

Kindergarten

Knowledge 1 | Teacher Guide

Nursery Rhymes and Fables

Kindergarten

Knowledge 1

Nursery Rhymes and Fables

Teacher Guide

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ISBN 978-1-68391-808-0

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Printed in Mexico
01 XXX 2021

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Introduction

This introduction includes the necessary background information to be used in teaching the *Nursery Rhymes and Fables* domain. The Teacher Guide for *Nursery Rhymes and Fables* contains twelve daily lessons. The first nine are composed of two distinct parts, so that the lesson may be divided into smaller chunks of time and presented at different intervals during the day. Each lesson will require a total of 60 minutes.

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

INSTRUCTIONAL MATERIALS

Along with this Teacher Guide, you will need:

- Flip Book for *Nursery Rhymes and Fables*
- Image Cards for *Nursery Rhymes and Fables*
- Activity Book for *Nursery Rhymes and Fables*
- Digital Components

Additional resources that you may wish to integrate into your classroom instruction are:

- Trade Book Guide for *A Thai Lullaby* by Mingfong Ho
- Read-Aloud Videos for *Nursery Rhymes and Fables*
- User Guide: You may wish to consult the program's User Guide throughout this unit and others for best practices and strategies on **Supporting All Learners**, including English Language Learners, Gifted/Talented Students, Dual Language Students, and Students with Disabilities.

All instructional materials can also be found on the program's digital components site.

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 about classic rhymes like "Twinkle, Twinkle, Little Star,"

“Jack and Jill,” and “Hickory, Dickory, Dock,” and characters, such as Humpty Dumpty and Little Miss Muffet. Traditional rhymes help students learn vocabulary and build phonemic awareness. By listening carefully to nursery rhymes and 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 Teacher Guide, students will also listen to some well-known fables. Listening to fables will help students identify the elements of this genre, learn new vocabulary words, and recognize different types of fiction. Reading fables to kindergarten students may also stimulate classroom discussions of values, ethics, and behavior.

The nursery rhymes and fables that students will be listening to and discussing in this unit also provide opportunities for students to build content knowledge and draw connections to the social studies subject area, though they do not explicitly teach the Texas Essential Knowledge and Skills standards for Social Studies. At times throughout the unit, you may wish to build on class discussions to support students in making cross-curricular connections to the strand of Culture from the social studies discipline.

CORE VOCABULARY FOR NURSERY RHYMES AND FABLES

The following list contains all of the core vocabulary words in *Nursery Rhymes and Fables* in the forms in which they 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. Boldfaced words in the list have an associated Word Work activity.

<p>Lesson 1 ashes ring sweet violets</p>	<p>Lesson 5 buckle market roast beef</p>	<p>Lesson 9 great lane together wool</p>
<p>Lesson 2 away pouring snoring</p>	<p>Lesson 6 diamond twinkle wish wonder</p>	<p>Lesson 10 disturbed favor gnawing grateful</p>

Lesson 3 candlestick nimble plum	Lesson 7 stockings struck	Lesson 11 feast greedy reflection stream
Lesson 4 beside fetch frightened pail tumbling	Lesson 8 haystack meadow sheep under wagging	Lesson 12 boasting darted steadily

WRITING

In this domain, students will focus on the literary genre through the retelling of nursery rhymes and fables. They will identify literary elements, including characters, main events, and moral lessons. They will practice sequencing events from the beginning, middle, and end of fables. They will compare and contrast characters from different nursery rhymes and fables to identify similarities and differences between them.

The following activities may be added to students' writing portfolios to showcase student writing within and across domains:

- Sequencing Events (Lessons 10, 11)
- Drawing Characters and/or Main Events (Lessons 2, 4, 5, 9, 10)
- Any additional writing completed during the Pausing Point, Domain Review, or Culminating Activities

1A

NURSERY RHYMES AND FABLES

Roses Are Red

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will demonstrate knowledge of distinguishing characteristics of well-known children's literature such as nursery rhymes.

✦ **TEKS K.8.A; TEKS K.8.B**

Students will share information and ideas clearly.

✦ **TEKS K.1.C**

Students will listen actively and answer questions using descriptive words to recall details of a nursery rhyme.

✦ **TEKS K.1.A**

Language

Students will demonstrate an understanding of the Tier 2 word *sweet*.

✦ **TEKS K.6.F**

FORMATIVE ASSESSMENT

Exit Pass

Written Students will answer a question about the nursery rhyme.

✦ **TEKS K.1.A**

✦ **TEKS K.8.A** Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folk tales, fables, fairy tales, and nursery rhymes; **TEKS K.8.B** Discuss rhyme and rhythm in nursery rhymes and a variety of poems; **TEKS K.1.C** Share information and ideas by speaking audibly and clearly using the conventions of language; **TEKS K.1.A** Listen actively and ask questions to understand information and answer questions using multi-word responses; **TEKS K.6.F** Respond using newly acquired vocabulary as appropriate.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud			
Domain Introduction	Whole Group	10 min.	☐ books of nursery rhymes
Core Connections			
Read-Aloud			
Purpose for Listening	Whole Group	20 min.	☐ Flip Book: 1A-1
“Roses Are Red”			
Comprehension Questions			
Word Work: <i>Sweet</i>			

ADVANCE PREPARATION

Introducing the Read-Aloud

- Gather different collections of nursery rhymes, such as *Mother Goose*, to pass around the class. The school or local library may be a good resource.

Universal Access

- You may wish to have each student bring in a book of nursery rhymes, including storybooks in their home language, and display their favorite books in the classroom throughout this domain.
- If students do not own a copy of nursery rhymes, help them locate a copy from the school or local library, or have extra books on hand for the students to use. Each day, you may wish to have one or two students recite their favorite nursery rhyme so that, by the end of this domain, every student will have shared a nursery rhyme with the class.

CORE VOCABULARY

sweet, adj. containing sugar or tasting like sugar

Example: The watermelon is very sweet and juicy.

Variation(s): sweeter, sweetest

violets, n. plants with small blue or purple flowers

Example: My grandmother grows pretty violets at her house.

Variation(s): violet

Vocabulary Chart for “Roses Are Red”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	violets		
Multiple Meaning		sweet	
Sayings and Phrases			

Lesson 1A: Roses Are Red

Introducing the Read-Aloud



Speaking and Listening: Students will demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as nursery rhymes.

✦ **TEKS K.8.A; TEKS K.8.B**

Students will share information and ideas clearly.

✦ **TEKS K.1.C**

✦ **DOMAIN INTRODUCTION (5 MIN.)** **TEKS K.8.A; TEKS K.8.B**

- Tell students that for the next few weeks, they are going to listen to many nursery rhymes.
- Explain that nursery rhymes are short poems written for young children and have been around for hundreds of years. Students’ parents and grandparents probably heard these same rhymes as young children. Some of the nursery rhymes may already be familiar to students, as well.
- Have students say the words *nursery rhymes*. Explain that these poems are called “nursery rhymes” because *nursery* is another name for a young child’s bedroom. Many children probably listened to nursery rhymes being read aloud to them while in their nurseries, perhaps before going to sleep.
- Tell students they may also hear these nursery rhymes called “Mother Goose” rhymes. Tell students that people have different opinions about whether or not Mother Goose was a real person who actually wrote these rhymes. However, this name has been associated with nursery rhymes for many years.
- Explain that words that have different beginning sounds but end with the same sounds are said to rhyme. For example, cat/hat, big/pig, coat/goat, bake/take. As students hear the nursery rhymes in this domain, they will get a lot of practice listening for words that rhyme.

✦ **TEKS K.8.A** Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy tales, and nursery rhymes; **TEKS K.8.B** Discuss rhyme and rhythm in nursery rhymes and a variety of poems; **TEKS K.1.C** Share information and ideas by speaking audibly and clearly using the conventions of language.



Check for Understanding

Thumbs Up/Thumbs Down: Nursery rhymes are short poems that children often listen to at bedtime. (*thumbs up*)

Nursery rhymes have been passed down from parents to children for hundreds of years. (*thumbs up*)

Most nursery rhymes do not use any words that rhyme. (*thumbs down*)



CORE CONNECTIONS (5 MIN.)

TEKS K.1.C

- Tell students that you are going to name a color. Say the word *red*. Ask students what comes to mind when they think of the color red. Have students share their ideas clearly.
- Say the word *blue*. Ask students what comes to mind when they think of the color blue. Have students share their ideas aloud to the class.
- Tell students that you are going to read a nursery rhyme that mentions these two colors.



ENGLISH
LANGUAGE
LEARNERS

Speaking and Listening

Exchanging Information and Ideas

Beginning

Ask students yes/no questions about the colors red and blue, and encourage them to ask their own questions using these colors.

Intermediate

Provide students with a specific sentence frame (e.g., “The sky is . . .”; “A strawberry is . . .”).

Advanced/ Advanced High

Encourage students to use content-related words in complete sentences (e.g., “Watermelon and strawberries are red.”).

ELPS 3.G



TEKS K.1.C Share information and ideas by speaking audibly and clearly using the conventions of language.

Lesson 1A: Roses Are Red

Read-Aloud



Speaking and Listening: Students will listen actively and answer questions using descriptive words to recall details of a nursery rhyme.

✦ **TEKS K.1.A**

Students will share information and ideas clearly.

✦ **TEKS K.1.C**

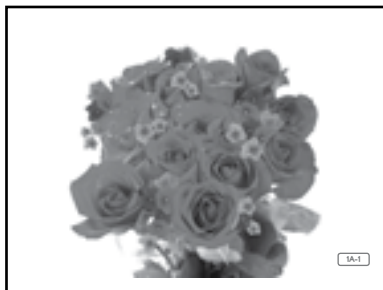
Language: Students will demonstrate an understanding of the Tier 2 word *sweet*.

✦ **TEKS K.6.F**

✦ **PURPOSE FOR LISTENING** **TEKS K.1.A**

- Listen carefully to find out exactly what things are red and what things are blue in the nursery rhyme.

“ROSES ARE RED” (5 MIN.)

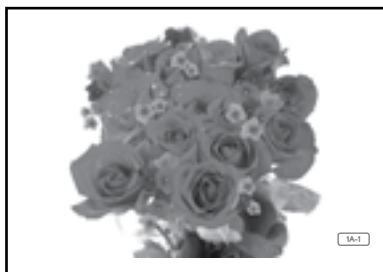


Show image 1A-1: Red roses and blue violets

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

READ IT AGAIN

[Reread the rhyme with the Guided Listening Support.]



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

Roses are red, *Roses are flowers.*
Violets are blue, *Violets are flowers also.*
Sugar is sweet, *Sweet is how sugar tastes.*
And so are you.

✦ **TEKS K.1.A** Listen actively and ask questions to understand information and answer questions using multi-word responses; **TEKS K.1.C** Share information and ideas by speaking audibly and clearly using the conventions of language; **TEKS K.6.F** Respond using newly acquired vocabulary as appropriate.

ECHO TECHNIQUE

- Teach students the echo technique.
- Say to students, “I am going to say the first line of ‘Roses Are Red.’ Then I will stop and give you a chance to echo the words. That means you will say the exact words that I said. We will continue doing this for each line of the nursery rhyme.”
- Compliment students for doing this correctly, and explain that means they were listening carefully.
- If time permits, you may move to leaving out key words—such as *red* and *blue*—for students to fill in, or you may have half of the class say one line and the other half say the next line. Playful repetition will help students learn the nursery rhyme.
- Reciting nursery rhymes is a fun transition activity that can be used throughout the day.



Check for Understanding

One-Word Answer: What is the red flower in the nursery rhyme called? (*rose*)

What is the blue flower in the nursery rhyme called? (*violet*)

Support

Show image 1A-1 again. Ask students which flowers in the image are roses, and which are violets. Ask students how they know.

COMPREHENSION QUESTIONS (10 MIN.)

TEKS K.1.A

If students have difficulty responding to questions, reread pertinent lines of the nursery rhyme and/or refer to the image. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. **Literal** What things are red and blue in the nursery rhyme? (*red roses and blue violets*)
2. **Literal** How is sugar described in the nursery rhyme? (*sweet*)

TEKS K.1.A Listen actively and ask questions to understand information and answer questions using multi-word responses.



Speaking and Listening

Exchanging Information and Ideas

Beginning

Ask students yes/no questions about times they were sweet and encourage them to ask their own questions about specific times when they or their partner were sweet.

Intermediate

Encourage students to build on what their partner has said about being sweet.

Advanced/ Advanced High

Challenge students to say something more about what their partner has said about being sweet.

ELPS 3.G

3. **Evaluative** Sweet means containing sugar or tasting like sugar. Sweet can also mean that a person is nice or kind.

When the nursery rhyme says “sugar is sweet,” what kind of sweet does this mean? (*This means that sugar tastes sweet.*)

When the nursery rhyme says “and so are you,” what kind of sweet does this mean? (*This means that you are kind.*)

[*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 it. Next, you will prompt students to discuss their responses in pairs. Finally, you will select several students to share their responses with the class. Directions to students are as follows.]

“I am going to ask you a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.” Tell students to be sure to speak clearly when they share. **TEKS K.1.C**

4. **Evaluative** *Think Pair Share*: Ask students to turn to a partner and talk about times when they have been sweet, or when someone has been sweet to them. Try to find opportunities during the day to compliment students for being sweet.



Check for Understanding

Sit Down/Stand Up: Roses and violets are colorful. (*stand up*)

Roses smell like perfume. (*stand up*)

Sugar tastes sour. (*sit down*)

TEKS K.1.C Share information and ideas by speaking audibly and clearly using the conventions of language.

WORD WORK: SWEET (5 MIN.)

1. In the nursery rhyme you heard, “Sugar is sweet.”
2. Say the word *sweet* with me.
3. *Sweet* means containing sugar or tasting like sugar.
4. Many candies are very sweet.
5. Tell me about something that you think tastes sweet. Try to use the word *sweet* when you tell me about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I think _____ tastes sweet.”]
6. What’s the word we’ve been talking about?

Use a Making Choices activity for follow-up. Designate one area of the room as the “sweet” area. Designate another as the “not sweet” area. Have students stand in a third area. Directions: *I am going to name a food. If I name something that you think is sweet, quietly and carefully walk to the “sweet” area. If I name something that you do not think is sweet, quietly and carefully walk to the “not sweet” area. If you cannot decide, move back to the starting place.* [After students have moved to show their choice, have them also verbalize it. For example, the group will say, “Sugar is sweet.” Ask students to move back to the starting place before reading the next word.]

- sugar (*Sugar is sweet.*)
- pepper (*Pepper is not sweet.*)
- raisins (*Raisins are sweet.*)
- chocolate cake (*Chocolate cake is sweet.*)
- broccoli (*Broccoli is not sweet.*)
- a piece of toast (*A piece of toast is not sweet.*)
- mustard (*Mustard is not sweet.*)
- apple (*An apple is sweet.*)

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

~~~~~  
End Lesson  
~~~~~

1B

NURSERY RHYMES AND FABLES

Ring Around the Rosie

PRIMARY FOCUS OF LESSON

Reading

Students will identify characteristics of nursery rhymes.

✦ **TEKS K.8.A; TEKS K.8.B**

Students will use descriptive words to recall details of a nursery rhyme.

✦ **TEKS K.5.G**

Students will discuss how the author uses words that help the reader visualize.

✦ **TEKS K.9.D**

Language

Students will demonstrate understanding of the multiple meaning word *ring*.

✦ **TEKS K.6.F**

Reading

Students will identify characteristics of nursery rhymes.

✦ **TEKS K.6.B; TEKS K.8.A; TEKS K.8.B**

FORMATIVE ASSESSMENT

Exit Pass

Written Students will answer a question about the nursery rhyme.

✦ **TEKS K.6.B**

✦ **TEKS K.8.A** Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes; **TEKS K.8.B** Discuss rhyme and rhythm in nursery rhymes and a variety of poems; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.9.D** Discuss with adult assistance how the author uses words that help the reader visualize; **TEKS K.6.F** Respond using newly acquired vocabulary as appropriate; **TEKS K.6.B** Provide an oral, pictorial, or written response to a text.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud			
What Have We Already Learned?	Whole Group	5 min.	☐ Flip Book: 1B-1
Essential Background Information or Terms			
Read-Aloud			
Purpose for Listening	Whole Group	15 min.	
“Ring Around the Rosie”			
Comprehension Questions			
Word Work: <i>Ring</i>			
Application			
On Stage	Whole Group	10 min.	☐ notecards ☐ drawing tools
Take-Home Material			
Family Letter			☐ Activity Page 1.1

ADVANCE PREPARATION

Application

- Provide a notecard for each student to complete the Exit Pass.

Universal Access

- You may wish to have each student bring in their own book of nursery rhymes, including storybooks in their home language, and display their favorite books in the classroom throughout this domain. If students do not own a copy of nursery rhymes, help them locate a copy from the school or local library. Each day, you may wish to have one or two students recite their

favorite nursery rhyme so that, by the end of this domain, every student will have shared a nursery rhyme with the class.

CORE VOCABULARY

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

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

Variation(s): ash

ring, v. to make a circle around

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

Variation(s): rang, ringing, rung

Vocabulary Chart for “Ring Around the Rosie”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		ashes	
Multiple Meaning		ring	
Sayings and Phrases	fall down		

Lesson 1B: Ring Around the Rosie

Introducing the Read-Aloud



Reading: Students will identify characteristics of nursery rhymes.

✦ **TEKS K.8.A; TEKS K.8.B**

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

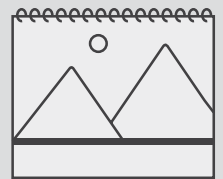
Show image 1B-1: Children playing “Ring Around the Rosie”

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

ESSENTIAL BACKGROUND INFORMATION OR TERMS

- Tell students that nursery rhymes often have tunes, or songs, that go along with them.
- Ask students if they can think of any nursery rhymes that can also be sung.
- Explain that singing often helps us remember things better and makes learning more fun.
- Tell students they will learn to say and sing “Ring Around the Rosie.”

Flip Book 1B-1



✦ **TEKS K.8.A** Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy tales, and nursery rhymes; **TEKS K.8.B** Discuss rhyme and rhythm in nursery rhymes and a variety of poems.

Lesson 1B: Ring Around the Rosie

Read-Aloud



Reading: Students will use descriptive words to recall details of a nursery rhyme.

✦ **TEKS K.5.G**

Students will discuss how the author uses words that help the reader visualize.

✦ **TEKS K.9.D**

Language: Students will demonstrate understanding of the multiple meaning word *ring*.

✦ **TEKS K.6.F**

PURPOSE FOR LISTENING

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

“RING AROUND THE ROSIE” (5 MIN.)



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

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

READ IT AGAIN

[Reread the rhyme with the Guided Listening Support.]



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

Ring around the rosie, *Ring means to make a circle around.*
A pocket full of posies; *Posies are flowers.*
Ashes, ashes, *Ashes are what is left when something burns.*
We all fall down.

Support

A ring can also be a type of jewelry worn on the finger.

✦ **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.9.D** Discuss with adult assistance how the author uses words that help the reader visualize; **TEKS K.6.F** Respond using newly acquired vocabulary as appropriate.

ECHO TECHNIQUE

- Say to students, “I am going to say the first line of ‘Ring Around the Rosie.’ Then I will stop and give you a chance to echo the words. That means you will say the exact words that I said. We will continue doing this for each line of the rhyme.”
- Compliment students for doing this correctly, and explain that means that they were listening carefully.



Check for Understanding **TEKS K.9.D**

Sit Down/Stand Up: Rhyming words like “rosie” and “posie” make the nursery rhyme fun to sing or say. Tell students that words help us to visualize, or picture, what the rhyme is about. (*stand up*)

Actions like joining hands and falling down help us remember the rhyme. (*stand up*)

This rhyme uses colors to help us imagine what the flowers look like. (*sit down*)

COMPREHENSION QUESTIONS (5 MIN.)

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

1. **Literal** What does the nursery rhyme describe the children as doing? (*falling down*)
2. **Inferential** What are posies? (*a small bunch of flowers*)
3. **Literal** Where does the nursery rhyme say the posies are? (*in the pockets*)
4. **Evaluative** What do “Roses Are Red” and “Ring Around the Rosie” have in common? (*Answers may vary, but both are about flowers. The second rhyme is different because it has actions and a tune.*)

TEKS K.9.D Discuss with adult assistance how the author uses words that help the reader visualize.

Support

Show image 1A-1 again. Ask students what they see in the picture, reinforcing that *posies* is another word for *flowers*.



**ENGLISH
LANGUAGE
LEARNERS**

Reading

Exchanging Information and Ideas

Beginning

Ask students yes/no questions about the similarities and differences between the two nursery rhymes.

Intermediate

Encourage students to build on what was said about the two nursery rhymes.

Advanced/ Advanced High

Challenge students to say something more about what their classmates have said about the two nursery rhymes.

ELPS 3.G

WORD WORK: RING (5 MIN.)

1. In the nursery rhyme you heard, “Ring around the rosie.”
2. Say the word *ring* with me.
3. *Ring* means to make a circle around.
4. Small houses ring the lake.
5. Tell about something that might ring around something else. Try to use the word *ring* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “ _____ rings around . . .”]
6. What’s the word we’ve been talking about?

Use a Making Choices activity for follow-up. [Tell students the word *ring* has multiple meanings. Share the following with students.]

Meaning #1: ring—to make a circle around

Meaning #2: ring—a type of jewelry worn on the finger

Meaning #3: ring—to call someone on the telephone

I am going to read several sentences. Listen to the context in the sentence for clues as to which meaning is being used. When you think a sentence is an example of Meaning #1, hold up one finger. When you think a sentence is an example of Meaning #2, hold up two fingers. When you think a sentence is an example of Meaning #3, hold up three fingers.

- I will give you a ring tomorrow to see if you can come over to play. (#3)
- Let’s make a ring around the tree. (#1)
- My mother wears a diamond ring. (#2)
- The boats ring the shore waiting for the fisherman to come. (#1)
- I wanted to buy a green ring, but it didn’t fit me. (#2)

Lesson 1B: Ring Around the Rosie

Application



Reading: Students will identify characteristics of nursery rhymes.

TEKS K.6.B; TEKS K.8.A; TEKS K.8.B

ON STAGE

- Tell students that many nursery rhymes, like this one, are fun to act out. You may also want to remind students that this nursery rhyme is often sung.
- Stand up, form a large circle, and join hands. [This may be done inside or outside.] I am going to sing the rhyme this time. Walk around in a circle until you hear, “We all fall down!” When you hear these words, sit down gently and quickly.
- Repeat the rhyme and group actions, and invite students to join you in singing the nursery rhyme.
- Compliment students for doing this correctly, and explain that means they were listening carefully.



Exit Pass

Students will draw a picture on a notecard to answer the following question: “How are ‘Roses Are Red’ and ‘Ring Around the Rosie’ similar?”

End Lesson



**ENGLISH
LANGUAGE
LEARNERS**

Speaking and Listening

Listening Actively

Beginning

Ask students simple yes/no questions (e.g., “When the rhyme says ‘fall down,’ will we sit down?”).

Intermediate

Provide students with a specific sentence frame (e.g., “When the rhyme says ‘ring around,’ we will . . .”).

Advanced/ Advanced High

Encourage students to use content-related words in complete sentences (e.g., “When the rhyme says ‘we all fall down,’ we will all sit down quickly.”).

ELPS 2.C

TEKS K.6.B Provide an oral, pictorial, or written response to a text; **TEKS K.8.A** Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy tales, and nursery rhymes; **TEKS K.8.B** Discuss rhyme and rhythm in nursery rhymes and a variety of poems.

Lesson 1B: Ring Around the Rosie

Take-Home Material

FAMILY LETTER

- Send home Activity Page 1.1.

2A

NURSERY RHYMES AND FABLES

Rain, Rain, Go Away

PRIMARY FOCUS OF LESSON

Reading

Students will identify the features of a main character in a nursery rhyme.

✦ **TEKS K.5.E; TEKS K.7.B**

Students will identify the main character in a nursery rhyme.

✦ **TEKS K.7.B**

Students will discuss rhyme in a nursery rhyme.

✦ **TEKS K.8.B**

Foundational Skills

Students will identify and generate rhyming words.

✦ **TEKS K.2.A.i**

FORMATIVE ASSESSMENT

Exit Pass

Written Students will draw the main character of the nursery rhyme.

