

Kinder Poems & Songs

Grade Level or Special Area: Kindergarten/Early Childhood

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Length of Unit: Nine lessons

I. ABSTRACT:

This unit is designed to introduce children to a varied selection of poetry with strong rhyme and rhythm. Some rhymes may also be sung to familiar melodies. The unit is ongoing and designed to be used throughout the school year once introduced. The lessons focus on poetry and songs about animals.

II. OVERVIEW

A. Concept Objectives

1. Students will develop an appreciation for rhymes in poetry.
2. Students will develop social skills by working cooperatively.

B. Content from the Core Knowledge

1. Mary Had A Little Lamb
2. The Three Little Kittens
3. Baa, Baa, Black Sheep
4. Little Boy Blue
5. Little Bo Peep
6. Three Blind Mice
7. Hickory Dickory Dock
8. Hey Diddle Diddle
9. Old MacDonald Had A Farm

C. Skill Objectives

1. Listen & respond to rhymes read/sung aloud.
2. Identify & produce rhyming words and distinguish rhyming words from non-rhyming words. (Teacher checklist, Appendix K, Lesson 5, pg. 7, E)
3. Dramatize & retell rhymes in sequential order.
4. Apply language skills & engage in language activities that extend vocabulary & conceptual knowledge.
5. Apply social skills by working cooperatively & sharing song and rhymes in culminating activities.
6. Student will develop fine motor skills through various activities.
7. Students will create their own classroom rules.

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. *What Your Kindergartener Needs to Know* by Dr. E. D. Hirsch, Jr. & John Holdren.
2. *The First Days of School (How To Be An Effective Teacher)* by Harry K. Wong and Rosemary T. Wong.

B. For Students

1. Poetry from Pre-Kinder

IV. RESOURCES

- A. Behavior Management by Dr. Wong
- B. Core Knowledge Unit /In the Kitchen With Mother Goose by: Ruby Fairbairn & Susan Guess (NEISD/Core Knowledge School).
- C. What Your Kindergartener Needs to Know

V. LESSONS

Lesson One: Mary Had A Little Lamb (1 day)

A. *Daily Objectives*

- 1. Concept Objective(s)
 - a. Students will develop an appreciation for rhymes in poetry.
 - b. Students will develop social skills by working cooperatively.
- 2. Lesson Content
 - a. Mary Had A Little Lamb
- 3. Skill Objective(s)
 - a. Students will create their own school/classroom rules.
 - b. Identify & produce rhyming words and distinguish rhyming words from non-rhyming words.
 - c. Apply language skills by working cooperatively & sharing songs and rhymes in culminating activity.

B. *Materials*

- 1. Poetry/Music Card Mary Had A Little Lamb (manila folder cut in half, colored, glued and laminated). (See Appendix A)
- 2. Activity: Classroom rules (Brainstorm with students 3-5 classroom rules, chart & post in classroom).

C. *Key Vocabulary*

- 1. fleece- fur of a lamb or sheep
- 2. follow- to be behind a leader
- 3. rules- laws that people must follow
- 4. rhyme- words that sound the same
- 5. rhythm- sounds that sound like music

D. *Procedures/Activities*

- 1. Poetry/Music card, directions: (manila folder cut in half, colored, glued and laminated).
- 2. Students arranged facing teacher. (Listening circle).
- 3. Teacher states, "This little girl is Mary, what /who does she have with her?" (a lamb)
- 4. Sing song with students showing them the picture as they sing.
- 5. Re-read and have children echo after each line
- 6. Identify rhyming words.
- 7. Identify vocabulary words. (fleece, follow, rules, rhyme, rhythm).
- 8. Inquire, "What's happening in the song?", "Why can't Mary take her lamb to school?", "What are rules?"
- 9. State: "Today we are going to discuss & make-up our classroom rules".
- 10. Activity: Classroom rules, teacher will write rules discussed by students on chart tablet, (later transfer to poster board and display on classroom wall w/ signatures of each student.)

- E. *Assessment*
1. The student will sing or recite the rhyme. (Assessment can be done in small groups, possibly while students are at centers. The degree of accuracy will depend on the student, ie, . Special needs, speech. The child should be able to recite/sing the entire rhyme)
 2. The student will state 3 out of 5 rules that are necessary in the classroom.

Lesson Two: The Three Little Kittens (2 days)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will develop an appreciation for rhymes in poetry.
 - b. Students will develop social skills by working cooperatively.
 2. Lesson Content
 - a. The Three Little Kittens
 3. Skill Objective(s)
 - a. Identify & produce rhyming words and distinguish rhyming words from non-rhyming words
 - b. Apply language skills & engage in language activities that extend vocabulary & conceptual knowledge.
 - c. Apply social skills by working cooperatively & sharing song & rhymes in culminating activities.
 - d. Students will dramatize & retell rhymes in sequential order.
 - e. Students will create their own classroom rules.
- B. *Materials*
1. Poetry/Music Card The Three Little Kittens (See Appendix B)
 2. Mitten activity – (Students color, cut and lace mitten, then draw pictures on smaller mittens of things they like to be rewarded with/Appendix C&D)
- C. *Key Vocabulary*
1. little- small, tiny
 2. lost- doesn't know where they are at
 3. mittens- keeps hands warm, has 1 thumb and pocket for 4 fingers
 4. gloves- keeps hands warm, has 5 fingers
 5. naughty- not nice, bad
 6. punish- treatment for poor behavior
 7. consequence- things that will happen to you if you don't follow rules
- D. *Procedures/Activities*
1. Poetry/Music card, directions: (manila folder cut in half, colored, glued and laminated).
 2. Students arranged facing teacher. (listening circle).
 3. Sing song with students showing them the picture card as they sing.
 4. Teacher states, “Why are the three little kittens crying?” (They lost their mittens!)
 5. Re-read and have children echo after each line.
 6. Identify rhyming words.
 7. Identify vocabulary words. (little, lost, mittens, gloves, naughty, punish, consequence).
 8. Teacher asks, “Why aren't they getting any pie?” (Their mother is punishing them).

9. Discuss; punish & consequence.
10. Teacher states, "Today we are going to continue working on our classroom rules and discuss some consequences to add to our rules".
11. Students will discuss some consequences for not following classroom rules while teacher scribes on chart tablet, (later transfer to poster board and display in classroom).
12. Activity/day 2, (Appendix C&D) Lace mittens & draw pictures of things that you like to be rewarded with. (Color & cut, place inside mitten).

E. *Assessment*

1. The student will sing the rhyme. (Teacher can assess students in small groups, during reading time or center time. The student should be able to recite entire poem; accommodations may be necessary for special needs students).
2. The student will work cooperatively with classmates & act out the rhyme as teacher narrates.
3. The student will state 3 out of 5 rules that are necessary in our classroom.

Lesson Three: Little Boy Blue (2 days)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will develop an appreciation for rhymes in poetry.
 - b. Students will develop social skills by working cooperatively.
2. Lesson Content
 - a. Little Boy Blue
3. Skill Objective(s)
 - a. Listen & respond to rhymes read/sung aloud.
 - b. Identify & produce rhyming words and distinguish rhyming words from non-rhyming words.
 - c. Apply language skills & engage in Language activities that extend vocabulary & conceptual knowledge.

B. *Materials*

1. Poetry/music card Little Boy Blue (See Appendix E)
2. Activity (horn) 2-dimensional, recycle empty paper towel roll, color, cut & glue Appendix F)
3. Story: Peter and the Wolf (What Your First Grader Needs to Know by E. D. Hirsch, Jr. & John Holdren)

C. *Key Vocabulary*

1. horn- a musical instrument that you blow
2. meadow- green pasture
3. corn- a yellow vegetable that grows on a cob
4. looks after- takes care of
5. under- not on top
6. haystack- hay from the field that has been stacked
7. fast asleep- sound asleep, deep sleep, maybe snoring

D. *Procedures/Activities*

1. Poetry/Music card, directions: (manila folder cut in half, colored, glued and laminated).
2. Students arranged facing teacher. (listening circle).
3. Sing song with students showing them the picture card as they sing.
4. Teacher asks, “Why does little boy Blue have a horn?” (call for help, the sheep may be in harm).
5. Teacher asks, “Why did the little boy fall asleep?” (he’s tired, he worked very hard).
6. Re-read and have children echo after each line.
7. Identify rhyming words.
8. Identify vocabulary words. (horn, meadow, corn, looks after, under, haystack, fast asleep).
9. **Center Activity:** The students will make a 2 dimensional horn. (see backline attached). These materials can be placed in the art center: Appendix F., empty paper towel roll, crayons, scissors, glue.
10. **Day 2:** sing rhyme Little Boy Blue then read the story Peter and the Wolf. Discuss the responsibilities of Little Boy Blue, (to care of the sheep – should there be any danger, he will blow his horn for help.) Compare and contrast Peter with Little Boy Blue, discuss what happened when Peter truly needed help. Why didn’t anyone help him? What lesson did we learn? (What Your First Grader Needs To Know by E.D. Hirsch, Jr. & John Holdren)

E. *Assessment/Evaluation*

1. The student will sing the rhyme. (Teacher can assess this in small group, making accommodations for students with special needs.)

