Why Should We Continue to Teach Nursery Rhymes?

Reading Integration
Five Essential Components of Reading

- **PHONEMIC AWARENESS**—The knowledge and manipulation of sounds in spoken words.

- **PHONICS**—The relationship between written and spoken letters and sounds.

- **READING FLUENCY, INCLUDING ORAL READING SKILLS**—The ability to read with accuracy, and with appropriate rate, expression, and phrasing.

- **VOCABULARY DEVELOPMENT**—The knowledge of words, their definitions, and context.

- **READING COMPREHENSION STRATEGIES**—The understanding of meaning in text. Must be based on scientifically based research. Must include classroom-based screening, and instructional and diagnostic reading assessments. Should provide ongoing, high-quality professional development focused on essential elements of reading.
All cultures have nursery rhymes.

- [http://www.mamalisa.com/?t=eh](http://www.mamalisa.com/?t=eh)

Our nations historical beginnings are shown through nursery rhymes.


Carol Biddiss of University of South Australia explains the importance of nursery rhymes in early childhood education. [http://www.preschoolmusiclessonplans.com/2012/05/why-teach-nursery-rhymes-to-develop-a-literate-child-with-a-feel-for-history/](http://www.preschoolmusiclessonplans.com/2012/05/why-teach-nursery-rhymes-to-develop-a-literate-child-with-a-feel-for-history/)

The Music and Literacy Connection

By Dee Hanson, Elaine Bernstorf and Gayle M. Stuber

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<table>
<thead>
<tr>
<th>Term</th>
<th>Language (Reading) Process</th>
<th>Music Reading and Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auditory analysis</td>
<td>Identify phonemes or morphemes embedded in words.</td>
<td>Identify tones/specific sounds embedded in a musical context.</td>
</tr>
<tr>
<td>Auditory association</td>
<td>Identify a sound with its source.</td>
<td>Same: (timbre, tone color). Pitched or unpitched.</td>
</tr>
<tr>
<td>Auditory attention</td>
<td>Pay attention to auditory signals, especially speech, for an extended time.</td>
<td>Pay attention to auditory signals, especially vocal or instrumental music, for an extended time.</td>
</tr>
<tr>
<td>Auditory blending</td>
<td>Synthesize isolated phonemes into words.</td>
<td>Determine contour/pattern, either melodic or rhythmic.</td>
</tr>
<tr>
<td>Auditory discrimination</td>
<td>Discriminate among words and sounds that are acoustically similar.</td>
<td>Discriminate among and within specific musical elements: frequency–pitch; intensity–dynamics; duration–beat, meter, rhythm, tempo; sound sources—timbre, tone color.</td>
</tr>
<tr>
<td>Auditory figure-ground</td>
<td>Identify a primary speaker from a background of noise.</td>
<td>Listen selectively to a musical line, instrument, pattern, etc.</td>
</tr>
<tr>
<td>Auditory memory—equential memory</td>
<td>Store and recall auditory stimuli of different length or number in exact order.</td>
<td>Store and recall/perform specific musical stimuli. May be demonstrated by rote repetition (short term) or memorization (long term).</td>
</tr>
<tr>
<td>Binaural fusion</td>
<td>Fuse into one sounds heard from two separate inputs.</td>
<td>The essence of musical harmony. Also, ensemble and texture in music. Pitch matching and blend in ensembles require this ability.</td>
</tr>
<tr>
<td>Binaural separation</td>
<td>Attend to stimuli presented to one ear while ignoring stimuli to the opposite ear.</td>
<td>Essentially the same. In music ensembles, this may also include the monitoring of multiple stimuli in one ear while monitoring one's own musical production in the other ear.</td>
</tr>
<tr>
<td>Localization</td>
<td>Ability to localize the source of sound.</td>
<td>Essentially the same.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Term</th>
<th>Language (Reading) Process</th>
<th>Music Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual analysis</td>
<td>Identify letters or syllables embedded in words.</td>
<td>Identify specific icons or symbols embedded in a musical or art context.</td>
</tr>
<tr>
<td>Visual association</td>
<td>Identify a sound with its visual symbol. Identify object with its picture/icon/word.</td>
<td>Identify musical elements—pitch, rhythm, dynamics, etc.—through graphic representations or symbols.</td>
</tr>
<tr>
<td>Visual attention</td>
<td>Pay attention to visual images, especially written language, for an extended time.</td>
<td>Pay attention to visual images (including musical notation) for an extended time.</td>
</tr>
<tr>
<td>Visual blending—proximity</td>
<td>Synthesize isolated letters into words.</td>
<td>Determine contour/pattern, either melodic or rhythmic, from icons/notation.</td>
</tr>
<tr>
<td>Visual closure—completion/projection</td>
<td>Understand the whole word or message when a part is missing.</td>
<td>Close gaps and complete unfinished forms, see parts as a whole.</td>
</tr>
<tr>
<td>Visual discrimination</td>
<td>Discriminate among graphemes that are visually similar. Differentiate among visual stimuli of different types.</td>
<td>Discriminate among and within specific musical elements by sight (pitch intervals; dynamics symbols, meter signatures, rhythm and tempo markings).</td>
</tr>
<tr>
<td>Visual figure—ground</td>
<td>Identify a primary image from a background.</td>
<td>Look selectively at a musical line, melodic/rhythmic pattern, or individual notation symbol in music.</td>
</tr>
<tr>
<td>Visual memory—sequential memory</td>
<td>Store and recall visual stimuli of different origins.</td>
<td>Store and recall/perform specific musical stimuli. Store and recall visual stimuli of different origins.</td>
</tr>
<tr>
<td>Visual continuation</td>
<td>Fuse letters into one word; words into a phrase or sentence. Group visual objects to follow a smooth curve, straight line, or repetitive pattern.</td>
<td>Identify phrases, melodic contour, repetitive patterns.</td>
</tr>
<tr>
<td>Visual separation—tracking, focusing</td>
<td>Attend to stimuli presented in one visual field while ignoring stimuli in another visual field.</td>
<td>In music ensembles, this may also include the monitoring of multiple visual stimuli (lines of notation) while monitoring one's own notation line.</td>
</tr>
<tr>
<td>Visual—spacial functions</td>
<td>Understand that objects keep their basic shapes regardless of position.</td>
<td>Read musical notation regardless of position within the composition (e.g., multipart, choral lines, piano, stem positions).</td>
</tr>
</tbody>
</table>