✦ **TEKS K.7.B**

✦ **TEKS K.5.E** Make connections to personal experiences, ideas in other texts, and society with adult assistance; **TEKS K.7.B** Identify and describe the main character(s); **TEKS K.8.B** Discuss rhyme and rhythm in nursery rhymes and a variety of poems; **TEKS K.2.A.i** Demonstrate phonological awareness by: identifying and producing rhyming words.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud			
Essential Background Information or Terms	Whole Group	10 min.	☐ Flip Book: 2A-1
Read-Aloud			
Purpose for Listening	Whole Group	20 min.	
“Rain, Rain, Go Away”			
Comprehension Questions			
Rhyming Words			

ADVANCE PREPARATION

Universal Access

- You may wish to collect some books and short videos about weather to share with students.

CORE VOCABULARY

away, adv. not here

Example: The sun is very far away.

Variation(s): none

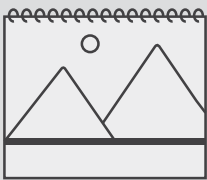
Vocabulary Chart for “Rain, Rain, Go Away”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		away	
Multiple Meaning			
Sayings and Phrases	go away come again		

Lesson 2A: Rain, Rain, Go Away

Introducing the
Read-Aloud

Flip Book 2A-1

ENGLISH
LANGUAGE
LEARNERSSpeaking and
Listening

Offering Opinions

Beginning

Provide students with sentence frames using a small set of learned phrases (e.g., “When it rains, I like to...”).

Intermediate

Provide students with sentence frames using an expanded set of learned phrases (e.g., “When it rains, I like to play board games with my sister or listen to music on the radio.”).

**Advanced/
Advanced High**

Provide minimal support and guidance for open responses.

ELPS 3.G

TEKS K.5.E; TEKS K.7.B
ESSENTIAL BACKGROUND INFORMATION OR TERMS (10 MIN.)


- Tell students that the person a nursery rhyme is about is called the main character.
- Explain to students that they should look for details about the main character in this nursery rhyme and others that they read.
- Tell students that small details will often help us understand what the main character sees, thinks, and feels, as well as how he or she looks, sounds, and acts.

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

- Ask students what is happening in this picture.
- Tell students that the next nursery rhyme they are going to hear takes place during a rainy day. Ask students how they feel when it rains. Ask them what kinds of things they like to do on rainy days, and what kinds of things they are not able to do when it is raining.

**Check for Understanding**

Recall: What is the person a nursery rhyme is about called? (*the main character*)


TEKS K.5.E Make connections to personal experiences, ideas in other texts, and society with adult assistance; **TEKS K.7B** Identify and describe the main character(s).

Lesson 2A: Rain, Rain, Go Away

Read-Aloud



Reading: Students will identify the main character in a nursery rhyme.

✚ **TEKS K.7.B**

Students will discuss rhyme in a nursery rhyme.

✚ **TEKS K.8.B**

Foundational Skills: Students will identify and generate rhyming words.

✚ **TEKS K.2.A.i**

PURPOSE FOR LISTENING

- Listen carefully to identify the main character.

“RAIN, RAIN, GO AWAY” (5 MIN.)



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

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

READ IT AGAIN

Reread the rhyme with the Guided Listening Support.



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

Rain, rain, go away, **Away means not here.**
Come again some other day.
Little Johnny wants to play,
Rain, rain, go away.

✚ **TEKS K.7.B** Identify and describe the main character(s); **TEKS K.8.B** Discuss rhyme and rhythm in nursery rhymes and a variety of poems; **TEKS K.2.A.i** Demonstrate phonological awareness by: identifying and producing rhyming words.

ECHO TECHNIQUE

- Say to students, “I am going to say the first line of ‘Rain, Rain, Go Away.’ Then I will stop and give you a chance to echo the words. That means you will say the exact words that I said. We will continue doing this for each line of the rhyme.”
- Compliment students for doing this correctly, and explain that means that they were listening carefully.



Check for Understanding

Thumbs Up/Thumbs Down: The main character in this nursery rhyme is the rain. (*thumbs down*)

The main character is Johnny. (*thumbs up*)

Support

Tell students that we can say that the nursery rhyme is about Johnny, or that Johnny is the main character in the nursery rhyme, or the person the rhyme is talking about.

COMPREHENSION QUESTIONS (10 MIN.)

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 upon students’ responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. **Literal** Who is this nursery rhyme about? (*Johnny*)
2. **Inferential** What does Johnny tell the rain to do? (*go away*) Why? (*He wants to play.*)
3. **Inferential** What does it mean when Johnny says, “Come again another day”? (*Don’t rain today; rain another day.*)
4. **Evaluative** Why does Johnny talk to the rain? (*Answers may vary, but may include that it makes him feel better; he is pretending; he is saying his thoughts aloud.*)
 - **Evaluative** Can the rain hear Johnny? (*no*)

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

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

5. **Evaluative** How does Johnny feel about the rain? (*He doesn't like the rain because he can't play.*) How do you know? (*He tells the rain to go away.*)



Exit Pass

Have students draw a picture of the main character in the nursery rhyme to show how he feels about the rain.



RHYMING WORDS (5 MIN.)

TEKS K.8.B

- 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).
- I am going to reread the first two lines of “Rain, Rain, Go Away” and I want you to listen for rhyming words.
- Rain, rain, go away,
Come again some other day.
- What are the rhyming words? (*away, day*)
- Now I am going to reread the next two lines and I want you to listen for words that rhyme.
- Little Johnny wants to play,
Rain, rain, go away.
- What are the rhyming words? (*play, away*)
- Reread the nursery rhyme, but leave out the second word of each rhyming pair for students to fill in.
- Ask students if they can think of other words that rhyme with *away, day,* and *play*.

End Lesson



TEKS K.8.B Discuss rhyme and rhythm in nursery rhymes and a variety of poems.



ENGLISH
LANGUAGE
LEARNERS

Speaking and Listening

Exchanging Information and Ideas

Beginning

Reframe questions as simple yes/no questions (e.g., “Does Johnny like the rain?”).

Intermediate

Provide students sentence frames using an expanded set of learned phrases (e.g., “We know Johnny doesn’t like the rain because he . . .”).

Advanced/ Advanced High

Provide minimal support and guidance for open responses.

ELPS 2.C

2B

NURSERY RHYMES AND FABLES

It's Raining,
It's Pouring

PRIMARY FOCUS OF LESSON

Reading

- ✦ Students will make connections to a read-aloud text. **TEKS K.5.E**

Speaking and Listening

Students will share information and ideas by speaking audibly and clearly.

- ✦ **TEKS K.1.C**

Reading

Students will identify the main character in a nursery rhyme.

- ✦ **TEKS K.7.B**

Foundational Skills

Students will identify and generate rhyming words.

- ✦ **TEKS K.2.A.i**

Reading

Students will discuss how the author uses words that help the reader visualize.

- ✦ **TEKS K.9.D**

Writing

Students will draw the main characters in two nursery rhymes.

- ✦ **TEKS K.6.B; TEKS K.6.E; TEKS K.7.B**

FORMATIVE ASSESSMENT

Drawing Activity

Drawing a Main Character Students will draw the main character in two nursery rhymes.

- ✦ **TEKS K.6.B; TEKS K.6.E; TEKS K.7.B**

- ✦ **TEKS K.5.E** Make connections to personal experiences, ideas in other texts, and society with adult assistance; **TEKS K.1.C** Share information and ideas by speaking audibly and clearly using the conventions of language; **TEKS K.7.B** Identify and describe the main character(s); **TEKS K.2.A.i** Demonstrate phonological awareness by: identifying and producing rhyming words; **TEKS K.9.D** Discuss with adult assistance how the author uses words that help the reader visualize; **TEKS K.6.B** Provide an oral, pictorial, or written response to a text; **TEKS K.6.E** Interact with sources in meaningful ways such as illustrating or writing.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud			
What Have We Already Learned?	Whole Group	5 min.	<input type="checkbox"/> Activity Page 2.1
Read-Aloud			
Purpose for Listening	Whole Group	10 min.	<input type="checkbox"/> Flip Book: 2B-1
“It’s Raining, It’s Pouring”			
Comprehension Questions			
Application			
Sayings and Phrases: It’s Raining Cats and Dogs	Whole Group Independent	15 min.	<input type="checkbox"/> paper <input type="checkbox"/> drawing tools
Drawing Main Characters Activity			

ADVANCE PREPARATION

Introducing the Read-Aloud

- Prepare Activity Page 2.1 for Recitation Assessment.

Note to Teacher

- You may find the lyrics to “It’s Raining, It’s Pouring” on the Internet or in many nursery rhyme anthologies.
- You may wish to set aside time throughout the day to have students recite a nursery rhyme individually. Use Activity Page 2.1 to record assessment.

Application

- Help students fold their paper in half for Drawing Main Characters Activity.

Universal Access

- 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.

CORE VOCABULARY

pouring, v. raining very hard

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 “It’s Raining, It’s Pouring”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		snoring	
Multiple Meaning		pouring	
Sayings and Phrases			

Lesson 2B: It's Raining, It's Pouring

Introducing the Read-Aloud



✦ **Reading:** Students will make connections to a read-aloud text. **TEKS K.5.E**

✦ **Speaking and Listening:** Students will share information and ideas by speaking audibly and clearly. **TEKS K.1.C**

✦ **WHAT HAVE WE ALREADY LEARNED? (5 MIN.)** **TEKS K.1.C; TEKS K.5.E**

- Have a student or a group of students recite “Rain, Rain, Go Away.” Tell students to make connections to the previous read-aloud, in which Johnny wanted the rain to go away.
- Have students think back to a time when they wanted the rain to stop so they could play outside. Invite volunteers to share their experiences. Encourage students to speak clearly when sharing.
- 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 Activity Page 2.1. Model for students how to recite the rhymes clearly and audibly at every opportunity.

✦ **TEKS K.5.E** Make connections to personal experiences, ideas in other texts, and society with adult assistance; **TEKS K.1.C** Share information and ideas by speaking audibly and clearly using the conventions of language.

Lesson 2B: It's Raining, It's Pouring

Read-Aloud



Reading: Students will identify the main character in a nursery rhyme.

✦ **TEKS K.7.B**

Foundational Skills: Students will identify and generate rhyming words.

✦ **TEKS K.2.A.i**

PURPOSE FOR LISTENING

- Tell students you are going to read another nursery rhyme about rain. Tell students to listen carefully to identify the main character.

“IT’S RAINING, IT’S POURING” (5 MIN.)



Show image 2B-1: Old man in bed

Recite the lyrics that you prepared in advance to “It’s Raining, It’s Pouring” aloud to students.

READ IT AGAIN

Reread the rhyme with the Guided Listening Support.



Show image 2B-1: Old man in bed

Recite the lyrics to “It’s Raining, It’s Pouring” aloud to students again, this time defining pouring *pouring means raining very hard* and snoring *snoring is a noise made while sleeping* as you recite.

ENGLISH
LANGUAGE
LEARNERS



Speaking and
Listening

Presenting

Beginning

Read the rhyme, pausing after each line to have students repeat it after you.

Intermediate

Read the rhyme, leaving out key phrases. Pause so students can complete the unfinished phrases.

Advanced/

Advanced High

Provide minimal support and guidance for recitation of the rhyme.

ELPS 3.H

✦ **TEKS K.7.B** Identify and describe the main character(s); **TEKS K.2.A.i** Demonstrate phonological awareness by: identifying and producing rhyming words.

ECHO TECHNIQUE

- Explain that this nursery rhyme is often sung.
- Say to students, “I am going to sing the first line of ‘It’s Raining, It’s Pouring.’ Then, I will stop and give you a chance to echo. That means you will sing the exact words that I sang. We will continue doing this for each line of the rhyme.”
- Compliment students for doing this correctly, and explain that means they were listening carefully.

COMPREHENSION QUESTIONS (5 MIN.)

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 upon the students’ responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. **Inferential** Can the events of this nursery rhyme really happen? (yes) Why? (Answers may vary, but may include that it can rain; an old man can snore; and an old man can bump his head.)
2. **Evaluative** Say a pair of words that rhyme in “It’s Raining, It’s Pouring.” (pouring/snoring/morning and bed/head)
3. **Literal** How would you describe the weather in this nursery rhyme? (rainy) Was it just a light, drizzling rain, or was it raining heavily? (raining heavily, pouring rain)



Check for Understanding

Recall: Who is the main character? (*the old man*)

What do you know about the character in this nursery rhyme?
(*He’s old; he’s snoring; he bumped his head.*)

Lesson 2B: It's Raining, It's Pouring

Application



Reading: Students will discuss how the author uses words that help the reader visualize the text.

✦ **TEKS K.9.D**

Writing: Students will draw the main characters in two nursery rhymes.

✦ **TEKS K.6.B; TEKS K.6.E; TEKS K.7.B**

SAYINGS AND PHRASES (5 MIN.)

✦ **It's Raining Cats and Dogs** **TEKS K.9.D**

- Tell students that idioms are phrases that have a different meaning than the meanings of the individual words.
- It is important to help students understand the difference between the literal meanings of the words and their implied or figurative meanings.
- Ask students if they have ever heard anyone say “It’s raining cats and dogs.” This phrase is another way of saying that it is raining very hard or pouring. It does not mean that cats and dogs are falling from the sky!
- Say it with me: “It’s raining cats and dogs.” Tell students to visualize, or imagine, cats and dogs falling from the sky like rain.
- Instead of saying, “I got soaked when I went outside because it was pouring,” you could say, “I got soaked when I went outside because it was raining cats and dogs.”
- Ask students if they have ever seen it raining cats and dogs or been outside when it was raining cats and dogs? [Have students give examples using the saying.]
- Any day that it is pouring or “raining cats and dogs,” be sure to use the saying to describe the weather.

✦ **TEKS K.9.D** Discuss with adult assistance how the author uses words that help the reader visualize; **TEKS K.6.B** Provide an oral, pictorial, or written response to a text; **TEKS K.6.E** Interact with sources in meaningful ways such as illustrating or writing; **TEKS K.7.B** Identify and describe the main character(s).

Support

Tell students that pouring means raining very hard. Explain that snoring is a noise made while sleeping.

**ENGLISH
LANGUAGE
LEARNERS**



Speaking and Listening

Analyzing Language Choices

Beginning

Recognize that “it’s raining hard” and “it’s raining cats and dogs” produce a different effect by asking a yes/no question about the phrase.

Intermediate

Help students decide which phrase is more descriptive by asking guided questions.

Advanced/

Advanced High

Help students recognize why proverbs are used by asking them which phrase is more descriptive and why.

ELPS 3.B



Check for Understanding

One-Phrase Answer: When might you use the phrase *it's raining cats and dogs*? (*when it is raining very hard or pouring*)

DRAWING MAIN CHARACTERS ACTIVITY (10 MIN.)

- Have students fold a sheet of paper in half.
- Tell them they will draw the main character from “Rain, Rain, Go Away” on one side of the paper and the main character from “It’s Raining, It’s Pouring” on the other side.
- Students may use pencils, crayons, or markers to color their drawings. Encourage them to use as much detail as possible in the time allotted to describe how the main character looks, feels, and thinks.

End Lesson

3A

NURSERY RHYMES AND FABLES

Jack Be Nimble

PRIMARY FOCUS OF LESSON

Reading

Students will describe the main events in a nursery rhyme.

✦ **TEKS K.7.C**

Language

Students will demonstrate an understanding of the terms *candlestick* and *candle jumping*.

✦ **TEKS K.6.F**

Reading

Students will identify the main character in a nursery rhyme.

✦ **TEKS K.7.B**

Students will discuss rhyme in nursery rhymes.

✦ **TEKS K.8.B**

Language

Students will demonstrate understanding of the Tier 2 word *nimble*.

✦ **TEKS K.6.F**

Foundational Skills

Students will identify and generate rhyming words.

✦ **TEKS K.2.A.i**

FORMATIVE ASSESSMENT

Exit Pass

Oral Students will generate a pair of rhyming words using “Jack Be Nimble.”

✦ **TEKS K.2.A.i**

- ✦ **TEKS K.7.C** Describe the elements of plot development including the main events, the problem, and the resolution for texts read aloud with adult assistance; **TEKS K.6.F** Respond using newly acquired vocabulary as appropriate; **TEKS K.7.B** Identify and describe the main character(s); **TEKS K.8.B** Discuss rhyme and rhythm in nursery rhymes and a variety of poems; **TEKS K.2.A.i** Demonstrate phonological awareness by: identifying and producing rhyming words.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud			
Essential Background Information or Terms	Whole Group	5 min.	<input type="checkbox"/> candlestick
Read-Aloud			
Purpose for Listening	Whole Group	15 min.	<input type="checkbox"/> Flip Book: 3A-1
“Jack Be Nimble”			
Comprehension Questions			
Word Work: <i>Nimble</i>			
Application			
On Stage	Whole Group	10 min.	<input type="checkbox"/> small, safe, objects for students to jump over

ADVANCE PREPARATION

Introducing the Read-Aloud

- Bring in a candlestick to show students. Be sure that it is an appropriate size for them to jump over. You may also bring a candle to put in it.
- Please note this activity may not be appropriate for all students. Alternatively, you may wish to bring in a picture of a candlestick.

Application

- Bring in small, safe, household objects for students to jump over. Examples might include a brick, hockey stick, or toothpick.

Universal Access

- 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.

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

Vocabulary Chart for “Jack Be Nimble”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		nimble candlestick	
Multiple Meaning			
Sayings and Phrases	jump over		

Lesson 3A: Jack Be Nimble

Introducing the Read-Aloud



Reading: Students will describe the main events of a nursery rhyme.

✦ **TEKS K.7.C**

Language: Students will demonstrate an understanding of the terms *candlestick* and *candle jumping*.

✦ **TEKS K.6.F**

ESSENTIAL BACKGROUND INFORMATION OR TERMS (5 MIN.)

- Ask students if they know how to jump. Have them jump while standing in place.
- Tell students they are going to read a nursery rhyme about a boy who jumps over a candlestick.
- Show students the candlestick you brought from home and place it in the center of the room while you explain the origins of the nursery rhyme.
- Explain that this nursery rhyme depicts a traditional game in England called candle jumping, or candle leaping, that has been around since the 1600s. That is about 400 years ago!
- This game was dangerous because the flame was lit and might catch someone's clothes on fire, particularly a girl or woman wearing a long skirt.
- Candle jumping is too dangerous to do at school or at home, but we can pretend to play the game with an unlit candlestick.
- Have students line up and take turns jumping over the candlestick.

✦ **TEKS K.7.C** Describe the elements of plot development including the main events, the problem, and the resolution for texts read aloud with adult assistance; **TEKS K.6.F** Respond using newly acquired vocabulary as appropriate.

Lesson 3A: Jack Be Nimble

Read-Aloud



Reading: Students will identify the main character in a nursery rhyme.

✦ **TEKS K.7.B**

Students will describe the main events in a nursery rhyme.

✦ **TEKS K.7.C**

Students will discuss rhyme in nursery rhymes.

✦ **TEKS K.8.B**

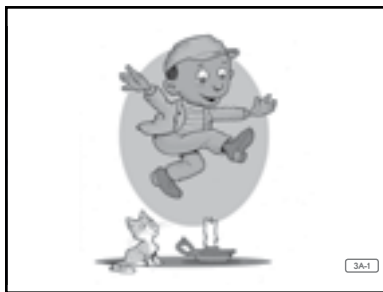
Language: Students will demonstrate understanding of the Tier 2 word *nimble*.

✦ **TEKS K.6.F**

PURPOSE FOR LISTENING

- Tell students you are going to read a nursery rhyme about a character who jumps over something. Tell them to listen carefully to find out who the main character is.

“JACK BE NIMBLE” (5 MIN.)



Show image 3A-1: Jack jumping over candlestick

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

READ IT AGAIN

[Reread the rhyme with Guided Listening Support]



Show image 3A-1: Jack jumping over candlestick

Jack be nimble, Nimble means able to move quickly and easily
Jack be quick,
Jack jump over
The candlestick A candlestick is a holder for a candle.

✦ **TEKS K.7.B** Describe and describe the main character(s); **TEKS K.7.C** Describe the elements of plot development including the main events, the problem, and the resolution for texts read aloud with adult assistance; **TEKS K.8.B** Discuss rhyme and rhythm in nursery rhymes and a variety of poems; **TEKS K.6.F** Respond using newly acquired vocabulary as appropriate.

ECHO TECHNIQUE

- Say to students, “I am going to say the first line of ‘Jack Be Nimble.’ Then I will stop and give you a chance to echo. That means you will say the exact words that I said. We will continue doing this for each line of the rhyme.”
- Compliment students for doing this correctly, and explain that means they were listening carefully.



Check for Understanding **TEKS K.8.B**

Thumbs Up/Thumbs Down: Do the words *quick* and *candlestick* rhyme? (*thumbs up*)

A candlestick is a holder for a candle. (*thumbs up*)

There is not a main character in this nursery rhyme. (*thumbs down*)

COMPREHENSION QUESTIONS (5 MIN.)

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 upon the students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. **Literal** Who is the main character in this nursery rhyme? (*Jack*)
2. **Inferential** Why does Jack need to be quick? (*Jumping is a quick action; if the candle were lit, he wouldn't want to get burned.*)
3. **Inferential** What is the main event, or main thing that happens, in this nursery rhyme? (*Jack jumping over the candlestick*)
4. **Evaluative** Why do you think Jack jumps over the candlestick? (*It's fun to jump over things; he wants to prove he can; candle jumping was a traditional game that was thought to bring good luck.*)

Support

Tell students we can say the nursery rhyme is about Jack, or that Jack is the main character, or the person the rhyme is talking about.

TEKS K.8.B Discuss rhyme and rhythm in nursery rhymes and a variety of poems.



Speaking and
Listening

Exchanging Information
and Ideas

Beginning

Reframe questions as simple yes/no questions (e.g., “Is the dancer nimble?”).

Intermediate

Provide students with a specific sentence frame (e.g., “I was nimble when I . . .”).

**Advanced/
Advanced High**

Encourage students to use key details in complete sentences (e.g., “I was nimble when I jumped out of the way to avoid stepping on my cat.”).

ELPS 1.A; ELPS 3.G

WORD WORK: NIMBLE (5 MIN.)

1. In the nursery rhyme you heard, “Jack be nimble.”
2. Say the word *nimble* with me.
3. *Nimble* means able to move quickly and easily.
4. As the dancer jumped and twirled, we were amazed by how nimble she was.
5. Tell about a time when you or someone you know was nimble. Try to use the word *nimble* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I think _____ was nimble when _____.”]
6. What’s the word we’ve been talking about?

Use a Making Choices activity for follow-up. I am going to read a sentence. If I describe someone or something that is nimble, then say nimble. If I describe someone or something that is not nimble, then say not nimble.

- A soccer player takes the ball down field, weaving around players before scoring a goal. (*nimble*)
- My little brother is learning to walk and falls down often. (*not nimble*)
- An elephant plods through the brush looking for food. (*not nimble*)
- Lillyanna jumps over the mud puddle to avoid getting her shoes wet. (*nimble*)
- The gymnast performs a difficult series of jumps, flips, and cartwheels. (*nimble*)

Lesson 3A: Jack Be Nimble

Application



Reading: Students will discuss rhyme in nursery rhymes.

✦ **TEKS K.8.B**

Language: Students will demonstrate understanding of the Tier 2 word *nimble*.

✦ **TEKS K.6.F**

Foundational Skills: Students will identify and generate rhyming words.

✦ **TEKS K.2.A.i**

ON STAGE

- Tell students that they are going to dramatize, or act out, this nursery rhyme.
- Choose a volunteer to act out the nursery rhyme by jumping over a small, safe, classroom object. The best objects are objects that rhyme with *quick* and have a similar syllable count, e.g., “little stick,” “hockey stick,” “big red brick,” “a toothpick.”
- As the student jumps over the object, the rest of the class may recite the nursery rhyme, inserting the student’s name in place of Jack’s name and the classroom object in place of the candlestick. For example, “Madison be nimble, Madison be quick, Madison jump over the hockey stick.”
- Congratulate students, being sure to use the word *nimble*: “That was a very nimble jump!”



Check for Understanding

Recall: Ask students to demonstrate an action to show what *nimble* means.



✦ Exit Pass **TEKS K.8.B**

Have students generate a pair of rhyming words from “Jack Be Nimble.” (*candlestick/quick/brick/trick, jump/bump/dump*)

End Lesson

✦ **TEKS K.8.B** Discuss rhyme and rhythm in nursery rhymes and a variety of poems; **TEKS K.6.F** Respond using newly acquired vocabulary as appropriate; **TEKS K.2.A.i** Demonstrate phonological awareness by: identifying and producing rhyming words.

3B

NURSERY RHYMES AND FABLES

Little Jack Horner

PRIMARY FOCUS OF LESSON

Reading

Students will identify details in a nursery rhyme.