Lesson Four: Little Bo Peep (1 day)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will develop an appreciation for rhymes in poetry.
 - b. Students will develop social skills by working cooperatively.
2. Lesson Content
 - a. Little Bo Peep
3. Skill Objective(s)
 - a. Identify & produce rhyming words and distinguish rhyming words from non-rhyming words.
 - b. Apply language skills & engage in language activities that extend vocabulary & conceptual knowledge.

B. *Materials*

1. Poetry/Music card/Little Bo Peep (See Appendix G)
2. Activity: Match the mother sheep w/ it’s baby lamb, (See Appendix H)

C. *Key Vocabulary*

1. Bo Peep- possibly a little girl’s nickname
2. lost-can’t find their way home, doesn’t know where they’re at
3. leave- don’t bother, go away
4. alone- by yourself
5. wagging- a tail that moves, wiggles, wags

D. *Procedures/Activities*

1. Poetry/Music card, directions: (manila folder cut in half, colored, glued and laminated).
2. Students arranged facing teacher. (listening circle).
3. Sing song with students showing them the picture card as they sing.
4. Teacher asks, “Who was little Bo Peep?”(a little girl).
5. Teacher says, “How do you think little Bo Peep feels? (sad, because she lost her sheep).
6. Teacher says, “What advise is little Bo Peep given?” (to leave the sheep alone, don’t chase them and they’ll come home on their own.)
7. Re-read and have children echo after each line.
8. Identify rhyming words.
9. Identify vocabulary words (Bo Peep, lost, leave, alone, wagging).
10. **Center Activity:** Match the mother sheep with its baby lamb, (See Appendix H)

E. *Assessment/Evaluation*

1. The student will sing the rhyme. (Teacher will assess students in small groups, possibly during center time, or transition time. The student should be able to recite the entire song, however, accommodations may be necessary for students with special needs.)

Lesson Five: Baa, Baa, Black Sheep (1 day)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will develop an appreciation for rhymes in poetry.
 - b. Students will develop social skills by working cooperatively.
2. Lesson Content
 - a. Baa, Baa, Black Sheep
3. Skill Objective(s)
 - a. Identify & produce rhyming words and distinguish rhyming words from non-rhyming words.
 - b. Apply language skills & engage in language activities that extend vocabulary & conceptual knowledge.
 - c. Apply social skills by working cooperatively & sharing songs and rhymes in culminating activities

B. *Materials*

1. Poetry/music card Baa, Baa, Black Sheep (See Appendix I)
2. Activity: Students will hand tear black construction paper or lace sheep w/ black yarn . This will assist with fine motor development. (Appendix J)

C. *Key Vocabulary*

1. baa- sound a sheep makes
2. sheep- an animal that lives on a farm
3. wool- fur on a sheep
4. Sir- a man
5. Master-a boss (man)
6. Dame- a lady, women
7. lane- a street, a road

8. bag- a purse
9. full- not empty, lots of stuff

D. Procedures/Activities

1. Poetry/Music card, directions: (manila folder cut in half, colored, glued and laminated).
2. Students arranged facing teacher. (listening circle).
3. Sing song with students showing them the picture card as they sing.
4. Teacher asks, “Why do you think the little boy said, “Baa, Baa, Black Sheep?” (Baa is what the sheep says, so the little boy calls him or gets his attention by saying Baa, Baa.” (It’s like talking to the sheep.)
5. Teacher says, “What does the little boy ask the sheep?” (If it has any wool.)
6. Discuss (wool).
7. Re-read and have children echo after each line.
8. Identify rhyming words.
9. Identify vocabulary words. (Baa, sheep, wool, sir, master, dame, lane, bag, full).
10. Review vocabulary word (lamb).
11. Discuss “sheep”, ask “In what other rhyme or song did we learn about a sheep?” (Mary Had a Little Lamb, Little Boy Blue, Little Bo Peep, & Baa, Baa, Black Sheep). Make a chart (Compare & Contrast the characters in these poems.)
12. **Center Activity:** Students will hand tear black construction paper or lace sheep With black yarn . This will assist with fine motor development. (Appendix J)

E. Assessment/Evaluation

1. The student will sing the rhyme. (Teacher will assess students in small groups, degree of accuracy will depend on the student, ie. Special needs, speech, etc.)
2. Teacher Checklist, fill in the rhyming words you wish to assess, include some words that don’t rhyme. (See Appendix K)

Lesson Six: Three Blind Mice (2 days)

A. Daily Objectives

1. Concept Objective(s)
 - a. Listen & respond to rhymes read/sung aloud.
 - b. Develop social skills by working cooperatively.
2. Lesson Content
 - a. The Three Blind Mice
3. Skill Objective(s)
 - a. Identify & produce rhyming words and distinguish rhyming words from non-rhyming words.
 - b. Apply language skills & engage in language activities that extend vocabulary & conceptual knowledge.
 - c. Dramatize & retell rhymes in sequential order.

B. Materials

1. Poetry/music card The Three Blind Mice. (See Appendix L)
2. **Activity:** (Day 1) “Blind Mice” game, note: an even number or students are necessary, 2 players are partners, one has a paper and pencil on table/desk in front of them, their partner describes what he/she sees in the picture, never allowing partner to see, (perhaps, have a divider between them), when the description is complete the students compare the two pictures & show them to

the teacher. Small group time is ideal for this activity, i.e. reading circles, journal writing group, etc. (See Appendix M)

3. **Center Activity:** (Day 2) Mouse & Cheese number match. (See Appendix N)

C. *Key Vocabulary*

1. blind- unable to see
2. butcher- person who cuts meat
3. carving knife- a sharp instrument/tool that cuts
4. sight- to be able to see, something to see

D. *Procedures/Activities*

1. Poetry/Music card, directions: (manila folder cut in half, colored, glued and laminated).
2. Students arranged facing teacher. (listening circle).
3. Sing song with students showing them the picture card as they sing.
4. Teacher asks, “What happened to the three blind mice?” (they got their tails cut off by the butcher’s wife).
5. Teacher asks, “Why did she do that?” (she was mad, she was scared).
6. Re-read and have children echo after each line.
7. Identify rhyming words.
8. Identify vocabulary words (blind, butcher, carving knife, sight).
9. Blind Mice Game: (Day 1) To be played with a partner/see instructions above. (Appendix M)
10. **Center Activity:** (Day 2) Mouse & Cheese number match (Appendix N).

E. *Assessment/Evaluation*

1. The student will sing the rhyme. (Teacher assessment may be done in small groups during reading or possibly during centers).
2. Apply social skills by working cooperatively.
3. Teacher checklist. (See Appendix K)

Lesson Seven: Hickory, Dickory, Dock (1 day)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will develop an appreciation for rhymes in poetry.
 - b. Students will develop social skills by working cooperatively.
2. Lesson Content
 - a. Hickory, Dickory, Dock
3. Skill Objective(s)
 - a. Identify & produce rhyming words and distinguish rhyming words from non-rhyming words.
 - b. Apply language skills & engage in language activities that extend vocabulary & conceptual Knowledge.
 - c. Apply social skills by working cooperatively & sharing song and rhymes in culminating activities.