A Rhyme in Time
Celeste Henkel Elementary
3 Year Music Project
from
Kindergarten - 2nd Grade
Musical Benefits

- Steady Beat/Meter
- Duration/Long & Short
- Pitch/High & Low
- Melodic Development/Stepping & Skipping
- Composition
- Movement
- Instrumental identification & performance skill
- Performance Assessment
Classroom Benefits

- Language Meter
- Rhyming
- Word Family Rimes
- Phonemic Awareness
- Spelling & Vocabulary
- Word Meaning
- Contrast/Comparison
- Story Telling: Sequence & Dramatic Interpretation
- Subject Integration: Reading, Science, Math, History, Language Arts
## Rhyme Rubric

<table>
<thead>
<tr>
<th>No mistakes, all words pronounced correctly in good rhythm</th>
<th>One to Two mistakes or stumbles, stopping, needs prompt all words pronounced correctly</th>
<th>Three to Four mistakes, such as insertion of other words, mispronunciations or omission of lines</th>
<th>Five to Six mistakes, insertion of other words, mispronunciations, omission of an entire section</th>
<th>Seven mistakes, Only remembering a few words, but with no connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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</tbody>
</table>
Kindergarten Rhymes

- **Fall** - Miss Mary Mack/ 1 verse
  - Peter, Peter, Pumpkin Eater
  - Jack and Jill
  - Jack Sprat
- **Spring** - Rain, Rain
  - Hey, Diddle Diddle
  - Little Miss Muffet
  - Mary Had a Little Lamb/ 4 verses
Miss Mary Mack

Miss Mary Mack, Mack, Mack
All dressed in black, black, black

With silver buttons, buttons, buttons
Down her back, back, back

She asked her mother, mother, mother
for fifty cents, cents, cents
to see the
elephants, elephants, elephants,
jump the fence, fence, fence.
A World Leader In Brain Based Education