✦ **TEKS K.6.D**

Speaking and Listening

Students will identify the main character in a nursery rhyme.

✦ **TEKS K.7.B**

Students will describe the main events in a nursery rhyme.

✦ **TEKS K.7.C**

Foundational Skills

Students will identify and generate rhyming words.

✦ **TEKS K.2.A.i**

Reading

Students will discuss rhyme in nursery rhymes.

✦ **TEKS K.8.B**

FORMATIVE ASSESSMENT

Exit Pass

Oral Students will generate a pair of rhyming words using “Little Jack Horner.”

✦ **TEKS K.2.A.i**

✦ **TEKS K.6.D** Retell texts in ways that maintain meaning; **TEKS K.7.B** Identify and describe the main character(s); **TEKS K.7.C** Describe the elements of plot development including the main events, the problem, and the resolution for texts read aloud with adult assistance; **TEKS K.2.A.i** Demonstrate phonological awareness by: identifying and producing rhyming words; **TEKS K.6.D** Retell texts in ways that maintain meaning; **TEKS K.8.B** Discuss rhyme and rhythm in nursery rhymes and a variety of poems.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud			
What Have We Already Learned?	Whole Group	5 min.	☐ Activity Page 2.1
Read-Aloud			
Purpose for Listening	Whole Group	15 min.	☐ Flip Book: 3B-1
“Little Jack Horner”			
Comprehension Questions			
Rhyming Words			
Application			
On Stage	Whole Group	10 min.	☐ chairs

ADVANCE PREPARATION

Introducing the Read-Aloud

- Prepare Activity Page 2.1 for Recitation Assessment.

Note to Teacher

- You may wish to set aside time throughout the day to have students recite a nursery rhyme individually. Use Activity Page 2.1 to record assessment.

Application

- Have students move their chairs to different corners of the room to prepare for the On Stage activity.

Universal Access

- 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.

CORE VOCABULARY

plum, n. a small red, blue, purple, green, or yellow fruit

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

Variation(s): plums

Vocabulary Chart for “Little Jack Horner”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	plum		
Multiple Meaning			
Sayings and Phrases			put in pulled out good boy

Lesson 3B: Little Jack Horner

Introducing the Read-Aloud



Reading: Students will identify details in a nursery rhyme.

TEKS K.6.D

WHAT HAVE WE ALREADY LEARNED (5 MIN.)

- Ask students if they remember the nursery rhyme “Jack Be Nimble.” Students may recite this nursery rhyme individually, as a small group, or as a class.
- Have students identify details in the nursery rhyme.
- During the course of this domain, find an opportunity to assess each student’s ability to recite a nursery rhyme that has been taught, using Activity Page 2.1.



**ENGLISH
LANGUAGE
LEARNERS**

Speaking and Listening

Presenting

Beginning

Read the rhyme, pausing after each line to have students repeat it after you.

Intermediate

Read the rhyme, leaving out key phrases. Pause so students can complete the unfinished phrases.

Advanced/ Advanced High

Provide minimal support and guidance for recitation of the rhyme.

ELPS 3.B

Activity Page 2.1



TEKS K.6.D Retell texts in ways that maintain meaning.

Lesson 3B: Little Jack Horner

Read-Aloud



Speaking and Listening: Students will identify the main character in a nursery rhyme.

✦ **TEKS K.7.B**

Students will describe the main events in a nursery rhyme.

✦ **TEKS K.7.C**

Foundational Skills: Students will identify and generate rhyming words.

✦ **TEKS K.2.A.i**

Reading: Students will discuss rhyme in nursery rhymes.

✦ **TEKS K.8.B**

PURPOSE FOR LISTENING

- Tell students you are going to read a nursery rhyme about a character who eats something.
- Tell them to listen carefully to identify the main character and events in the nursery rhyme.

“LITTLE JACK HORNER” (5 MIN.)



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

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

READ IT AGAIN

[Reread the rhyme with the Guided Listening Support.]



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, *A plum is a small fruit.*
And said, “What a good boy am I!”

✦ **TEKS K.7.B** Identify and describe the main character(s); **TEKS K.7.C** Describe the elements of plot development including the main events, the problem, and the resolution for texts read aloud with adult assistance; **TEKS K.2.A.i** Demonstrate phonological awareness by: identifying and producing rhyming words; **TEKS K.8.B** Discuss rhyme and rhythm in nursery rhymes and a variety of poems.

ECHO TECHNIQUE

- Say to students, “I am going to say the first line of ‘Little Jack Horner.’ Then I will stop and give you a chance to echo. That means you will say the exact words that I said. We will continue doing this for each line of the rhyme.”
- Compliment students for doing this correctly, and explain that means they were listening carefully.



Check for Understanding

One-Word Answer: What does Jack pull out of the pie? (*plum*)

Who is the main character? (*Jack*)

COMPREHENSION QUESTIONS (5 MIN.)

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 upon the students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. **Literal** What is Little Jack Horner doing in this nursery rhyme? (*sitting in the corner, eating pie*)
2. **Literal** What does Little Jack Horner put in the pie? (*his thumb*)
3. **Literal** What does Jack find in his pie? (*a plum*)
4. **Literal** What does Little Jack Horner say? (“*What a good boy am I!*”)

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

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



Speaking and
Listening

Exchanging Information
and Ideas

Beginning

Ask students yes/no questions about whether the events in the nursery rhyme could really happen (e.g., “Could you sit in a corner?”).

Intermediate

Encourage students to build on what the previous student has said about whether the events in the nursery rhyme could really happen.

Advanced/

Advanced High

Challenge students to say something more about what the previous student has said about whether the events in the nursery rhyme could really happen.

ELPS 3.G

5. **Evaluative** What events or things in this nursery rhyme can really happen? (*You can sit in a corner; you can eat pie; you can pull out a plum with your thumb.*)

RHYMING WORDS (5 MIN.)

TEKS K.8.B

- 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).
- I am going to reread the first two lines of “Little Jack Horner” and I want you to listen for rhyming words.
- Little Jack Horner
Sat in a corner,
- What are the rhyming words? (*Horner, corner*)
- Now I am going to read two more lines and I want you to listen for words that rhyme.
- He put in his thumb,
And pulled out a plum,
- What are the rhyming words? (*thumb, plum*)
- Now I am going to read two more lines and I want you to listen for words that rhyme.
- Eating his Christmas pie;
And said, “What a good boy am I!”
- What are the rhyming words? (*pie, I*)
- Reread the nursery rhyme, but leave out the second word of each rhyming pair for students to fill in.
- If time permits, ask students if they can think of other words that rhyme with *plum* and *pie*.

TEKS K.8.B Discuss rhyme and rhythm in nursery rhymes and a variety of poems.

Lesson 3B: Little Jack Horner

Application



Speaking and Listening: Students will describe the main events in a nursery rhyme.

TEKS K.7.C

Foundational Skills: Students will identify and generate rhyming words.

TEKS K.2.A.i

ON STAGE

- Teach students gestures for acting out “Little Jack Horner.” If possible, have students move their chairs to the corners of the room.
- I am going to read “Little Jack Horner.” This time, when I read, “Little Jack Horner/Sat in a corner,/Eating his Christmas pie,” you should pretend to eat pie.
- Have students tell what happens next. Tell students, “When I read, ‘He put in his thumb,/And pulled out a plum,’ you should pretend to put a thumb in the pie and then hold it up to look at the plum.”
- Have students share what the boy says at the end of the nursery rhyme. Tell students, “When I read, ‘And said . . .,’ you should say, ‘What a good boy am I!’ (The girls will say, ‘What a good girl am I!’)”
- Reread the nursery rhyme for students to dramatize.



Exit Pass

Have students generate a pair of rhyming words from “Little Jack Horner” (*thumb/plum/numb/dumb; pie/I/my/why/by*).

End Lesson

TEKS K.7.C Describe the elements of plot development including the main events, the problem, and the resolution for texts read aloud with adult assistance; **TEKS K.2.A.i** Demonstrate phonological awareness by: identifying and producing rhyming words.

4A

NURSERY RHYMES AND FABLES

Jack and Jill

PRIMARY FOCUS OF LESSON

Reading

Students will make predictions about the events in a nursery rhyme.

✦ **TEKS K.5.C**

Students will confirm or correct predictions about the events in a nursery rhyme.

✦ **TEKS K.5.C**

Students will describe the main events in a nursery rhyme.

✦ **TEKS K.7.C**

Language

Students will demonstrate understanding of the Tier 2 word *fetch*.

✦ **TEKS K.6.F**

FORMATIVE ASSESSMENT

Exit Pass

Written Students will draw the main events in “Jack and Jill.”

✦ **TEKS K.7.C**

✦ **TEKS K.5.C** Make and confirm predictions using text features and structures with adult assistance; **TEKS K.7.C** Describe the elements of plot development including the main events, the problem, and the resolution for texts read aloud with adult assistance; **TEKS K.6.F** Respond using newly acquired vocabulary as appropriate.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud			
Essential Background Information or Terms	Whole Group	5 min.	<input type="checkbox"/> Flip Book: 4A-1
Read-Aloud			
Purpose for Listening	Whole Group	25 min.	<input type="checkbox"/> paper <input type="checkbox"/> drawing tools
“Jack and Jill”			
Comprehension Questions			
Word Work: <i>Fetch</i>			

ADVANCE PREPARATION

Universal Access

- 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.

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

Vocabulary Chart for “Jack and Jill”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		tumbling fetch pail	
Multiple Meaning			
Sayings and Phrases	pail of water fell down		

Lesson 4A: Jack and Jill

Introducing the Read-Aloud



Reading: Students will make predictions about the events in a nursery rhyme.

✦ **TEKS K.5.C**

✦ **ESSENTIAL BACKGROUND INFORMATION OR TERMS (5 MIN.)** **TEKS K.5.C**

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

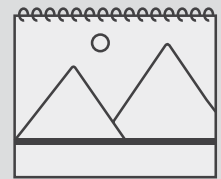
- Explain to students that to make a prediction means to make a statement about what they think will happen. They might use clues from the title, picture, or text to make their predictions.
- Ask students what is happening in this picture. Have them predict what the next nursery rhyme will be about.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



Check for Understanding

Thumbs Up/Thumbs Down: When we make a prediction, we use details and information to make a good guess about an event or outcome. (*thumbs up*)

Flip Book 4A-1



**ENGLISH
LANGUAGE
LEARNERS**

Speaking and Listening

Exchanging Information and Ideas

Beginning

Ask students yes/no questions to predict what might happen in the nursery rhyme (e.g., “Do you think Jack and Jill are playing a game?”).

Intermediate

Encourage students to build on what the previous student has said about what will happen in the nursery rhyme.

Advanced/ Advanced High

Challenge students to say something more about the previous student’s prediction.

ELPS 3.G

✦ **TEKS K.5.C** Make and confirm predictions using text features and structures with adult assistance.

Lesson 4A: Jack and Jill

Read-Aloud



Reading: Students will confirm or correct predictions about the events in a nursery rhyme.

✚ **TEKS K.5.C**

Students will describe the main events in a nursery rhyme.

✚ **TEKS K.7.C**

Language: Students will demonstrate understanding of the Tier 2 word *fetch*.

✚ **TEKS K.6.F**

PURPOSE FOR LISTENING

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

“JACK AND JILL” (10 MIN.)



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

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

READ IT AGAIN

[Reread the rhyme with the Guided Listening Support.]



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

Jack and Jill went up the hill
To fetch *To fetch means to get a bucket.* a
pail of water;
Jack fell down and broke his crown *Jack fell
down and hurt his head. The word crown
means the top of the head.*
And Jill came tumbling after. *Tumbling
means falling.*

Support

A crown can also be something made of gold or silver and worn on a king or queen's head.

✚ **TEKS K.5.C** Make and confirm predictions using text features and structures with adult assistance; **TEKS K.7.C** Describe the elements of plot development including the main events, the problem, and the resolution for texts read aloud with adult assistance; **TEKS K.6.F** Respond using newly acquired vocabulary as appropriate.

ECHO TECHNIQUE

- Say to students, “ I am going to say the first line of ‘Jack and Jill.’ Then I will stop and give you a chance to echo. That means you will say the exact words that I said. We will continue doing this for each line of the rhyme.”
- Compliment students for doing this correctly, and explain that means they were listening carefully.



Check for Understanding

Making Choices: Did Jack hurt his head or his leg when he fell down? (*his head*)

COMPREHENSION QUESTIONS (10 MIN.)

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 upon the students’ responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. **Literal** Who are the characters in this nursery rhyme? (*Jack and Jill*)
2. **Inferential** What two other nursery rhymes that we’ve heard have a character named Jack? (*“Jack Be Nimble,” “Little Jack Horner”*)
3. **Literal** What do Jack and Jill do? (*They go up the hill to fetch a pail of water.*)



Check for Understanding **TEKS K.5.C**

Recall: Were your predictions about the nursery rhyme correct? Why or why not? (*Answers may vary.*)

Support

Characters are the people or animals in the nursery rhyme.

Support

Where do Jack and Jill go? (*up a hill*)

What happens? (*Jack falls down and breaks his crown. Jill comes tumbling down the hill.*)



**ENGLISH
LANGUAGE
LEARNERS**

Speaking and Listening

Exchanging Information and Ideas

Beginning

Reframe questions as simple yes/no questions (e.g., “Was your prediction correct?”).

Intermediate

Provide students with a specific sentence frame (e.g., “I predicted that . . .”).

Advanced/ Advanced High

Encourage students to use key details in complete sentences (e.g., “I predicted that Jack and Jill would bump into each other as they tumbled down the steep hill.”).

ELPS 2.C; ELPS 3.G

TEKS K.5.C Make and confirm predictions using text features and structures with adult assistance.

WORD WORK: FETCH (5 MIN.)

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

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

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

Complete Remainder of the Lesson Later in the Day



Exit Pass

Have students draw the main events in “Jack and Jill.”

End Lesson

4B

NURSERY RHYMES AND FABLES

Little Miss Muffet

PRIMARY FOCUS OF LESSON

Reading

Students will make predictions about the events in a nursery rhyme.

✦ **TEKS K.5.C**

Students will describe the main events in a nursery rhyme.

✦ **TEKS K.7.C**

Students will make inferences.

✦ **TEKS K.5.F**

Language

Students will demonstrate understanding of the Tier 2 word *frightened*.

✦ **TEKS K.6.F**

FORMATIVE ASSESSMENT

Exit Pass

Written Students will draw the main events in “Little Miss Muffet.”

✦ **TEKS K.7.C**

✦ **TEKS K.5.C** Make and confirm predictions using text features and structures with adult assistance; **TEKS K.7.C** Describe the elements of plot development including the main events, the problem, and the resolution for texts read aloud with adult assistance; **TEKS K.5.F** make inferences and use evidence to support understanding with adult assistance; **TEKS K.6.F** Respond using newly acquired vocabulary as appropriate.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud			
What Have We Already Learned?	Whole Group	10 min.	<input type="checkbox"/> Flip Book: 4B-1
Essential Background Information or Terms			
Read-Aloud			
Purpose for Listening	Whole Group	20 min.	<input type="checkbox"/> paper <input type="checkbox"/> drawing tools
“Little Miss Muffet”			
Comprehension Questions			
Word Work: <i>Frightened</i>			

ADVANCE PREPARATION

Universal Access

- Consider bringing in cottage cheese for students to see or taste.

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

CORE VOCABULARY

beside, adv. next to, at the side of

Example: I sat beside my friend at lunch.

Variation(s): none

frightened, v. scared

Example: The big dog frightened me.

Variation(s): frighten, frightens, frightening

Vocabulary Chart for “Little Miss Muffet”

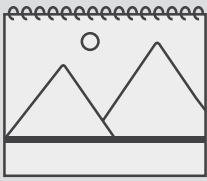
Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		beside frightened	
Multiple Meaning			
Sayings and Phrases	curds and whey sat down		

Lesson 4B: Little Miss Muffet



Introducing the Read-Aloud

Flip Book 4B-1

ENGLISH
LANGUAGE
LEARNERSSpeaking and
ListeningExchanging Information
and Ideas**Beginning**

Ask students yes/no questions to predict what might happen in the nursery rhyme (e.g., “Is Little Miss Muffet eating something?”).

Intermediate

Encourage students to build on what the previous student has said about what will happen in the nursery rhyme.

**Advanced/
Advanced High**

Challenge students to say something more about the previous student’s prediction.

ELPS 3.G

Reading: Students will make predictions about the events in a nursery rhyme.

✦ **TEKS K.5.C**

✦ **WHAT HAVE WE ALREADY LEARNED? (5 MIN.)** **TEKS K.5.C**

- Remind students that they made predictions about “Jack and Jill.” Tell them they are going to make a prediction about another nursery rhyme called “Little Miss Muffet.”

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

Check for Understanding

Recall: What is a prediction? (*an informed guess made about an event or outcome*)

- Remind students that they might use clues from the title, picture, or text to make their predictions.
- Ask students what is happening in this picture. Have them predict what the next nursery rhyme will be about.
- Tell students that they will confirm or correct their predictions after they read.

ESSENTIAL BACKGROUND INFORMATION OR TERMS (5 MIN.)

- Ask students if they have ever seen or eaten cottage cheese.
- Explain that “curds and whey” is an old-fashioned name for cottage cheese. Ask them to repeat the phrase “curds and whey.” Curds are the white clumps of cheese, and “whey” is the liquid they are in. (You may want to bring in cottage cheese for students to see or taste. **Note:** Be sure to check with your school’s policy regarding food distribution and allergies.)
- Ask students if they know what a tuffet is. Ask them to repeat the word *tuffet*. Explain that a tuffet is a low seat, such as a stool.

✦ **TEKS K.5.C** Make and confirm predictions using text features and structures with adult assistance.

- Ask students if they have ever seen a spider, and have them describe what the spider looked like.
- Ask students to turn to their neighbor and share what they know about spiders and how they feel about them. Have two to three students share their responses with the class.

Lesson 4B: Little Miss Muffet

Read-Aloud



Speaking and Listening: Students will describe the main events in a nursery rhyme.

✦ **TEKS K.7.C**

Reading: Students will make inferences.

✦ **TEKS K.5.F**

Language: Students will demonstrate an understanding of the Tier 2 word *frightened*.

✦ **TEKS K.6.F**

PURPOSE FOR LISTENING

- Tell students that you are now going to read a nursery rhyme about Little Miss Muffet. Tell students to listen carefully to find out whether or not their predictions are correct.

“LITTLE MISS MUFFET” (5 MIN.)



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

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

READ IT AGAIN

[Reread the rhyme with the Guided Listening Support.]



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

Little Miss Muffet
Sat on a tuffet, *A tuffet is a low stool.*
Eating her curds and whey; *or eating her cottage cheese*
Along came a spider,
Who sat down beside her *or next to her*
And frightened Miss Muffet away.
frightened means scared.

✦ **TEKS K.7.C** Describe the elements of plot development including the main events, the problem, and the resolution for texts read aloud with adult assistance; **TEKS K.5.F** make inferences and use evidence to support understanding with adult assistance; **TEKS K.6.F** Respond using newly acquired vocabulary as appropriate.

ECHO TECHNIQUE

- Say to students, “I am going to say the first line of ‘Little Miss Muffet.’ Then I will stop and give you a chance to echo. That means you will say the exact words that I said. We will continue doing this for each line of the rhyme.”
- Compliment students for doing this correctly, and explain that means they were listening carefully.



Check for Understanding

Stand Up/Sit Down: Little Miss Muffet and the spider are the main characters in the nursery rhyme. (*stand up*)

COMPREHENSION QUESTIONS (10 MIN.)

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 upon students’ responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. **Literal** What is Little Miss Muffet doing? (*sitting on a tuffet, eating curds and whey*)
2. **Literal** What happens while Little Miss Muffet is eating? (*a spider comes along and sits down beside her*)
3. **Inferential** How does Little Miss Muffet feel about spiders? (*They frighten/scare her.*) How do you know? (*When the spider sat down beside Miss Muffet, she went away.*) **TEKS K.5.F**

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

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

TEKS K.5.F Make inferences and use evidence to support understanding with adult assistance.



Speaking and Listening

Exchanging Information and Ideas

Beginning

Ask students yes/no questions about things that frighten them (e.g., “Are you frightened by spiders?”).

Intermediate

Provide students with a specific sentence frame (e.g., “I am frightened when . . .”).

Advanced/ Advanced High

Encourage students to use key details in complete sentences (e.g., “I am frightened when I hear thunder at night.”).

ELPS 2.C; ELPS 3.G

4. **Evaluative** Can the events in this nursery rhyme really happen? Why or why not? (*Yes, because a girl can sit and eat, and a spider can come and frighten her.*)

WORD WORK: FRIGHTENED (5 MIN.)

Note to Teacher: Please be aware that discussing the things that are frightening may be upsetting to some students.

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

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

- A spider sits down beside you.
- A dog barks at you.
- Your mom gives you a hug.
- You hear a strange noise in the hallway.
- You go to your best friend’s house for dinner.



Exit Pass

Have students draw the main events in “Little Miss Muffet.”

End Lesson

NURSERY RHYMES AND FABLES

This Little Pig Went to Market

PRIMARY FOCUS OF LESSON

Reading

Students will identify animals as typical characters in nursery rhymes.

✦ **TEKS K.8.A**

Students will describe the main events in a nursery rhyme.

✦ **TEKS K.7.C**

Language

Students will demonstrate an understanding of the Tier 1 word *market*.

✦ **TEKS K.6.F**

FORMATIVE ASSESSMENT

Exit Pass

Oral Have students identify the main events in the nursery rhyme.

✦ **TEKS K.7.C**

✦ **TEKS K.8.A** Demonstrate knowledge of distinguishing characteristics of well-known children's literature, such as folktales, fables, fairy tales, and nursery rhymes; **TEKS K.7.C** Describe the elements of plot development including the main events, the problem, and the resolution for texts read aloud with adult assistance; **TEKS K.6.F** Respond using newly acquired vocabulary as appropriate.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud			
What Have We Already Learned?	Whole Group	5 min.	☐ Flip Book: 5A-1
Read-Aloud			
Purpose for Listening	Whole Group	25 min.	☐ Flip Book: 5A-2
“This Little Pig Went to Market”			
Comprehension Questions			
Word Work: <i>Market</i>			

ADVANCE PREPARATION

Universal Access

- Consider bringing in books about pigs to share with students. You may find appropriate selections in the local or school library.

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

Vocabulary Chart for “This Little Pig Went to Market”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary			market (<i>mercado</i>)
Multiple Meaning			
Sayings and Phrases	roast beef		

Lesson 5A: This Little Pig Went to Market

Introducing the
Read-Aloud

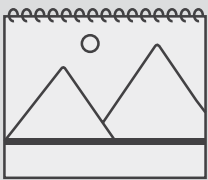
Reading: Students will identify animals as typical characters in nursery rhymes.

TEKS K.8.A

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)
Show image 5A-1: Pig

- Explain that nursery rhymes often use animals as main characters. Remind students that they have already read about a spider. Tell students they will read a nursery rhyme about pigs next.
- Ask the following questions:
 - What do you see in this picture?
 - What kinds of things do pigs do?
 - What do pigs eat?
 - Where do pigs live?
 - Have you ever seen a real pig? What do pigs look like?

Flip Book 5A-1



**ENGLISH
LANGUAGE
LEARNERS**



Speaking and
Listening

Exchanging Information
and Ideas

Beginning

Reframe questions as simple yes/no questions (e.g., “Do pigs usually live on farms?”).

Intermediate

Provide students with a specific sentence frame (e.g., “In this picture, I see . . .”).

**Advanced/
Advanced High**

Encourage students to use key details in complete sentences (e.g., “Pigs are big, pink farm animals with curly tails.”).

ELPS 3.G

TEKS K.8.A Demonstrate knowledge of distinguishing characteristics of well-known children’s literature, such as folktales, fables, fairy tales, and nursery rhymes.

Lesson 5A: This Little Pig Went to Market

Read-Aloud



Reading: Students will describe the main events in a nursery rhyme.

✦ **TEKS K.7.C**

Language: Students will demonstrate an understanding of the Tier 1 word *market*.

✦ **TEKS K.6.F**

PURPOSE FOR LISTENING

- Tell students that you are going to share a nursery rhyme about pigs. Tell them to listen carefully to identify the main events in the nursery rhyme.

“THIS LITTLE PIG WENT TO MARKET” (10 MIN.)