B. *Materials*

1. Poetry/Music card Hickory, Dickory, Dock (See Appendix O).
2. Grandfather Clock Activity (See Appendix P).

- C. *Key Vocabulary*
1. Hickory, Dickory, Dock- nonsense rhyme, silly rhyme
 2. clock- an instrument/tool used to keep time
 3. struck- hit
- D. *Procedures/Activities*
1. Poetry/Music card, directions: (manila folder cut in half, colored, glued and laminated).
 2. Students arranged facing teacher. (listening circle).
 3. Sing song with students showing them the picture card as they sing.
 4. Discuss; grandfather clock, ask, “Why did the mouse run?” (because the clock made a loud sound and it scared/startled the mouse).
 5. Teacher says, “What do you do when you’re startled, scared, or surprised?” (children respond). Create a pictograph using the responses of the students. Allow the students to choose which choice they would make.
 6. Re-read the rhyme and have children echo after each line.
 7. Identify rhyming words.
 8. Identify vocabulary words. (Hickory, Dickory, Dock, clock, struck).
 9. **Center Activity:** Mouse with grandfather clock. (See Appendix P).
- E. *Assessment/Evaluation*
1. The students will sing the rhyme. (Teacher can assess this in small groups.)
 2. Teacher checklist. (See Appendix K)

Lesson Eight: Hey Diddle Diddle (1 day)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will develop an appreciation for rhymes in poetry.
 - b. Students will develop social skills by working cooperatively.
 2. Lesson Content
 - a. Hey Diddle Diddle
 3. Skill Objective(s)
 - a. Identify & produce rhyming words and distinguish rhyming words from non-rhyming words.
 - b. Apply language skills & engage in language activities that extend vocabulary & conceptual Knowledge.
 - c. Apply social skills by working cooperatively & sharing song and rhymes in culminating activities.
- B. *Materials*
1. Poetry/Music card Hey Diddle Diddle (Appendix Q)
 2. Activity - Hey Diddle Diddle writing activity (Appendix R)
- C. *Key Vocabulary*
1. Hey Diddle Diddle- a nonsense rhyme
 2. fiddle- a musical instrument that looks like a violin
 3. over- on top of, not under
 4. laughed- happy, giggly
 5. sport- an activity
 6. dish- a plate or saucer that you eat off of
 7. spoon- a tool you eat with, an eating utensil, you can scoop up food with it

D. *Procedures/Activities*

1. Poetry/Music card, directions: (manila folder cut in half, colored, glued and laminated).
2. Students arranged facing teacher. (listening circle).
3. Sing song with students showing them the picture card as they sing.
4. Teacher asks, “Do you think this rhyme could really happen?” (nonsense, imagination).
5. Re-read and have children echo after each line.
6. Identify rhyming words.
7. Identify vocabulary words. (Hey, Diddle Diddle, fiddle, over, laughed, sport, dish, spoon).
8. Discuss activity; directions: “Color the picture, then draw something else that is nonsense/silly and have it happen in your picture.” (ie. Cereal popped into the dish, which became a bowl full of milk and the Moon ate it up). (Appendix R)

E. *Assessment/Evaluation*

1. The student will sing/recite the rhyme. (Teacher will assess in small group, the degree of accuracy will depend on the student, ie. Special needs, speech, etc.)
2. Teacher checklist. (See Appendix K)

Lesson Nine: Old MacDonald Had a Farm (2 days)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Student will develop an appreciation for rhymes in poetry.
 - b. Students will develop social skills by working cooperatively.
2. Lesson Content
 - a. Old MacDonald Had a Farm
3. Skill Objective(s)
 - a. Identify & produce rhyming words and distinguish rhyming words from non-rhyming words.
 - b. Apply language skills & engage in language activities that extend vocabulary & conceptual Knowledge.
 - c. Apply social skills by working cooperatively & sharing song and rhymes in culminating activities.

B. *Materials*

1. Poetry/music card Old MacDonald Had A Farm (Appendix S)
2. Activity – Old MacDonald’s Farm; color and cut out all the animals. Glue only the animals that live on a farm onto the barn. (Appendix T)

C. *Key Vocabulary*

1. dog- man’s best friend, makes a nice pet, barks and protects
2. cat- makes a nice pet, long whiskers, purrs
3. duck- not a chicken, quacks and swims in the water
4. hen- a chicken/a girl, lays eggs and clucks
5. rooster- a boy chicken, does not lay eggs, crows early in the morning
6. pig- oinks, lives in a sty and is messy

7. sheep- baas, gives us wool to make fabric for clothing and blankets
8. goat- has horns, likes to butt and eats anything
9. cow- moos, gives us milk
10. horse- neighs, runs fast and you can ride

D. Procedures/Activities

1. Poetry/Music card, directions: (manila folder cut in half, colored, glued and laminated).
2. Students arranged facing teacher. (listening circle).
3. Sing song with students showing them the picture card as they sing.
4. Teacher asks, "What is a farm?" (where animals live, where the farmer lives).
5. Teacher says, "Isn't an elephant an animal, does it live on a farm?" (no, an elephant lives in the zoo).
6. Discuss the kinds of animals that live on a farm. (Most produce foods for us to eat, some are eaten, and some produce and are eaten.) Include the McDonald's hamburgers & chicken nuggets they love so much!)
7. Re-read and have children echo after each line.
8. Identify rhyming words.
9. Identify vocabulary words. (dog, cat, duck, hen, rooster, pig, sheep, goat, cow, horse).
10. **Activity:** Old MacDonald's Farm. (Appendix T)

E. Assessment/Evaluation

1. The children will sing the song. (Teacher will assess in small groups, accuracy will depend on the student, ie. Special needs, speech, ect.)
2. The children will identify the animals that live on a farm. (Appendix T)
3. Teacher checklist. (Appendix K)

VI. CULMINATING ACTIVITY

- A. The students will go on a field trip (community service project) to a neighboring nursing home to entertain the residents with songs and rhymes learned. Also skits will be performed narrated by the teacher and friendship cards and letters with the animal theme studied will be given to the senior citizens.
- B. Once all the lessons have been introduced the teacher will place the rhyme/music cards at the Music/Lang. Arts center for the students to recite at their leisure. Also, the teacher may use these cards during transition time with the students on a daily basis.

VII. HANDOUTS/WORKSHEETS

- Appendix A: Mary Had A Little Lamb card illus. & words (manila folder cut in half, colored, glued and laminated). Note: Teacher may want to give a copy to student so that they can make a nursery rhyme song/poem book too.
- Appendix B: The Three Little Kittens card Illus. & words (manila folder cut in half, colored, glued and laminated).
- Appendix C: Mitten Activity, color, cut, hole punch & lace.
- Appendix D: Smaller mitten act. (the students will draw the things they like to be rewarded with and cut and place inside the larger mitten).
- Appendix E: Little Boy Blue card Illus. & words (manila folder cut in half, colored, glued and laminated).
- Appendix F: Three D. horn. 2-dimentional, recycle empty paper towel roll, color, cut & glue appendix F

- Appendix G: Little Bo Peep card illus. & words (manila folder cut in half, colored, glued and laminated).
- Appendix H: Sheep Activity: Match the mother sheep w/ it's baby lamb, (See Appendix H)
- Appendix I: Baa, Baa, Black Sheep card illus. & words (manila folder cut in half, colored, glued and laminated).
- Appendix J: Activity: Students will hand tear black construction paper or lace sheep w/ black yarn . This will assist with fine motor development.
- Appendix K: Teacher Checklist (Teacher fills in the rhyming words he/she wishes to assess, include words that don't rhyme).
- Appendix L: Three Blind Mice card illustration & words (manila folder cut in half, colored, glued and laminated).
- Appendix M: The Three Blind Mice Game (see teacher directions in lesson).
- Appendix N: The Three Blind Mice number match activity.
- Appendix O: Hickory, Dickory, Dock card illus. & words (manila folder cut in half, colored, glued and laminated).
- Appendix P: Hickory, Dickory, Dock clock & mouse activity (student will color and cut strip from sheet and slide in slots A & B, the mouse will be glued on strip so that it can move up and down the clock).
- Appendix Q: Hey, Diddle, Diddle card illus. & words (manila folder cut in half, colored, glued and laminated).
- Appendix R: Hey, Diddle, Diddle drawing & writing activity.
- Appendix S: Old MacDonald Had A Farm card illus. & words (manila folder cut in half, colored, glued and laminated).
- Appendix T: Old MacDonald's Farm animal match (color & cut the animals that live in Old MacDonald's farm, glue them on the barn).

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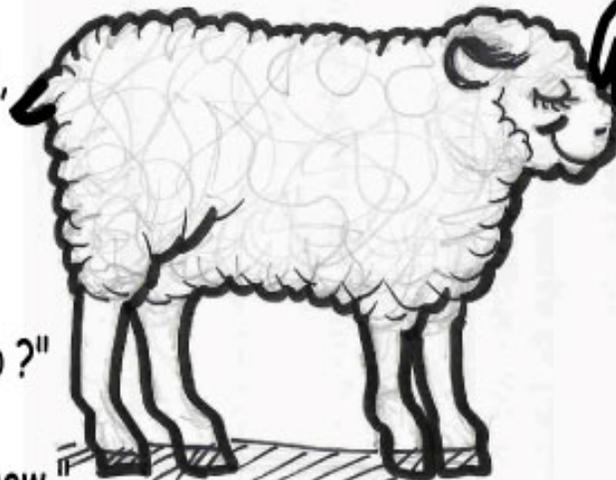
Mary Had A Little Lamb

Mary had a little lamb,
It's fleece was white as snow;
And everywhere that Mary went,
The lamb was sure to go.

