I. ABSTRACT
This unit will introduce students to the historical aspects of many popular nursery rhymes and introduce them to games children used to play in relation to these rhymes. The students will learn what an illustrator is and what illustrations are. In addition, children will get to illustrate their own Nursery Rhyme book and perform the rhymes for their parents.

II. OVERVIEW
A. Concept Objectives
1. Students will develop an understanding that literature has a historical foundation.
2. Students will recognize patterns in oral language. [Colorado State Standard Reading and Writing 1]
3. Students will understand the relationship between story and picture.

B. Content from the Core Knowledge Sequence
1. Language Arts
   a. Reading and Writing: Book and Print Awareness: Know that print goes from left to right across the page and from top to bottom down the page, and that words are separated by spaces. (p. 7)
   b. Reading and Writing: Phonemic Awareness: Given a spoken word, students will produce another word that rhymes with the given word. (p. 7)
   c. Reading and Writing: Reading and Language Comprehension: Understand and follow oral directions. (p. 8)
   d. Reading and Writing: Reading and Language Comprehension: Listen to and understand a variety of texts. (p. 8)
   e. Reading and Writing: Writing and Spelling: Write his or her own name (first and last). (p. 8)

C. Skill Objectives
1. Students will recognize and demonstrate patterns of sound in oral language, i.e. rhyming words.
2. Students will discuss the meanings behind nursery rhymes.
3. Students will use their illustrations to create a Nursery Rhyme Book.
4. Students will answer questions on paper about Nursery Rhymes and their history.
5. Students will write their first and last names.
6. Students will use their illustrations to create a cover for their Nursery Rhyme Book.

III. BACKGROUND KNOWLEDGE
A. For Teachers
B. For Students
1. Know how to hold a pencil.
2. Know how to draw a simple picture.
3. Know how to color neatly.
4. Know how to write his or her name (first and last).

IV. RESOURCES

*Bold face items are required for the unit others are suggested.

V. LESSONS
Lesson One: Rhyme Time (approximately 20 minutes)
A. Daily Objectives
1. Concept Objective(s)
   a. Students will recognize patterns in oral language i.e. rhyming words.
2. Lesson Content
   a. Listen to and understand a variety of texts.
   b. Given a spoken word, students will produce another word that rhymes with the given word.
   c. Understand and follow oral directions.
3. Skill Objective(s)
   a. Students will recognize and demonstrate patterns in oral language, i.e. rhyming words.
B. Materials
1. *Sheep in a Jeep* by Nancy Shaw
2. *The Foot Book* by Dr. Seuss
3. *Hunches in Bunches* by Dr. Seuss
4. One copy of Appendix H

C. **Key Vocabulary**
1. Rhyme – words that end with the same sounds

D. **Procedures/Activities**
1. *Does anyone know what rhyming words are?* They are words that end with the same sounds.
2. Read one or more books with rhyming words: *Sheep in a Jeep, The Foot Book* and/or *Hunches in Bunches.*
3. Ask students if they can think of words that rhyme with their name. Give examples using different names.
4. Play the game *I’m Thinking of Something That Rhymes With…*: to play this game ask the students to think of words that rhyme with common classroom objects, or objects that the students will be familiar with. Teacher says: “I’m thinking of something that rhymes with hair…(chair).
5. **Modification:** For students who are having difficulty rhyming, you may want to have pictures of common objects so they can see the objects as well as hear the word and repeat it before they try to rhyme.

E. **Assessment/Evaluation**
1. Use Appendix H to assess students orally as they rhyme words with their names and objects.

**Lesson Two: Nimble is as Nimble Does (approximately 40 minutes)**

A. **Daily Objectives**
1. **Concept Objective(s)**
   a. Students will develop an understanding that literature has a historical foundation.
   b. Students will recognize patterns in oral language.
   c. Students will understand the relationship between story and picture.
2. **Lesson Content**
   a. Know that print goes from left to right across the page and from top to bottom down the page, and that words are separated by spaces.
   b. Understand and follow oral directions.
   c. Write his or her own name (first and last).
3. **Skill Objective(s)**
   a. Students will discuss the meanings behind nursery rhymes.
   b. Students will recognize and demonstrate patterns of sound in oral language.
   c. Students will use their illustrations to create a Nursery Rhyme Book.
   d. Students will write their first and last names.

