

# Mother Goose on the Loose: Teaching Reading and Writing in a Way That's Exciting

**Grade Level:** Kindergarten

**Written by:** Ellen Zainea, Knapp Charter Academy, Grand Rapids, Michigan

**Length of Unit:** Eight Lessons

## I. ABSTRACT

Mother Goose rhymes, rich in language, rhythm and pattern, provide an ideal framework for teaching and practicing early literacy skills, including print awareness, letter-sound correspondence, rhyming (word families) and sight words. Content of many poems can also be easily linked to objectives in other parts of the curriculum. For example, *Hickory, Dickory, Dock*, can be linked with telling time. As children become emergent readers and writers, rhyme topics make ideal starting points for journal writing. These lessons serve as models for implementing and integrating Mother Goose rhymes. A list of rhymes with related curriculum connections and writing prompts are included in the appendices.

## II. OVERVIEW

### A. Concept Objectives:

1. Students will gain an understanding of the conventions of print while enjoying the rich language of Mother Goose rhymes.
2. Students will gain an understanding of the concept of rhyme through exploring Mother Goose rhymes.
3. Students will gain an understanding that spoken words can be recorded and decoded using letter sound correspondence.
4. Students will gain an understanding that some words can be learned through seeing them many times, just as Mother Goose rhymes are learned by repeated readings.

### B. Content from the *Core Knowledge Sequence*:

1. 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.
2. Given a spoken word, produce another word that rhymes with the given word.
3. Match a letter to a spoken phoneme; decode a letter into the phoneme it represents.
4. Begin to recognize common words by sight including the, I, my, you, are.
5. Use letter-sound knowledge to write simple words and messages, consistently representing initial and final consonant sounds (for example, writing "boat" as "bot).

### C. Skill Objectives:

1. Students will follow print by pointing to each word, going left to right and top to bottom.
2. Students will produce a word that rhymes with a given word. (This can include a longer list of words in a word family.)
3. Students will identify letters used in a spoken phoneme and decode written letters into the phonemes they represent.
4. Students will recognize common sight words including the, I, my, you and are. They may also recognize other high frequency words.
5. Students will use letter-sound knowledge to write simple words and messages, consistently representing initial and final consonant sounds.

### III. BACKGROUND KNOWLEDGE

#### A. For Teachers

1. Blevin, W. *Phonemic Awareness Activities*. New York, NY: Scholastic, 1997. 0-590-37213-9.
2. Clay, Marie. *An Observation of Survey of Early Literacy Achievement*. Portsmouth, NH. Heinemann Education, 1993. 0-435-08763-0.
3. Delamar, G. *Mother Goose From Nursery to Literature*. Jefferson, NC: McFarland and Company. 0-89950-280-6

#### B. For Students

1. Students should be familiar with a variety of Mother Goose rhymes. There are many excellent illustrated collections from which to choose. Mother Goose songs, videos and flannel board figures can also provide the background knowledge of the rhymes. A Mother Goose Coloring Book with text and pictures is available online at Enchanted Learning.
2. For lessons 3-8 some knowledge of phonics, along with phonemic awareness is needed.

### IV. RESOURCES

- A. Mother Goose rhymes. (Several are listed in resources) – There are many excellent collections. Some are listed in the bibliography.
- B. See appendices

### V. LESSONS

#### Lesson One: Learn to Track with Jack in a Sack

##### A. Daily Objectives

1. Concept Objective
  - a. Students will gain an understanding of the conventions of print within the rich language of Mother Goose rhymes.
2. Lesson Content
  - a. Knowledge 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.
3. Skill Objective
  - a. Students will follow print by pointing to each word, going left to right and top to bottom.

##### B. Materials

1. Grocery sack labeled “Jack in a Sack.”
2. The following poems printed on large chart paper with an illustration or two: *Jack Sprat, Little Jack Horner, Jack Be Nimble, Jack and Jill*
3. Jack Track Pointer (See Appendix B)

##### C. Key Vocabulary (**For teachers**)

1. Tracking-Following along pointing to the words of a passage as it is being read; Tracking may be done with a finger or with a pointer.
2. Neurological impress method-Reading or singing along with a leader to learn. (A good example of this is singing along with a song as it is being learned.)

##### D. Procedures/Activities

1. Tracking with left to right, top to bottom progression, teacher reads the label “Track with Jack in a Sack.” Teacher asks students to repeat the words with her.
2. Tracking with left to right progression, teacher spells the words Jack and sack.
3. Teacher takes the poems and Jack Track Pointer out of the sack and explains she will track the rhymes with the pointer as she reads them. Tracking is explained as following words left to right, top to bottom.