It followed her to school one day,
That was against the rule;
It made the children laugh and play
To see a lamb at school.

And so the teacher turned it out,
But still it lingered near,
And waited patiently about
Till Mary did appear.

"Why does the lamb love Mary so?"
The eager children cry.
"Why, Mary loves the lamb, you know,"
The teacher did reply.



Appendix (A)

Three Little Kittens

Three little kittens have lost their mittens and they began to cry,
Oh mother dear, we very much fear
that we have lost our mittens.

"Lost your mittens you naughty kittens!
Then you shall have no pie!"

"Mee-ow, mee-ow, mee-ow."

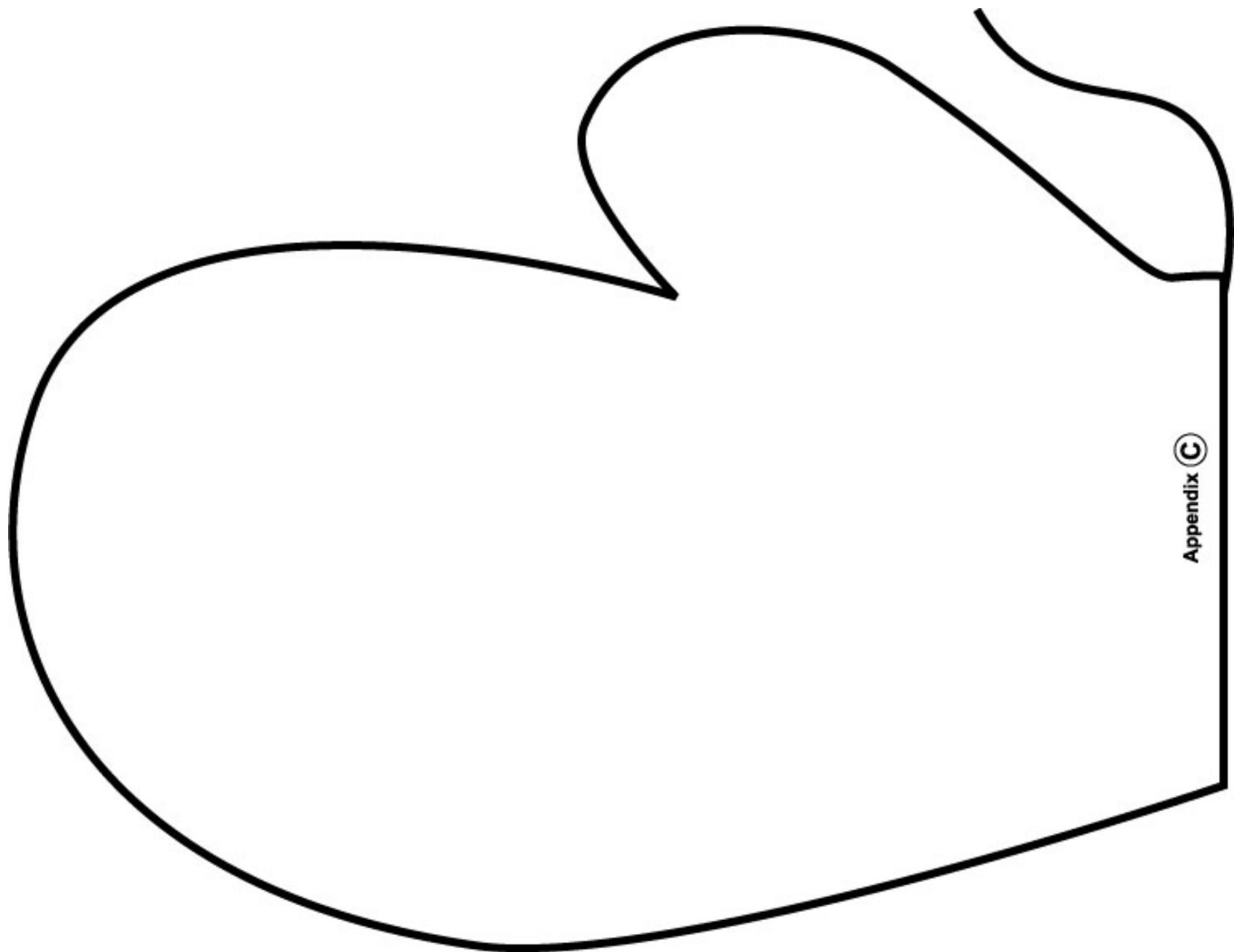
"No, you shall have no pie."

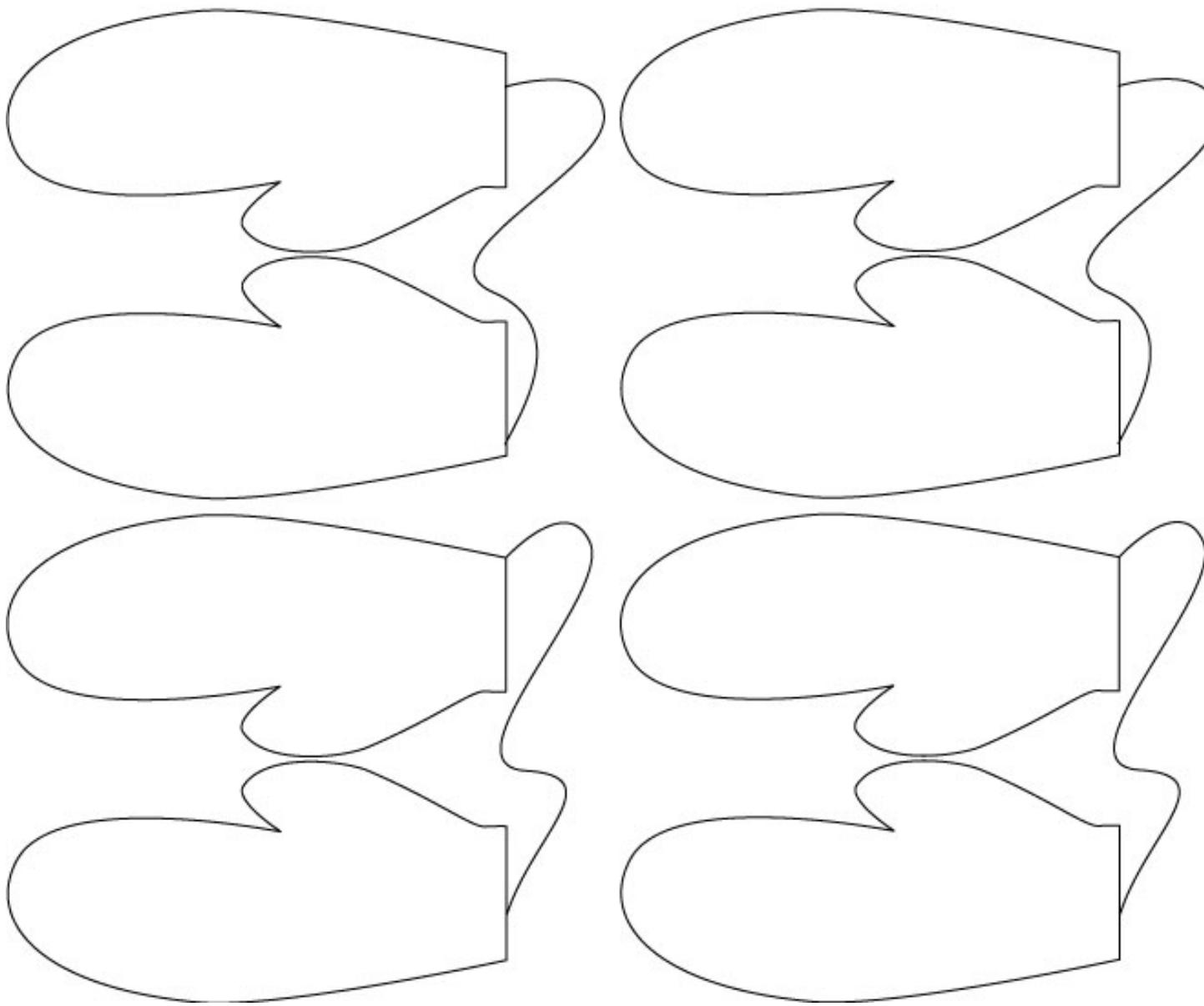
The three little kittens found their mittens
And they began to cry, "Oh mother dear,
See here, see here! See, we have found our mittens!"