B. **Materials**
2. One copy of Appendix A for each student copied on regular paper
3. Several illustrated copies of the nursery rhyme or your illustrated example for students
4. Crayons
5. One copy of Appendix I for each student (1/2 sheet)
6. A “candlestick” made from a string strung between two chairs or stools

C. **Key Vocabulary**
1. Nimble – able to move quickly or lightly
2. **Fortune** – chance or good luck; a large amount of money
3. **Literature** – written works having lasting value or interest
4. **Historical** – having to do with people or events of the past
5. **Illustrate** – to draw pictures for a book

### D. Procedures/Activities

1. Before beginning each day’s lesson or during reading point to words on page and show students how the words flow on the page. (Content Objective #3.)
2. Introduce the day’s lesson and the next several lessons by letting students know that literature has a historical foundation. Discuss the vocabulary words *literature* and *historical* and define them for students so they have a basic understanding of the words and their meanings.
3. Explain to students that an illustrator draws the pictures that go with a story.
4. Read **Jack Be Nimble** from *Over the Candlestick Classic Nursery Rhymes and the Real Stories Behind Them*. Have students point out rhyming words in the text by showing a “thumbs up”.
5. Explain to students the meaning of the word *nimble* and tell them some of the history behind the rhyme, i.e. Jack wanted to be famous and so decided to jump over the candlestick. Although this doesn’t sound like a very hard thing jumping candlesticks was once a popular game. Winners of the game were thought to receive a years’ worth of good fortune. Simple rules were part of the game participants were to jump over a lighted candle placed on the floor. Whoever jumped the candle without putting it out was assured good fortune.
6. Play a game of Over the Candlestick with the class either outside or in the room. Have students line up and each student may jump over the “candlestick”. You may provide some sort of prize for the student who wins or give them “gold coins” representing good fortune.
7. Show students the examples and explain to them that they may look at them as needed during the drawing time. Brainstorm some ideas of what students may put in their illustrations. Stress to students the importance of being neat and accurate in their drawing. Share the criteria from Appendix I (in language they can understand) so they know what you are looking for.
8. Give each student a copy of Appendix A. Make sure they write their name neatly on the back of the page. Using their pencil (optional) and crayons have each student illustrate **Jack Be Nimble** for their Nursery Rhyme book (keep these for the last lesson).
9. Students who finish early may do optional illustrations using Appendices K-P.

### E. Assessment/Evaluation

1. Appendix I to assess drawing and coloring.

### Lesson Three: Mary’s Lamb (approximately 40 minutes)

#### A. Daily Objectives

1. **Concept Objective(s)**
   a. Students will develop an understanding that literature has a historical foundation.
   b. Students will recognize patterns in oral language.
   c. Students will understand the relationship between story and picture.

2. **Lesson Content**
   a. Know that print goes from left to right across the page and from top to bottom down the page, and that words are separated by spaces.
   b. Understand and follow oral directions.
   c. Write his or her own name (first and last).
3. Skill Objective(s)
   a. Students will recognize and demonstrate patterns in oral language.
   b. Students will discuss the meaning behind nursery rhymes.
   c. Students will use their illustrations to create a Nursery Rhyme Book.
   d. Students will write their first and last names.

B. Materials
   2. A copy of Appendix B for each student copied on regular paper
   3. Several illustrated copies of the nursery rhyme or your illustrated example for students
   4. Crayons
   5. One copy of Appendix I for each student (1/2 sheet)

C. Key Vocabulary
   1. Lingered – stayed or waited around
   2. Reply – to give an answer
   3. Illustrate – to draw pictures for a book

D. Procedures/Activities
   1. Remind students that literature has a historical foundation.
   2. Remind students what an illustrator does and what illustrations are.
   3. Review the history behind yesterday’s nursery rhyme. Discuss any ideas the students remember about the lesson.
   4. Read *Mary Had a Little Lamb* from *Over the Candlestick Classic Nursery Rhymes and the Real Stories Behind Them*. Have students point out rhyming words in the text by showing a ‘thumbs up’.
   5. Explain to students the meanings of the words * lingered* and *reply* and tell them some of the history behind the rhyme, i.e. this is about a lamb (pet) that followed its master (owner) to school one day and how the school children reacted to the incident. Discuss how students and teachers would react if a pet followed one of the students to school one day.
   6. Show students the examples and explain that they may look at them as needed during the drawing time. Brainstorm ideas of what children may draw. Remind students of the need to be neat and accurate in their drawing.
   7. Give each student a copy of Appendix B. Make sure they write their name neatly on the back of the page. Using their pencil (optional) and crayons have each student illustrate *Mary Had a Little Lamb* for their Nursery Rhyme book (keep these for the last lesson).
   8. Students who finish early may work on unfinished illustrations for their book or do optional illustrations from Appendices K-P.