4. Teacher reads the poems while modeling tracking.
  5. Students are invited to read along with the teacher tracking the poems.
  6. Students volunteer to play "Track with Jack." This is a child tracking the text while teacher and classmates read together. (For this introductory lesson, teacher selects students who have mastered concepts of conventions of print assessment in the initial assessment.)
  7. As initial assessment may indicate, children enter kindergarten with a wide range of experience with text. Some may be emergent readers, while others have no experience with the conventions of print. This lesson presents a sample of a method to be used with Mother Goose Rhymes and other text throughout the year. It provides experience with tracking and the neurological impress method of learning how to read.
- E. *Assessment/Evaluation*
1. Letter Identification Score Sheet (Appendix A)
  2. Marie M. Clay's *Sand or Stones The Concept About Print Test*

## **Lesson Two: Rhyming: Will the Spider Bite Her?**

- A. *Daily Objectives*
1. Concept Objective
    - a. Students will gain an understanding of the concept of rhyme through rhymes found in Mother Goose.
  2. Lesson Content
    - a. Given a pair of spoken word, students will identify them as rhyming or non-rhyming words.
  3. Skill Objective
    - a. Students will produce a word that rhymes with the given word
- B. *Materials*
1. Large plastic spider attached to yardstick with 3-4' length of fishing line, ribbon or string
  2. 3x5 cards for word pairs
  3. Texts of selected Mother Goose poems on chart paper or overhead
- C. *Key Vocabulary*
1. Rhyming words-Words which sound the same at the end
  2. Non-rhyming words-Words which end in different sounds
  3. Tuffet-Three-legged stool; low seat
  4. Curds-The thick part of coagulated milk
  5. Whey-Water liquid left when milk forms curds, as in making cheese
- D. *Procedures/Activities*
1. Teacher reads a poem. In this lesson *Little Miss Muffet* is used as an example.
  2. Teacher defines vocabulary words.
  3. Next, poem is read again with tracking by teacher or a student. (Individual students will do the reading at various levels.) Some will be using the neurological impress method while others might be decoding.)
  4. Teacher explains rhyming words are words, which end in the same sound, such as hat and rat, cow and now, man and pan.
  5. The students play a game to listen for words which end the same and differently. A student is selected to sit on a tuffet to be Miss Muffet and the spider is lowered to sit beside her or him. Attached to the spider are two cards with words. These will be words from the text which rhyme such as tuffet and muffet, or words which do not rhyme such as spider and on. Student identifies rhyme or non-rhyme. If the words do not rhyme, teacher reads the text again correctly with students listening for and identifying the correct rhyming word.

6. Before the next set of words, the student is bitten. (Spider sits on the student's head for a second and then is frightened away to sit back with the group. This can include a very quiet shriek before child returns to seat!)
  7. The word cards are placed in the Rhyming or Non-Rhyming column of the Rhyme Recorder. A tally may also be recorded. (See Appendix C)
  8. The game continues with selected Mother Goose rhymes and various sets of words. From the beginning of the year this game can be played to teach phonemic awareness. As children progress, the words can be spelled out as well as they are placed in the Rhyming and Non-Rhyming columns. (Many rhyming parts of words are spelled in different ways. Mentioning this dilemma is all that is needed at this point. It is sufficient to say that the English language has some strange spellings, which people learn after seeing the words many times. An "old" person such as the teacher knows them because he/she has seen them many times. As students progress into elementary they study spelling and learn the correct ways.)
  9. A final review can be done using the cloze technique. Teacher rereads the selected rhymes, leaving off the second word in a pair of rhyming words. Students provide the missing word.
  10. Word cards can also be used in a center activity. Along with the words, have illustrations of the two words, such as corn and horn. Students can sort them as rhyming or non-rhyming words.
  11. The game can also be modified to listen to sets of words that have the same ending or beginning sounds.
- E. *Assessment/Evaluation*
1. Teacher reads a list of pairs of words for student to identify as rhyming or non-rhyming.
  2. Teacher observes student sorting words in the center activity.

### **Lesson Three: Jack Sprat Could Eat No Fat**

- A. *Daily Objectives*
1. Concept Objective
    - a. Students will gain an understanding of the concept of rhyme through rhymes found in Mother Goose.
  2. Lesson Content
    - a. Given a spoken word, produce another word that rhymes with the given word.
  3. Skill Objective
    - a. Students will produce another word that rhymes with the given word.
- B. *Materials*
1. The song *Jack Sprat's Rhyming Ballad* written on chart paper. (See Appendix D)
  2. The rhyme *Jack Sprat* written on chart paper.
  3. Small paper plates
  4. Two markers (one color for initial consonants and a second for rhyming VC).
  5. Small plates on which are written consonants
  6. Jack's table. (See Appendix E)
  7. Alphabet frieze
- C. *Key Vocabulary*
1. Rhyming words- Words, which end with the same sound.
  2. Fat-Food with high fat content
  3. Lean-Part of the food that is largely fat free
  4. Alphabet Frieze-Letter cards displayed in alphabetical order
- D. *Procedures/Activities*