"Put on your mittens, you silly kittens,
And you may have some pie."

Appendix **B**







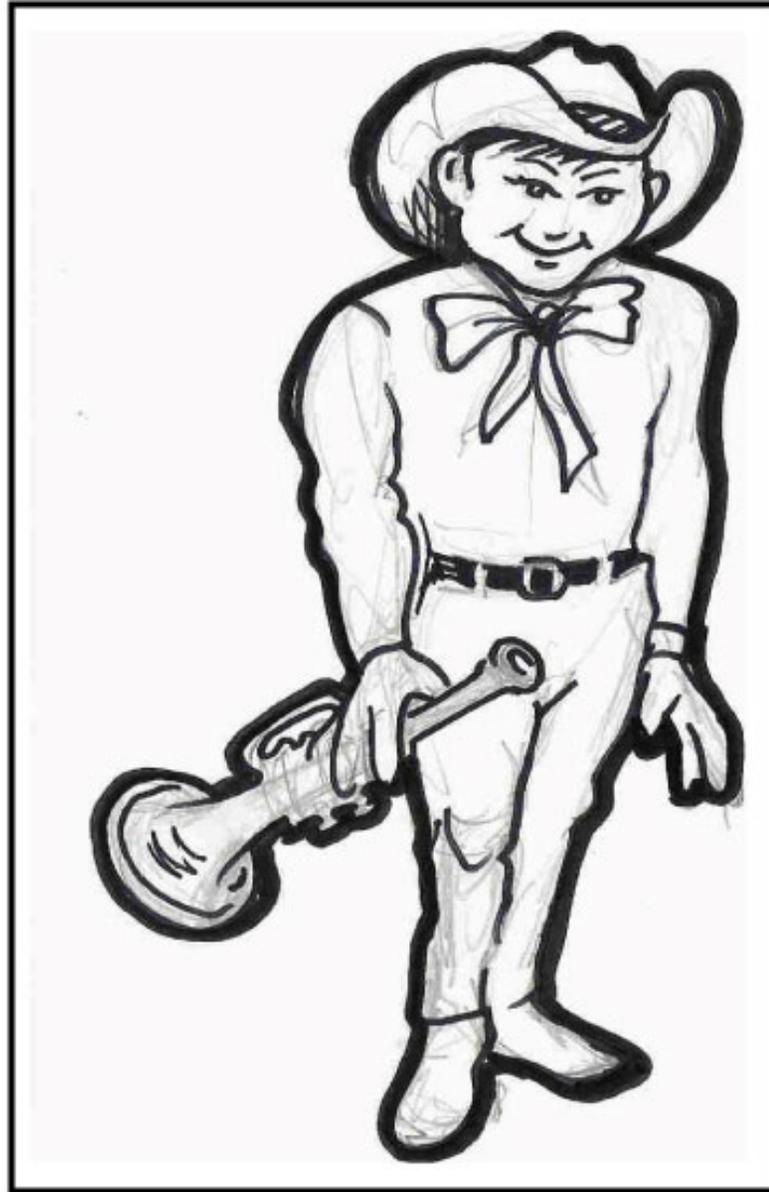
Draw the things you like to be rewarded with on each mitten.
Color, Cut, and place in laced mitten.