E. Assessment/Evaluation
   1. Appendix I to assess drawing and coloring.

Lesson Four: Clock Time (approximately 40 minutes)
A. Daily Objectives
   1. Concept Objective(s)
      a. Students will develop an understanding that literature has a historical foundation.
      b. Students will recognize patterns in oral language.
      c. Students will understand the relationship between story and picture.
   2. Lesson Content
a. Know that print goes from left to right across the page and from top to bottom down the page, and that words are separated by spaces.
b. Understand and follow oral directions.
c. Write his or her own name (first and last).

3. **Skill Objective(s)**
   a. Students will recognize and demonstrate patterns in oral language.
   b. Students will discuss the meaning behind nursery rhymes.
   c. Students will use their illustrations to create a Nursery Rhyme Book.
   d. Students will write their first and last names.

B. **Materials**
   2. A copy of Appendix C for each student copied on regular paper
   3. Several illustrated copies of the nursery rhyme or your illustrated example for students
   4. Crayons
   5. One copy of Appendix I for each student (1/2 sheet)

C. **Key Vocabulary**
   None

D. **Procedures/Activities**
   1. Remind students that literature has a historical foundation. Review the previous day’s lesson and discuss the history of the nursery rhyme.
   2. Remind students what an illustrator does and what illustrations are. Discuss some of the illustrations from the previous nursery rhymes.
   3. Read *Hickory Dickory Dock* from *Over the Candlestick Classic Nursery Rhymes and the Real Stories Behind Them*. Have students point out rhyming words in the text by showing a ‘thumbs up’.
   4. Explain to students about the history behind the rhyme, i.e. in the early nineteenth century (1800’s) children used *Hickory Dickory Dock* as a count-out rhyme to decide who should begin a game or be chosen for a contest. This is similar to *Rock, Paper, Scissors* or *One Potato, Two Potato*. Play games of rock, paper, scissors or one potato, two potato with the students, whoever wins can hand out the papers for the project.
   5. Show students the examples and explain to them that they may look at them as needed during the drawing time. Have them brainstorm what they might draw. Remind students to be neat and accurate as they draw and color.
   6. Give each student a copy of Appendix C. Make sure they write their name neatly on the back of the page. Using their pencil (optional) and crayons have each student illustrate *Hickory Dickory Dock* for their Nursery Rhyme book (keep these for the last lesson).
   7. Students who finish early may work on unfinished illustrations for their book or do optional illustrations from Appendices K-P.

E. **Assessment/Evaluation**
   1. Appendix I to assess drawing and coloring.

**Lesson Five: Muffets and Tuffets (approximately 40 minutes)**

A. **Daily Objectives**
   1. **Concept Objective(s)**
      a. Students will develop an understanding that literature has a historical foundation.
      b. Students will recognize patterns in oral language.
c. Students will understand the relationship between story and picture.

2. Lesson Content
   a. Know that print goes from left to right across the page and from top to bottom down the page, and that words are separated by spaces.
   b. Understand and follow oral directions.
   c. Write his or her own name (first and last).

3. Skill Objective(s)
   a. Students will recognize and demonstrate patterns in oral language.
   b. Students will discuss the meaning behind nursery rhymes.
   c. Students will use their illustrations to create a Nursery Rhyme Book.
   d. Students will write their first and last names.

B. Materials
   2. A copy of Appendix D for each student copied on regular paper
   3. Several illustrated copies of the nursery rhyme or your illustrated example for students
   4. Crayons
   5. One copy of Appendix I for each student (1/2 sheet)

C. Key Vocabulary
   1. *Tuffet* – a three-legged stool with a stuffed cushion or a grassy knoll (hill)
   2. *Curds and whey* – an appetizing blend of coagulated milk and watery cheese
   3. *Coagulated* – lumpy