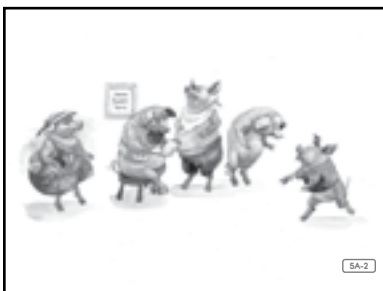


Show image 5A-2: Five pigs

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

READ IT AGAIN

[Reread the rhyme with the Guided Listening Support.]



Show image 5A-2: Five pigs

This little pig went to market, *A market is a place to buy and sell things.*
This little pig stayed home;
This little pig had roast beef, *This little pig ate some meat.*
This little pig had none,
And this little pig cried, “Wee-wee-wee,”
all the way home.

✦ **TEKS K.7.C** Describe the elements of plot development including the main events, the problem, and the resolution for texts read aloud with adult assistance; **TEKS K.6.F** Respond using newly acquired vocabulary as appropriate.

ECHO TECHNIQUE

- Tell students, “I am going to say the first line of ‘This Little Pig Went to Market.’ Then I will stop and give you a chance to echo. That means you will say the exact words that I said. We will continue doing this for each line of the rhyme.”
- Explain that the rhyme is usually counted out on a child’s toes, each line corresponding to a different toe, starting with the big toe. Have students repeat the rhyme touching each finger on one hand for each line, starting with the thumb.
- Compliment students for doing this correctly, and explain that means they were listening carefully.



Check for Understanding

One-Word Answer: How many pigs does the nursery rhyme tell us about? (*five*)

COMPREHENSION QUESTIONS (10 MIN.)

If students have difficulty responding to questions, reread pertinent lines of the nursery rhyme and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding upon the students’ responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

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

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

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

3. **Evaluative** Could this nursery rhyme really happen, or is it make-believe? (*make-believe*) How do you know? (*Pigs don't go to the market or talk.*)



Exit Pass

Have students orally identify the main events in the nursery rhyme.

WORD WORK: MARKET (5 MIN.)

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

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

- a grocery store (*That's a market.*)
- someone's home (*That's not a market.*)
- school (*That's not a market.*)
- a fruit and vegetable stand (*That's a market.*)
- the playground (*That's not a market.*)
- a bakery (*That's a market.*)

End Lesson



ENGLISH
LANGUAGE
LEARNERS

Speaking and Listening

Exchanging Information and Ideas

Beginning

Reframe questions as simple yes/no questions (e.g., "Could this nursery rhyme really happen?").

Intermediate

Provide students with a specific sentence frame (e.g., "This nursery rhyme could/could not happen because . . .").

Advanced/ Advanced High

Encourage students to use key details in complete sentences (e.g., "This nursery rhyme could not happen because pigs can't talk or go to the market.").

ELPS 3.G

5B

NURSERY RHYMES AND FABLES

One, Two, Buckle
My Shoe

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will identify and generate rhyming words.

✦ **TEKS K.2.A.i**

Reading

Students will describe the main events in a nursery rhyme.

✦ **TEKS K.7.C**

Writing

Students will draw the events in a nursery rhyme.

✦ **TEKS K.6.D; TEKS K.6.E**

FORMATIVE ASSESSMENT

Drawing Activity

Drawing the Read-Aloud Students will identify the main events in the nursery rhyme in a drawing.

✦ **TEKS K.6.D; TEKS K.6.E**

✦ **TEKS K.2.A.i** Demonstrate phonological awareness by: identifying and producing rhyming words; **TEKS K.7.C** Describe the elements of plot development including the main events, the problem, and the resolution for texts read aloud with adult assistance; **TEKS K.6.D** Retell texts in ways that maintain meaning; **TEKS K.6.E** Interact with sources in meaningful ways such as illustrating or writing.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud			
What Have We Already Learned?	Whole Group	5 min.	
Read-Aloud			
Purpose for Listening	Whole Group	15 min.	☐ Flip Book: 5B-1–5B-2
“One, Two, Buckle My Shoe”			
Comprehension Questions			
Rhyming Words			
Application			
Drawing Activity	Independent	10 min.	☐ paper ☐ drawing tools

ADVANCE PREPARATION

Introducing the Read-Aloud

- Prepare a number chart to support all learners with the activity.

Universal Access

- You may wish to bring in an assortment of belts, shoes, and other items with buckles such as a backpack. Give students a chance to try to buckle and unbuckle the items.

CORE VOCABULARY

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

Example: Be sure to always buckle your seat belt.

Variation(s): buckles, buckled, buckling

Vocabulary Chart for “One, Two, Buckle My Shoe”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary			
Multiple Meaning		buckle	
Sayings and Phrases			

Lesson 5B: One, Two, Buckle My Shoe

Introducing the Read-Aloud



Foundational Skills: Students will identify and generate rhyming words.

TEKS K.2.A.i

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Have students count to ten with you, touching a finger on each hand as you say a number. Repeat several times to practice fluency in counting; provide variety by clapping as you say each number, stomping your foot, jumping, etc.
- Ask students to think of words that rhyme with the number words (e.g., four/door/more; six/mix/tricks.)



Check for Understanding

Thumbs Up/Thumbs Down: Does the word *shoe* rhyme with *eight*? (*thumbs down*)

Does the word *tree* rhyme with *three*? (*thumbs up*)

Does the word *fix* rhyme with *six*? (*thumbs up*)

Does the word *dog* rhyme with *four*? (*thumbs down*)

Does the word *pen* rhyme with *ten*? (*thumbs up*)



**ENGLISH
LANGUAGE
LEARNERS**

Speaking and Listening

Listening Actively

Beginning

Point to a number chart as you chant the numbers.

Intermediate

Provide a number chart with both the numerals and the written words for students to look at as they chant their numbers.

Advanced/ Advanced High

Ask students to point to the number chart for you as the students chant their numbers together.

ELPS 2.E

TEKS K.2.A.i Demonstrate phonological awareness by: identifying and producing rhyming words.

Lesson 5B: One, Two, Buckle My Shoe

Read-Aloud



Reading: Students will describe the main events in a nursery rhyme.

✦ **TEKS K.7.C**

Foundational Skills: Students will identify and generate rhyming words.

✦ **TEKS K.2.A.i**

PURPOSE FOR LISTENING

- Tell students that you are going to share a nursery rhyme about counting. Tell them to listen carefully to identify the main events in the nursery rhyme.

“ONE, TWO, BUCKLE MY SHOE” (5 MIN.)



Show image 5B-1: Actions for 1–6

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



Show image 5B-2: Actions for 7–10

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

READ IT AGAIN

[Reread the rhyme with the Guided Listening Support.]

✦ **TEKS K.7.C** Describe the elements of plot development including the main events, the problem, and the resolution for texts read aloud with adult assistance; **TEKS K.2.A.i** Demonstrate phonological awareness by: identifying and producing rhyming words.



Show image 5B-1: Actions for 1–6 [As you read, sweep under images with your finger, calling out the print concepts left-to-right and top-to-bottom.]

One, two,
Buckle my shoe; Buckle means to fasten together. [Gesture buckling a 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.

Challenge

Ask for volunteers to say the rhyme and use the finger sweep technique with images 5B-1 and 5B-2.

ECHO TECHNIQUE

- Tell students, “I am going to say the first line of ‘One, Two, Buckle My Shoe.’ Then I will stop and give you a chance to echo. That means you will say the exact words that I said. We will continue doing this for each line of the rhyme.”
- Have students repeat the rhyme with accompanying actions, such as pretending to buckle a shoe, shut a door, and pick up sticks.
- Compliment students for doing this correctly, and explain that means that they were listening carefully.



Check for Understanding

One-Word Answer: What rhymes with *ten*? (*hen*)



Speaking and Listening

Exchanging Information and Ideas

Beginning

Ask students yes/no questions about how these nursery rhymes differ and encourage them to ask their own questions about similarities and differences in the rhymes.

Intermediate

Encourage students to build on what the previous student has said about how these rhymes are similar or different.

Advanced/

Advanced High

Challenge students to say something more about what the previous student has said about the rhymes.

ELPS 3.G

COMPREHENSION QUESTIONS (5 MIN.)

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

1. **Literal** What does the rhyme say to do to your shoe? (*buckle it*)
2. **Evaluative** What does this nursery rhyme do to make counting fun? (*adds actions and 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, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner."

3. **Evaluative** Think of some ways that "This Little Pig Went to Market" and "One, Two, Buckle My Shoe" are the same. Now think of some ways they are different. (*Answers may vary, but may include that both are fun ways to practice counting; the characters in one are pigs and the other a child; one counts to ten and one counts to five, etc.*)

RHYMING WORDS (5 MIN.)

- I am going to reread the first part of the nursery rhyme two lines at a time and I want you to identify the rhyming words.
- One, two,
Buckle my shoe; (*two, shoe*)
- Three, four,
Shut the door; (*four, door*)
- Five, six,
Pick up sticks; (*six, sticks*)

- Seven, eight,
Lay them straight; (*eight, straight*)
- Nine, ten,
A big fat hen. (*ten, hen*)
- Reread the nursery rhyme but leave out the second word of each rhyming pair for students to fill in.
- If time permits, ask students if they can think of other words that rhyme with each number word.
- [As you read, sweep under images with your finger, calling out the print concepts left-to-right and top-to-bottom.]

Lesson 5B: One, Two, Buckle My Shoe

Application



Writing: Students will draw the events in a nursery rhyme.

TEKS K.6.D; TEKS K.6.E

DRAWING ACTIVITY (10 MIN.)

- Have students draw the five events that take place in this nursery rhyme: buckling a shoe, shutting a door, picking up sticks, laying sticks straight, and carrying a hen.
- Tell students to add as many details as they can in the time allotted.

Challenge

Ask students to label their pictures with words when possible. They may choose to label their pictures or write the number words that go with the rhyme.

Support

If necessary, have students draw just one event from the nursery rhyme.



Check for Understanding

Recall: How many events are there in this nursery rhyme? (*five*)

End Lesson

TEKS K.6.D Retell texts in ways that maintain meaning; **TEKS K.6.E** Interact with sources in meaningful ways such as illustrating or writing.

6A

NURSERY RHYMES AND FABLES

Star Light, Star Bright

PRIMARY FOCUS OF LESSON

Reading

Students will identify details in a nursery rhyme.

✦ **TEKS K.5.E; TEKS K.5.G; TEKS K.6.D**

Speaking and Listening

Students will retell the events of a nursery rhyme.

✦ **TEKS K.1.A; TEKS K.6.D**

Foundational Skills

Students will identify and generate rhyming words.

✦ **TEKS K.2.A.i**

FORMATIVE ASSESSMENT

Exit Pass

Oral After lessons 6A and 6B, students will generate a pair of rhyming words using both nursery rhymes.

✦ **TEKS K.2.A.i**

✦ **TEKS K.5.E** Make connections to personal experiences, ideas in other texts, and society with adult assistance; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.6.D** Retell texts in ways that maintain meaning; **TEKS K.1.A** Listen actively and ask questions to understand information and answer questions using multi-word responses; **TEKS K.2.A.i** Demonstrate phonological awareness by: identifying and producing rhyming words.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud			
What Have We Already Learned?	Whole Group	5 min.	
Read-Aloud			
Purpose for Listening	Whole Group	15 min.	❑ Flip Book: 6A-1
“Star Light, Star Bright”			
Comprehension Questions			
Application			
Rhyming Words	Whole Group	10 min.	

ADVANCE PREPARATION

Universal Access

- You may wish to collect an assortment of books and short videos about stars to share with students.

CORE VOCABULARY

wish, v. to hope for something you want

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

Variation(s): wishes, wished, wishing

Vocabulary Chart for “Star Light, Star Bright”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary			wish
Multiple Meaning			
Sayings and Phrases			

Lesson 6A: Star Light, Star Bright

Introducing the
Read-Aloud

Reading: Students will identify details in a nursery rhyme.

✦ **TEKS K.5.E; TEKS K.6.D**

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Have students identify details from their favorite nursery rhyme without saying the title. Remind students that they should choose from the rhymes you've read in class so far.
- Ask other students to listen carefully to the details and guess the nursery rhyme.
- Ask students if they have ever seen the stars at night. Have students share their experiences looking at stars, and ask them to share what they know about stars. Encourage students to use specific details when possible.

ENGLISH
LANGUAGE
LEARNERS



Speaking and
Listening

Exchanging Information
and Ideas

Beginning

Ask students yes/no questions about stars and encourage them to ask their own questions about stars.

Intermediate

Encourage students to build on what the previous student has said about stars.

**Advanced/
Advanced High**

Challenge students to say something more about what the previous student said about stars.

ELPS 3.G

✦ **TEKS K.5.E** Make connections to personal experiences, ideas in other texts, and society with adult assistance;
TEKS K.6.D Retell texts in ways that maintain meaning.

Lesson 6A: Star Light, Star Bright

Read-Aloud



Speaking and Listening: Students will retell the events of a nursery rhyme.

✚ **TEKS K.1.A; TEKS K.6.D**

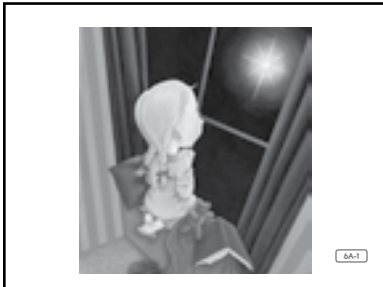
Reading: Students will identify details in a nursery rhyme.

✚ **TEKS K.5.G**

PURPOSE FOR LISTENING

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

STAR LIGHT, STAR BRIGHT (10 MIN.)

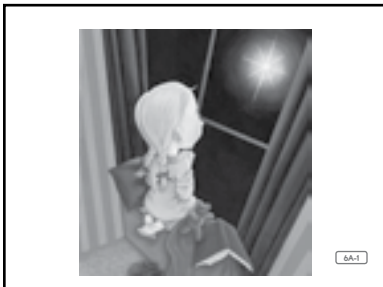


Show image 6A-1: Child at window, making a wish upon a star

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

READ IT AGAIN

[Reread the rhyme with the Guided Listening Support.]



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, *Wish means to hope for something you want.*
Have the wish I wish tonight.

✚ **TEKS K.1.A** Listen actively and ask questions to understand information and answer questions using multi-word responses; **TEKS K.6.D** Retell texts in ways that maintain meaning; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance.



Speaking and Listening

Exchanging Information and Ideas

Beginning

Reframe questions as simple yes/no questions (e.g., "Could this nursery rhyme really happen?").

Intermediate

Provide students with a specific sentence frame (e.g., "This nursery rhyme could/could not happen because . . .").

Advanced/

Advanced High

Encourage students to use key details in complete sentences (e.g., "This nursery rhyme could happen because people can see stars at night and make wishes.").

ECHO TECHNIQUE

- Tell students, "I am going to say the first line of 'Star Light, Star Bright.' Then I will stop and give you a chance to echo. That means you will say the exact words that I said. We will continue doing this for each line of the rhyme."
- Compliment students for doing this correctly, and explain that means they were listening carefully.



Check for Understanding

Stand Up/Sit Down: The main character in the nursery rhyme looks at the night sky and sees a star. (*stand up*)

Then, the main character makes a wish on the star and hopes it will come true. (*stand up*)

The main character imagines playing outside at night. (*sit down*)

COMPREHENSION QUESTIONS (5 MIN.)

1. **Literal** What does the character in the rhyme say while looking at the star? (*I wish I may, I wish I might, have the wish I wish tonight.*)
2. **Inferential** What does the character do when seeing the star? (*makes a wish*)

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

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

3. **Evaluative** Could this nursery rhyme really happen, or is it make-believe? (*yes, it could really happen*) How do you know? (*Someone could look at the stars at night; someone could make a wish on a star*)

Lesson 6A: Star Light, Star Bright

Application



Foundational Skills: Students will identify and generate rhyming words.

TEKS K.2.A.i

RHYMING WORDS (10 MIN.)

- Remind students that rhyming words have different beginning sounds but end with the same sounds, e.g., cat/hat. I am going to reread the first line of “Star Light, Star Bright” and want you to listen for rhyming words.
- Star light, star bright,
- What are the rhyming words? (*light, bright*)
- I am going to reread the next line and I want you to listen for a word that rhymes with *light* and *bright*.
- First star I see tonight, (*tonight*)
- Now I will reread the next two lines of the nursery rhyme and I want you to listen for a word that rhymes with *light, bright, and tonight*.
- I wish I may, I wish I might (*might*)
Have the wish I wish tonight (*tonight*)
- Reread the nursery rhyme but leave out *bright, tonight, and might* for students to fill in.
- Ask students if they can think of other words that rhyme with *light, bright, tonight, and might*.



Check for Understanding

Stand Up/Sit Down: The word *star* rhymes with *far*. (*stand up*)

The word *night* rhymes with *food*. (*sit down*)

The word *hand* rhymes with *sky*. (*sit down*)

The word *might* rhymes with *fight*. (*stand up*)

End Lesson



**ENGLISH
LANGUAGE
LEARNERS**

Speaking and Listening

**Exchanging Information
and Ideas**

Beginning

Reframe questions as simple yes/no questions (e.g., “Does *light* rhyme with *bright*?”).

Intermediate

Provide students with a specific sentence frame (e.g., “*Light* rhymes with . . .”).

Advanced/ Advanced High

Encourage students to use rhymes they generated in complete sentences, (e.g., “*Light* rhymes with *bright*.”).

ELPS 3.G

6B

NURSERY RHYMES AND FABLES

Twinkle, Twinkle,
Little Star

PRIMARY FOCUS OF LESSON

Reading

Students ask and answer questions to understand information about text.

✦ **TEKS K.1.A; TEKS K.5.B**

Speaking and Listening

Students will identify details in a nursery rhyme.

✦ **TEKS K.5.G**

Language

Students will demonstrate an understanding of the Tier 3 word *wonder*.

✦ **TEKS K.6.F**

Foundational Skills

Students will identify and generate rhyming words.

✦ **TEKS K.2.A.i**

FORMATIVE ASSESSMENT

Exit Pass

Oral Students will generate a pair of rhyming words using both nursery rhymes.

✦ **TEKS K.2.A.i**

✦ **TEKS K.1.A** Listen actively and ask questions to understand information and answer questions using multi-word responses; **TEKS K.5.B** Generate questions about a text before, during, and after reading to deepen understanding and gain information with adult assistance; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.6.F** Respond using newly acquired vocabulary as appropriate; **TEKS K.2.A.i** Demonstrate phonological awareness by: identifying and producing rhyming words.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud			
What Have We Already Learned?	Whole Group	5 min.	☐ Activity Page 2.1
Read-Aloud			
Purpose for Listening	Whole Group	25 min.	☐ Flip Book: 6B-1–6B-2
“Twinkle, Twinkle, Little Star”			
Comprehension Questions			
Word Work: <i>Wonder</i>			

ADVANCE PREPARATION

Introducing the Read-Aloud

- Prepare Activity Page 2.1 for Recitation Assessment.

Note to Teacher

- You may wish to set aside time throughout the day to have students recite a nursery rhyme individually. Use Activity Page 2.1 to record assessment.

Universal Access

- 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.

CORE VOCABULARY

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

Example: The princess wears a diamond necklace.

Variation(s): diamonds

twinkle, v. to shine or sparkle

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

Variation(s): twinkles, twinkled, twinkling

wonder, v. to question or think about something

Example: I wonder if it will be sunny tomorrow.

Variation(s): wonders, wondered, wondering

Vocabulary Chart for “Twinkle, Twinkle, Little Star”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		diamond twinkle wonder	
Multiple Meaning			
Sayings and Phrases	up above like a . . .		

Lesson 6B: Twinkle, Twinkle, Little Star

Introducing the Read-Aloud



Reading: Students ask and answer questions to understand information about text.

TEKS K.1.A; TEKS K.5.B

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Ask who remembers what time of day the nursery rhyme “Star Light, Star Bright” takes place.
- Ask someone to recite “Star Light, Star Bright.” This may be done by an individual, small group, or the whole class.
- Tell students to think of a question to ask about the nursery rhyme. Call on several students to ask their questions. **TEKS K.1.A**
- 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 Activity Page 2.1.



Check for Understanding

One-Phrase Answer: “Star Light, star bright, / ____.” (*First star I see tonight*)



**ENGLISH
LANGUAGE
LEARNERS**

Speaking and Listening

Presenting

Beginning

Read the rhyme, stopping after each line to have students repeat it after you.

Intermediate

Read the rhyme, leaving out key phrases. Pause so students can complete the unfinished phrases.

Advanced/ Advanced High

Provide minimal support and guidance for recitation of the rhyme.

ELPS 3.H

Activity Page 2.1



TEKS K.1.A listen actively and ask questions to understand information and answer questions using multi-word responses; **TEKS K.5.B** Generate questions about a text before, during, and after reading to deepen understanding and gain information with adult assistance.

Lesson 6B: Twinkle, Twinkle, Little Star

Read-Aloud



Speaking and Listening: Students will identify details in a nursery rhyme.

✦ **TEKS K.5.G**

Language: Students will demonstrate an understanding of the Tier 3 word *wonder*.

✦ **TEKS K.6.F**

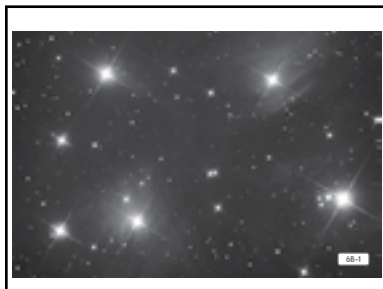
Foundational Skills: Students will identify and generate rhyming words.

✦ **TEKS K.2.A.i**

PURPOSE FOR LISTENING

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

“TWINKLE, TWINKLE, LITTLE STAR” (10 MIN.)



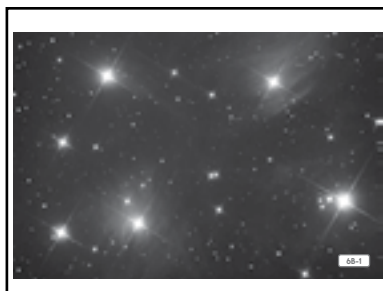
Show image 6B-1: Stars

Twinkle, Twinkle, Little Star
by Jane Taylor

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

READ IT AGAIN

[Reread the rhyme with the Guided Listening Support.]



Show image 6B-1: Stars

Twinkle, Twinkle, Little Star
by Jane Taylor *Jane Taylor is the person who wrote this nursery rhyme.*

Twinkle, twinkle, little star, *Twinkle means to shine or sparkle.*

✦ **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.6.F** Respond using newly acquired vocabulary as appropriate; **TEKS K.2.A.i** Demonstrate phonological awareness by: identifying and producing rhyming words.

How I wonder what you are. *Wonder means to think about.*
 Up above the world so high,
 Like a diamond in the sky. *or like a jewel in the sky*
 Twinkle, twinkle, little star,
 How I wonder what you are!

ECHO TECHNIQUE

- Tell students, “I am going to sing the first line of ‘Twinkle, Twinkle, Little Star.’ Then I will stop and give you a chance to echo. That means you will sing the exact words that I sang. We will continue doing this for each line of the rhyme.”
- Compliment students for doing this correctly, and explain that means they were listening carefully.



Check for Understanding

One-Word Answer: What is the character in the nursery rhyme wondering about? (*star*)

COMPREHENSION QUESTIONS (10 MIN.)

1. **Inferential** What events happen in this nursery rhyme? (*The main character looks at the night sky and sees a star twinkling. Then, the character wonders about the star and compares it to a diamond.*)

2. **Literal** How does the nursery rhyme describe the star? (*like a diamond*)

Show image 6B-2: Diamond

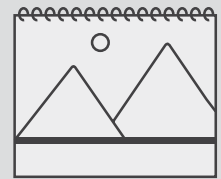
3. **Inferential** How are stars like diamonds? (*They both shine or sparkle.*)

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

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

4. **Evaluative** Think of some ways that “Star Light, Star Bright” and “Twinkle, Twinkle, Little Star” are the same. Now think of some ways they are

Flip Book 6B-2



ENGLISH
LANGUAGE
LEARNERS

Speaking and Listening

Exchanging Information and Ideas

Beginning

Ask students yes/no questions about how these nursery rhymes differ and encourage them to ask their own questions about similarities and differences in the rhymes.

Intermediate

Encourage students to build on what the previous student has said about how these rhymes are similar or different.

Advanced/ Advanced High

Challenge students to say something more about what the previous student has said about the rhymes.

ELPS 3.G

different. (Answers may vary, but may include that both describe stars; the characters are both looking at the night sky; both take place at night, etc.)

WORD WORK: WONDER (5 MIN.)

