



Roses Are Red

1A

✓ Lesson Objectives

Core Content Objective

Students will:

- ✓ Listen to and demonstrate familiarity with “Roses Are Red”

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards that are addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, compare and contrast similarities and differences between roses and violets (RL.K.9)
- ✓ Identify real-life connections between words, such as *sweet*, and their use (L.K.5c)

Core Vocabulary

rhyme, *n.* Words that begin with different sounds but end with the same sound

Example: Two words that rhyme are *hat* and *cat*.

Variation(s): rhymes, rhyming

roses, *n.* Plants or bushes with large flowers and thorns along their stems

Example: I picked roses and gave them to my teacher.

Variation(s): rose

sweet, *adj.* Containing sugar or tasting like sugar

Example: The watermelon is very sweet and juicy.

Variation(s): sweeter, sweetest

violets, *n.* Small plants with small flowers

Example: My grandmother grows pretty violets at her house.

Variation(s): violet

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Domain Introduction		10
	Brainstorming Links		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Roses Are Red		5
<i>Discussing the Read-Aloud</i>	Comprehension Questions		5
	Word Work: Sweet		5

Domain Introduction

Tell students that for the next few weeks, they are going to listen to many nursery rhymes. Tell students that words that have different beginning sounds but end with the same sounds are said to **rhyme**. For example, *cat/hat, big/pig, coat/goat, bake/take*. As they hear the nursery rhymes in this domain, they will get a lot of practice listening for the words that rhyme.

Explain that nursery rhymes are short poems written for young children long ago. Have students say the words *nursery rhymes*. They are called “nursery rhymes” because *nursery* is another name for a young child’s room. Many children probably listened to nursery rhymes being read aloud to them while in their nurseries, perhaps before going to sleep.

Explain that they may also hear these nursery rhymes called “Mother Goose” rhymes. Tell students that people have different opinions about whether or not Mother Goose was a real person who actually wrote these rhymes. However, this name has been associated with nursery rhymes for many, many years.

Tell students that nursery rhymes have been around for hundreds of years; so, students’ parents and grandparents probably heard these rhymes as young children, and students may have heard some of the nursery rhymes before, also.

Brainstorming Links

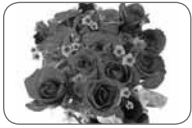
Tell students that you are going to name a color. Say the word *red*. Ask students what comes to mind when they think of the color red. Have students share ideas.

Say the color word *blue*. Ask students what comes to mind when they think of this color. Have students share their ideas.

Tell students that you are going to read a nursery rhyme that mentions these two colors.

Purpose for Listening

Tell students to listen carefully to find out exactly what things are red and what things are blue in the nursery rhyme.



Roses Are Red

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

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

Read It Again

Reread the rhyme with the Guided Listening Support.



Roses Are Red

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

Roses are red,¹
Violets are blue,²
Sugar is **sweet**,³
And so are you.

- 1 Roses are flowers.
2 Violets are flowers, also.
3 Sweet is how sugar tastes.

Echo Technique

Teach students the echo technique.

Directions: I am going to say the first line of “Roses Are Red.” Then I will stop and give you a chance to echo the words. That means you will say the exact words that I said. We will continue doing this for each line of the rhyme.

Compliment students for doing this correctly, which means that they were listening carefully.

If time permits, you may move to leaving out key words such as *red* and *blue* for students to fill in, or you may have half of the class say one line and the other half say the next line. Playful repetition will help students learn the rhyme.

Reciting nursery rhymes is a fun transition activity that can be used throughout the day.

Comprehension Questions

5 minutes

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

1. *Literal* What things are red and blue in the nursery rhyme?
(red roses and blue violets)



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

2. *Literal* What do you see in this picture? (flowers, roses, violets)
3. *Inferential* Who can find the roses in the picture? How do you know they are roses? (They're red.)
4. *Inferential* Who can find the violets in the picture? How do you know they are violets? (They're blue.)
5. *Evaluative* How are roses and violets alike? How are they different? (They're both flowers; they're different colors and shapes.)
6. *Literal* How is sugar described in the nursery rhyme? (sweet)

[*Think Pair Share* activities encourage students' active involvement in class discussions by having them think through their answers to questions, rehearse their responses silently and through discussion with a peer, and share their responses aloud with the class. It is recommended that you model the *Think Pair Share* process with another adult (or a student with strong language skills) the first time you use it, and continue to scaffold students to use the process successfully throughout the year.