D. Procedures/Activities
   1. Review some of the history behind the nursery rhymes in the past several lessons. Discuss what these rhymes meant in their time.
   2. Review what an illustration is. Have the students explain some of their illustrations from the previous lessons.
   3. Read *Little Miss Muffet* from *Over the Candlestick Classic Nursery Rhymes and the Real Stories Behind Them*. Have students point out rhyming words in the text by showing a ‘thumbs up’.
   4. Have the students share what they think the rhyme may mean. Explain to them that a man, particularly fond of spiders, may have written this for his daughter. He may have imagined his daughter eating her lunch and receiving an unwelcome visit from a spider.
   5. Explain to students the meanings of the words *tuffet, curds and whey*, and *coagulated*. Discuss other words that the author could have used instead of these words (stool or hill and lumpy). Discuss what curds and whey may represent in our modern diet. (yogurt)
   6. Show students the examples and explain that they may look at them as needed during the drawing time. By now students may have a good idea of what to draw but if they are struggling brainstorm with them some ideas. Remind them of neatness and accuracy.
   7. Give each student a copy of Appendix D. Make sure they write their name neatly on the back of the page. Using their pencil (optional) and crayons have each student illustrate *Little Miss Muffet* for their Nursery Rhyme book. (keep these for the last lesson)
   8. Students who finish early may work on unfinished illustrations for their book or do optional illustrations from Appendices K-P.

E. Assessment/Evaluation
   1. Appendix I to assess drawing and coloring.
Lesson Six: Hills Can Do You In (approximately 40 minutes)

A. **Daily Objectives**
   1. **Concept Objective(s)**
      a. Students will develop an understanding that literature has a historical foundation.
      b. Students will recognize patterns in oral language.
      c. Students will understand the relationship between story and picture.
   2. **Lesson Content**
      a. Know that print goes from left to right across the page and from top to bottom down the page, and that words are separated by spaces.
      b. Understand and follow oral directions.
      c. Write his or her own name (first and last).
   3. **Skill Objective(s)**
      a. Students will discuss the meanings behind nursery rhymes.
      b. Students will recognize and demonstrate patterns of sound in oral language.
      c. Students will use their illustrations to create a Nursery Rhyme Book.
      d. Students will write their first and last names.

B. **Materials**
   2. One copy of Appendix E for each student copied on regular paper
   3. Several illustrated copies of the nursery rhyme or your illustrated example for students
   4. Illustrations you have collected from previous lessons
   5. Map—either pull down or handheld
   6. Crayons
   7. One copy of Appendix I for each student (1/2 sheet)

C. **Key Vocabulary**
   1. Fetch – to go after and bring something back

D. **Procedures/Activities**
   1. Open the day by discussing what the students recall from the first lesson, i.e. *Tell me what you remember about our discussion of Jack Be Nimble? What was the reason for jumping over the candlestick?* (to receive good fortune) *Did Jack receive good fortune?* (we don’t know, the story doesn’t tell us)
   2. Ask if any students would like to share their illustrations from past lessons (allow any who wish to share a short time to tell about one of their illustration).
   3. Read *Jack and Jill* from *Over the Candlestick Classic Nursery Rhymes and the Real Stories Behind Them*. Have students point out rhyming words in the text by showing a ‘thumbs up’.
   4. Discuss why someone may have written this nursery rhyme. Tell the children that there are many ideas of what this rhyme may mean. One is that the rhyme began in Scandinavia (point out on map) to explain the origin of the markings we see on the moon. It seems that the moon captured two children while they were filling a bucket with water and ever since if you look at the moon closely, using your imagination, you can still see the outline of the two with their bucket between them.
   5. Discuss the meaning of the word fetch. Ask why someone may be fetching water in a bucket instead of getting it out of the faucet (because they didn’t have faucets and water in their homes, they got water from a well).
6. Show students the examples and explain that they may look at them as needed during the drawing time; brainstorm with any who are struggling with ideas. Remind them of neatness and accuracy.

7. Give each student a copy of Appendix E. Make sure they write their name neatly on the back of the page. Using their pencil (optional) and crayons have each student illustrate Jack and Jill for their Nursery Rhyme book (keep these for the last lesson).

8. Students who finish early may work on unfinished illustrations for their book or do optional illustrations from Appendices K-P.