1. In the nursery rhyme you heard, “How I wonder what you are.”
2. Say the word *wonder* with me.
3. To wonder means to think about something you are curious about that you don’t really know or understand.
4. I wonder what it would be like to travel in a spaceship.
5. What is something you wonder about? Try to use the word *wonder* when you tell us about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I wonder about _____ because . . .”]
6. What’s the word we’ve been talking about?

Use a Making Choices activity for follow-up. I am going to name some situations. If I name something that you don’t know about, say, “I wonder about that.” If I name something that you already know about, say, “I know that.” (Answers may vary.)

- what it’s like to live on a farm
- what it’s like to ride in a car
- what it’s like to ride on the back of an elephant
- what it’s like to ride in an airplane
- what it’s like to eat a banana



Exit Pass

Have students individually generate a pair of rhyming words from “Star Light, Star Bright” (*star/car/bar; might/bright/fight*) or “Twinkle, Twinkle, Little Star” (*star/are/far; high/sky/fly*).

End Lesson

Pausing Point

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. You may also choose to do an activity with the whole class or with a small group of students who would benefit from that particular activity.

ASSESSMENT

Nursery Rhyme Recitation (Activity Page 2.1)

- 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 Activity Page 2.1 to record this assessment.

ACTIVITIES

Poster Review

Materials: Nursery Rhymes and Fables Posters

- Show the poster for any nursery rhyme again, and have students talk about the characters or events in the nursery rhyme. You may also wish to have students recite the nursery rhyme.
- Show two posters and have students compare and contrast two nursery rhymes to discuss similarities and differences.

Key Vocabulary Brainstorming

Materials: Chart paper, chalkboard, or whiteboard

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

Riddles for Core Content

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

- I jumped over a candlestick. Who am I? (*Jack*)
- I was scared off my tuffet by a spider. Who am I? (*Little Miss Muffet*)

Activity Page 2.1



- I am told to go away and come again another day. What am I? (*the rain*)
- We went up a hill to fetch some water. Who are we? (*Jack and Jill*)
- Children make wishes on me. What am I? (*a star*)

Class Book: Nursery Rhymes

Materials: Paper, drawing tools

- Have students talk about their favorite nursery rhymes. Ask each student to draw a picture of their favorite nursery rhyme. Give students the opportunity to share their drawings with a partner or the class.
- You may choose to bind the pages to make a book to put in the class library for students to view again and again. You may also choose to add more pages upon completion of the entire domain before binding the book.

Domain-Related Trade Book or Student Choice

Materials: Trade book

- Choose a trade book 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 Teacher Guide—pause and ask occasional questions, rapidly clarify critical vocabulary within the context of the read-aloud, etc.
- After you finish, lead students in a discussion as to how the story or information in this book relates to the read-alouds in this domain. Explain to students that the person who wrote the book is called the author. Tell students the name of the author of the book. Explain to students that the person who makes the pictures for the book is called an illustrator. Tell students the name of the illustrator. Show students where you can find this information on the cover of the book or on the title page.

Student Choice

- Ask students which read-aloud they have heard recently that they would like to hear again. If necessary, reread the titles or show illustrations from previous read-alouds to help students make their choice. You may also want to choose one yourself.
- Reread the text that is selected. Feel free to pause at different places in the read-aloud this time and talk about vocabulary and information that you did not discuss previously during the read-aloud. After the read-aloud, ask students if they noticed anything new or different during the second reading that they did not notice during the first reading. Also, ask them to try to express why they like this read-aloud. Remember to repeat and expand upon each response using richer and more complex language, including, if possible, any read-aloud vocabulary.

On Stage

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

Nursery Rhyme Puppets

Materials: Puppet-making supplies

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

Original Nursery Rhymes

Materials: Chart paper, chalkboard, or whiteboard

- Work together as a class to create an original nursery rhyme. Create a template on chart paper, a chalkboard, or a whiteboard using a nursery rhyme such as “This Little Pig Went to Market.”
 - This little _____ went to _____,
 - This little _____ stayed _____;
 - This little _____ had _____,
 - This little _____ had _____,
 - And this little _____ cried, _____.

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

Objects from Nursery Rhymes

Materials: 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.

7A

NURSERY RHYMES AND FABLES

Hickory, Dickory,
Dock

PRIMARY FOCUS OF LESSON

Language

Students will demonstrate an understanding of the word *clock*.

✦ **TEKS K.6.F**

Reading

Students will identify the main character in a nursery rhyme.

✦ **TEKS K.7.B**

Language

Students will identify repetition and discuss rhythm in a nursery rhyme.

✦ **TEKS K.8.B**

FORMATIVE ASSESSMENT

Exit Pass

Oral Students will identify a repeated line from any of the nursery rhymes read so far.

✦ **TEKS K.8.B**

✦ **TEKS K.6.F** Respond using newly acquired vocabulary as appropriate; **TEKS K.7.B** Identify and describe the main character(s); **TEKS K.8.B** Discuss rhyme and rhythm in nursery rhymes and a variety of poems.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud			
What Have We Already Learned?	Whole Group	10 min.	□ Flip Book: 7A-1
Read-Aloud			
Purpose for Listening	Whole Group	15 min.	
“Hickory, Dickory, Dock”			
Comprehension Questions			
Application			
Repetition in Nursery Rhymes	Whole Group	5 min.	

ADVANCE PREPARATION

Universal Access

- Consider gathering books about clocks and time to share with students. Specifically look for stories or non-fiction books about grandfather clocks. You may also wish to bring in an assortment of clocks for students to look at or pass around.

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

Vocabulary Chart for “Hickory, Dickory, Dock”			
Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary			
Multiple Meaning		struck	
Sayings and Phrases	ran up the clock struck _____ ran down		

Lesson 7A: Hickory, Dickory, Dock

Introducing the Read-Aloud



Language: Students will demonstrate an understanding of the word *clock*.

TEKS K.6.F

WHAT HAVE WE ALREADY LEARNED? (10 MIN.)

Show image 7A-1: Mouse running down clock

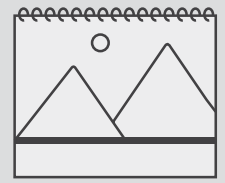
- Tell students that the tall clock in the picture is called a grandfather clock. Ask if any students have ever seen this type of clock. Often, these clocks make a sound, or chime, like a ringing bell on the hour.
- Now ask students to look and see if there is a clock in the classroom. Ask them if they have clocks at home. Ask why people have clocks. (You may choose to take this opportunity to introduce basic concepts of telling time.)



Check for Understanding

Recall: What does a clock do? (*tells the time*)

Flip Book 7A-1



Support

Tell students that when we say the clock chimes on the hour, we mean that it makes a sound at exactly one o'clock or two o'clock. Ask students to give examples of other times that would also be on the hour.



**ENGLISH
LANGUAGE
LEARNERS**

Speaking and Listening

Listening Actively

Beginning

Ask students simple yes/no questions (e.g., “Do grandfather clocks make a sound, or chime, every hour?”).

Intermediate

Provide students with a specific sentence frame (e.g., “Grandfather clocks chime at . . .”).

Advanced/ Advanced High

Encourage students to use content-related words in complete sentences (e.g., “Grandfather clocks chime loudly on the hour.”).

ELPS 2.1

TEKS K.6.F Respond using newly acquired vocabulary as appropriate.

Lesson 7A: Hickory, Dickory, Dock

Read-Aloud



Reading: Students will identify the main character in a nursery rhyme.

TEKS K.7.B

PURPOSE FOR LISTENING

- Tell students that you are going to read a nursery rhyme about a mouse and a clock. Ask them to listen carefully to identify the main character.

“HICKORY, DICKORY, DOCK” (10 MIN.)



Show image 7A-1: Mouse running down clock

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

READ IT AGAIN

[Reread the rhyme with the Guided Listening Support.]



Show image 7A-1: Mouse running down clock

Hickory, dickory, dock,
The mouse ran up the clock.
The clock struck one, *Struck means to beat or hit something hard to make a sound. It was one o'clock, and the clock made one sound like this: "bong."*
The mouse ran down,
Hickory, dickory, dock.

TEKS K.7.B Identify and describe the main character(s).

ECHO TECHNIQUE

- Tell students, “I am going to sing the first line of ‘Hickory, Dickory, Dock.’ Then I will stop and give you a chance to echo. That means you will sing the exact words that I sang. We will continue doing this for each line of the rhyme.”
- Compliment students for doing this correctly, and explain that means they were listening carefully.



Check for Understanding

Recall: What time is it in “Hickory, Dickory, Dock”? (*one o’clock*)
How do you know? (*the clock struck one*)

COMPREHENSION QUESTIONS (5 MIN.)

1. **Literal** Who is the main character? (*the mouse*)
2. **Literal** What does the mouse do when the clock strikes one? (*runs down*)
3. **Inferential** Why do you think the mouse runs down the clock? (*It was frightened by the sound.*)

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

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

4. **Evaluative** Nursery rhymes often use unfamiliar words. Hickory is a kind of wood, but some of the other words in this nursery rhyme are nonsense, or made-up, words. Which word are made-up? (*dickory*) Does it rhyme with any other words in the nursery rhyme? (*hickory*)



ENGLISH
LANGUAGE
LEARNERS

Speaking and Listening

Exchanging Information and Ideas

Beginning

Ask students yes/no questions about why the mouse runs down the clock and encourage them to ask their own questions about the nursery rhyme.

Intermediate

Encourage students to build on what the previous student has said about the nursery rhyme.

Advanced/ Advanced High

Challenge students to say something more about what the previous student has said about the nursery rhyme.

ELPS 3.G

Challenge

Ask students to share why they think the person who wrote the nursery rhyme began and ended with the same line.

ENGLISH
LANGUAGE
LEARNERS



Speaking and Listening

Exchanging Information and Ideas

Beginning

Reframe questions as simple yes/no questions (e.g., “Does this nursery rhyme begin and end with the same line to help us remember the rhyme?”).

Intermediate

Provide students with a specific sentence frame (e.g., “This nursery rhyme begins and ends with the same line because . . .”).

Advanced/ Advanced High

Encourage students to use key details in complete sentences (e.g., “This nursery rhyme begins and ends with the same line because the repeated line is fun to say and sing.”).

ELPS 3.G

Lesson 7A: Hickory, Dickory, Dock

Application



Reading: Students will identify repetition and discuss rhythm in a nursery rhyme.

TEKS K.8.B

REPETITION IN NURSERY RHYMES (5 MIN.)

- Tell students that sometimes nursery rhymes repeat a line. I am going to read the nursery rhyme again and I want you to listen to find the line that is repeated. (*Hickory, dickory, dock*)
- Tell students that nursery rhymes and a variety of poems can have rhythm. Explain that rhythm in a poem is similar to a beat in a song. Model clapping to the beat of the poem as you read part of it again. **TEKS K.8.B**
- Read the nursery rhyme again and have students say the second “Hickory, dickory, dock.” Have students clap along to feel the rhythm of the poem.



Check for Understanding

One-Phrase Answer: What is the repeated line in this nursery rhyme? (*Hickory, dickory, dock*)



Exit Pass

Have students individually identify a repeated line from any of the nursery rhymes read so far.

End Lesson

TEKS K.8.B Discuss rhyme and rhythm in nursery rhymes and a variety of poems.

NURSERY RHYMES AND FABLES

Diddle, Diddle, Dumpling

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will share an experience orally.

✦ **TEKS K.1.C; TEKS K.5.E**

Reading

Students will identify the main character in a nursery rhyme.

✦ **TEKS K.7.B**

Students will identify repetition and discuss rhythm in a nursery rhyme.

✦ **TEKS K.8.B**

Students will make connections to ideas in other texts.

✦ **TEKS K.5.E**

FORMATIVE ASSESSMENT

Exit Pass

Oral Students will independently identify a repeated line from any of the nursery rhymes read so far.

✦ **TEKS K.8.B**

✦ **TEKS K.1.C** Share information and ideas by speaking audibly and clearly using the conventions of language; **TEKS K.5.E** Make connections to personal experiences, ideas in other texts, and society with adult assistance; **TEKS K.7.B** Identify and describe the main character(s); **TEKS K.8.B** Discuss rhyme and rhythm in nursery rhymes and a variety of poems.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud			
What Have We Already Learned?	Whole Group	5 min.	
Read-Aloud			
Purpose for Listening	Whole Group	20 min.	☐ Flip Book: 7B-1
“Diddle, Diddle, Dumpling”			
Comprehension Questions			
Application			
Repetition in Nursery Rhymes	Whole Group	5 min.	

ADVANCE PREPARATION

Universal Access

- Consider gathering an assortment of stockings and socks to show students. Have them explain the differences between stockings and socks.

CORE VOCABULARY

stockings, n. socks or tights

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

Variation(s): stocking

Vocabulary Chart for “Diddle, Diddle, Dumpling”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		stockings	
Multiple Meaning			
Sayings and Phrases			

Lesson 7B: Diddle, Diddle, Dumpling

Introducing the Read-Aloud



Speaking and Listening: Students will share an experience orally.



TEKS K.1.C; TEKS K.5.E

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

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

ENGLISH
LANGUAGE
LEARNERS



Speaking and
Listening

Exchanging Information
and Ideas

Beginning

Reframe questions as simple yes/no questions (e.g., “Do you go to bed with your socks on?”).

Intermediate

Provide students with a specific sentence frame (e.g., “I go to bed with my socks on because . . .”).

Advanced/

Advanced High

Encourage students to use key details in complete sentences (e.g., “I go to bed with thick, soft socks on because my room is cold and the socks keep my feet warm.”).

ELPS 3.G



TEKS K.1.C Share information and ideas by speaking audibly and clearly using the conventions of language;
TEKS K.5.E Make connections to personal experiences, ideas in other texts, and society with adult assistance.

Lesson 7B: Diddle, Diddle, Dumpling

Read-Aloud



Reading: Students will identify the main character in a nursery rhyme.

TEKS K.7.B

PURPOSE FOR LISTENING

- Tell students to listen carefully to identify the main character in the nursery rhyme.

“DIDDLE, DIDDLE, DUMPLING” (10 MIN.)



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

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

READ IT AGAIN

[Reread the rhyme with the Guided Listening Support.]



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

Diddle, diddle, dumpling, my son John,
Went to bed with his stockings on;
Stockings are socks or tights.
One shoe off, and one shoe on,
Diddle, diddle, dumpling, my son John.

TEKS K.7.B Identify and describe the main character(s).



Speaking and Listening

Exchanging Information and Ideas

Beginning

Reframe questions as simple yes/no questions (e.g., “Did John go to bed with his stockings on?”).

Intermediate

Provide students with a specific sentence frame (e.g., “John went to bed with his stockings on because . . .”).

Advanced/ Advanced High

Encourage students to use key details in complete sentences (e.g., “John went to bed with his stockings on because he was too tired to take them off.”).

ELPS 3.G

ECHO TECHNIQUE

- Tell students, “I am going to say the first line of ‘Diddle, Diddle, Dumpling.’ Then I will stop and give you a chance to echo. That means you will say the exact words that I said. We will continue doing this for each line of the rhyme.”
- Compliment students for doing this correctly, and explain that means they were listening carefully.



Check for Understanding

Making Choices: Does John go to bed with his stockings on or off? (*on*)

COMPREHENSION QUESTIONS (10 MIN.)

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

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

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

4. **Evaluative** *Think Pair Share:* Why do you think John goes to bed with his stockings and one shoe on? (*Answers may vary, but could include that he was very tired and went to bed before getting undressed; his stockings keep him warm, etc.*)

Lesson 7B: Diddle, Diddle, Dumpling

Application



Reading: Students will identify repetition and discuss rhythm in a nursery rhyme.

TEKS K.8.B

Students will make connections to ideas in other texts.

TEKS K.5.E

REPETITION IN NURSERY RHYMES (5 MIN.) **TEKS K.5.E; TEKS K.8.B**

- Tell students that sometimes nursery rhymes repeat a line.
- Tell students you will read the nursery rhyme again. Ask them to listen to find the line that is repeated, creating rhythm. (*Diddle, diddle, dumpling, my son John*)
- Read the nursery rhyme again and have students say the second “Diddle, diddle, dumpling, my son John.”
- Ask students if there are any nonsense, or made-up words, in this nursery rhyme. (*diddle*)
- Ask students to make connections to another nursery rhyme that also had nonsense, or made-up, words in it. (*“Hickory, Dickory, Dock”*)



Check for Understanding

Fill in the Blank: “Diddle, diddle, _____.” (*dumpling, my son John*)



Exit Pass

Have students individually identify a repeated line from any of the nursery rhymes read so far.

End Lesson



**ENGLISH
LANGUAGE
LEARNERS**

Speaking and Listening

Exchanging Information and Ideas

Beginning

Reframe questions as simple yes/no questions (e.g., “Are there any nonsense, or made-up, words in this nursery rhyme?”).

Intermediate

Provide students with a specific sentence frame (e.g., “The made-up words in this nursery rhyme are . . .”).

Advanced/ Advanced High

Encourage students to use key details in complete sentences (e.g., “*Diddle* is a nonsense, or made-up, word.”).

ELPS 3.G

TEKS K.8.B Discuss rhyme and rhythm in nursery rhymes and a variety of poems; **TEKS K.5.E** Make connections to personal experiences, ideas in other texts, and society with adult assistance.

8A

NURSERY RHYMES AND FABLES

Little Bo Peep

PRIMARY FOCUS OF LESSON

Reading

Students will identify animals as typical characters in nursery rhymes.

✦ **TEKS K.8.A**

Students will compare two characters in a nursery rhyme.

✦ **TEKS K.5.F**

Foundational Skills

Students will identify and generate rhyming words.

✦ **TEKS K.2.A.i**

FORMATIVE ASSESSMENT

Exit Pass

Oral Students will answer a question about the events in the nursery rhyme.

✦ **TEKS K.5.F**

✦ **TEKS K.8.A** Demonstrate knowledge of distinguishing characteristics of well-known children's literature, such as folktales, fables, fairy tales, and nursery rhymes; **TEKS K.5.F** Make inferences and use evidence to support understanding with adult assistance; **TEKS K.2.A.i** Demonstrate phonological awareness by: identifying and producing rhyming words.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud			
What Have We Already Learned?	Whole Group	5 min.	☐ Flip Book: 8A-1
Read-Aloud			
Purpose for Listening	Whole Group	20 min.	☐ Flip Book: 8A-2
“Little Bo Peep”			
Comprehension Questions			
Application			
Rhyming Words	Whole Group	5 min.	

ADVANCE PREPARATION

Universal Access

- Consider bringing in books about sheep to share with students. You may find appropriate selections in the local or school library.

CORE VOCABULARY

Support

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

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

wagging, v. moving quickly from side to side or up and down
 Example: The dog is wagging its tail.

Variation(s): wag, wags, wagged

Vocabulary Chart for “Little Bo Peep”			
Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	sheep	wagging	
Multiple Meaning			
Sayings and Phrases	leave them alone		

Lesson 8A: Little Bo Peep

Introducing the Read-Aloud



Reading: Students will identify animals as typical characters in nursery rhymes.

✦ **TEKS K.8.A**

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

Show image 8A-1: Sheep

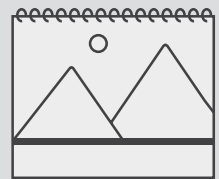
- Explain that nursery rhymes often use animals as characters. Remind students that they have already read about a spider and pigs.
- Ask the following questions:
 - Do you know the name of this animal? (*sheep*)
 - Have any of you seen real sheep? (*Answers may vary.*)
 - Where might you see real sheep? (*Answers may vary.*)
 - What do you know about sheep? (*If students hesitate, encourage them to describe what they see in the photo: they have lots of soft wool; they have four legs; etc.*)
 - Who takes care of sheep? (*boys or men called shepherds, and girls or women called shepherdesses; farmers who live on a farm with animals*)



Check for Understanding

One-Word Answer: What is the fur on a sheep called? (*wool*)

Flip Book 8A-1



**ENGLISH
LANGUAGE
LEARNERS**

Speaking and Listening

Exchanging Information and Ideas

Beginning

Reframe questions as simple yes/no questions (e.g., “Do shepherds take care of sheep?”).

Intermediate

Provide students with a specific sentence frame (e.g., “People who take care of sheep are called . . .”).

Advanced/ Advanced High

Encourage students to use key details in complete sentences (e.g., “Shepherds and shepherdesses take care of sheep.”).

ELPS 3.D

✦ **TEKS K.8.A** Demonstrate knowledge of distinguishing characteristics of well-known children’s literature, such as folktales, fables, fairy tales, and nursery rhymes.

Lesson 8A: Little Bo Beep

Read-Aloud



Reading: Students will compare two characters in a nursery rhyme.

TEKS K.5.F

PURPOSE FOR LISTENING

- Tell students to listen carefully to identify the main character and describe her actions.

“LITTLE BO PEEP” (10 MIN.)



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

[Tell students that you are going to read a nursery rhyme about a little girl named Bo Peep; it is her job to take care of her flock of sheep. Explain that a flock is a group of animals. Tell students to listen carefully to find out if Little Bo Peep does a good job or not.]

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.

Support

Tell students that *wagging their tails* means moving their tails back and forth.

READ IT AGAIN

[Reread the rhyme]



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.

TEKS K.5.F Make inferences and use evidence to support understanding with adult assistance.

ECHO TECHNIQUE

- Tell students, “I am going to say the first line of ‘Little Bo Peep.’ Then I will stop and give you a chance to echo. That means you will say the exact words that I said. We will continue doing this for each line of the rhyme.”
- Compliment students for doing this correctly, and explain that means they were listening carefully.



Check for Understanding

One-Phrase Answer: Who is the main character in the nursery rhyme? (*Little Bo Peep*)

COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal** What are the main events in the nursery rhyme? (*Bo Peep loses her sheep; she can't find them; she leaves them alone; she hopes they will come home.*)
2. **Literal** According to the nursery rhyme, will Bo Peep need to look for her sheep, or will they come home by themselves? (*They will come home, wagging their tails behind them.*)
3. **Inferential** Is Little Bo Peep happy or sad? Why? (*Little Bo Peep is sad because she can't find her sheep.*)

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

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

4. **Evaluative** Are the sheep happy or scared? Why do you think so? (*The sheep are happy because they are wagging their tails.*)

Support

If necessary show students image 8A-2 again and ask, “How do you know if she’s happy or sad?”



**ENGLISH
LANGUAGE
LEARNERS**

Speaking and Listening

Exchanging Information and Ideas

Beginning

Reframe questions as simple yes/no questions (e.g., “Are the sheep happy?”).

Intermediate

Provide students with a specific sentence frame (e.g., “We know the sheep are happy because . . .”).

Advanced/ Advanced High

Encourage students to use key details in complete sentences (e.g., “The sheep are wagging their tails, so we know they are happy.”).

ELPS 3.G

Lesson 8A: Little Bo Peep

Application



Foundational Skills: Students will identify and generate rhyming words.

 **TEKS K.2.A.i**

RHYMING WORDS (5 MIN.)

- I am going to read the first line of “Little Bo Peep” again and I want you to listen for rhyming words.
- Little Bo Peep has lost her sheep, (*Peep, sheep*)
- Reread the nursery rhyme and have the students fill in the word *sheep*.
- If time permits, ask students if they can think of other words that rhyme with *peep* and *sheep*.



Check for Understanding

One-Word Answer: What rhymes with sheep? (*answers may vary*)

What rhymes with lost? (*answers may vary*)

What rhymes with keep? (*answers may vary*)

End Lesson

 **TEKS K.2.A.i** Demonstrate phonological awareness by: identifying and producing rhyming words.

8B

NURSERY RHYMES AND FABLES

Little Boy Blue

PRIMARY FOCUS OF LESSON

Reading

Students will retell a familiar nursery rhyme, including key details.

✦ **TEKS K.6.D**

Students will make connections to ideas in other texts.

✦ **TEKS K.5.E**

Students will describe the actions of characters in a nursery rhyme and will compare and contrast main characters in two nursery rhymes.

✦ **TEKS K.5.E**

Foundational Skills

Students will identify and generate rhyming words.

✦ **TEKS K.2.A.i**

FORMATIVE ASSESSMENT

Exit Pass

Oral Students will answer a question about the events in both nursery rhymes.

✦ **TEKS K.5.E**

✦ **TEKS K.6.D** Retell texts in ways that maintain meaning; **TEKS K.5.E** Make connections to personal experiences, ideas in other texts, and society with adult assistance; **TEKS K.2.A.i** Demonstrate phonological awareness by: identifying and producing rhyming words.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud			
What Have We Already Learned?	Whole Group	5 min.	☐ Activity Page 2.1
Read-Aloud			
Purpose for Listening	Whole Group	20 min.	☐ Flip Book: 8B-1 ☐ Venn Diagram (Digital Components) ☐ chart paper or chalkboard
“Little Boy Blue”			
Comprehension Questions			
Application			
Rhyming Words	Whole Group	5 min.	