1. Teacher introduces *Jack's Rhyming Ballad*. Children are invited to sing along as the teacher sings the song two more times while tracking.
  2. Tracking the words, teacher reads *Jack Sprat*. Teacher defines Fat and lean.
  3. Teacher reads and/or sings the first line of the poem.
  4. Teacher makes the word fat by putting together the initial consonant f and the ending at.
  5. Teacher explains that if the letter f were removed and s put in its place, the word would be sat.
  6. Teacher removes the f and puts writes the letter s its place and then reads the new words.
  7. Finally the rhyme test is given. Teacher says fat, sat. Do these two words end in the same sound? Yes, they do and make a rhyme.
  8. Students are called for suggestions on what letters can be put in front of \_at to make more rhyming words. These are written on paper plates and put on Jack's table. An alphabet frieze provides a complete list of single consonants to use.
  9. Going through the alphabet it will be easy to make real and nonsense word that rhyme with fat. This technique can be used with many CVC words and longer rhyming words found in Mother Goose rhymes.
  10. Rhyming words are inserted into the song and class sings the verse together.
- D. *Assessment/Evaluation*
1. Choose a VC ending of a CVC word and write on a 3x5 card,
  2. Prepare another set of cards containing initial consonants.
  3. Place the consonant card next to the VC card.
  4. Student blends consonant and VC to make rhyming words.
  5. An alternative method is using plastic letters in place of cards.

#### **Lesson Four: Jack and Jill Go Up the Hill**

- A. *Daily Objectives*
1. Concept Objectives
    - a. Students will gain an understanding that spoken words can be recorded and decoded using letter sound correspondence.
  2. Lesson Content
    - a. Match a letter to a spoken phoneme
  3. Skill Objectives:
    - a. Students will match a letter to a spoken phoneme
- B. *Materials*
1. Three letter pails drawn on dry erase board
  2. List of CVC words
  3. Magnetized plastic letters
- C. *Key Vocabulary*
1. Phoneme-The smallest part of a sound
- D. *Procedures/Activities*
1. Teacher selects a rhyme to read, modeling tracking.
  2. Teacher selects a CVC word from the rhyme and says the word slowly pronouncing the individual phonemes comprising the word. For example, the word "bed" could be chosen from the second stanza of *Jack and Jill*.
  3. Teacher instructs students to listen for the sounds of the individual letters that make up the word
  4. Teacher places the letters in the pails as she slowly pronounces the letter phonemes that make the word in this case b-e-d.
  5. After more modeling, students make words by placing the letters in buckets.
- E. *Assessment/Evaluation*

1. Teacher reads selected CVC words.
2. Student selects the letters from plastic letters and forms the given words.

**Lesson Five: Jack and Jill, Jump Down the Hill**

A. *Daily Objectives*

1. Concept Objectives
  - a. Students will gain an understanding that spoken words can be recorded in print and decoded using letter sound correspondence.
2. Lesson Content
  - a. Decode a letter into the phoneme it represents
  - b. Write or form decoded words.
3. Skill Objectives:
  - a. Students will decode written (or plastic) letters into the phoneme they represent.

B. *Materials*

1. An anthology of Mother Goose rhymes
2. Individual letter cards used to spell out words or plastic letters

C. *Key Vocabulary*

1. Jack and Jill-Seventeenth century words used for lad and lass, boy and girl.

D. *Procedures/Activities*

1. Teacher selects a rhyme to read, modeling tracking.
2. Teacher selects a CVC word from the rhyme and says the word slowly pronouncing the individual phonemes comprising the word, for example, sss-a-ttt from *Little Miss Muffet*. (Be careful not to distort sounds.) Using the letter cards or plastic letters, teacher forms the CVC word, saying the letter sounds as she does this.
4. Students repeat the letter sounds with the teacher three more times.
5. Teacher places the three letters comprising the word on the floor and jumps over them, making the sound of each letters as she does so. Teacher jumps over the letters three more times, each time faster, blending the sounds to make the words.
6. Students begin to play the game.

E. *Assessment/Evaluation*

1. Teacher reads selected CVC words and forms them with plastic letters.
1. Students decode the words. Students may push the letters together as they say the word.

**Lesson Six: A Dillar, a Dollar, a Sight Word Scholar**

A. *Daily Objectives*

1. Concept Objectives
  - a. Students will gain an understanding that some words can be learned through seeing them many times, just as Mother Goose rhymes are learned by repeated readings.
2. Lesson Content
  - a. Recognizing common words by sight including the, I, my, you, are.
3. Skill Objectives
  - a. Students will recognize common sight words including the, I, my, you, are. They may also recognize other high frequency words.