E. Assessment/Evaluation
1. Appendix I to assess drawing and coloring.

Lesson Seven: Walls and Eggs Don’t Mix (approximately 40 minutes)

A. Daily Objectives
1. Concept Objective(s)
   a. Students will develop an understanding that literature has a historical foundation.
   b. Students will recognize patterns in oral language.
   c. Students will understand the relationship between story and picture.
2. Lesson Content
   a. Know that print goes from left to right across the page and from top to bottom down the page, and that words are separated by spaces.
   b. Understand and follow oral directions.
   c. Write his or her own name (first and last).
3. Skill Objective(s)
   a. Students will recognize and demonstrate patterns in oral language.
   b. Students will discuss the meaning behind nursery rhymes.
   c. Students will use their illustrations to create a Nursery Rhyme book.
   d. Students will write their first and last names.

B. Materials
1. The Dorling Kindersley Book of Nursery Rhymes by Debi Gliori
2. A copy of Appendix F for each student copied on regular paper
3. Several illustrated copies of the nursery rhyme or your illustrated example for students
4. Several eggs (either blown out shells or soft-boiled), a tarp or large piece of plastic (newspaper would make for easier cleanup, but you’ll need a lot) and a stool or shelf 3-4 feet high
5. Crayons
6. One copy of Appendix I for each student (1/2 sheet)

C. Key Vocabulary
None

D. Procedures/Activities
1. Open the day by discussing what students remember about Mary Had A Little Lamb. What followed Mary to school? (lamb) Why did Mary have a lamb? Was it a pet or a farm animal? (pet) What did the children do when they saw Mary’s lamb? (laugh and play)
2. Show some illustrations from previous rhymes and brainstorm what might be drawn for their page. Ask students if they wish to share any illustrations from past lessons.
3. Read Humpty Dumpty from The Dorling Kindersley Book of Nursery Rhymes. Have students point out rhyming words in the text by showing a ‘thumbs up’.
4. Discuss what the rhyme may mean. What is Humpty Dumpty? (an egg) Who are all the king’s horses and all the king’s men? (the king’s servants and their horses)

Tell the students that Humpty Dumpty was a game. The players sit on the floor holding their knees; they fall backward and try to stand up again. Have the students spread out in the room and try this. (You may want to try as well if you’re dressed properly.)

5. To show students how difficult it would be to put the egg back together again do the following: spread the tarp, plastic or newspaper out to protect the floor; place the stool or shelf in the middle and have several students help you drop eggs. Discuss how difficult it would be to put the pieces together again; especially the soft-boiled ones that have stuff come out of them.

6. Remind students of the ideas they brainstormed and the examples that they may look at during the drawing time. Remind them to be neat and accurate.

7. Give each student a copy of Appendix F. Make sure they write their name neatly on the back of the page. Using their pencil (optional) and crayons have each student illustrate Humpty Dumpty for their Nursery Rhyme book (keep these for the last lesson).

8. Students who finish early may work on unfinished illustrations for their book or do optional illustrations from Appendices K-P.

E. Assessment/Evaluation
1. Appendix I to assess drawing and coloring.

Lesson Eight: Those Naughty Mice (approximately 40 minutes)

A. Daily Objectives
1. Concept Objective(s)
   a. Students will develop an understanding that literature has a historical foundation.
   b. Students will recognize patterns in oral language.
   c. Students will understand the relationship between story and picture.

2. Lesson Content
   a. Know that print goes from left to right across the page and from top to bottom down the page, and that words are separated by spaces.
   b. Understand and follow oral directions.
   c. Write his or her own name (first and last).

3. Skill Objective(s)
   a. Students will discuss the meaning behind nursery rhymes.
   b. Students will use their illustrations to create a Nursery Rhyme Book.
   c. Students will write their first and last names.

B. Materials
1. The Eventful History of Three Blind Mice (read beforehand to decide if you want to use and/or need to abridge it)
2. A copy of Appendix G for each student copied on regular paper
3. Several pictures of mice or your own illustration of this story as an example for students
4. A short obstacle course made from common classroom objects somewhere in your room
5. Enough bandannas or cloths for each student – big enough to cover their eyes and tie around their heads
6. Crayons
7. A copy of Appendix I for each student (1/2 sheet)
C. **Key Vocabulary**
1. **Severe** – strict, harsh or demanding
2. **Mischief** – playful behavior that may annoy or harm others
3. **Frisky** – playful, full of energy