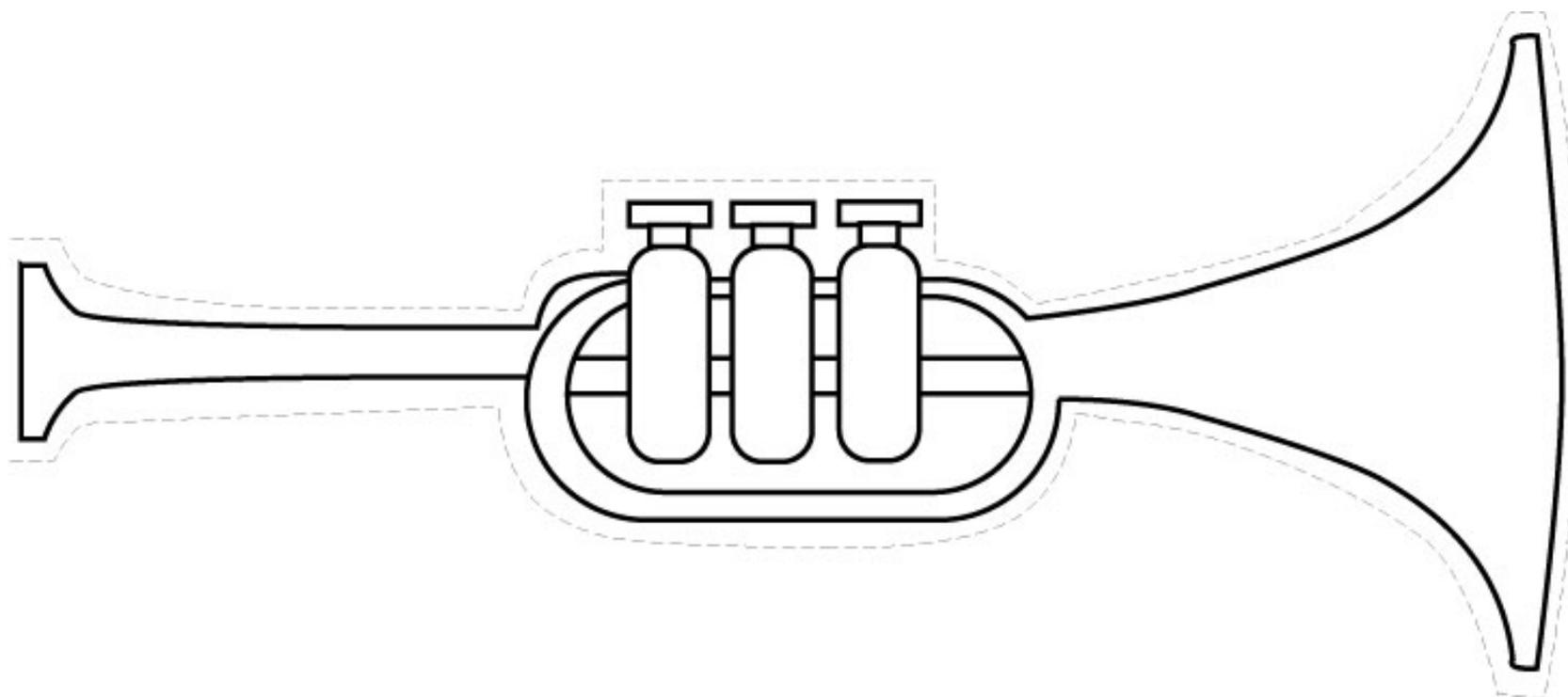
Appendix **D**

Little Boy Blue

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

Appendix **E**





Appendix **F**

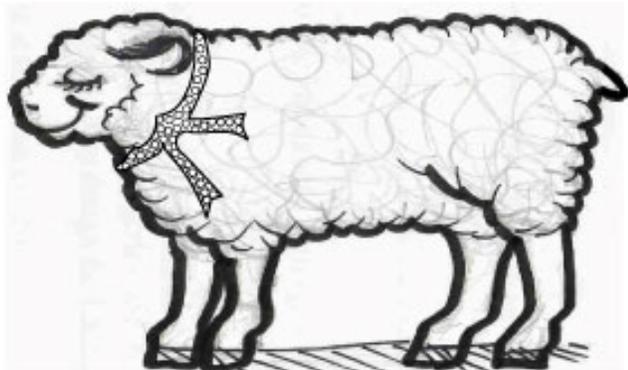
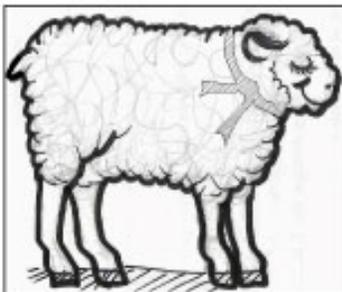
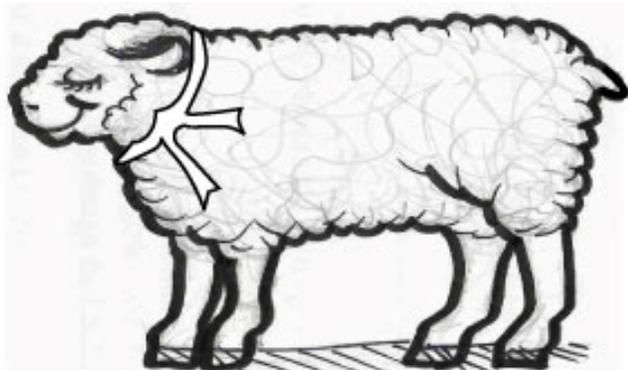
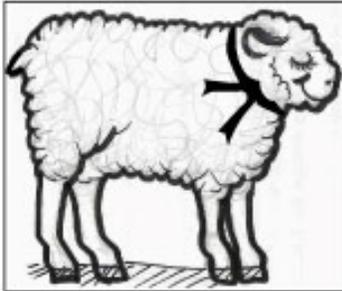
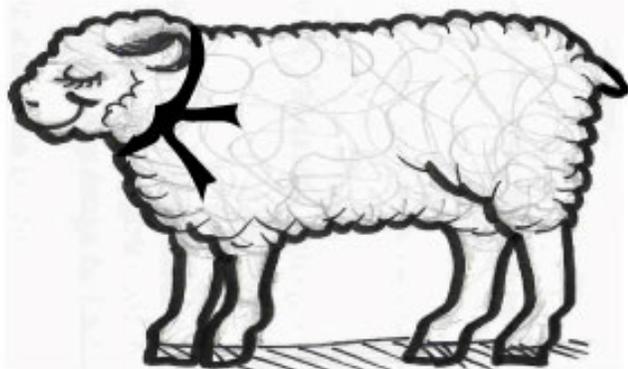
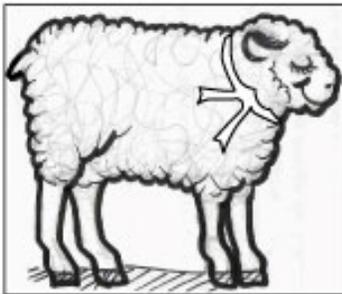
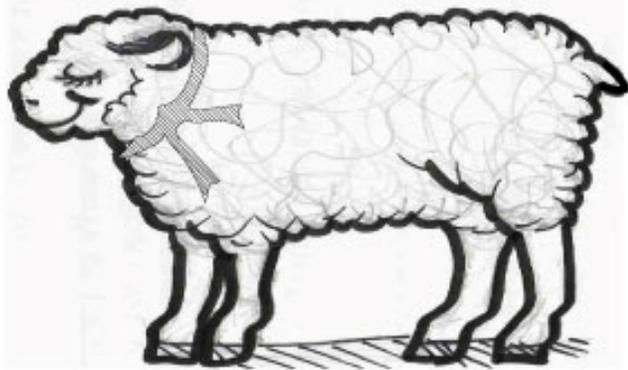
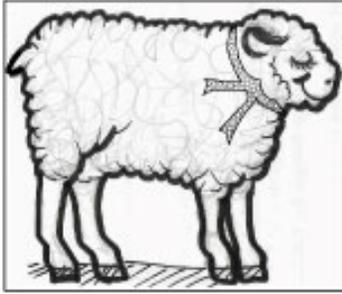
Little Bo Peep

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

Appendix **G**



Match mother sheep to baby lamb.



Appendix (H)

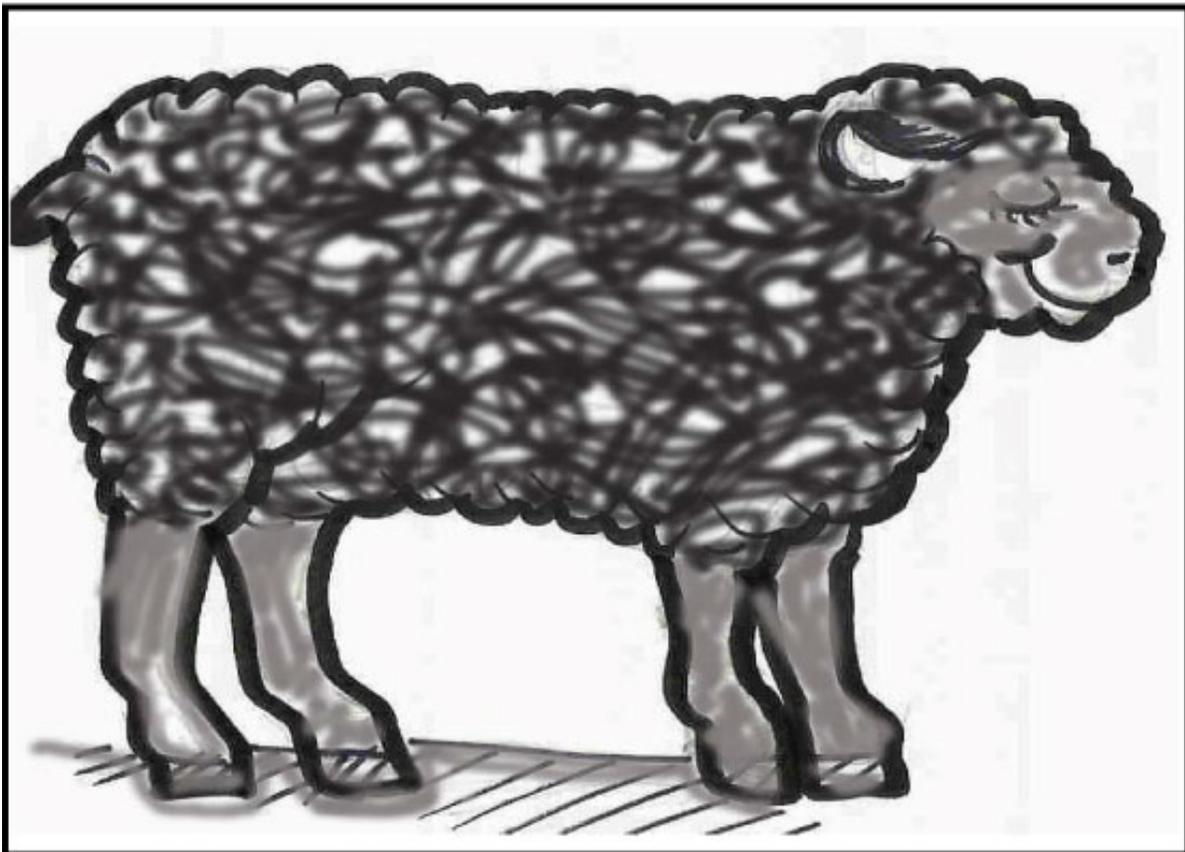
Baa, Baa, Black Sheep

Baa, baa, black sheep, have you any wool ?

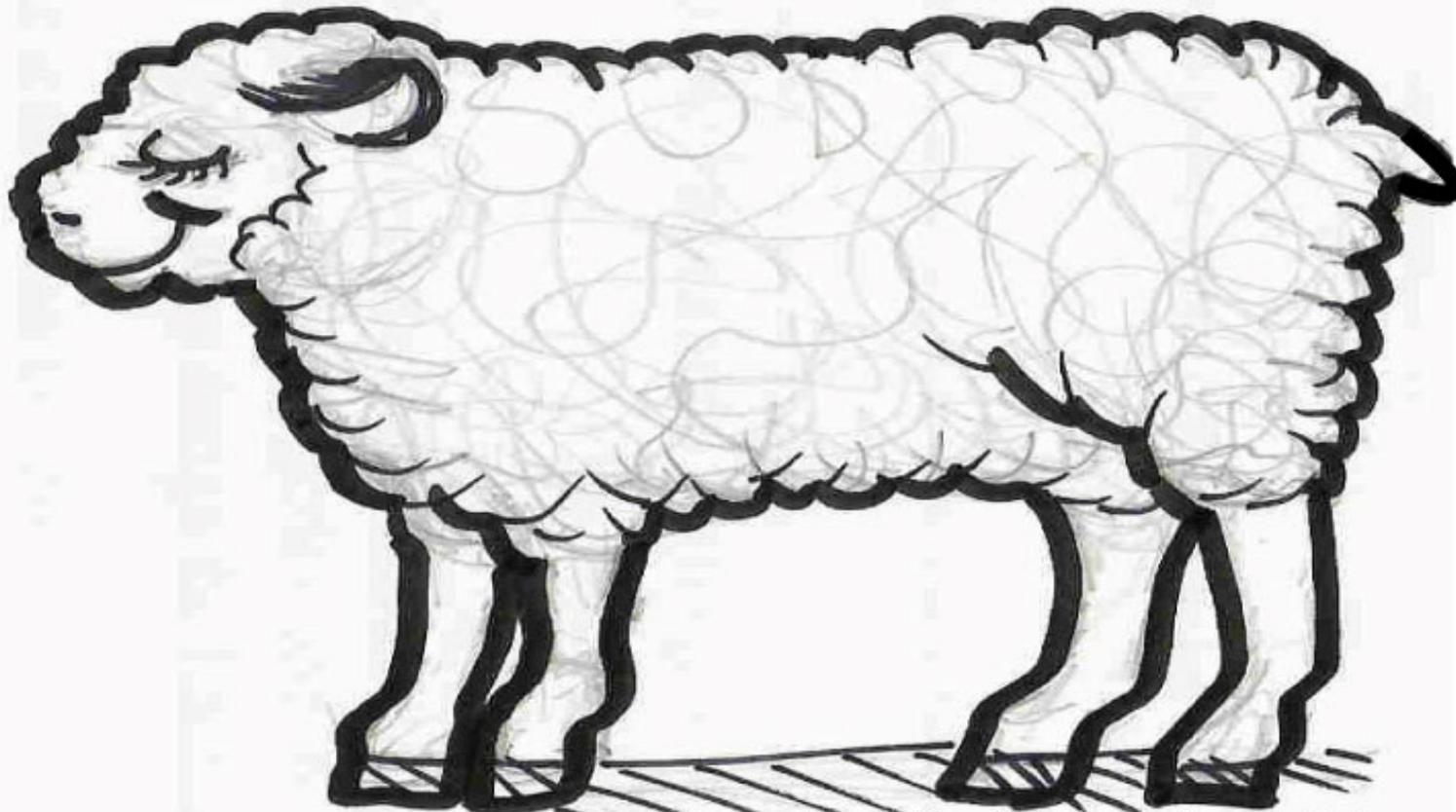
Yes, sir , yes , sir, three bags full.