B. *Materials*

1. Text of *Hey Diddle Diddle* written on chart paper (Introduces the)
2. Text of *Star Bright* written on chart paper (Introduces I)
3. Text of *Diddle, Diddle, Dumpling* written on chart paper (Introduces my)
4. Text of *A Diller, a Dollar* written on chart paper (Introduces you)
5. Text of *Roses Are Red* written on chart paper (Introduces are)

6. Any text of Mother Goose rhymes that includes high frequency words
  7. Plexiglass sheet to cover poems on chart paper
  8. Vis-a-vis marker
- C. *Key Vocabulary*
1. Dumpling-A short fat person or animal
- D. *Procedure/Activities*
1. Teacher reads and tracks a rhyme that contains the sight word in the text.
  2. Teacher circles the sight word, spells the word and says the word.
  3. Teacher erases the circle and invites class to read along with the poem.
  4. Teacher invites a student to circle spell and say the targeted word.
  5. This activity can be done quickly so repeated practice can be done easily. This activity can be used to teach any desired high frequency words
- E. *Assessment/Evaluation*
1. Students identify sight words on a list.
  2. An alternative assessment is to ask students to write a list of the words they know. This activity, done quarterly, will provide an excellent record of progress.

### **Lesson Seven: Ten O'clock Scholars (And Other Times Too!)**

- A. *Daily Objectives*
1. Concept Objectives
    - a. Students will gain an understanding that some words can be learned through seeing them many times, just as Mother Goose rhymes are learned by repeated readings.
  2. Lesson Content
    - a. Recognizing common sight words.
  3. Skill Objective
    - a. The students will recognize high frequency words.
- B. *Materials*
1. Mother Goose rhymes written on chart paper
  2. plexiglass cover
  3. Vis-a-vis marker
- C. *Key Vocabulary*
1. Scholar-A very smart person who works hard at school  
Mother Goose rhymes are rich in language. For example, Jack and Jill went up the hill to **fetch** a pail of water; Old King Cole **called** for his pipe. When encountered in rhymes, these words will need to be defined and children have great fun using them.
- D. *Procedures/Activities*
1. Teacher explains the students will become scholars, showing what they have learned about reading.
  2. Teacher selects a Mother Goose rhyme and reads it to/with class while tracking.
  3. A student is invited to come to the chart and circle one thing they can read from the rhyme. Some will read and circle a letter, others a word, some a phrase. This is an activity where students become teachers to their peers.
  4. Teacher asks children how they knew what they circled. Over time, this exercise will reflect the different ways children learn to read.
  5. Student chooses a classmate to circle what he knows.
- E. *Assessment/Evaluation*
1. Prepare a 3x5 with each student's name. Punch a hole in the corner and bind them in alphabetical order.
  2. Note and date what child reads (letter, word, phrase)

3. Note if child can tell, how he learned to read the letter, word or phrase.
4. Over time this authentic assessment, in the context of lessons, presents a record of progress and development.
5. Sight word assessment. There are several essential sight word lists, which may be used. (See resources)

### **Lesson Eight: Mother Goose Goes Journaling**

#### **A. *Daily Objectives***

1. Concept Objectives
  - a. Students will gain an understanding that spoken words can be recorded and decoded using letter sound correspondence.
2. Lesson Content
  - a. Use letter-sound knowledge to write simple words and messages, consistently representing initial and final consonant sounds
3. Skill Objective
  - a. Students will use letter-sound knowledge to write simple words and messages consistently representing initial and final sounds.

#### **B. *Materials***

1. Charts with selected Mother Goose Rhymes and a dry erase board.
2. Journals (One spiral notebook for each student)
3. Writing pencil, crayons, colored pencils
4. Journal prompts. (See Appendix F)

#### **C. *Key Vocabulary***

1. Journal-A book in which to write things that happen and ideas. Journals can have illustrations (pictures) too.
2. Question-A sentence that asks for an answer. A question mark (?) is written after this sentence.
3. Answer-A sentence that tells information. A period (.) is written after this sentence.

#### **D. *Procedures/Activities***

1. Journal work begins in January, **after** children have had time to be immersed in rich oral languages including Mother Goose rhymes poetry, songs and prose, have some knowledge of letter sounds, and develop fine motor skills necessary for writing.
2. Teacher reads, with tracking, a Mother Goose rhyme, such as *Little Bo Peep*, written on chart paper.
3. Students read the poem aloud together.
4. Teacher introduces a question: What would you do if you lost your sheep? This question is written on the board with a box drawn around it.
5. The purpose of a question mark as a sentence stopper is introduced. It means the sentence is a question, something to be answered
6. Teacher says her answer would be “I would call my mom.”
7. The question in the box is erased and the answer is written in the box. It is written in a complete statement, another sentence and begins with “I would...” Journal prompts beginning who, what, when, where, why, how are questions that lend themselves to an answer that is a complete sentence.
8. The teacher completes her answer and draws an illustration of the answer. For the next four days teacher models the process, reviewing the important procedures.
9. Students write journal entries answering the question. The teacher has provided the beginning of the answer in the box, such as “I would...”and it is important

that students begin the answer in this manner so that a complete sentence is given.