For more free games: WholeBrainTeaching.com
For information about a presentation at your school or district: ChrisBiffle@WholeBrainTeaching.com
What rhymes with Mack?
What part of the dog is black?
Which bike has a rack?
black, rack
rack, black
What is in the sack?
What can you do with a tack?
black, rack, sack, tack
tack, sack, rack, black
Did you ever crack an egg?
Why does a duck say, “quack!”
black, rack, sack, tack, crack, quack
quack, crack, tack, sack, rack, black
Why did the deer turn his back?
Would you share a snack with a frog?
black, rack, sack, tuck, crack, quack, back, snack
snack, back, quack, crack, tack, sack, rack, black
With a quack, quack, a duck while eating a snack, hit a crack and lost a sack of black tacks off his bike rack!
What rhymes with Mack?
Peter, Peter Pumpkin Eater

Peter, Peter pumpkin eater
  Had a wife
  And couldn't
  Keep her;

Put her in a
  Pumpkin shell
  And there he kept her
  Very well.
Jack and Jill
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.
Jack Sprat

Jack Sprat could eat no fat,
His wife could eat no lean,
And so between them both, you see,
They licked the platter clean.
Rain, rain, go away,
Come again another day,
Little Johnny wants to play.

Rain, rain, go to Spain,
Never show your face again.
Hey diddle, diddle,  
The cat and the fiddle,  
The cow jumped over moon;  

The little dog laughed  
To see such a sport  
And the dish ran away with the spoon.
Little Miss Muffet
Sat on a tuffet
Eating her curds
And whey.

Along came a spider
And sat down beside her
And frightened
Miss Muffet away.
Mary had a little lamb,
little lamb, little lamb,
Mary had a little lamb,
its fleece was white as snow.

And everywhere that Mary went,
Mary went, Mary went,
and everywhere that Mary went,
the lamb was sure to go.

It followed her to school one day
school one day, school one day,
It followed her to school one day,
which was against the rules.

It made the children laugh and play,
laugh and play, laugh and play,
it made the children laugh and play.
to see a lamb at school.
1st Grade Rhymes

• **Fall** - Jack Be Nimble
  Hickory, Dickory Dock/ 12 verses
  Sing, Sing
  Star Light, Star Bright

• **Spring** - Pease Porridge Hot
  Humpty Dumpty/ new version
  Sing a Song of Sixpence
  Old King Cole/ 1 verse
Jack be nimble,
Jack be quick
Jack jump over
The candle stick.

Jack be nimble,
Jack be quick
Jack jump over
The candle stick.
Hickory, Dickory Dock!
The mouse ran up the clock.
The clock struck one,
The mouse ran down,
Hickory, Dickory, Dock.

Hickory, Dickory, Dock!
The mouse ran up the clock.
The clock struck two,
He tied his shoe,
Hickory, Dickory, Dock.

3. The clock struck three, He climbed a tree,
4. The clock struck four, He shut the door,
5. The clock struck five, He danced a jive,
6. The clock struck six, He picked up sticks,
7. The clock struck seven, He ___________

8. The clock struck eight, He_________
9. The clock struck nine, He_________
10. The clock struck ten, He_________
11. The clock struck eleven, He_____ 
12. The clock struck twelve, He______
Sing Sing

Sing
What shall I sing?
The cat's run away
With the pudding string!

Do, do,
What shall I do?
The cat's run away
With the pudding, too!
Star light, Star bright,
First star I see tonight,
I wish I may, I wish I might,
Have the wish I wish tonight.
Pease porridge hot,
Pease porridge cold,
Pease porridge in the pot
Nine days old.

Some like it hot,
Some like it cold,
Some like it in the pot
Nine days old.
Humpty Dumpty
(new version)

1vs. Humpty Dumpty sat on a wall,
Humpty Dumpty had a great fall,
All the kings horses and all the kings men
Couldn’t put Humpty together again.

2vs. So some children came along,
singing Humpty’s little song,
so they decided to think of a plan
to put Humpty together again.

3vs. Working with some glue & tape,
they gave Humpty a new shape.
Now Humpty Dumpty sits on the wall
Never again will Humpty fall.