One for the master, and one for the dame,

And one for the little boy who lives down the lane.

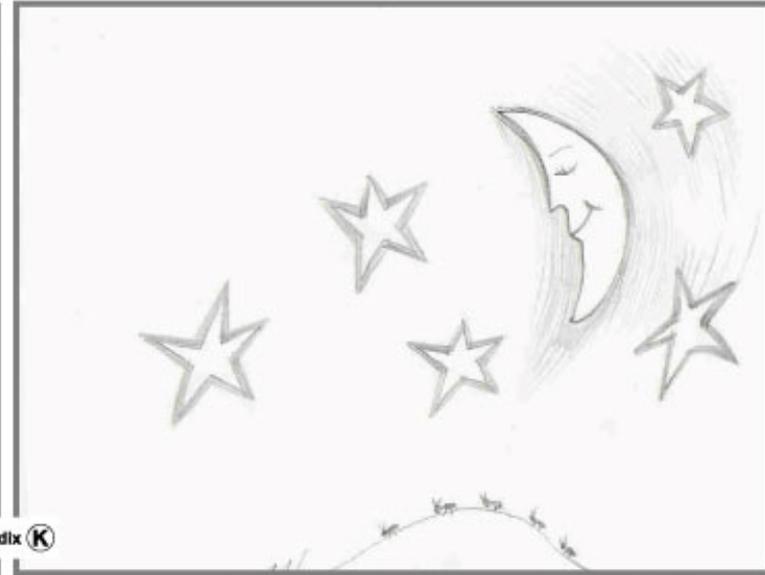
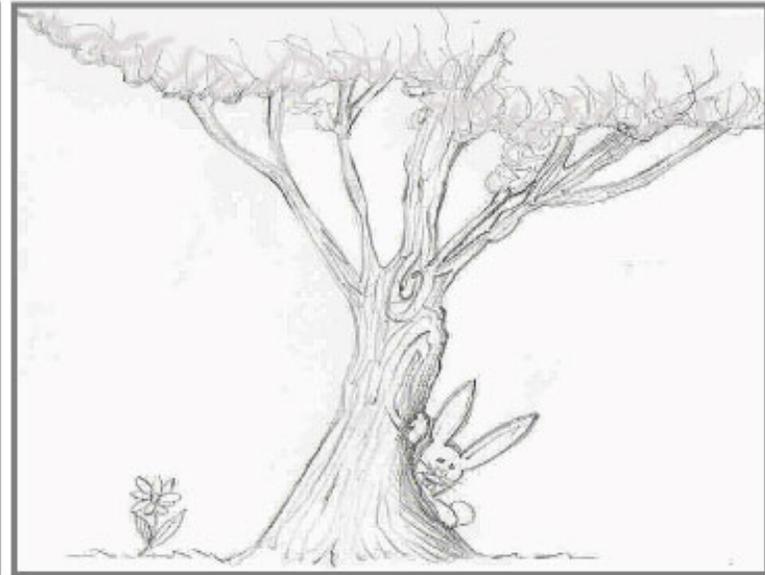
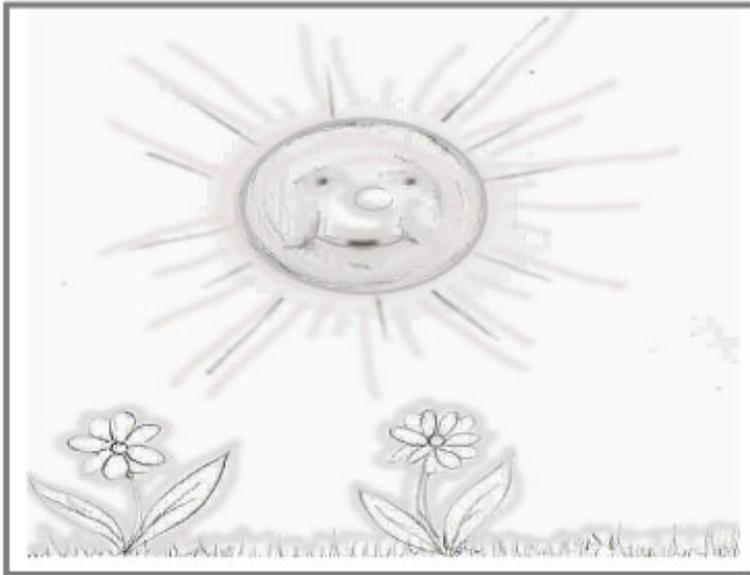


Appendix ①



"Baa, Baa, Black Sheep" - activity
Paste Black Yarn, or black material (fabric, construction paper...)