10. Upon completion, teacher reviews entries and date stamps the entries. This is one of the most important parts of journal writing because there is 1:1 teaching and assessment. Children progress individually. Grown up spelling can be shown for some children, while others might need help in letter formation.
  11. As students become familiar with sight words, they will be able to recognize new words from the sense and context of what they can read. The question for the day can be read by students taking turns reading a word they know. Teacher underlines decoded words. It is also a help to repeat only the rhythm of the writing prompt question without words, replacing each syllable with a sound such as la. For example, a question could be “What would Mother Hubbard’s dog want to eat?” Before reading the words, the teacher would say la for every syllable: La la lala lala’s la la la la? Context clues can also lead to reading new words.
- E. *Assessment/Evaluation*
1. Teacher reviews individual journal entries and makes notations as needed. Over time the journal entries will provide information for the journal rubric. (See Appendix H)

## VI. CULMINATING ACTIVITY

- A. Each student is recorded reading the Mother Goose rhymes in his Mother Goose book. Reading abilities will be varied and the amount of text students can read independently will vary as well. Some may need to read along with the recording person. (This, and some assessments can be done by a parent or volunteer **trained for this task**.) The tape serves as an assessment of early reading skills and also becomes a tool for practicing reading skills as the child reads along with the recording. The tape will also be a cherished treasure for parents

## VII. HANDOUTS/WORKSHEETS

- A. Letter and Sound Recognition Assessment Record
- B. Jill and Jack Trackers
- C. Rhyme Recorder
- D. Jack’s Rhyming Ballad
- E. Jack Sprat’s Table
- F. Writing Prompts
- G. Kindergarten Journal Rubric
- H. Cross-Curricular Connections

## VIII. BIBLIOGRAPHY

- A. Blevins, W. *Phonemic Awareness Activities*. New York, NY: Scholastic, 1997. 0-590-37231-9.
- B. Clay, M. *An Observation of Survey of Early Literacy Achievement*. Portsmouth, NH: Heinemann Education, 1993. 0-435-08763-0.
- C. Clay, M. *Sand-The Concept About Print Test*. Auckland, New Zealand: Heinemann Education, 1972. 0 86863 252.
- D. Clay, M. *Stones-The Concept About Print Test*. Auckland, New Zealand: Heinemann Education, 1979. 0 86863 268 6.

- E. De Angeli, M. *Marguerite de Angeli's Book of Nursery and Mother Goose Rhymes*, Garden City, NY: Doubleday, 1953.
- F. Delamar, G. *Mother Goose From Nursery to Literature*. Jefferson, NC: McFarland and Company, 1997. 0-89950-280-6
- G. Enchanted Learning Nursery Rhymes [On-line]. Available URL: [www.enchantedlearning.com](http://www.enchantedlearning.com), 2002.
- H. Hirsch, E. D. Jr. *What Your Kindergartner Needs to Know*. New York, NY: Bantam Doubleday Dell Publishing Group, 1996. 0-385-31841.
- I. Little Folk Nursery Rhymes (flannel board and coloring pages) [On-line]. Available URL: [www.Littlefolkvisuals.com](http://www.Littlefolkvisuals.com), 2002.
- J. Lobel, A. *The Arnold Lobel Book of Mother Goose*. New York, NY: Alfred A. Knopf, 1986. 0-679-88736-9.
- K. Long, S. *Sylvia Long's Mother Goose*. San Francisco, CA: Chronicle Books, 1999. 0-8118-2088-2.
- L. May, F. "Chapters 4 and 5," *Reading as Communication*. Columbus, OH: Merrill Publishing Co., 1986. 0-675-20405-4.
- M. Yolen, J. *Jane Yolen's Mother Goose Songbook*. Honesdale, PA; Caroline House, 1992. 1-8788093-52-5.

## Appendix A

### Letter and Sound Recognition Assessment Record

#### Letter and Sound Recognition

1. Mark the first line by capital letters and the lines by small letters as:

X for correct response.

0 if no attempt

\_\_\_\_\_ letter name/sound given if misidentified

2. Mark second line by capital letters to indicate knowledge of letter sound. Note vowels have two lines for short and long sounds.