4vs. Now when Humpty’s story is told,
a happy ending will unfold.
Working together to help Humpty mend,
working together they helped a friend.
2D vs. 3D shapes

http://www.senteacher.org/worksheet/12/Nets.xhtml
Sing a Song of Sixpence
(new version)

Sing a song of sixpence,
A pocket full of rye,
Four and twenty blackbirds,
Baked in a pie.
When the pie was opened,
The birds began to sing,
Wasn’t that a dainty dish
To set before the king.

The king was in the counting house,
counting all his money.

The queen was in the parlor,
eating bread and honey.

The maid was in the court yard,
hanging up the clothes.
Along came a blackbird and sat on her nose.
Photos for new vocabulary

**pence** - a type of money

**counting house** - accountants’ office

**rye** - a grain

**parlor** - A sitting room in a private house.

**dainty** - Noun: Something good to eat; a delicacy.

Synonyms: adjective. delicate - nice - fine - elegant - tasty – delicious

**courtyard** - an enclosed area, often a space enclosed by a building that is open to the sky.
Old King Cole

Old King Cole
Was a merry old soul
And a merry old soul was he;

He called for his pipe,
And he called for his bowl,
And he called for
His fiddlers three.
2nd Grade Rhymes

• **Fall** - Lucy Locket
  Miss White Had a Fright
  Little Boy Blue/ new version
  Little Jack Horner/ new version

• **Spring** - Diddle, Diddle Dumpling
  Dr. Foster
  Bow, Wow, Wow
  Old Mother Hubbard
Lucy Locket lost her pocket,
Kitty Fisher found it;
Not a penny was there in it,
Only ribbon round it.
Miss White had a fright,
In the middle of the night,
Saw a ghost, eating toast,
Halfway up the lamp post.
Little Boy Blue,
Come blow your horn.
The sheep’s in the meadow and the cow’s in the corn.

Little Boy Blue,
Come play your bass.
The sheep and the cow are tak-in’ over the place.

Little Boy Blue,
Come play your snare.
The sheep and the cow are jump-in’ up in the air.

Little Boy Blue,
Come blow your sax,
The sheep and the cow are gon-na rest and relax,
Little Boy Blue,
Little Boy Blue,
Little Boy Blue.
Little Jack Horner

1vs. Little Jack Horner
Sat in a corner,
eating his Christmas pie.
His mom shook her head
When she saw him, and said,
“Jump back, Jack!
Get away from that!
You’ve got-ta eat your growing food first! UH!”

2vs. Little Jack Horner,
Sat in a corner,
eating his choc-‘late cake.
His mom shook her head
When she saw him, and said,
“Jump back, Jack!
Get away from that!
You’ve got-ta eat your growing food first! UH!”

3vs. Little Jack Horner,
Sat in a corner,
eating his growing food.
His mom jumped for joy
as she cheered for her boy,
“That’s right, Jack!
You know where it’s at!
It’s good to eat your growing food first! UH!”
Diddle, diddle, dumpling,
My son John,
Went to bed
With his trousers on.

One shoe off,
And one shoe on
Diddle, diddle, dumpling
My son John.
Doctor Foster went to Gloucester
In a shower of rain.

He skipped in a puddle,
Right up to his middle,
And never went there again.
BOW, WOW, WOW!
Bow, wow, wow,
Who’s dog art thou?
Little Tommy Tucker’s dog,
Bow, wow, wow.
(ruff!)
Old Mother Hubbard
Went to the cupboard,
To fetch her poor dog
a bone.

But when she got there
The cupboard was bare
And so her poor dog
had none.
Resources

Books:

2) Burrows, Mark. *Gettin' Down with Mama Goose.*
3) Burrows, Mark. *Gettin' Down Again with Mama Goose.*
4) Burrows, Mark. *Gettin' Down, All Around, with Mama Goose.*
   Las Vegas, NV: Kid sounds, 1988
6) DeLelles, Randy and Jeff Kriske. *2 nd Rhyme Around.*
   Las Vegas, NV: Kid sounds, 1995
7) DeLelles, Randy and Jeff Kriske. *3 rd Rhyme’s the Charm.*
   Las Vegas, NV: Kid sounds, 2001
9) Judah-Lauder, Chris. *Fun With Boomwhackers!*.
10) Linehan, Anne and Jennifer Kaplan. *Rhyme of the Week.*
    San Diefo, CA: Teaching Resource Center, 1999
    San Diefo, CA: Teaching Resource Center, 2003
    Memphis, TN: Memphis Musicraft Publications, 1992
    Belsville, MD: Gryphon House, Inc., 2002
Resources