D. **Procedures/Activities**
1. Discuss the past several days’ lessons and anything the students remember from them.
2. Review the illustrations from the past nursery rhymes and ask if any students wish to share their illustrations.
3. Review the vocabulary words and discuss the meanings of each. Ask students if they can think of examples of ways to act out these words.
4. Read *The Eventful History of Three Blind Mice* (if you choose) and discuss the story. If you choose not to read the story recite the poem or sing the song.
5. Pair the students up and have one child from each pair blindfolded. Each ‘seeing’ student will lead their ‘blind’ partner through an obstacle course. Be sure to stress safety, the job of the seeing student is to make sure their ‘blind’ partner does not get hurt or run into any of the objects in the obstacle course. Students who do not follow this direction will have to sit out this activity. You may either have fun with this or time the students and give the winning three teams a prize.
6. Review the pictures from the book and brainstorm with students what types of pictures they may use to illustrate this page. Remind them to be neat and accurate.
7. Give each student a copy of Appendix G. Make sure they write their name neatly on the back of the page. (If you have one, share your illustration as well.) Using their pencil (optional) and crayons have each student illustrate *Three Blind Mice* for their Nursery Rhyme book (keep these for the last lesson).

E. **Assessment/Evaluation**
1. Appendix I to assess drawing and coloring.

**Lesson Nine: Let’s Tie it all Together (approximately 40 minutes)**

A. **Daily Objectives**
1. **Concept Objective(s)**
   a. Students will develop an understanding that literature has a historical foundation.
   b. Students will recognize patterns in oral language.
   c. Students will understand the relationship between story and picture
2. **Lesson Content**
   a. Know that print goes from left to right across the page and from top to bottom down the page, and that words are separated by spaces.
   b. Students will understand and follow oral directions.
   c. Write his or her own name (first and last).
3. **Skill Objective(s)**
   a. Students will discuss the meaning behind nursery rhymes.
   b. Students will answer questions on paper about Nursery Rhymes and their history.
   c. Students will write their first and last names.
   d. Students will use their illustrations to create a cover for their Nursery Rhyme Book.

B. **Materials**
1. A copy of Appendix Q for each student copied on card stock
2. Crayons
3. A copy of Appendix J for each student copied on regular paper

C. Key Vocabulary
None

D. Procedures/Activities
1. Review and discuss the history behind each nursery rhyme from the previous lessons.
2. Give each student a copy of Appendix J. Make sure they write their name neatly on the line provided. Read through the ‘test’ with the class allowing students time to answer the questions.
3. Review the illustrations for each nursery rhyme (from the books used) and brainstorm ideas of what students may wish to draw on the cover of their book.
4. Hand out previous illustrations to each student (each student should have eight illustrations plus any optional ones they wish to include in their book). Students may use these as examples for their cover illustration.
5. Give each student a copy of Appendix Q. Make sure they write their name neatly on the line provided. Using their pencils (optional) and crayons have each student illustrate the front cover of their Nursery Rhyme book. Remind them to be neat and accurate.
6. Collect all illustrations and covers from the students for binding into their own book (you will have a parent helper bind them with yarn, staples or a binding machine).

E. Assessment/Evaluation
1. Visual evaluation for neatness of drawing and coloring and proper name writing on cover.
2. Appendix J for written ‘test’ of knowledge of information covered.

VI. CULMINATING ACTIVITY (one day/evening not including practice)
A. Poetry Program
1. Set a date and send invitations inviting parents to come and see what students have learned in the unit. You may also use this time to display the Nursery Rhyme Books, if you do this make sure all are graded/assessed and send them home with parents that night.
2. Practice the poems and make costumes/props if desired. You may choose to have individual students perform a given poem or do choral recitation and have individual students/small groups act out the poem with costumes and props.
3. Plan some refreshments, arrange room for performance and have a great time! Make sure you have someone who will videotape this for you to view with your class.

VII. HANDOUTS/WORKSHEETS
A. Appendix A: Jack Be Nimble
B. Appendix B: Mary Had A Little Lamb
C. Appendix C: Hickory Dickory Dock
D. Appendix D: Little Miss Muffet
E. Appendix E: Jack and Jill
F. Appendix F: Humpty Dumpty
G. Appendix G: Three Blind Mice
H. Appendix H: Checklist for Oral Rhyming (whole class)
I. Appendix I: Illustration Rubric
J. Appendix J: Written Nursery Rhyme Assessment
K. Appendix K: Baa, Baa, Black Sheep (optional)
L. Appendix L: Little Bo Peep (optional)
M. Appendix M: Little Boy Blue (optional)
N. Appendix N: Mary, Mary Quite Contrary (optional)
O. Appendix O: Twinkle, Twinkle Little Star (optional)
P. Appendix P: Wee Willie Winkie (optional)
Q. Appendix Q: Nursery Rhyme Book Cover

VIII. BIBLIOGRAPHY
Appendix A

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

Adapted from *The Real Mother Goose*
Appendix B

Mary had a little lamb
Whose fleece was white as snow.
And everywhere that Mary went
The lamb was sure to go.
He followed her to school one day
Which was against the rules.
It made the children laugh and play
To see a lamb at school.