F\_\_\_\_ K\_\_\_\_ W\_\_\_\_ Z\_\_\_\_ H\_\_\_\_ P\_\_\_\_

J\_\_\_\_ C\_\_\_\_ Y\_\_\_\_ B\_\_\_\_ L\_\_\_\_ M\_\_\_\_

D\_\_\_\_ S\_\_\_\_ N\_\_\_\_ Q\_\_\_\_ X\_\_\_\_ G\_\_\_\_

R\_\_\_\_ V\_\_\_\_ T\_\_\_\_ A\_\_\_\_ E\_\_\_\_

I\_\_\_\_ O\_\_\_\_ U\_\_\_\_

O\_\_\_\_ U\_\_\_\_

f\_\_\_\_ k\_\_\_\_ w\_\_\_\_ z\_\_\_\_ h\_\_\_\_ p\_\_\_\_

j\_\_\_\_ c\_\_\_\_ y\_\_\_\_ b\_\_\_\_ l\_\_\_\_ m\_\_\_\_

d\_\_\_\_ s\_\_\_\_ n\_\_\_\_ q\_\_\_\_ x\_\_\_\_ g\_\_\_\_

r\_\_\_\_ v\_\_\_\_ t\_\_\_\_ a\_\_\_\_ e\_\_\_\_ i\_\_\_\_

o\_\_\_\_ u\_\_\_\_

Appendix B  
Mother Goose on the Loose

Jack (and Jill) Trackers



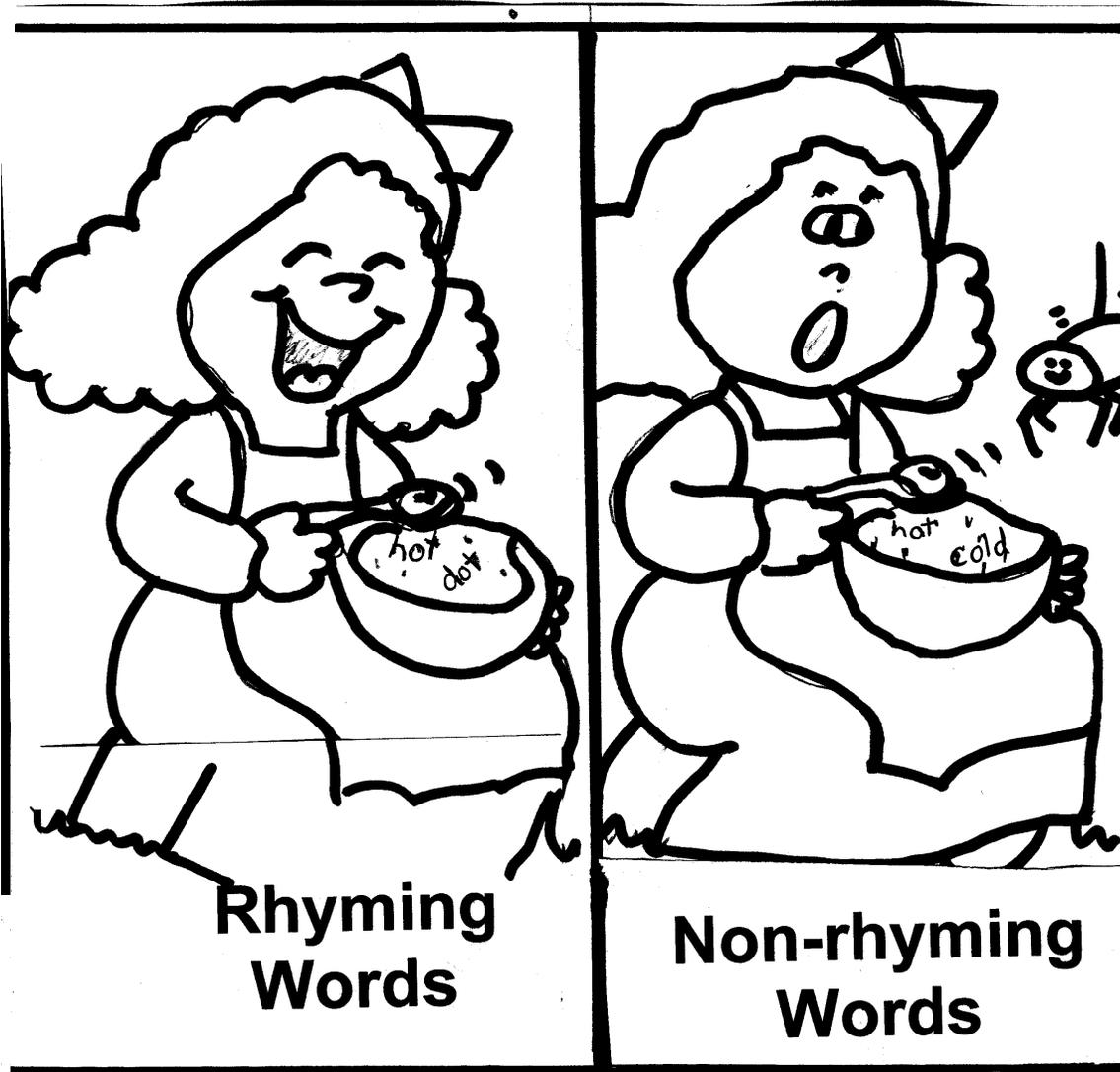
Tracking with a pointer

Tracking with a finger



Appendix C  
Mother Goose on the Loose  
Rhyme Recorder

Color and cut out the Miss Muffet pictures. Attach them to the board and place rhyming and non-rhyming cards in the appropriate column. A tally of each category can also be used.