CD's:

1) Burrows, Mark. *Gettin' Down with Mama Goose with CD.*
2) Burrows, Mark. *Gettin' Down Again with Mama Goose with CD.*
3) Burrows, Mark. *Gettin' Down, All Around, with Mama Goose with CD.*
4) Hartmann, Jack and Friends. *Rhymin’ to the Beat.*
   [http://www.jackhartmann.com](http://www.jackhartmann.com)
5) Hartmann, Jack and Friends. *Rhymin’ to the Beat Volume 2.*
   [http://www.jackhartmann.com](http://www.jackhartmann.com)
   [http://www.twinsisters.com](http://www.twinsisters.com)
   [http://nvemusic.com/hiphop.htm](http://nvemusic.com/hiphop.htm)
Resources

Websites:
1) http://curry.edschool.virginia.edu/go/wil/rimes_and_rhymes.htm#ARhymeAWeekInstruction
2) http://ngfl.northumberland.gov.uk/Foundation/nurseryrhymes/resources.htm
3) http://www.hubbardscupboard.org/kindergarten_rhyme_time.html
5) http://www.lindaslearninglinks.com/nurseryrhymes.html
6) http://www.k-3teacherresources.com/nursery-rhyme-activities.html
7) http://www.josiespoems.webeden.co.uk/#/metre-rhyme-and-literacy/4531298301
8) http://www.topmarks.co.uk/Interactive.aspx?cat=139
10) http://www.bbc.co.uk/schools/ks1bitesize/literacy/rhyme/fs.shtml
Resources

Websites continued:

11) http://www.tlsbooks.com/nurseryrhymes.htm
13) http://www.firstschoolyears.com/music/index.htm
15) http://www.learner.org/interactives/
16) http://www.edhelper.com/teachers/graphic_organizers.htm?gclid=CM_PmuP9rpQCFOQWxsqodVzd6uA
17) http://webtech.kennesaw.edu/jcheek3/mother_goose.htm
18) http://www.twinsisters.com/onlinecatalog/songsthatteach/earlychildhood.htm
19) http://www.globalclassroom.org/ece100/javamath.html
20) http://www.crickweb.co.uk/ks1literacy.html
22) http://www.readwritethink.org/materials/wordfamily/
23) http://www.teachersandfamilies.com/nursery/index.html
24) http://www.state.lib.la.us/la_dyn_temp.cfm?doc_id=765
Resources

Music Class Resources:

1) Puppets/Finger Puppets/Stuffed animals
2) Magnetic Letters/baking sheet
3) Unpitched instruments
4) Stepbells
5) Pitched instruments
6) Solfeggio
7) Fingerplays/body percussion/movement
8) Graphic Organizers/Thinking Maps
9) Big Book of Nursery Rhymes and Songs

New York, NY: Macmillan/McGraw-Hill
Don’t Just Decorate … Differentiate!
Summer Workshop Series from Scholastic

My Favorite Nursery Rhymes & Songs
Interactive Activities: PreK-1

Favorite Nursery Rhymes Bulletin Board | SC530139

Nursery Rhymes Pocket Chart Add-ons SC542527

Favorite Kids' Songs Pocket Chart Add-ons SC54252
### Nursery Rhymes and Common Core Correlations