ADVANCE PREPARATION

Introducing the Read-Aloud

- Prepare Activity Page 2.1 for Recitation Assessment.

Note to Teacher

- You may wish to set aside time throughout the day to have students recite a nursery rhyme individually. Use Activity Page 2.1 to record assessment.

Read-Aloud

- Prepare a Venn Diagram either on chart paper or on the chalkboard for use with Comprehension Question 4. Alternatively, you may access a digital version in the digital components for this domain.

Universal Access

- Consider bringing in books about sheep to share with students. You may find appropriate selections in the local or school library.

CORE VOCABULARY

haystack, n. a large pile of hay or dried grass

Example: The cow ate hay from the haystack.

Variation(s): haystacks

meadow, n. a field of grass with few trees

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 Boy Blue”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	haystack meadow		
Multiple Meaning		under	
Sayings and Phrases	looks after fast asleep		

Lesson 8B: Little Boy Blue

Introducing the Read-Aloud



Reading: Students will retell a familiar nursery rhyme, including key details.

TEKS K.6.D

Students will make connections to ideas in other texts.

TEKS K.5.E

WHAT HAVE WE ALREADY LEARNED? (5 MIN.) **TEKS K.5.E**

- Ask if anyone would like to recite “Little Bo Peep.” This may be done by an individual, a small group, or the entire class.
- During the course of this domain, find an opportunity to assess each student’s ability to recite a nursery rhyme that has been taught, using Activity Page 2.1.
- Ask what Little Bo Peep’s job is. Tell the students that you are going to read another nursery rhyme about someone else whose job is to take care of sheep, and then students will make connections between the two texts.

Activity Page 2.1



Check for Understanding

One-Word Answer: What did Little Bo Peep lose? (*sheep*)

TEKS K.6.D Retell texts in ways that maintain meaning; **TEKS K.5.E** Make connections to personal experiences, ideas in other texts, and society with adult assistance.

Lesson 8B: Little Boy Blue

Read-Aloud



Reading: Students will describe the actions of characters in a nursery rhyme and will compare and contrast main characters in two nursery rhymes.

✦ **TEKS K.5.E**

PURPOSE FOR LISTENING

- Tell students to listen carefully to identify the main character and describe his actions.

“LITTLE BOY BLUE” (10 MIN.)



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

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

READ IT AGAIN

[Reread the rhyme with the Guided Listening Support.]



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; *The sheep is in the field of grass and the cow is in the cornfield.*
But where is the boy
Who looks after the sheep?
He's under a haystack, *[Point to the haystack and the boy beside it.] Is he under the haystack?*
Fast asleep.



ENGLISH LANGUAGE LEARNERS

Speaking and Listening

Presenting

Beginning

Read the rhyme, stopping after each line to have students repeat it after you.

Intermediate

Read the rhyme, leaving out key phrases. Pause so students can complete the unfinished phrases.

Advanced/ Advanced High

Provide minimal support and guidance for recitation of the rhyme.

ELPS 3.H

✦ **TEKS K.5.E** Make connections to personal experiences, ideas in other texts, and society with adult assistance.

ECHO TECHNIQUE

- Tell students, “I am going to say the first line of ‘Little Boy Blue.’ Then I will stop and give you a chance to echo. That means you will say the exact words that I said. We will continue doing this for each line of the rhyme.”
- Compliment students for doing this correctly, and explain that means that they were listening carefully.



Check for Understanding

Making Choices: Is the main character in this nursery rhyme the cow or Little Boy Blue? (*Little Boy Blue*)

Does Little Boy Blue fall asleep in a barn or under a haystack?
(*under a haystack*)

Are the sheep in the meadow or in the corn? (*meadow*)

COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal** What is Little Boy Blue’s job? (*He looks after the sheep.*)
2. **Literal** What is the problem in the nursery rhyme? (*Answers may vary, but may include that Little Boy Blue is not watching the farm animals. The sheep are in the meadow and the cow is in the corn.*)
 - Where is Little Boy Blue? (*under a haystack*)
 - Where are the sheep? (*in the meadow*)
 - Where is the cow? (*in the corn*)
 - What is Little Boy Blue doing? (*sleeping*)
 - What should Little Boy Blue be doing instead? (*watching the sheep*)
3. **Evaluative** Why do you think that the beginning of the nursery rhyme asks Little Boy Blue to “come blow [his] horn”? (*perhaps to call back the sheep and the cow*)

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

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

4. **Evaluative** *Think Pair Share:* Think of some ways that Little Bo Peep and Little Boy Blue are the same. Now think of some ways they are different. (*Answers may vary, but may include that both take care of sheep; neither watches after their sheep; one is a shepherdess (girl), the other is a shepherd (boy); one is looking for the sheep, one is sleeping.*)
- If time allows, make a Venn Diagram on the board or chart paper and record student answers on it. You may wish to explain to students what a Venn Diagram is and how it can be used to compare two or more things.



**ENGLISH
LANGUAGE
LEARNERS**

Speaking and Listening

Exchanging Information and Ideas

Beginning

Ask students yes/no questions about how these nursery rhymes differ and encourage them to ask their own questions about similarities and differences in the rhymes.

Intermediate

Encourage students to build on what the previous student has said about how these rhymes are similar or different.

Advanced/ Advanced High

Challenge students to say something more about what the previous student has said about the rhymes.

ELPS 3.G

Lesson 8B: Little Boy Blue

Application



Foundational Skills: Students will identify and generate rhyming words.

TEKS K.2.A.i

RHYMING WORDS (5 MIN.)

- I am going to reread some lines from the nursery rhyme and pause for you to identify the rhyming words.
- Little Boy Blue, come blow your horn,
The sheep's in the meadow, the cow's in the corn; (*horn, corn*)
- But where is the boy who looks after the sheep?
He's under a haystack, fast asleep. (*sheep, asleep*)
- Reread the rhyme, but leave out the second word of each rhyming pair for students to fill in.
- If time permits, ask students if they can think of other words that rhyme with each rhyming pair.

ENGLISH
LANGUAGE
LEARNERS



Speaking and Listening

Exchanging Information
and Ideas

Beginning

Reframe questions as simple yes/ no questions (e.g., "Does *sheep* rhyme with *asleep*?").

Intermediate

Provide students with a specific sentence frame (e.g., "*Sheep* rhymes with . . .").

Advanced/ Advanced High

Encourage students to generate rhymes and use them in complete sentences (e.g., "*Sheep* rhymes with *asleep*").

ELPS 3.D



Check for Understanding

Thumbs Up/Thumbs Down: Does *horn* rhyme with *born*? (*thumbs up*)

Does *blue* rhyme with *shoe*? (*thumbs up*)

Does *little* rhyme with *cow*? (*thumbs down*)

Does *boy* rhyme with *joy*? (*thumbs up*)



Exit Pass

Have students orally describe events that both "Little Bo Peep" and "Little Boy Blue" have in common.

End Lesson

TEKS K.2.A.i Demonstrate phonological awareness by: identifying and producing rhyming words.

NURSERY RHYMES AND FABLES

Baa, Baa, Black Sheep

PRIMARY FOCUS OF LESSON

Reading

Students will describe the main events in a nursery rhyme.

✦ **TEKS K.5.E; TEKS K.7.C**

Students will identify details in a nursery rhyme.

✦ **TEKS K.5.G**

Students will retell a familiar nursery rhyme.

✦ **TEKS K.6.D**

FORMATIVE ASSESSMENT

Exit Pass

Written Students will draw the main events in the nursery rhyme.

✦ **TEKS K.7.C**

✦ **TEKS K.5.E** Make connections to personal experiences, ideas in other texts, and society with adult assistance; **TEKS K.7.C** Describe the elements of plot development including the main events, the problem, and the resolution for texts read aloud with adult assistance; **TEKS K.5.G** Evaluate details to determine what is most important with adult assistance; **TEKS K.6.D** Retell texts in ways that maintain meaning.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud			
What Have We Already Learned?	Whole Group	5 min.	
Read-Aloud			
Purpose for Listening	Whole Group	15 min.	<input type="checkbox"/> Flip Book: 9A-1
“Baa, Baa, Black Sheep”			
Comprehension Questions			
Application			
On Stage	Whole Group	10 min.	<input type="checkbox"/> notecards <input type="checkbox"/> drawing tools

ADVANCE PREPARATION

Universal Access

- Consider bringing in books about sheep to share with students. You may find appropriate selections in the local or school library.

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

Vocabulary Chart for “Baa, Baa, Black Sheep”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	lane wool		
Multiple Meaning			
Sayings and Phrases	yes, sir		

Lesson 9A: Baa, Baa, Black Sheep

Introducing the
Read-Aloud

Reading: Students will describe the main events in a nursery rhyme.

TEKS K.5.E; TEKS K.7.C

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

- Remind students that they have already learned two nursery rhymes about sheep—“Little Bo Peep” and “Little Boy Blue.”
- Ask students what they already know about sheep from these other rhymes. (*They have lots of soft, fluffy hair; a shepherd or shepherdess takes care of them; they like to be in fields of grass or meadows; sometimes they wander off or get lost; etc.*)
- Ask students to describe the main events that happen in “Little Bo Peep” and “Little Boy Blue.” (*Bo Peep loses her sheep; she can't find them; she leaves them alone; she hopes they will come home. The cow gets loose in the cornfield; the sheep get loose in the meadow; Little Boy Blue falls asleep under the haystack.*)


Check for Understanding

One-Word Answer: What do shepherds and shepherdesses take care of? (*sheep*)

ENGLISH
LANGUAGE
LEARNERS


**Speaking and
Listening**
**Exchanging Information
and Ideas**
Beginning

Ask students yes/no questions about what happens in these nursery rhymes and encourage them to ask their own questions about events in the rhymes.

Intermediate

Encourage students to build on what the previous student has said about what happens in the rhymes.

Advanced/
Advanced High

Challenge students to say something more about what the previous student has said about the rhymes.

ELPS 3.G

TEKS K.5.E Make connections to personal experiences, ideas in other texts, and society with adult assistance;
TEKS K.7.C Describe the elements of plot development including the main events, the problem, and the resolution for texts read aloud with adult assistance.

Lesson 9A: Baa, Baa, Black Sheep

Read-Aloud



Reading: Students will describe the main events in a nursery rhyme.

✦ **TEKS K.7.C**

Reading: Students will identify details in a nursery rhyme.

✦ **TEKS K.5.G**

PURPOSE FOR LISTENING

- Tell students that you are going to read another nursery rhyme about a sheep. Tell them to listen to carefully to identify details in the nursery rhyme.

“BAA, BAA, BLACK SHEEP” (10 MIN.)



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

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

READ IT AGAIN

[Reread the rhyme with the Guided Listening Support.]



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

Baa, baa, black sheep,
Have you any wool? *or fur*
Yes, sir, yes, sir,
Three bags full.
One for the master, *Master is an old English term used for gentleman.*
And one for the dame, *Dame is an old English word for lady.*
And one for the little boy
Who lives down the lane. *or road*

Note to Teacher

The word master can be considered sensitive though scholars claim the word is not used in reference to slavery in this rhyme.



Speaking and
Listening

Exchanging Information
and Ideas

Beginning

Reframe questions as simple yes/no questions (e.g., "Could this nursery rhyme really happen?").

Intermediate

Provide students with a specific sentence frame (e.g., "This nursery rhyme could/could not happen because . . .").

**Advanced/
Advanced High**

Encourage students to use key details in complete sentences (e.g., "This nursery rhyme could not happen because sheep can't talk.").

ELPS 3.G

ECHO TECHNIQUE

- Tell students, "I am going to say the first line of 'Baa, Baa, Black Sheep.' Then I will stop and give you a chance to echo. That means you will say the exact words that I said. We will continue doing this for each line of the rhyme."
- Compliment students for doing this correctly, and explain that means they were listening carefully.



Check for Understanding

One-Word Answer: What does the person in the nursery rhyme ask for? (*wool*)

COMPREHENSION QUESTIONS (5 MIN.)

1. **Literal** How many bags of wool does the sheep answer that he has? (*three*)
2. **Literal** Who are the bags of wool for? (*the master, the dame, and the little boy who lives down the lane*)
3. **Inferential** What color do you think the wool is? Why? (*Answers may vary, but may include that the wool is black because the rhyme talks about a black sheep.*)

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

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

4. **Evaluative** Could this nursery rhyme really happen, or is it make-believe? How do you know? (*Answers may vary, but may include that this nursery rhyme is make-believe because sheep cannot talk.*)

Lesson 9A: Baa, Baa, Black Sheep

Application



Reading: Students will retell a familiar nursery rhyme.

TEKS K.6.D

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.
- In the rhyme, students first hear someone talking to the sheep and then they hear the sheep when the sheep 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 the sheep answers.
- If time permits, recite the rhyme again with each group playing the other role.



Check for Understanding

One-Word Answer: What is a conversation between two or more characters called? (*dialogue*)



Exit Pass

Have students draw the main events in “Baa, Baa, Black Sheep” on notecards.

End Lesson

TEKS K.6.D Retell texts in ways that maintain meaning.

9B

NURSERY RHYMES AND FABLES

Humpty Dumpty

PRIMARY FOCUS OF LESSON

Reading

Students will make predictions about the events in a nursery rhyme.

✦ **TEKS K.5.C**

Students will describe the main events in a nursery rhyme.

✦ **TEKS K.7.C**

Foundational Skills

Students will identify and generate rhyming words.

✦ **TEKS K.2.A.i**

FORMATIVE ASSESSMENT

Exit Pass

Written Students will draw the main events in the nursery rhyme.

✦ **TEKS K.7.C**

✦ **TEKS K.5.C** Make and confirm predictions using text features and structures with adult assistance; **TEKS K.7.C** Describe the elements of plot development including the main events, the problem, and the resolution for texts read aloud with adult assistance; **TEKS K.2.A.i** Demonstrate phonological awareness by: identifying and producing rhyming words.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud			
What Have We Already Learned?	Whole Group	5 min.	<input type="checkbox"/> Flip Book: 9B-1
Read-Aloud			
Purpose for Listening	Whole Group	20 min.	
“Humpty Dumpty”			
Comprehension Questions			
Application			
Rhyming Words	Whole Group	5 min.	<input type="checkbox"/> notecards <input type="checkbox"/> drawing tools

ADVANCE PREPARATION

Universal Access

- You may wish to bring in several versions of “Humpty Dumpty” with different illustrations to share with students.

CORE VOCABULARY

great, adj. unusually big

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

Variation(s): greater, greatest

together, adv. in one group, piece, or place

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

Variation(s): none

Vocabulary Chart for “Humpty Dumpty”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		together	
Multiple Meaning		great	
Sayings and Phrases	Humpty Dumpty couldn't		

Lesson 9B: Humpty Dumpty

Introducing the Read-Aloud



Reading: Students will make predictions about the events in a nursery rhyme.

TEKS K.5.C

WHAT HAVE WE ALREADY LEARNED? (5 MIN.)

Show image 9B-1: Humpty Dumpty

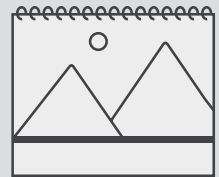
- Ask students to describe what they see in the picture. Then ask them to describe what they think might happen in the nursery rhyme.



Check for Understanding

Recall: What do we do when we make a prediction? (*use details and information to guess what will happen*)

Flip Book 9B-1



ENGLISH LANGUAGE LEARNERS

Speaking and Listening

Exchanging Information and Ideas

Beginning

Ask students yes/no questions to predict what might happen in the nursery rhyme (e.g., “Do you think the main character will fall?”).

Intermediate

Encourage students to build on what the previous student has said about what will happen in the nursery rhyme.

Advanced/ Advanced High

Challenge students to say something more about the previous student’s prediction.

ELPS 3.G

TEKS K.5.C Make and confirm predictions using text features and structures with adult assistance.

Lesson 9B: Humpty Dumpty

Read-Aloud



Reading: Students will describe the main events in a nursery rhyme.

TEKS K.7.C

PURPOSE FOR LISTENING

- Tell students to listen carefully to identify the main events in the nursery rhyme.

“HUMPTY DUMPTY” (10 MIN.)



Show image 9B-1: Humpty Dumpty

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

READ IT AGAIN

[Reread the rhyme with the Guided Listening Support.]



Show image 9B-1: Humpty Dumpty

Humpty Dumpty
sat on a wall,
Humpty Dumpty
had a great *or unusually big* fall.
All the king's horses,
And all the king's men,
Couldn't put Humpty
together again *or put him back into one
piece*.

TEKS K.7.C Describe the elements of plot development including the main events, the problem, and the resolution for texts read aloud with adult assistance.

ECHO TECHNIQUE

- Tell students, “I am going to say the first line of ‘Humpty Dumpty.’ Then I will stop and give you a chance to echo. That means you will say the exact words that I said. We will continue doing this for each line of the rhyme.”
- Compliment students for doing this correctly, which means they were listening carefully.



Check for Understanding

One-Word Answer: What is Humpty Dumpty? (*egg*)

COMPREHENSION QUESTIONS (10 MIN.)

1. **Evaluative** Were your predictions about what happens correct? Why or why not? (*Answers may vary.*)
2. **Literal** What happens to Humpty Dumpty? (*He has a great fall.*)
 - **Literal** Where is Humpty Dumpty sitting? (*on the wall*)
 - **Inferential** What happens to him when he falls? (*he breaks*)
 - **Inferential** What does it mean to say that Humpty Dumpty had a “great” fall? (*It was a really big fall.*)
3. **Evaluative** Why can’t the king’s men put Humpty Dumpty back together? (*Once an egg/shell is broken, it can’t be put back together.*)

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

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

4. **Evaluative** Could the events in this rhyme really happen, or are they make-believe? (*Answers may vary, but may include that these events are make-believe because giant eggs with legs and arms do not exist and could not sit on walls. On the other hand, it is true that if eggs fall, they really do break and can't be put back together.*)



ENGLISH
LANGUAGE
LEARNERS

Speaking and Listening

Exchanging Information
and Ideas

Beginning

Reframe questions as simple yes/no questions (e.g., “Could this nursery rhyme really happen?”).

Intermediate

Provide students with a specific sentence frame (e.g., “This nursery rhyme could/could not happen because . . .”).

Advanced/ Advanced High

Encourage students to use key details in complete sentences (e.g., “This nursery rhyme could not happen because eggs do not have arms and sit on walls.”).

ELPS 3.G

Lesson 9B: Humpty Dumpty

Application



Foundational Skills: Students will identify and generate rhyming words.

TEKS K.2.A.i

RHYMING WORDS (5 MIN.)

- I am going to reread the nursery rhyme a few lines at a time and I you want you to identify the rhyming words.
- Humpty Dumpty sat on a wall,
Humpty Dumpty had a great fall. (*wall, fall*)
- All the king's horses,
And all the king's men,
Couldn't put Humpty together again. (*men, again*)
- Reread the nursery rhyme, but leave out the second word of each rhyming pair for students to fill in.
- If time permits, ask students to think of other words that rhyme with each rhyming pair.

ENGLISH
LANGUAGE
LEARNERS



Speaking and
Listening

Exchanging Information
and Ideas

Beginning

Reframe questions as simple yes/no questions (e.g., "Does *wall* rhyme with *fall*"?).

Intermediate

Provide students with a specific sentence frame (e.g., "*Wall* rhymes with . . .").

**Advanced/
Advanced High**

Encourage students to generate rhymes and use them in complete sentences (e.g., "*Wall* rhymes with *fall*").

ELPS 2.1



Check for Understanding

Stand Up/Sit Down: Does *men* rhyme with *ten*? (*stand up*)



Exit Pass

Have students draw the main events in "Humpty Dumpty" on notecards.

End Lesson

TEKS K.2.A.i Demonstrate phonological awareness by: identifying and producing rhyming words.

NURSERY RHYMES AND FABLES

The Lion and the Mouse

PRIMARY FOCUS OF LESSON

Reading

Students will demonstrate knowledge of distinguishing characteristics of well-known children's literature such as fables and nursery rhymes.

✦ **TEKS K.8.A**

Students will identify main characters in a fable.

✦ **TEKS K.7.B**

Students will describe the main events in a fable.

✦ **TEKS K.3.C; TEKS K.6.D; TEKS K.7.C**

Language

Students will demonstrate an understanding of the Tier 2 word *disturbed*.

✦ **TEKS K.6.F**

FORMATIVE ASSESSMENT

Exit Pass

Written Students will draw the main events in "The Lion and the Mouse."

✦ **TEKS K.6.D**

✦ **TEKS K.8.A** Demonstrate knowledge of distinguishing characteristics of well-known children's literature, such as folktales, fables, fairy tales, and nursery rhymes; **TEKS K.7.B** Identify and describe the main character(s); **TEKS K.3.C** Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations; **TEKS K.6.D** Retell texts in ways that maintain meaning; **TEKS K.7.C** Describe the elements of plot development including the main events, the problem, and the resolution for texts read aloud with adult assistance; **TEKS K.6.F** Respond using newly acquired vocabulary as appropriate.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud			
Essential Background Information or Terms	Whole Group	10 min.	
Read-Aloud			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Flip Book: 10A-1–10A-4
“The Lion and the Mouse”			
Comprehension Questions			
Word Work: <i>Disturbed</i>			
Application			
Image Review	Whole Group	5 min.	<input type="checkbox"/> Flip Book: 10A-1–10A-4 <input type="checkbox"/> Image Cards 1–4 <input type="checkbox"/> notecards
On Stage	Partner	15 min.	<input type="checkbox"/> drawing tools
Take-Home Material			
Family Letter			<input type="checkbox"/> Activity Page 10.1

ADVANCE PREPARATION

Application

- Prepare Image Cards 1–4 for use during the On Stage activity.
- Divide students into pairs for On Stage activity.

Universal Access

- Encourage students to share fables and stories from their home culture. You may wish to collect several fables from the cultures, and possibly languages, of your students.

CORE VOCABULARY

disturbed, v. interrupted or bothered

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

The dog is gnawing the bone.

Variation(s): gnaw, gnaws, gnawed

grateful, adj. thankful

Example: Valeria was grateful that Wei shared his crayons.

Variation(s): none

Vocabulary Chart for “The Lion and the Mouse”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		disturbed gnawing grateful	
Multiple Meaning		favor	
Sayings and Phrases	king of beasts hunter's net		

Lesson 10: The Lion and the Mouse

Introducing the
Read-Aloud

Reading: Students will demonstrate knowledge of distinguishing characteristics of well-known children's literature such as fables and nursery rhymes.

✦ **TEKS K.8.A**

✦ **ESSENTIAL BACKGROUND INFORMATION OR TERMS (10 MIN.)** **TEKS K.8.A**

- Remind students that they have been hearing many nursery rhymes over the past several days. Ask them to describe some things that most nursery rhymes have in common. (*they are short; they have rhyming words; characters are often animals; etc.*)
- Tell students they are going to listen to a different type of story called a fable. Have them say the word *fable* out loud.
- Explain that, like many nursery rhymes, fables are fun to listen to and 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, though they don't have much of a story.
- Fables always have a story and a lesson to be learned, which is called a moral. Have students say the word *moral* out loud.
- Tell them that the characters in fables are often, but not always, animals. Often these animal characters have a problem, and as they go about trying to fix their problem, they learn an important lesson.

ENGLISH
LANGUAGE
LEARNERS

Speaking and
ListeningExchanging Information
and Ideas**Beginning**

Reframe questions as simple yes/no questions (e.g., "Do fables usually have a lesson at the end?").

Intermediate

Provide students with a specific sentence frame (e.g., "A moral is . . .").

**Advanced/
Advanced High**

Encourage students to use key details in complete sentences (e.g., "Fables often have morals, or lessons, at the end.").

ELPS 3.G

✦ **TEKS K.8.A** Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes.

Lesson 10: The Lion and the Mouse

Read-Aloud



Reading: Students will identify main characters in a fable.

✦ **TEKS K.7.B**

Language: Students will demonstrate an understanding of the Tier 2 word *disturbed*.

✦ **TEKS K.6.F**

PURPOSE FOR LISTENING

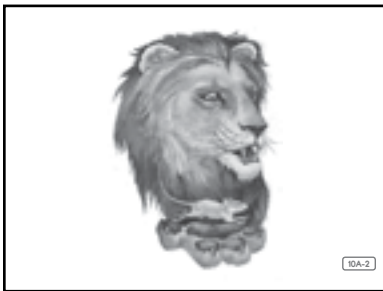
- Tell students to listen carefully to identify the main characters in this fable.