## Appendix D

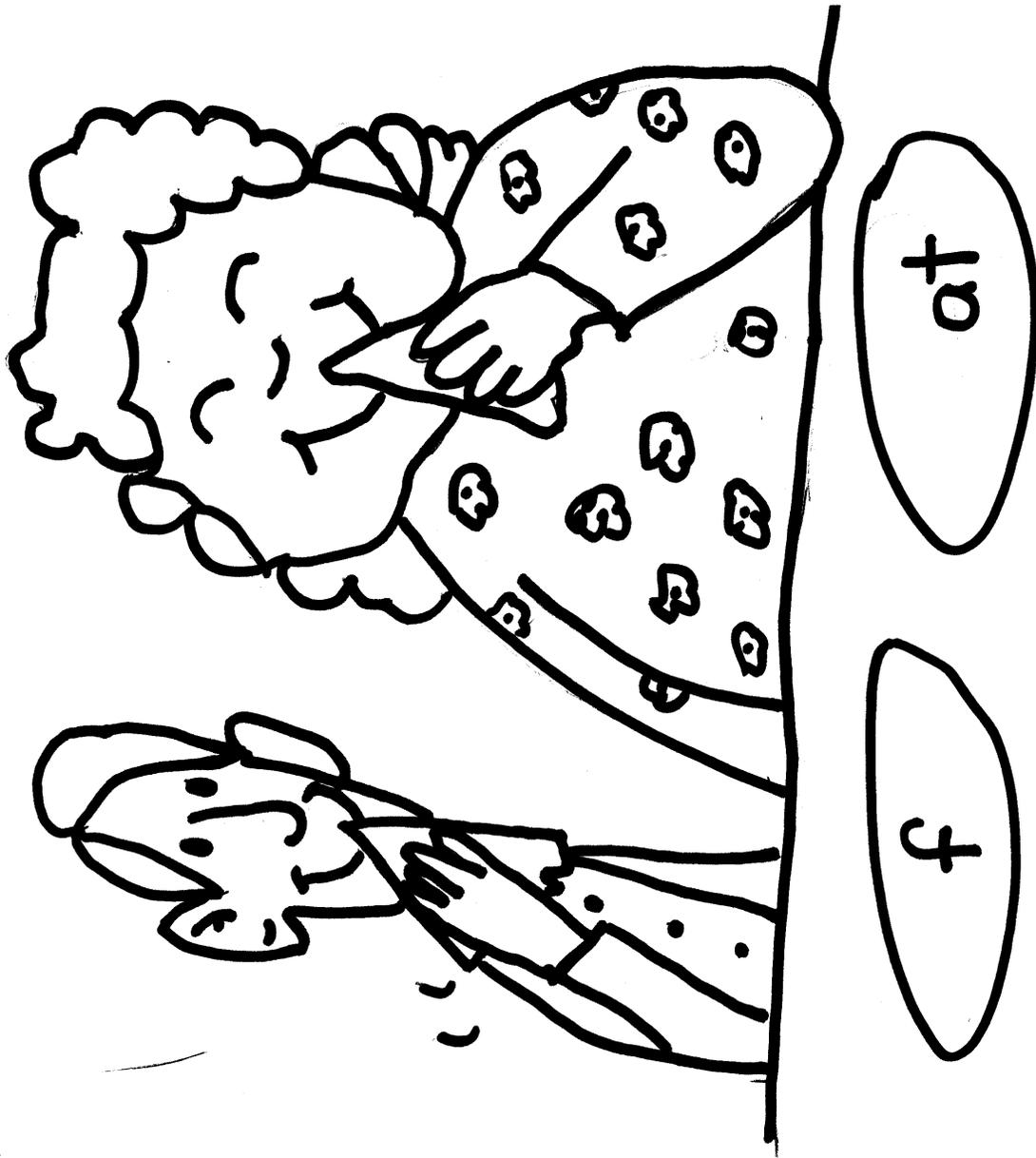
### Jack's Rhyming Ballad Sung to the Tune of *If You're Happy and You Know It*

Rhyming words must sound the same at the end.  
Rhyming words must sound the same at the end.  
You can make a rhyme my friend.  
Keep the same sound at the end.  
Rhyming words must sound the same at the end.

Sprat and fat sound the same at the end  
Sprat and fat sound the same at the end  
You can make a rhyme my friend  
Keep the same sound at the end  
Sprat and fat sound the same at the end.

