect their validity.

The Word Work exercises are based on the work of Beck, McKeown, and Kucan in Bringing Words to Life (The Guilford Press, 2002).

All photographs are used under license from Shutterstock, Inc. unless otherwise noted.

ILLUSTRATORS AND IMAGE SOURCES

Cover: Steve Morrison; Domain Icon: Steve Morrison; Take Home Icon: Core Knowledge Staff; Title Page: Steve Morrison; 1A-1: Shutterstock; 1B-1: Katy Cummings; 1B-2: Shutterstock; 2A-1: Steve Morrison; 2B-1: Gail McIntosh; 3A-1: Charles Peale; 3B-1: Steve Morrison; 4A-1: Gail McIntosh; 4B-1: Gail McIntosh; 5A-1: Shutterstock; 5A-2: Gail McIntosh; 5B-1: Rebecca Miller; 5B-2: Rebecca Miller; 6A-1: Julia Parker; 6B-1: Shutterstock; 6B-2: Shutterstock; 7A-1: Dustin Mackay; 7B-1: Amanda Larsen; 8A-1: Shutterstock; 8A-2: Kristin Kwan; 8B-1: Mary Parker; 9A-1: Kristin Kwan; 9A-2: Shutterstock; 9B-1: Charles Peale; 10A-1: Gail McIntosh; 10A-2: Gail McIntosh; 10A-3: Gail McIntosh; 10A-4: Gail McIntosh; 11A-1: Steve Morrison; 11A-2: Steve Morrison; 11A-3: Steve Morrison; 11A-4: Steve Morrison; 12A-1: Shutterstock; 12A-2: Shutterstock; 12A-3: Steve Morrison; 12A-4: Steve Morrison; 12A-5: Steve Morrison; 12A-6: Steve Morrison; 12A-7: Steve Morrison; 1A-1 (top): Shutterstock; 1A-1 (bottom): Katy Cummings; 1B-1 (top left): Steve Morrison; 1B-1 (top right): Gail McIntosh; 1B-1 (bottom): Rebecca Miller; 2A-1 (top): Steve Morrison; 2A-1 (bottom): Gail McIntosh; 3A-1 (top): Charles Peale; 3A-1 (bottom): Steve Morrison; 3B-1: Shutterstock; 4A-1 (top): Gail McIntosh; 4A-1 (bottom): Gail McIntosh; 5A-1 (top): Gail McIntosh; 5A-1 (bottom): Rebecca Miller; 6A-1 (star bright): Julia Parker; 6A-1 (bottom): Shutterstock; 7A-1 (top): Dustin Mackay; 7A-1 (bottom): Amanda Larsen; 8A-1 (top): Kristin Kwan; 8A-1 (bottom): Charles Peale; 9A-1 (top): Kristin Kwan; 9A-1 (bottom): Charles Peale; 10B-1: Gail McIntosh; 10B-1 (Answer Key): Gail McIntosh; 10B-2: Gail McIntosh; 12B-1: Steve Morrison; 12B-1 (Answer Key): Steve Morrison; DR-1: Steve Morrison; DR-1 (Answer Key): Steve Morrison; DA-2: Shutterstock; DA-2 (clock): Dustin Mackay; DA-2 (sun): Core Knowledge Staff; DA-2 (rain): Core Knowledge Staff; DA-2 (Answer Key): Shutterstock; DA-2 (Answer Key) (clock): Dustin Mackay; DA-2 (Answer Key) (sun): Core Knowledge Staff; DA-2 (Answer Key) (rain): Core Knowledge Staff

Regarding the Shutterstock items listed above, please note: "No person or entity shall falsely represent, expressly or by way of reasonable implication, that the content herein was created by that person or entity, or any person other than the copyright holder(s) of that content."

Amplify learning.

www.amplify.com/ckla

Domain 1: Nursery Rhymes and Fables

Tell It Again!™ Read-Aloud Supplemental Guide

Listening & Learning™ Strand
KINDERGARTEN



Core Knowledge®