**Education Express**

<table>
<thead>
<tr>
<th>Workshop Title</th>
<th>Activity Name</th>
<th>Strand</th>
<th>Grade</th>
<th>Standard</th>
<th>Standard Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursery Rhymes</td>
<td>Rhyming Words Game</td>
<td>ELA</td>
<td>0</td>
<td>RF.K.2c</td>
<td>RF.K.2c Phonological Awareness: Blend and segment onsets and rimes of single-syllable spoken words.</td>
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<td>Nursery Rhymes</td>
<td>Rhyming Words Game</td>
<td>ELA</td>
<td>0</td>
<td>RF.K.2e</td>
<td>RF.K.2e Phonological Awareness: Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</td>
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<tr>
<td>Nursery Rhymes</td>
<td>Rhyming Words Game</td>
<td>ELA</td>
<td>1</td>
<td>RF.1.3b</td>
<td>RF.1.3b Phonics and Word Recognition: Decode regularly spelled one-syllable words.</td>
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<td>Rhyming Words Game</td>
<td>ELA</td>
<td>1</td>
<td>RF.1.3</td>
<td>RF.1.3 Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.</td>
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<td>Nursery Rhymes</td>
<td>Rhyming Words Game</td>
<td>ELA</td>
<td>1</td>
<td>RF.1.2</td>
<td>RF.1.2 Phonological Awareness: Demonstrate understanding of spoken words, syllables, and words (phonemes).</td>
</tr>
<tr>
<td>Nursery Rhymes</td>
<td>Memory Match</td>
<td>ELA</td>
<td>1</td>
<td>L.1.5a</td>
<td>L.1.5a Vocabulary Acquisition and Use: Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</td>
</tr>
<tr>
<td>Nursery Rhymes</td>
<td>Memory Match</td>
<td>ELA</td>
<td>0</td>
<td>RF.K.2c</td>
<td>RF.K.2c Phonological Awareness: Recognize and produce rhyming words.</td>
</tr>
<tr>
<td>Nursery Rhymes</td>
<td>Memory Match</td>
<td>ELA</td>
<td>1</td>
<td>L.1.3</td>
<td>L.1.3 Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.</td>
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<td>Nursery Rhymes</td>
<td>Booklet</td>
<td>ELA</td>
<td>0</td>
<td>RF.K.2c</td>
<td>RF.K.2c Phonological Awareness: Blend and segment onsets and rimes of single-syllable spoken words.</td>
</tr>
<tr>
<td>Nursery Rhymes</td>
<td>Booklet</td>
<td>ELA</td>
<td>0</td>
<td>L.K.5a</td>
<td>L.K.5a Vocabulary Acquisition and Use: Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</td>
</tr>
<tr>
<td>Nursery Rhymes</td>
<td>Opposites</td>
<td>ELA</td>
<td>1</td>
<td>L.1.5a</td>
<td>L.1.5a Vocabulary Acquisition and Use: Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</td>
</tr>
<tr>
<td>Nursery Rhymes</td>
<td>Opposites</td>
<td>ELA</td>
<td>0</td>
<td>L.K.5b</td>
<td>L.K.5b Vocabulary Acquisition and Use: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</td>
</tr>
<tr>
<td>Nursery Rhymes</td>
<td>Opposites</td>
<td>ELA</td>
<td>0</td>
<td>SLK.5</td>
<td>SLK.5 Presentation of Knowledge and Ideas: Add drawings or other visual displays to descriptions as desired to provide additional detail.</td>
</tr>
<tr>
<td>Nursery Rhymes</td>
<td>Opposites</td>
<td>ELA</td>
<td>1</td>
<td>SL.1.5</td>
<td>SL.1.5 Presentation of Knowledge and Ideas: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</td>
</tr>
<tr>
<td>Nursery Rhymes</td>
<td>Opposites</td>
<td>ELA</td>
<td>1</td>
<td>RI.1.7</td>
<td>RI.1.7 Integration of Knowledge and Ideas: Use the illustrations and details in a text to describe its key ideas.</td>
</tr>
<tr>
<td>Nursery Rhymes</td>
<td>Opposites</td>
<td>ELA</td>
<td>1</td>
<td>L.1.5a</td>
<td>L.1.5a Vocabulary Acquisition and Use: Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</td>
</tr>
<tr>
<td>Nursery Rhymes</td>
<td>Opposite Extension</td>
<td>ELA</td>
<td>0</td>
<td>W.K.5</td>
<td>W.K.5 Production and Distribution of Writing: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing.</td>
</tr>
<tr>
<td>Nursery Rhymes</td>
<td>Opposite Extension</td>
<td>ELA</td>
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<td>RF.K.1</td>
<td>RF.K.1 Print Concepts: Demonstrate understanding of the organization and basic features of print.</td>
</tr>
<tr>
<td>Nursery Rhymes</td>
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<td>L.1.5a Vocabulary Acquisition and Use: Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</td>
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<td>1</td>
<td>W.1.5</td>
<td>W.1.5 Production and Distribution of Writing: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing.</td>
</tr>
<tr>
<td>Nursery Rhymes</td>
<td>Opposite Extension</td>