Appendix J



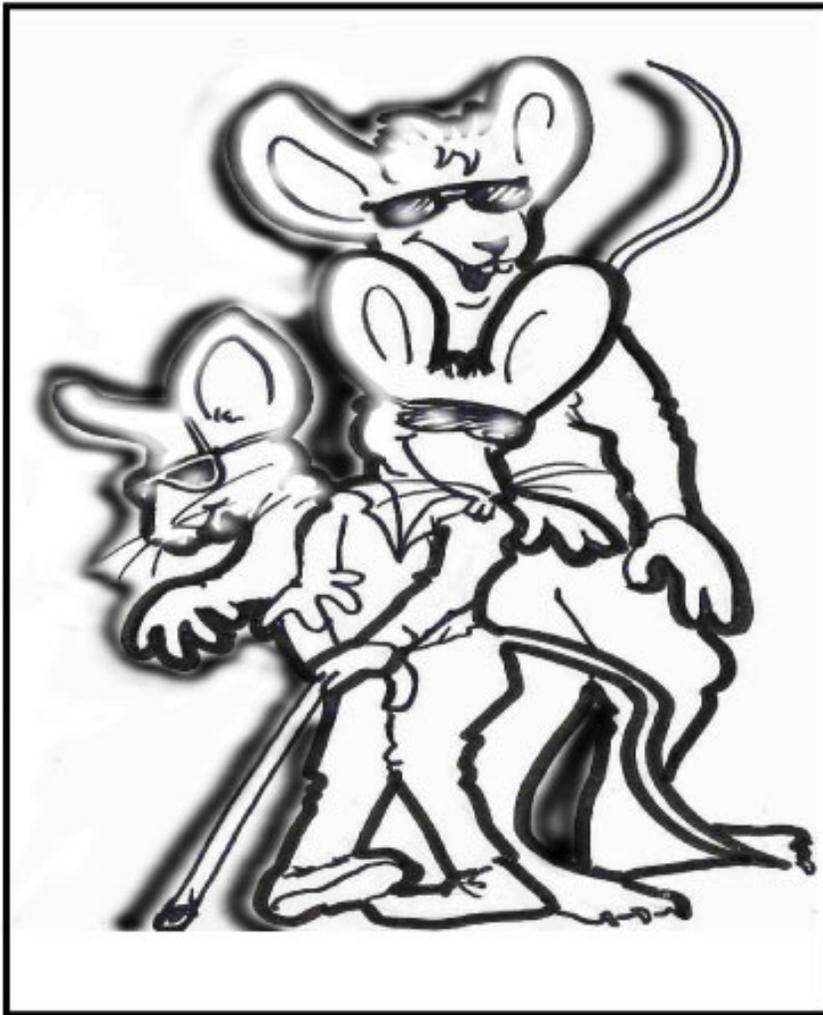
Appendix **K**

Rhyming Checklist

Do these words rhyme?	 YES	 NO

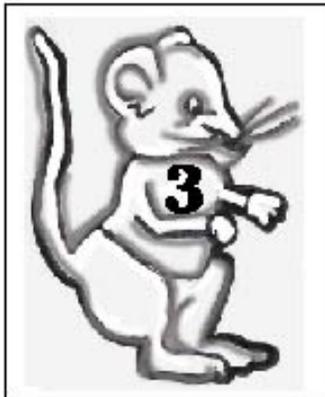
Appendix **K**

Three Blind Mice

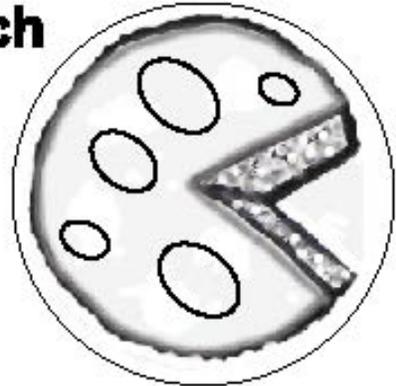


Three blind mice,
Three blind mice,
See how they run!
They all ran after the farmer's wife,
Who cut off their tails with a carving knife,
Did you ever see such a sight in your life,
As three blind mice?

Appendix (L)



3 Blind Mice Match



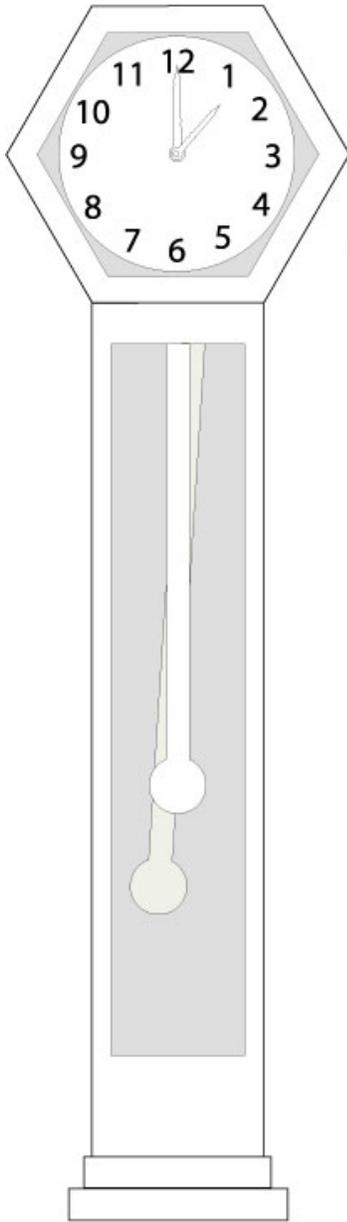
Appendix **N**

Hickory Dickory Dock



Appendix ©

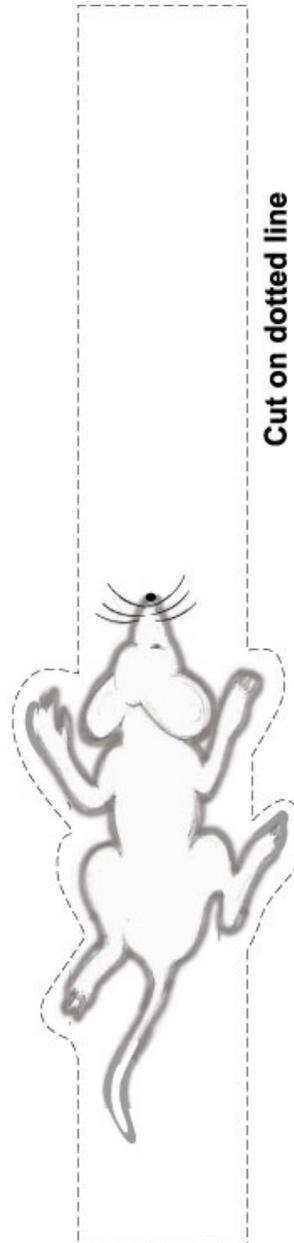
Hickory, dickory, dock,
The mouse ran up the clock.
The clock struck one,
The mouse ran down,
Hickory, dickory, dock.



Cut On Line

Cut On Line

Appendix (P)



Cut on dotted line



Hey Diddle Diddle

Hey, diddle, diddle,
The cat and the fiddle,
The cow jumped over the moon;
The little dog laughed
To see such a sport,
And the dish ran away with the spoon.

Appendix Q



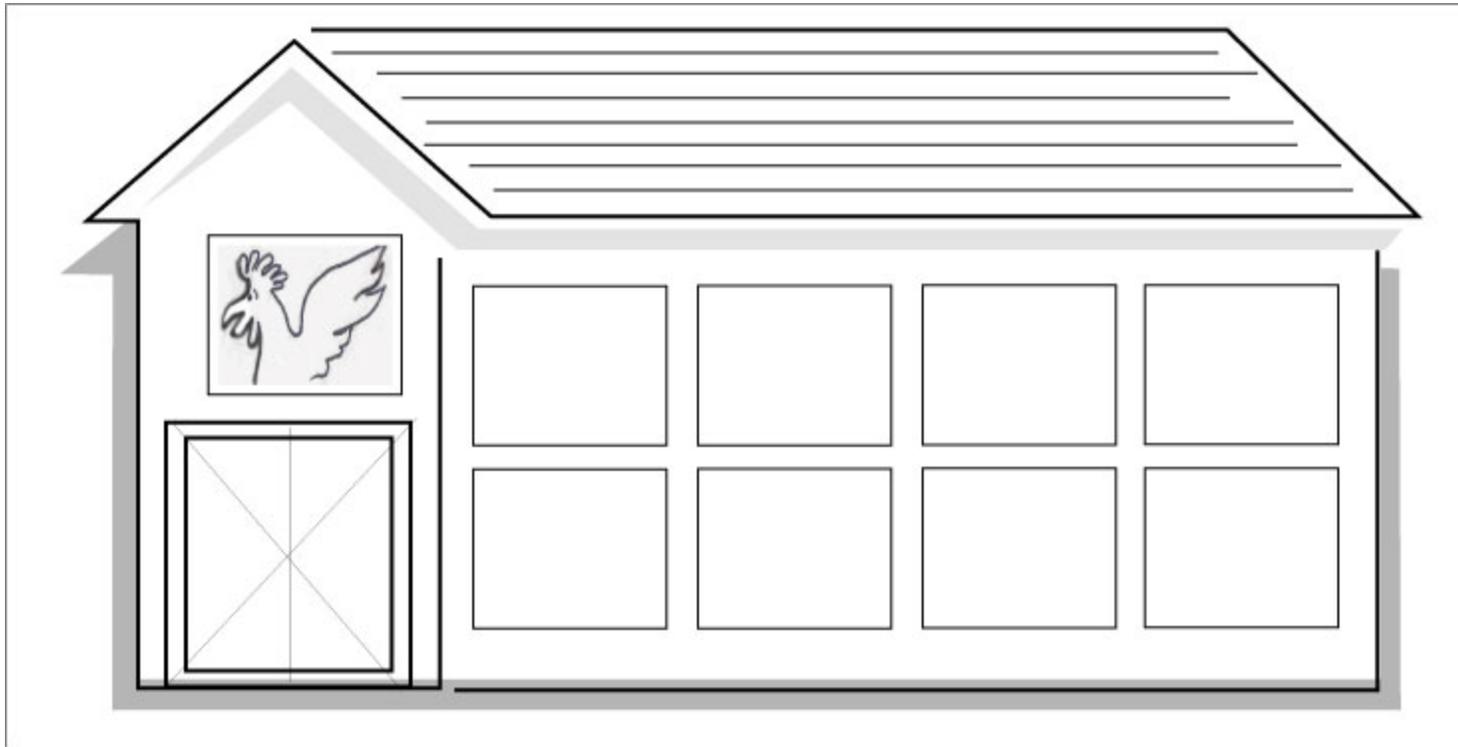
Appendix (R)

Old McDonald



Old McDonald had a farm.
E-I-E-I-O And on
his farm he had a cow.
E-I-E-I-O
with a moo moo here
moo moo there

Appendix (S)



Appendix T