Adapted from The Real Mother Goose
Appendix C

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

Adapted from *The Real Mother Goose*
Little Miss Muffet sat on a tuffet,
Eating her curds and whey.
There came a big spider,
Who sat down beside her,
And frightened Miss Muffet away.

Adapted from *The Real Mother Goose*
Appendix E

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.

Adapted from *The Real Mother Goose*
Appendix F

Humpty Dumpty sat on the wall.
Humpty Dumpty had a great fall.
All the King’s horses and all the King’s men
Couldn’t put Humpty together again.

Adapted from *The Real Mother Goose*
Appendix G

Three blind mice!
See how they run!
They all ran after the farmer's wife,
Who cut off their tails with a carving knife.
Did you ever see such a thing in your life
As three blind mice?

Adapted from *The Real Mother Goose*
## Appendix H

### Checklist for Oral Rhyming

<table>
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<tr>
<th>Rhymed with Name</th>
<th>Yes</th>
<th>No</th>
<th>Rhymed with two or more other words</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Names</td>
<td></td>
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<td></td>
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</table>
Appendix I

Illustration Rubric (need one for each nursery rhyme)

___________________________________________ Name of Student

_______________________________________________________ (name of nursery rhyme)

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drawing accurately represents nursery rhyme.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student makes good use of space on page.</td>
<td></td>
<td></td>
<td></td>
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</tr>
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<td>Drawing is neat.</td>
<td></td>
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<td>Coloring is neat.</td>
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<td></td>
<td></td>
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</tr>
<tr>
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<td></td>
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</table>

Rating Scale:

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</tr>
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<tbody>
<tr>
<td>Student shows mastery and understanding of assignment.</td>
<td>Student is highly proficient and shows good understanding of assignment.</td>
<td>Student is proficient and shows some understanding of assignment.</td>
<td>Student is not yet proficient and shows little or no understanding of assignment.</td>
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Appendix I

Illustration Rubric (need one for each nursery rhyme)

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_______________________________________________________ (name of nursery rhyme)

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Appendix J, page 1

Written Nursery Rhyme Assessment

Name________________________________________________

1. Mary had a little dog. ☺ ☹

2. In the rhyme Jack Be Nimble, Jack jumped over a candlestick. ☺ ☹

3. Jumping over a candlestick would bring you lots of candy. ☺ ☹

4. Illustrating a story means to write it. ☺ ☹

5. Little Miss Muffet sat on a tuffet. ☺ ☹

6. A tuffet is a bed. ☺ ☹

7. Jack and Jill fetched water in a pail because their faucet was broken. ☺ ☹
Appendix J, page 2

8. Humpty Dumpty was a game children used to play. ☹ ☹

9. Humpty Dumpty fell off the house. ☺ ☹

10. The three blind mice lived in a building in the city. ☺ ☹

11. The president cut off the mice’ tails. ☺ ☹

12. I have had fun illustrating my own book. ☺ ☹

Answer Key

1. ☹
2. ☺
3. ☹
4. ☹
5. ☺
6. ☹
7. ☹
8. ☺
9. ☹
10. ☹
11. ☹
12. ☺ (hopefully!)
Appendix K

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

Adapted from *The Real Mother Goose*
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.

Adapted from The Real Mother Goose
Appendix M

Little Boy Blue, come blow your horn!
The sheep's in the meadow,
The cow's in the corn.
Where is the little boy
Who looks after the sheep?
He's under the haystack,
Fast asleep!

Adapted from The Real Mother Goose
Appendix N

Mary, Mary, quite contrary,
How does your garden grow?
With silver bells and cockle-shells,
And pretty maids all in a row.

Adapted from The Real Mother Goose
Appendix O

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

Wee Willie Winkie runs through the town,
Upstairs and downstairs, in his nightgown;
Knocking at the window, crying through the lock,
“Are the children all in bed? For now it’s eight o’clock!”

Adapted from The Real Mother Goose
Appendix Q

My Nursery Rhyme Book

By _______________________________________________