“THE LION AND THE MOUSE” (15 MIN.)



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**. *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?”
What do you think will happen next?

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

✦ **TEKS K.7.B** Identify and describe the main character(s); **TEKS K.6.F** Respond using newly acquired vocabulary as appropriate.

be **grateful** to you forever. Grateful means thankful. And if I can, I will do you a **favor** someday." Doing a favor is doing something nice for someone.

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.

The mouse remembered his promise to the lion, and he began **gnawing** the ropes of the net with his sharp little teeth. 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."



Check for Understanding

Recall: Who are the characters in the fable? (*lion, mouse*)

COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal** Are the main characters in the fable animals or people? (*Animals are the characters in this fable.*)
2. **Literal** How does the lion feel at the beginning of the story when the mouse is jogging across his back? Why? What does the lion plan to do? (*He's angry because his sleep is disturbed. The lion plans to swallow, or eat, the mouse.*)
3. **Literal** Why does the lion decide not to swallow the mouse? (*The mouse talks the lion out of it by saying that he might help the lion someday. This makes the lion laugh and puts him in a better mood.*)
4. **Literal** How does the mouse help the lion later? (*He gnaws the net to free the lion.*)

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

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

5. **Evaluative** What is the moral of this fable? (*"Little friends may be great friends."*) **TEKS K.8.A**
 - Who is the little friend? (*The mouse is the little friend.*)
 - Why is he a great friend? (*He helps the lion escape.*)
 - Who learns the lesson? (*The lion learns the lesson.*)



ENGLISH
LANGUAGE
LEARNERS

Speaking and Listening

Exchanging Information and Ideas

Beginning

Reframe questions as simple yes/no questions (e.g., "Is the moral of the story 'Little friends can not help those who are bigger than them?'").

Intermediate

Provide students with a specific sentence frame (e.g., "The moral of the fable is . . .").

Advanced/ Advanced High

Encourage students to use key details in complete sentences (e.g., "The moral of the fable is that little friends may be great friends.").

ELPS 3.G

TEKS K.8.A Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes.

WORD WORK: DISTURBED (5 MIN.)

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

Use a Making Choices activity for follow-up. I am going to name some situations. If what I name might disturb you, say, "That would disturb me." If what I say would not disturb you, say, "That would not disturb me."

- a dog barking while you are trying to sleep (*That would disturb me.*)
- raining cats and dogs while you are playing outside (*That would disturb me.*)
- your mother giving you a piece of fruit when you are hungry (*That would not disturb me.*)
- someone talking to you while you are watching TV (*That would disturb me.*)
- your friends giving you birthday presents at your party (*That would not disturb me.*)
- a fly buzzing around your head (*That would disturb me.*)
- someone whistling while you are drawing a picture (*That would disturb me.*)

Lesson 10: The Lion and the Mouse

Application



Reading: Students will describe the main events in a fable.

TEKS K.3.C; TEKS K.6.D; TEKS K.7.C

IMAGE REVIEW (5 MIN.)

Show images 10A-1 through 10A-4.

- Ask students to explain what is happening in each picture. Help them to create a continuous narrative retelling the fable.
- As students discuss each image, remember to repeat and expand upon each response using richer and more complex language, including, if possible, any read-aloud vocabulary.
- Encourage the use of temporal vocabulary to help in introducing and sequencing events: *first, then, next, later, finally*, etc.
- Ask students which of the images they think best shows the moral of the fable. Have them explain why they chose a particular image.

ON STAGE (15 MIN.)

- Use Image Cards 1–4 for retelling and sequencing the events of this fable.
- Divide students into pairs, assigning one student the role of the lion and the other student the role of the mouse.
- Ask students to act out the fable while you narrate.
- Give students an opportunity to narrate as well.
- You may want to explain that the narrator is someone who tells or reads a story.
- Ask students what a conversation between two characters is called. (*a dialogue*)
- Ask them who is having a dialogue in this fable. (*the lion and the mouse*)

Flip Book
10A-1–10A-4

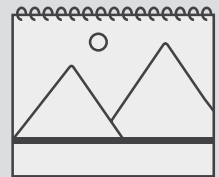


Image Cards 1–4



TEKS K.3.C Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations. **TEKS K.6.D** Retell texts in ways that maintain meaning. **TEKS K.7.C** Describe the elements of plot development including the main events, the problem, and the resolution for texts read aloud with adult assistance.



Exit Pass

Have students draw the main events in “The Lion and the Mouse” on notecards.

End Lesson

Lesson 10: The Lion and the Mouse

Take-Home Material

FAMILY LETTER

- Send home Activity Page 10.1.

NURSERY RHYMES AND FABLES

The Dog and His Reflection

PRIMARY FOCUS OF LESSON

Language

Students will demonstrate an understanding of the Tier 3 word *reflection*.

✦ **TEKS K.6.F**

Reading

Students will identify the main lesson, or moral, in a fable.

✦ **TEKS K.7.A**

Language

Students will demonstrate an understanding of the Tier 3 word *reflection* and the Tier 2 word *feast*.

✦ **TEKS K.6.F**

Writing

Students will sequence the beginning, middle, and end of literary text.

✦ **TEKS K.6.D; TEKS K.6.E**

FORMATIVE ASSESSMENT

Activity Page 11.1

Sequencing Events Students will sequence images illustrating the beginning, middle, and end of “The Dog and His Reflection” in order to retell the plot of the fable.

✦ **TEKS K.6.D**

✦ **TEKS K.6.F** Respond using newly acquired vocabulary as appropriate; **TEKS K.7.A** Discuss topics and determine the basic theme using text evidence with adult assistance; **TEKS K.6.D** Retell texts in ways that maintain meaning; **TEKS K.6.E** Interact with sources in meaningful ways such as illustrating or writing.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud			
Essential Background Information or Terms	Whole Group	10 min.	<input type="checkbox"/> child-safe mirrors, spoons, etc.
Read-Aloud			
Purpose for Listening	Whole Group	30 min.	<input type="checkbox"/> Flip Book: 11A-1–11A-4
“The Dog and His Reflection”			
Comprehension Questions			
Word Work: <i>Feast</i>			
Application			
Sequencing Beginning, Middle, and End	Independent	20 min.	<input type="checkbox"/> Activity Page 11.1 <input type="checkbox"/> Image Cards 1–5 <input type="checkbox"/> paper <input type="checkbox"/> scissors <input type="checkbox"/> glue

ADVANCE PREPARATION

Introducing the Read-Aloud

- You may wish to bring in an assortment of child-safe mirrors, spoons, and other objects in which students can see their own reflection.

Universal Access

- Encourage students to share fables and stories from their home culture. You may wish to collect several fables from the cultures, and possibly languages, of your students.

CORE VOCABULARY

feast, n. a big meal

Example: The prince invited one hundred people to the royal feast.

Variation(s): feasts

greedy, adj. wanting more 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, water, or other shiny surface

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

Variation(s): reflections

stream, n. a small river

Example: We fished in the stream behind our house.

Variation(s): streams

Vocabulary Chart for “The Dog and His Reflection”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	reflection	feast greedy	
Multiple Meaning	stream		
Sayings and Phrases	lose everything hurried on		

Lesson 11: The Dog and His Reflection

Introducing the
Read-Aloud

Language: Students will demonstrate an understanding of the Tier 3 word *reflection*.

TEKS K.6.F

ESSENTIAL BACKGROUND INFORMATION OR TERMS (10 MIN.)

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

ENGLISH
LANGUAGE
LEARNERS



Speaking and
Listening

Exchanging Information
and Ideas

Beginning

Reframe questions as simple yes/no questions (e.g., “Can you see your reflection in a mirror?”).

Intermediate

Provide students with a specific sentence frame (e.g., “I can see my reflection in . . .”).

Advanced/
Advanced High

Encourage students to use key details in complete sentences (e.g., “I can see my reflection in a mirror or in other shiny objects.”).

ELPS 3.D; ELPS 3.G

TEKS K.6.F Respond using newly acquired vocabulary as appropriate.

Lesson 11: The Dog and His Reflection

Read-Aloud



Reading: Students will identify the main lesson or moral in a fable.

✦ **TEKS K.7.A**

Language: Students will demonstrate an understanding of the Tier 2 word *feast*.

✦ **TEKS K.6.F**

PURPOSE FOR LISTENING

- Tell students that they are going to hear a fable about a dog that sees his reflection. Remind students that a fable is a short story with a lesson. Ask students to listen carefully to identify the moral in the fable.

“THE DOG AND HIS REFLECTION” (15 MIN.)



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. *A feast is a 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.”

✦ **TEKS K.7.A** Discuss topics and determine the basic theme using text evidence with adult assistance; **TEKS K.6.F** Respond using newly acquired vocabulary as appropriate.



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. *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.” *What do you think is happening? Are there really two dogs, one on top of the bridge and one in the water?*



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."
Greedy means wanting more than you need.



Check for Understanding

One-Word Answer: Does the dog get what he wants at the end of the fable? (*no*)

COMPREHENSION QUESTIONS (10 MIN.)

1. **Literal** What is the dog excited about at the beginning of the fable? (*The butcher gave him a bone, and dogs like to chew on bones.*)
2. **Literal** What does the dog decide to do with the bone? Why? (*He plans to bury it so that he won't have to share with the other dogs.*)
3. **Inferential** In the fable, the dog crosses a stream on a bridge. What happens while he is crossing the bridge? (*He sees his reflection and thinks it's another dog with a bone. When he opens his mouth to take that bone, he loses his own.*)
4. **Evaluative** What is a fable? (*a story that teaches a lesson*)
 - What is the moral, or lesson, of this fable? (*If you are greedy, you may lose everything.*)
 - Who is greedy in the fable? (*the dog*)
 - What does he lose? (*the bone*)

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

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

5. **Evaluative** Is this story real or make-believe? How do you know? (*Answers may vary, but may include that the story is make-believe because animals don't really talk.*)

Support

Explain that a butcher is a person who sells meat.



**ENGLISH
LANGUAGE
LEARNERS**

Speaking and Listening

Exchanging Information and Ideas

Beginning

Reframe questions as simple yes/no questions (e.g., "Is the moral of the story "If you are greedy, you may lose everything?").

Intermediate

Provide students with a specific sentence frame (e.g., "The moral of the fable is . . .").

Advanced/ Advanced High

Encourage students to use key details in complete sentences (e.g., "The moral of the fable is that if you are greedy, you may lose everything.").

ELPS 3.G

WORD WORK: FEAST (5 MIN.)

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

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

- For dinner, we had chicken, pasta, rolls, corn, potatoes, green beans, apple pie, and pumpkin pie. (*That is a feast.*)
- a piece of fruit (*That is not a feast.*)
- Everyone brought a dish to share for our neighborhood picnic. (*That is a feast.*)
- a bag full of bones for a dog (*That is a feast.*)
- a glass of water (*That is not a feast.*)

Lesson 11: The Dog and His Reflection

Application



Writing: Students will sequence the beginning, middle, and end of literary text.

TEKS K.6.D; TEKS K.6.E

SEQUENCING BEGINNING, MIDDLE, AND END (20 MIN.)

- Activity Page 11.1 has three pictures. One shows what is happening at the beginning of “The Dog and His Reflection,” one shows what is happening in the middle of the fable, and one shows what is happening at the end of the fable. (Show Image Cards 5–7, out of order, for students to see.)
- Look at each picture and think about what is happening.
- Cut out the three pictures, and put them in order to show the beginning, middle, and end of the fable.
- Retell the fable using the three pictures.
- When you have made sure that you have them in the correct order, glue them in the correct order onto a piece of paper.
- As students complete their worksheets, divide them into pairs to conduct a *Think Pair Share* retelling of the fable, with each student taking a turn.

End Lesson

Activity Page 11.1



**ENGLISH
LANGUAGE
LEARNERS**

Writing

Composing/Writing

Beginning

Prompt students with simple questions (e.g., “Does this picture show the beginning of the story?”).

Intermediate

Prompt students with statements (e.g., “Point to the picture that shows the beginning of the story.”).

Advanced/

Advanced High

Encourage students to label the pictures with words (e.g., “beginning.”).

ELPS 5.B

TEKS K.6.D Retell texts in ways that maintain meaning; **TEKS K.6.E** Interact with sources in meaningful ways such as illustrating or writing.

12

NURSERY RHYMES AND FABLES

The Hare and the Tortoise

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will make predictions about the outcome of a fable.

✦ **TEKS K.5.C**

Reading

Students will confirm/correct their predictions after reading.

✦ **TEKS K.5.C**

Students will identify the main lesson or moral in a fable.

✦ **TEKS K.7.A**

Language

Students will demonstrate an understanding of the Tier 2 word *boasting*.

✦ **TEKS K.6.F**

With assistance, students will combine ideas to form detailed sentences describing a fable.

✦ **TEKS K.5.H**

Speaking and Listening

Students will share information and ideas clearly by speaking audibly and clearly using the conventions of language.

✦ **TEKS K.1.C**

Students will work collaboratively with others by following agreed-upon rules for discussion, including taking turns.

✦ **TEKS K.1.D**

FORMATIVE ASSESSMENT

Exit Pass

Oral Students will restate the moral of the fable.

✦ **TEKS K.7.A**

✦ **TEKS K.5.C** Make and confirm predictions using text features and structures with adult assistance; **TEKS K.7.A** Discuss topics and determine the basic theme using text evidence with adult assistance; **TEKS K.6.F** Respond using newly acquired vocabulary as appropriate; **TEKS K.5.H** Synthesize information to create new understanding with adult assistance; **TEKS K.1.C** Share information and ideas by speaking audibly and clearly using the conventions of language; **TEKS K.1.D** Work collaboratively with others by following agreed-upon rules for discussion, including taking turns.

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing the Read-Aloud			
Essential Background Information or Terms	Whole Group	10 min.	☐ Flip Book: 12A-1–12A-2
Read-Aloud			
Purpose for Listening	Whole Group	30 min.	☐ Flip Book: 12A-3–12A-7
“The Hare and the Tortoise”			
Comprehension Questions			
Word Work: <i>Boasting</i>			
Application			
Multiple Meaning Word: <i>Break</i>	Whole Group	5 min.	☐ Poster 7M (Flip Book)
Syntactic Awareness Activity	Whole Group	15 min.	☐ Flip Book: 12A-4

ADVANCE PREPARATION

Universal Access

- Consider bringing in books about hares and tortoises to share with students. You may find appropriate selections in the local or school library.

CORE VOCABULARY

boasting, v. bragging

Example: The swimmer was boasting about winning the race.

Variation(s): boast, boasts, boasted

darted, v. moved suddenly

Example: The dog darted across the street.

Variation(s): dart, darts, darting

steadily, adv. moving continuously at the same speed

Example: She worked steadily, hoping to finish her homework before dinner.

Variation(s): none

Vocabulary Chart for “The Hare and the Tortoise”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		boasting darted steadily	
Multiple Meaning			
Sayings and Phrases	finish line just in time nodded off ready, set, go! too late		

Lesson 12: The Hare and the Tortoise

Introducing the Read-Aloud



Speaking and Listening: Students will make predictions about the outcome of a fable.

TEKS K.5.C

ESSENTIAL BACKGROUND INFORMATION OR TERMS (10 MIN.)

Show image 12A-1: Hare

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

Show image 12A-2: Tortoise

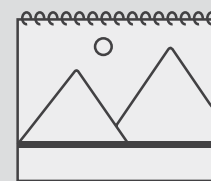
- Ask students what they see in the picture. If they say “turtle,” explain that this animal is similar to a turtle, but it is a tortoise.
- Ask them to repeat the word *tortoise*.
- Explain that a tortoise can be quite a bit larger than a turtle, and while turtles spend most of their time in water, most tortoises live on land. Explain that tortoises move or crawl very slowly when they are on land.
- Ask students which animal they think is faster: the hare or the tortoise.
- Tell students that you are going to read a fable about a race between a hare and a tortoise. Ask them to predict who will win the race. **TEKS K.5.C**



Check for Understanding

Thumbs Up/Thumbs Down: When we make a prediction, we use details and information to make a good guess about an event or outcome. (*thumbs up*)

Flip Book
12A-1, 12A-2



ENGLISH
LANGUAGE
LEARNERS

Speaking and
Listening

Exchanging Information
and Ideas

Beginning

Ask students yes/no questions to predict what might happen in the fable (e.g., “Do you think the hare will win the race?”).

Intermediate

Encourage students to build on what the previous student has said about what will happen in the fable.

Advanced/ Advanced High

Challenge students to say something more about the previous student’s prediction.

ELPS 3.G

TEKS K.5.C Make and confirm predictions using text features and structures with adult assistance.

Lesson 12: The Hare and the Tortoise

Read-Aloud



Reading: Students will confirm/correct their predictions after reading.

✦ **TEKS K.5.C**

Students will identify the main lesson or moral in a fable.

✦ **TEKS K.7.A**

Language: Students will demonstrate an understanding of the Tier 2 word *boasting*.

✦ **TEKS K.6.F**

Speaking and Listening: Students will share information and ideas clearly.

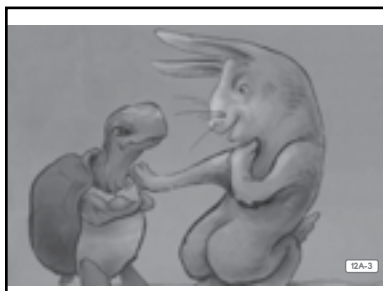
✦ **TEKS K.1.C**

PURPOSE FOR LISTENING

TEKS K.5.C

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

“THE HARE AND THE TORTOISE” (15 MIN.)



Show image 12A-3: Hare boasting to tortoise

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

“What a slow fellow you are!” he said to the tortoise. [Point to the tortoise.] one day. “I really feel sorry for you, having to creep along like that. Creep, creep, creep! Creep means to move slowly and close to the ground. 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.”

✦ **TEKS K.5.C** Make and confirm predictions using text features and structures with adult assistance; **TEKS K.7.A** Discuss topics and determine the basic theme using text evidence with adult assistance; **TEKS K.6.F** Respond using newly acquired vocabulary as appropriate; **TEKS K.1.C** Share information and ideas by speaking audibly and clearly using the conventions of language.

“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. *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**, *or 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.

Since it seemed to him that the race was already won, the hare decided to stop and take a little *break, or a rest.* 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.

Support

Break can also mean to damage something or split into pieces.

Eventually he nodded off and began to snore. *What do you think is going to happen?*



Show image 12A-7: Tortoise winning race

While the hare was napping, the tortoise kept moving—slowly but steadily. *He wasn't fast, but he kept going, nice and steady.* After 15 minutes he crawled past the sleeping hare. After another 15 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." *Were your predictions correct about who would win the race? Why or why not?*

TEKS K.5.C

Support

Remind students that a character is a person (or animal) a story is talking about.

ENGLISH
LANGUAGE
LEARNERS



Speaking and Listening

Exchanging Information
and Ideas

Beginning

Reframe questions as simple yes/no questions (e.g., "Could this fable really happen?").

Intermediate

Provide students with a specific sentence frame (e.g., "This fable could/could not happen because . . .").

Advanced/ Advanced High

Encourage students to use key details in complete sentences (e.g., "This fable could not happen because hares and tortoises can't talk and they don't race against each other.").

ELPS 3.G

Check for Understanding



One-Word Answer: Who won the race? (*the tortoise*)

COMPREHENSION QUESTIONS (10 MIN.)

- Literal** In this fable, are the characters people or animals? (*animals*)
 - What kinds of animals are they? (*Answers may vary, but may include the hare and tortoise, as well as squirrel, mouse, and raccoon.*)
- Literal** Why do the hare and tortoise decide to have a race? (*The hare is boasting about his speed, so the tortoise challenges him to a race.*)
- Literal** How is the tortoise able to beat a faster animal, the hare? (*He is steady; he doesn't stop to chat or nap.*)
 - Who wins the race? (*The tortoise wins the race.*)
- Literal** What is the moral, or lesson, of this fable? (*Slow and steady wins the race.*)
 - Who is slow and steady in this fable? (*The tortoise is slow and steady.*)
 - What does *slow and steady* mean? (*to keep going at an even pace without taking breaks*)

TEKS K.5.C Make and confirm predictions using text features and structures with adult assistance.


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

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

5. **Evaluative** Could this story really happen or is it make-believe? How do you know? (*Answers may vary, but may include that this story is make-believe because animals don't talk or have races.*)

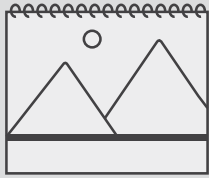
WORD WORK: BOASTING (5 MIN.)

1. In the read-aloud you heard, "There once was a hare who was always boasting about how fast he was."
2. Say the word *boasting* with me.
3. When someone is boasting, they are bragging about something.
4. She was boasting about winning the spelling bee.
5. A person may boast about things they have, such as a special toy, or things they have done, such as winning first prize in a contest. Think about some of the characters in the fables we have been reading and what they boasted about. Try to use the word *boasting* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "The _____ was boasting because ..."].
6. What's the word we've been talking about?

Use a Sharing activity for follow-up. Do you think the hare might still boast about himself after losing the race to the tortoise? Why or why not? Be sure to use the conventions of language and begin your response with "The hare might/might not boast about himself after losing the race to the tortoise because ..."
 **TEKS K.1.C**

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 ..."

 **TEKS K.1.C** Share information and ideas by speaking audibly and clearly using the conventions of language.



ENGLISH
LANGUAGE
LEARNERS



Speaking and
Listening

Listening Actively

Beginning

Ask students simple yes/no questions (e.g., “Should you take a break when you are tired?”).

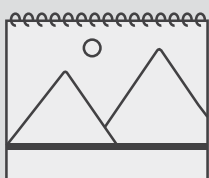
Intermediate

Provide students with a specific sentence frame (e.g., “I want to take a break because . . .”).

Advanced/
Advanced High

Encourage students to use key details in complete sentences (e.g., “I want to take a break because I have been sitting down for a long time.”).

ELPS 3.D



Lesson 12: The Hare and the Tortoise

Application



Language: With assistance, students will combine ideas to form detailed sentences describing a fable.

✦ **TEKS K.5.H**

Speaking and Listening

Students will share information and ideas by speaking audibly and clearly using the conventions of language.

✦ **TEKS K.1.C**

Students will work collaboratively with others by following agreed-upon rules for discussion, including taking turns.

✦ **TEKS K.1.D**

MULTIPLE MEANING WORD: BREAK (5 MIN.)

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. [Have a student point to the correct picture for this sense of the word.]
- *Break* can also mean other things. *Break* means to split into pieces. [Have a student point to the correct picture for this sense of the word.]
- *Break* also means to damage something, to cause something to become broken so that it cannot be used anymore. [Have a student point to the correct picture for this sense of the word.]
- Now with your partner, make a sentence for each meaning of *break*. Try to use complete sentences. Call on students to share your sentences.

SYNTACTIC AWARENESS ACTIVITY (15 MIN.)

TEKS K.1.C; TEKS K.1.D

Sentence Builder

Show image 12A-4: Beginning of race

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

✦ **TEKS K.5.H** Synthesize information to create new understanding with adult assistance; **TEKS K.1.C** Share information and ideas by speaking audibly and clearly using the conventions of language; **TEKS K.1.D** Work collaboratively with others by following agreed-upon rules for discussion, including taking turns.

- Model for students how to take turns saying one thing at a time about the picture and how to combine those ideas into one sentence.
- [Note that there may be variations in the sentences created by your class. As students say something about the picture, repeat what they say. If the sentence produced is ungrammatical, restate the correct form of the sentence. Once there are two ideas, combine them to make one sentence. See examples below.]
- 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.)
- 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.)*
- 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.)



Exit Pass **TEKS K.1.C**

Students will independently answer the following question:
“What is the moral of ‘The Hare and the Tortoise’”? Encourage students to combine ideas and build longer sentences as they just practiced with their partners.

End Lesson

TEKS K.1.C Share information and ideas by speaking audibly and clearly using the conventions of language.

Domain Review

NOTE TO TEACHER

- You should spend one day reviewing and reinforcing the material in this domain. You may have students do any combination of the activities provided in either whole-group or small-group settings.

REVIEW ACTIVITIES

Poster Review

Materials: Nursery Rhyme Poster

- Show the poster for any nursery rhyme again, and have students talk about the character or events of the nursery rhyme. You will also want to have students recite the nursery rhyme.
- As an additional poster activity, show two posters and have the students discuss how the two nursery rhymes are the same and how they are different.