Appendix E  
Mother Goose on the Loose

Enlarge Jack's table and color. Place paper plates in the appropriate place.



## Appendix F

### Writing Prompts

This is a list of journal writing prompts. These will present questions and introduce the question mark. The answers to be used for the questions should always begin with a complete sentence, such as “I get up at 6.” They end with a period.

Another important feature of the journal writing is work with sight words. As children read together the questions, and answer them, common sight words will be used in a meaningful activity.

Hickory, Dickory, Dock

What time do you get up?  
What time do you go to bed?

Diddle, Diddle, Dumpling

When did you sleep in your daytime clothes?  
When do you get to stay up past bed time?  
What do you do when you stay up?  
What is your favorite bed time story?  
What do your mom and dad do when you don't go to sleep on time?

A Diller, A Dollar

Did you ever oversleep? When?  
Why did you oversleep?  
What happens if you oversleep?  
What can you do if you are late for something?  
Would you like to go to kindergarten all day or only half of the day?

Hey, Diddle, Diddle

What do cats do?  
Where would a dish and a spoon go?  
How would you go to the moon?  
What is your favorite instrument?  
What do cows do all day long?

Little Bo Peep

What would you do if you lost you lost a pet?  
What would you do if you got lost?

Little Boy Blue

What instrument would you like to play?  
What would you like to do at a farm?

Appendix F cont'd

Baa, Baa, Black Sheep	What color sheep would you like to have?
Mary, Mary, Quite Contrary	What would you plant in a garden? What is your favorite flower? What is your favorite color? Who takes care of the garden at your house?
Jack and Jill	When did you get hurt/? What did your mom or dad do when you got hurt? When would you need stitches?
Jack Be Nimble	What would you do if you found a match? How high can you jump? Who jumps the highest in your family?
There Was a Little Girl	When are you naughty? When are you really good? Why?
Little Miss Muffet	Why do you like or not like spiders?
Georgie Porgie	Who chases you at recess when you play "Girls Chase Boys"? Whom do you chase?
Humpty Dumpty	How do you like eggs?
Little Jack Horner	What do you eat for Christmas dinner? What is your favorite food to eat?
Mary Had a Little Lamb	What animal would you like to bring to school?
Hot Cross Buns	How does your mom make cookies?
Simple Simon	Do you go to the fair? What is your favorite kind of pie? Do you get allowance? What do you buy with it?
Old Mother Hubbard	Where do you go grocery shopping? What do you like to buy at the store?
Old King Cole	What would you do if you were a king? What would you want your servants to do for you?

Appendix F cont'd

Sing a Song of Sixpence

What do you do with your money?  
Who gives you money?  
How do spend money?  
How do you save money?  
How much money do your mom and dad  
make?  
Would you have a maid if you were rich?

Jack Sprat

What is your favorite food?  
How do you go on a diet?

## Appendix G

### Kindergarten Journal Rubric Teacher Observation

Name \_\_\_\_\_ Date \_\_\_\_\_

Mark in each category: Beginning (B) Developing (D) or Strong (S) N/A indicates not evaluated at this time.

1. \_\_\_\_\_ Attempts phonetic spelling \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_ Demonstrates letter/sound correspondence \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_ Leaves spaces between words \_\_\_\_\_  
\_\_\_\_\_

4. \_\_\_\_\_ Completes work in a timely manner \_\_\_\_\_  
\_\_\_\_\_

5. \_\_\_\_\_ Uses punctuation correctly Period \_\_\_\_\_ Question mark \_\_\_\_\_ Exclamation Mark

6. \_\_\_\_\_ Answers a question with a complete thought \_\_\_\_\_  
\_\_\_\_\_

7. \_\_\_\_\_ Forms letters correctly \_\_\_\_\_  
\_\_\_\_\_

8. \_\_\_\_\_ Uses sight words \_\_\_\_\_  
\_\_\_\_\_

Beginning: Little or no application of knowledge and skills

Developing: Basic, but inconsistent application of knowledge and skills

Strong: Exceeds standards by showing thorough and effective application of knowledge and skills

## Appendix H

### Cross Curricular Connections

Mother Goose rhymes can be linked to other topics in the Core Knowledge Sequence. Following is a list with some suggestions.

Animals and Their Needs	Little Boy Blue Little Bo Peep Baa, Baa, Black Sheep
Counting	One, Two, Buckle My Shoe
Money (pennies)	Hot Cross Buns! Seesaw, Margery Daw Simple Simon
Taking Care of Pets	Mary Had a Little Lamb Old Mother Hubbard
Taking Care of Your Body	Jack Sprat
Telling Time:	Hickory Dickory Doc A Diller, a Dollar
Plants	Roses are Red Mary, Mary, Quite Contrary
Seeds to Eat	Little Boy Blue
Weather	Rain, Rain, Go Away It's Raining, It's Pouring