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<td>RF.1.1</td>
<td>RF.1.1 Print Concepts: Demonstrate understanding of the organization and basic features of print.</td>
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<tr>
<td>Nursery Rhymes</td>
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<td>ELA</td>
<td>0</td>
<td>W.K.7</td>
<td>W.K.7 Research to Build and Present Knowledge: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinion about the books).</td>
</tr>
<tr>
<td>Nursery Rhymes</td>
<td>New Story</td>
<td>ELA</td>
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<td>SLK.1a</td>
<td>SLK.1a Comprehension and Collaborating: Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</td>
</tr>
<tr>
<td>Nursery Rhymes</td>
<td>New Story</td>
<td>ELA</td>
<td>0</td>
<td>SLK.1</td>
<td>SLK.1 Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small groups.</td>
</tr>
<tr>
<td>Nursery Rhymes</td>
<td>New Story</td>
<td>ELA</td>
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<td>SLK.2</td>
<td>SLK.2 Comprehension and Collaboration: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions.</td>
</tr>
<tr>
<td>Nursery Rhymes</td>
<td>New Story</td>
<td>ELA</td>
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<td>SLK.3</td>
<td>SLK.3 Comprehension and Collaboration: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</td>
</tr>
<tr>
<td>Nursery Rhymes</td>
<td>New Story</td>
<td>ELA</td>
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<td>SLK.4</td>
<td>SLK.4 Presentation of Knowledge and Ideas: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</td>
</tr>
<tr>
<td>Nursery Rhymes</td>
<td>New Story</td>
<td>ELA</td>
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<td>SLK.5</td>
<td>SLK.5 Presentation of Knowledge and Ideas: Add drawings or other visual displays to descriptions as desired to provide additional detail.</td>
</tr>
<tr>
<td>Nursery Rhymes</td>
<td>New Story</td>
<td>ELA</td>
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<td>L.K.1</td>
<td>L.K.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
</tr>
<tr>
<td>Nursery Rhymes</td>
<td>New Story</td>
<td>ELA</td>
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<td>L.K.1a</td>
<td>L.K.1a Conventions of Standard English: Print many upper- and lowercase letters.</td>
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<td>ELA</td>
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<td>L.K.1f</td>
<td>L.K.1f Conventions of Standard English: Produce and expand complete sentences in shared language activities.</td>
</tr>
<tr>
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<td>ELA</td>
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<td>L.K.2</td>
<td>L.K.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
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<tr>
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<td>ELA</td>
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<td>L.K.2a</td>
<td>L.K.2a Conventions of Standard English: Capitalize the first word in a sentence and the pronoun I.</td>
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<tr>
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<td>New Story</td>
<td>ELA</td>
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<td>L.K.2d</td>
<td>L.K.2d Conventions of Standard English: Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</td>
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<tr>
<td>Nursery Rhymes</td>
<td>New Story</td>
<td>ELA</td>
<td>1</td>
<td>W.1.7</td>
<td>W.1.7 Research to Build and Present Knowledge: Participate in shared research and writing projects (e.g., explore a number of &quot;how-to&quot; books on a given topic and use them to plan and write).</td>
</tr>
<tr>
<td>Nursery Rhymes</td>
<td>New Story</td>
<td>ELA</td>
<td>1</td>
<td>SL.1.1a</td>
<td>SL.1.1a Comprehension and Collaboration: Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts).</td>
</tr>
<tr>
<td>Nursery Rhymes</td>
<td>New Story</td>
<td>ELA</td>
<td>1</td>
<td>SL.1.1b</td>
<td>SL.1.1b Comprehension and Collaboration: Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</td>
</tr>
</tbody>
</table>
Rhyming Centers

http://www.fcrr.org/index.shtml

Instructional Materials for Teachers

- Student Center Activities
- K-1  2-3  4-5
- Alignment to CCSS
Why Teach Nursery Rhymes?
See: http://www.k-3teacherresources.com/why_teach_nursery_rhymes.html

California State University

Article
Building A Powerful Reading Program:
From Research to Practice