Image Card Review

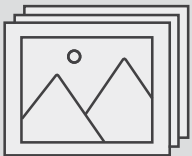
Materials: Image Cards 1–12

- 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.

Key Vocabulary Brainstorming

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

Image Cards 1–12



Riddles for Core Content

- Ask students riddles such as the following to review core content:
1. I ran up a clock. Who am I? (*the mouse*)
 2. I went to bed with my stockings and one shoe on! Who am I? (*John*)
 3. I lost my sheep. Who am I? (*Little Bo Peep*)
 4. I fell off a wall! Who am I? (*Humpty Dumpty*)
 5. I lost a race to a tortoise because I stopped and took a break! Who am I? (*the hare*)
 6. I lost my bone because I was greedy. Who am I? (*the big dog*)
 7. I was able to help the lion even though I am very small. Who am I? (*the mouse*)

Teacher Choice

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

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

Domain Assessment

NOTE TO TEACHER

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

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

PART I (ACTIVITY PAGE DA-1)

TEKS K.6.F; TEKS K.8.A; TEKS K.8.B

I am going to ask a question using a word you have heard in the read-alouds. First I will say the word and then use it in a question. If the answer to the question is yes, circle thumbs up. If the answer to the question is no, circle thumbs down. I will ask each question two times. Let's do number one together.

1. **Rhyme:** When two words end with the same sound, do they rhyme? (*thumbs up*)
2. **Character:** Are the main characters in fables often animals? (*thumbs up*)
3. **Market:** Is a market a place where people go to play soccer and football? (*thumbs down*)
4. **Sweet:** Are lollipops sweet? (*thumbs up*)
5. **Wonder:** Do people wonder about things they are curious about or would like to know more about? (*thumbs up*)
6. **Race:** If you want to take your time and put a puzzle together correctly, should you race through it? (*thumbs down*)
7. **Break:** If children play tag for a long time, do they need a break? (*thumbs up*)
8. **Ring:** Do we hold hands and form a ring to play "Ring Around the Rosie"? (*thumbs up*)

9. **Frightened:** Are people who love to play with dogs frightened when they see dogs? (*thumbs down*)
10. **Boasting:** Was the boy boasting when he forgot to tell others his good news? (*thumbs down*)

PART II (ACTIVITY PAGE DA-2)

TEKS K.5.B; TEKS K.8.B

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

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



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 answer is yes, you will circle thumbs up. If the answer is no, you will circle thumbs down. 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 thumbs down.
2. "Star light, star bright." Do *light* and *bright* rhyme? (*thumbs up*)
3. "Little Bo Peep has lost her sheep." Do *Peep* and *sheep* rhyme? (*thumbs up*)
4. "Roses are red/Violets are blue." Do *red* and *blue* rhyme? (*thumbs down*)
5. "Humpty Dumpty sat on a wall/Humpty Dumpty had a great fall." Do *wall* and *fall* rhyme? (*thumbs up*)
6. "Rain, rain, go away/Come again another day." Do *away* and *day* rhyme?
(*thumbs up*)
7. "This little pig went to market/This little pig stayed home." Do *market* and *home* rhyme? (*thumbs down*)
8. "Jack and Jill went up the hill." Do *Jill* and *hill* rhyme? (*thumbs up*)

Culminating Activities

NOTE TO TEACHER

Please use this final day to address class results of the Domain Assessment. Based on the results of the Domain Assessment, 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 also 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 areas of weakness, as indicated from Domain Assessment results.

Remediation opportunities include:

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

ENRICHMENT

TEKS K.8.C

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. "The Hare and the Tortoise" has a lot of dialogue and would be a good choice for this activity.

 **TEKS K.8.C** Discuss main characters in drama.

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

Class Book: Nursery Rhymes

Materials: Paper, drawing tools

- Remind students of the nursery rhymes heard since the first Pausing Point. Have students talk about their favorite nursery rhymes. Have each student draw a picture of his/her favorite. Give students the opportunity to orally share their drawings with a partner or the class.
- You may choose to bind the pages to make a book to put in the class library for students to view again and again.

Domain-Related Trade Book

Materials: Trade book


- Choose a trade book 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 Teacher Guide—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc.
- After you finish, lead students in a discussion about how the story or information in this book relates to the read-alouds in this domain. Explain to students that the person who wrote the book is called the author. Tell students the name of the author of the book. Explain to students that the person who makes the pictures for the book is called an illustrator. Tell students the name of the illustrator. Show students where you can find this information on the cover of the book or on the title page.

Student Choice **TEKS K.4; TEKS K.5.A**

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

Challenge

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

 **TEKS K.4.** self-select text and interact independently with text for increasing periods of time; **TEKS K.5A.** Establish purpose for reading assigned and self-selected texts with adult assistance.

- Reread the text that is selected. Feel free to pause at different places in the read-aloud this time and talk about vocabulary and information that you did not discuss previously during the read-aloud. After the read-aloud, ask students if they noticed anything new or different during the second reading that they did not notice during the first reading. Also, ask them to try to express why they like this read-aloud. Remember to repeat and expand upon each response using richer and more complex language, including, if possible, any read-aloud vocabulary.

Student-Created Books

Materials: Booklet for each student

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

Teacher Resources

Kindergarten	Knowledge 1
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Teacher Guide

Teacher Resources


In this section you will find:


- Activity Book Answer Key
- Texas Essential Knowledge and Skills Correlation Chart
- English Language Proficiency Standards Correlation Chart


ACTIVITY BOOK ANSWER KEY

NAME: _____ 11.1 **Activity Page**

DATE: _____

1 

2 



3 



Knowledge 1



Knowledge 1 Nursery Rhymes and Fables 15



NAME: _____ DA.1 **Assessment**



DATE: _____



1.  



2.  



3.  



4.  



5.  

6.  

7.  

8.  

9.  




10.  




Directions: Listen to your teacher's instructions.




Knowledge 1 Nursery Rhymes and Fables 17




NAME: _____ DA.2 **Assessment**




DATE: _____




1.   

2.   

3.   




4.   




5.   




6.   




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

Knowledge 1 Nursery Rhymes and Fables 19

7.   

8.   

9.   

10.   

Knowledge 1 Nursery Rhymes and Fables 20

NAME: _____
DATE: _____

DA.3

Assessment

Knowledge 1

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

Directions: Listen to your teacher's instructions.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - KINDERGARTEN

Knowledge 1

Correlation—Teacher’s Guide

(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

TEKS K.1.A	listen actively and ask questions to understand information and answer questions using multi-word responses	D1: p. 5; D1: p. 10; D1: p. 11; D1: p. 85; D1: p. 89; D1: p. 92; D1: p. 95
TEKS K.1.B	restate and follow oral directions that involve a short, related sequence of actions	
TEKS K.1.C	share information and ideas by speaking audibly and clearly using the conventions of language;	D1: p. 5; D1: p. 8; D1: p. 9; D1: p. 10; D1: p. 12; D1: p. 30; D1: p. 33; D1: p. 109; D1: p. 112; D1: p. 164; D1: p. 168; D1: p. 171; D1: p. 172; D1: p. 173
TEKS K.1.D	work collaboratively with others by following agreed-upon rules for discussion, including taking turns	D1: p. 164; D1: p. 172
TEKS K.1.E	develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants	

(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

(A) demonstrate phonological awareness by:

TEKS K.2.A.i	identifying and producing rhyming words	D1: p. 23; D1: p. 27; D1: p. 30; D1: p. 34; D1: p. 38; D1: p. 45; D1: p. 46; D1: p. 50; D1: p. 53; D1: p. 76; D1: p. 79; D1: p. 80; D1: p. 85; D1: p. 91; D1: p. 92; D1: p. 96; D1: p. 116; D1: p. 122; D1: p. 123; D1: p. 130; D1: p. 138; D1: p. 144
TEKS K.2.A.ii	recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;	
TEKS K.2.A.iii	identifying the individual words in a spoken sentence;	
TEKS K.2.A.iv	identifying syllables in spoken words	
TEKS K.2.A.v	blending syllables to form multisyllabic words	
TEKS K.2.A.vi	segmenting multisyllabic words into syllables	
TEKS K.2.A.vii	blending spoken onsets and rimes to form simple words	
TEKS K.2.A.viii	blending spoken phonemes to form one-syllable words	
TEKS K.2.A.ix	manipulating syllables within a multisyllabic word	
TEKS K.2.A.x	segmenting spoken one-syllable words into individual phonemes	

(B) demonstrate and apply phonetic knowledge by:

TEKS K.2.B.i	identifying and matching the common sounds that letters represent	
TEKS K.2.B.ii	using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words	

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - KINDERGARTEN

Knowledge 1

Correlation—Teacher’s Guide

TEKS K.2.B.iii	recognizing that new words are created when letters are changed, added or deleted such as <i>it – pit – tip – tap</i>	
TEKS K.2.B.iv	identifying and reading at least 25 high-frequency words from a research-based list.	
(C) demonstrate and apply spelling knowledge by:		
TEKS K.2.C.i	spelling words with VC, CVC, and CCVC	
TEKS K.2.C.ii	spelling words using sound-spelling patterns; and	
TEKS K.2.C.iii	spelling high-frequency words from a research-based list	
(D) demonstrate print awareness by:		
TEKS K.2.D.i	identifying the front cover, back cover, and title page of a book	
TEKS K.2.D.ii	holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep	
TEKS K.2.D.iii	recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries	
TEKS K.2.D.iv	recognizing the difference between a letter and a printed word	
TEKS K.2.D.v	identifying all uppercase and lowercase letters	
TEKS K.2.E	develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality	
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:		
TEKS K.3.A	use a resource such as a picture dictionary or digital resource to find words	
TEKS K.3.B	use illustrations and texts the student is able to read or hear to learn or clarify word meanings	
TEKS K.3.C	identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.	D1: p. 145; D1: p. 153
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.		
TEKS K.4	self-select text and interact independently with text for increasing periods of time	D1: p. 180
(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:		
TEKS K.5.A	establish purpose for reading assigned and self-selected texts with adult assistance	D1: p. 180
TEKS K.5.B	generate questions about a text before, during, and after reading to deepen understanding and gain information with adult assistance	D1: p. 92; D1: p. 95

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - KINDERGARTEN

Knowledge 1		Correlation—Teacher’s Guide
TEKS K.5.C	make and confirm predictions using text features and structures with adult assistance	D1: p. 54; D1: p. 57; D1: p. 58; D1: p. 59; D1: p. 61; D1: p. 64; D1: p. 138; D1: p. 141; D1: p. 164; D1: p. 167; D1: p. 168; D1: p. 170
TEKS K.5.D	create mental images to deepen understanding with adult assistance	
TEKS K.5.E	make connections to personal experiences, to ideas in other texts, and society with adult assistance	D1: p. 23; D1: p. 26; D1: p. 30; D1: p. 33; D1: p. 85; D1: p. 88; D1: p. 109; D1: p. 112; D1: p. 115; D1: p. 123; D1: p. 126; D1: p. 127; D1: p. 131; D1: p. 134
TEKS K.5.F	make inferences and use evidence to support understanding with adult assistance	D1: p. 61; D1: p. 66; D1: p. 67; D1: p. 116; D1: p. 120
TEKS K.5.G	evaluate details to determine what is most important with adult assistance	D1: p. 14; D1: p. 18; D1: p. 85; D1: p. 89; D1: p. 92; D1: p. 96; D1: p. 131; D1: p. 135
TEKS K.5.H	synthesize information to create new understanding with adult assistance	D1: p. 164; D1: p. 172
TEKS K.5.I	monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance	
(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:		
TEKS K.6.A	describe personal connections to a variety of sources	
TEKS K.6.B	provide an oral, pictorial, or written response to a text	D1: p. 14; D1: p. 21; D1: p. 30; D1: p. 36
TEKS K.6.C	use text evidence to support an appropriate response	
TEKS K.6.D	retell texts in ways that maintain meaning	D1: p. 46; D1: p. 49; D1: p. 76; D1: p. 84; D1: p. 85; D1: p. 88; D1: p. 89; D1: p. 123; D1: p. 126; D1: p. 131; D1: p. 137; D1: p. 145; D1: p. 153; D1: p. 155; D1: p. 163
TEKS K.6.E	interact with sources in meaningful ways such as illustrating or writing	D1: p. 30; D1: p. 36; D1: p. 76; D1: p. 84; D1: p. 155; D1: p. 163
TEKS K.6.F	respond using newly acquired vocabulary as appropriate	D1: p. 5; D1: p. 10; D1: p. 14; D1: p. 18; D1: p. 38; D1: p. 41; D1: p. 42; D1: p. 45; D1: p. 54; D1: p. 58; D1: p. 61; D1: p. 66; D1: p. 69; D1: p. 73; D1: p. 92; D1: p. 96; D1: p. 102; D1: p. 105; D1: p. 145; D1: p. 149; D1: p. 155; D1: p. 158; D1: p. 159; D1: p. 164; D1: p. 168
(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:		
TEKS K.7.A	discuss topics and determine the basic theme using text evidence with adult assistance	D1: p. 155; D1: p. 159; D1: p. 164; D1: p. 168
TEKS K.7.B	identify and describe the main character(s)	D1: p. 23; D1: p. 26; D1: p. 27; D1: p. 30; D1: p. 34; D1: p. 36; D1: p. 38; D1: p. 42; D1: p. 46; D1: p. 50; D1: p. 102; D1: p. 106; D1: p. 109; D1: p. 113; D1: p. 145; D1: p. 149
TEKS K.7.C	describe the elements of plot development including the main events, the problem, and the resolution for texts read aloud with adult assistance	D1: p. 38; D1: p. 41; D1: p. 42; D1: p. 46; D1: p. 50; D1: p. 53; D1: p. 54; D1: p. 58; D1: p. 61; D1: p. 66; D1: p. 69; D1: p. 73; D1: p. 76; D1: p. 80; D1: p. 131; D1: p. 134; D1: p. 135; D1: p. 138; D1: p. 142; D1: p. 145; D1: p. 153
TEKS K.7.D	describe the setting	

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - KINDERGARTEN

Knowledge 1

Correlation—Teacher’s Guide

(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

TEKS K.8.A	demonstrate knowledge of distinguishing characteristics of well-known children’s literature, such as folktales, fables, fairy tales, and nursery rhymes	D1: p. 5; D1: p. 8; D1: p. 14; D1: p. 17; D1: p. 21; D1: p. 69; D1: p. 72; D1: p. 116; D1: p. 119; D1: p. 145; D1: p. 148; D1: p. 151
TEKS K.8.B	discuss rhyme and rhythm in nursery rhymes and a variety of poems	D1: p. 5; D1: p. 8; D1: p. 14; D1: p. 17; D1: p. 21; D1: p. 23; D1: p. 27; D1: p. 29; D1: p. 38; D1: p. 42; D1: p. 43; D1: p. 45; D1: p. 46; D1: p. 50; D1: p. 52; D1: p. 102; D1: p. 108; D1: p. 109; D1: p. 115
TEKS K.8.C	discuss main characters in drama	D1: p. 179

(D) recognize characteristics and structures of informational text, including

TEKS K.8.D.i	the central idea and supporting evidence, with adult assistance	
TEKS K.8.D.ii	titles and simple graphics to gain information	
TEKS K.8.D.iii	the steps in a sequence with adult assistance.	
TEKS K.8.E	recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do	
TEKS K.8.F	recognize characteristics of multimodal and digital texts	

(9) Author’s purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors’ choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances. The student is expected to:

TEKS K.9.A	discuss with adult assistance the author’s purpose for writing text	
TEKS K.9.B	discuss with adult assistance how the use of text structure contributes to the author’s purpose	
TEKS K.9.C	discuss with adult assistance the author’s use of print and graphic features to achieve specific purposes	
TEKS K.9.D	discuss with adult assistance how the author uses words that help the reader visualize	D1: p. 14; D1: p. 18; D1: p. 19; D1: p. 30; D1: p. 36
TEKS K.9.E	listen to and experience first- and third-person texts	

(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

TEKS K.10.A	plan by generating ideas for writing through class discussions and drawings	
TEKS K.10.B	develop drafts in oral, pictorial, or written form by organizing ideas	
TEKS K.10.C	revise drafts by adding details in pictures or words	
(D) edit drafts with adult assistance using standard English conventions, including:		
TEKS K.10.D.i	complete sentences	
TEKS K.10.D.ii	verbs	
TEKS K.10.D.iii	singular and plural nouns	

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - KINDERGARTEN

Knowledge 1		Correlation—Teacher’s Guide
TEKS K.10.D.iv	adjectives, including articles	
TEKS K.10.D.v	prepositions	
TEKS K.10.D.vi	pronouns, including subjective, objective, and possessive cases	
TEKS K.10.D.vii	capitalization of the first letter in a sentence and name	
TEKS K.10.D.viii	punctuation marks at the end of declarative sentences	
TEKS K.10.D.ix	correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	
TEKS K.10.E	share writing	
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:		
TEKS K.11.A	dictate or compose literary texts, including personal narratives	
TEKS K.11.B	dictate or compose informational texts	
(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:		
TEKS K.12.A	generate questions for formal and informal inquiry with adult assistance	
TEKS K.12.B	develop and follow a research plan with adult assistance	
TEKS K.12.C	gather information from a variety of sources with adult assistance	
TEKS K.12.D	demonstrate understanding of information gathered with adult assistance	
TEKS K.12.E	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results	

ENGLISH LANGUAGE PROFICIENCY STANDARDS - KINDERGARTEN

Knowledge 1

Correlation—Teacher’s Guide

<p>(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:</p>		
ELPS 1.A	use prior knowledge and experiences to understand meanings in English	D1: p. 44
ELPS 1.B	monitor oral and written language production and employ self-corrective techniques or other resources	
ELPS 1.C	use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary	
ELPS 1.D	speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known)	
ELPS 1.E	use accessible language and learn new and essential language in the process	
ELPS 1.F	internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment	
ELPS 1.G	demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations	
ELPS 1.H	develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations	
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:</p>		
ELPS 2.A	distinguish sounds and intonation patterns of English with increasing ease	
ELPS 2.B	recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters	
ELPS 2.C	learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	D1: p. 21, D1: p. 29, D1: p. 59, D1: p. 68

ENGLISH LANGUAGE PROFICIENCY STANDARDS - KINDERGARTEN

Knowledge 1		Correlation—Teacher’s Guide
ELPS 2.D	monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	
ELPS 2.E	use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	D1: p. 79
ELPS 2.F	listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment	
ELPS 2.G	understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	
ELPS 2.H	understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations	
ELPS 2.I	demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs	D1: p. 105; D1: p. 144
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:</p>		
ELPS 3.A	practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible	
ELPS 3.B	expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication	D1: p. 36, D1: p. 49
ELPS 3.C	speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	
ELPS 3.D	speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency	D1: p. 119, D1: p. 130, D1: p. 158, D1: p. 172
ELPS 3.E	share information in cooperative learning interactions	

ENGLISH LANGUAGE PROFICIENCY STANDARDS - KINDERGARTEN

Knowledge 1

Correlation—Teacher’s Guide

ELPS 3.F	ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	
ELPS 3.G	express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	D1: p. 9, D1: p. 12, D1: p. 19, D1: p. 26, D1: p. 44, D1: p. 52, D1: p. 57, D1: p. 59, D1: p. 64, D1: p. 68, D1: p. 72, D1: p. 75, D1: p. 82, D1: p. 88, D1: p. 90, D1: p. 91, D1: p. 97, D1: p. 107, D1: p. 108, D1: p. 112, D1: p. 114, D1: p. 115, D1: p. 121, D1: p. 129, D1: p. 134, D1: p. 136, D1: p. 141, D1: p. 143, D1: p. 148, D1: p. 151, D1: p. 158, D1: p. 161, D1: p. 167, D1: p. 170
ELPS 3.H	narrate, describe, and explain with increasing specificity and detail as more English is acquired	D1: p. 34 , D1: p. 95, D1: p. 127
ELPS 3.I	adapt spoken language appropriately for formal and informal purposes	
ELPS 3.J	respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment	
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>		
ELPS 4.A	learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words	
ELPS 4.B	recognize directionality of English reading such as left to right and top to bottom	
ELPS 4.C	develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	
ELPS 4.D	use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text	
ELPS 4.E	read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned	

ENGLISH LANGUAGE PROFICIENCY STANDARDS - KINDERGARTEN

Knowledge 1		Correlation—Teacher’s Guide
ELPS 4.F	use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	
ELPS 4.G	demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs	
ELPS 4.H	read silently with increasing ease and comprehension for longer periods	
ELPS 4.I	demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs	
ELPS 4.J	demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs	
ELPS 4.K	demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs	
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>		
ELPS 5.A	learn relationships between sounds and letters of the English language to represent sounds when writing in English	
ELPS 5.B	write using newly acquired basic vocabulary and content-based grade-level vocabulary	D1: p. 163

ENGLISH LANGUAGE PROFICIENCY STANDARDS - KINDERGARTEN

Knowledge 1

Knowledge 1		Correlation—Teacher's Guide
ELPS 5.C	spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	
ELPS 5.D	edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired	
ELPS 5.E	employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations such as (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe -s) correctly; and, (iii) using negatives and contractions correctly	
ELPS 5.F	write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired	
ELPS 5.G	narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	

General Manager K-8 Humanities and SVP, Product

Alexandra Clarke

Chief Academic Officer, Elementary Humanities

Susan Lambert

Content and Editorial

Elizabeth Wade, PhD, Director,
Elementary Language Arts Content

Patricia Erno, Associate Director, Elementary ELA Instruction

Maria Martinez, Associate Director, Spanish Language Arts

Baria Jennings, EdD, Senior Content Developer

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Product and Project Management

Ayala Falk, Director, Business and Product Strategy,
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Amber McWilliams, Senior Product Manager

Elisabeth Hartman, Associate Product Manager

Catherine Alexander, Senior Project Manager, Spanish Language Arts

LaShon Ormond, SVP, Strategic Initiatives

Leslie Johnson, Associate Director, K-8 Language Arts

Thea Aguiar, Director of Strategic Projects, K-5 Language Arts

Zara Chaudhury, Project Manager, K-8 Language Arts

Design and Production

Tory Novikova, Product Design Director

Erin O'Donnell, Product Design Manager

Other Contributors

Patricia Beam, Bill Cheng, Ken Harney, Molly Hensley, David Herubin, Sara Hunt, Kristen Kirchner, James Mendez-Hodes, Christopher Miller, Diana Projansky, Todd Rawson, Jennifer Skelley, Julia Sverchuk, Elizabeth Thiers, Amanda Tolentino, Paige Womack

Texas Contributors

Content and Editorial

Sarah Cloos

Laia Cortes

Jayana Desai

Angela Donnelly

Claire Dorfman

Ana Mercedes Falcón

Rebecca Figueroa

Nick García

Sandra de Gennaro

Patricia Infanzón-
Rodríguez

Seamus Kirst

Michelle Koral

Sean McBride

Jacqueline Ovalle

Sofía Pereson

Lilia Perez

Sheri Pineault

Megan Reasor

Marisol Rodriguez

Jessica Roodvoets

Lyna Ward

Product and Project Management

Stephanie Koleda

Tamara Morris

Art, Design, and Production

Nanyamka Anderson

Raghav Arumugan

Dani Aviles

Olioli Buika

Sherry Choi

Stuart Dalgo

Edel Ferri

Pedro Ferreira

Nicole Galuszka

Parker-Nia Gordon

Isabel Hetrick

Ian Horst

Ashna Kapadia

Jagriti Khirwar

Julie Kim

Lisa McGarry

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Marguerite Oerlemans

Lucas De Oliveira

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Flore Thevoux

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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, Kim Berrall, Ang Blanchette, Nancy Braier, Maggie Buchanan, Paula Coyner, Kathryn M. Cummings, Michelle De Groot, Michael Donegan, Diana Espinal, Mary E. Forbes, Michael L. Ford, Sue Fulton, Carolyn Gosse, Dorrit Green, Liza Greene, Ted Hirsch, Danielle Knecht, James K. Lee, Matt Leech, Diane Henry Leipzig, Robin Luecke, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Juliane K. Munson, Elizabeth B. Rasmussen, Ellen Sadler, Rachael L. Shaw, Sivan B. Sherman, Diane Auger Smith, Laura Tortorelli, Khara Turnbull, Miriam E. Vidaver, Michelle L. Warner, Catherine S. Whittington, Jeannette A. Williams.

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright, who were instrumental in 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, 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 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 were critical.

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Kindergarten | Knowledge 1 | Teacher Guide
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ISBN 9781683918080



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