In *Think Pair Share* activities, you will begin by asking students to **listen** to the question you pose. You will then allow students some time to **think** about the question and their response to the question. Next, you will prompt students to discuss their response in **pairs**. Finally, you will select several students to **share** their responses with the class. Directions to students are as follows.]

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

7. *Evaluative Think Pair Share*: Can you think of other words to describe roses besides *red*? (Answers may vary.) [If students offer only other color words, encourage them to think about how roses might smell or feel. You may also want to use this type of question for violets and sugar.]
8. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Word Work: Sweet

5 minutes

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

Use a *Making Choices* activity for follow-up. Designate one area of the room as the “sweet” area. Designate another as the “not sweet” area. Have students stand in a third area.

Directions: I am going to name a food. If I name something that you think is sweet, quietly and carefully walk to the “sweet” area. If I name something that you do not think is sweet, quietly and carefully move to the “not sweet” area. If you cannot decide, move back to the starting place. [After students have moved to show their choice, have them also verbalize it. For example, the group will say, “Sugar is sweet.” Ask students to move back to the starting place before reading the next word.] (Answers may vary for all.)

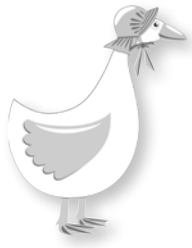
1. sugar
2. pepper
3. raisins
4. chocolate cake
5. carrots
6. a piece of toast
7. mustard
8. apple

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

Ask students what it might mean to say that a person is sweet. You may need to explain that when a person is sweet, they are kind. Ask students to turn to a partner and talk about times when they have been sweet, or when someone has been sweet to them. Try to find opportunities during the day to compliment students for being sweet.



Complete Remainder of the Lesson Later in the Day



Roses Are Red

1_B

✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Listen to and demonstrate familiarity with “Ring Around the Rosie”
- ✓ Demonstrate familiarity with “Roses Are Red”
- ✓ Describe the events in “Ring Around the Rosie”
- ✓ Recite “Roses Are Red” and “Ring Around the Rosie”

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards that are addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, dramatize the nursery rhyme “Ring Around the Rosie” in the proper sequence (RL.K.2)
- ✓ Identify new meanings for familiar words, such as *ring*, and apply them accurately (L.K.4a)

Core Vocabulary

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

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

Variation(s): ash

ring, *v.* To form a circle around

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

Variation(s): rang, ringing, rung

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Do We Know?		5
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Ring Around the Rosie		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions	Instructional Master 1B-1 (optional)	5
	Multiple Meaning Word Activity: Ring	Poster 1M: Ring	5
<i>Take-Home Material</i>	Family Letter	Instructional Masters 1B-1, 1B-2, and 1B-3	*



What Do We Know?

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

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

Purpose for Listening

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



Ring Around the Rosie

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

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

Read It Again

Reread the rhyme with the Guided Listening Support.



Ring Around the Rosie

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

Ring around the rosie,¹
A pocket full of posies;²
Ashes, ashes,³
We all fall down.

- 1 *Ring* means to make a circle around. A ring can also be a type of jewelry worn on the finger.
- 2 Posies are flowers.
- 3 Ashes are what is left when something burns.

Echo Technique

Directions: I am going to say the first line of “Ring Around the Rosie.” Then I will stop and give you a chance to echo the words. That means you will say the exact words that I said. We will continue doing this for each line of the rhyme.

Compliment students for doing this correctly, which means that they were listening carefully.

Comprehension Questions

5 minutes

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

1. *Literal* What does the nursery rhyme describe the children as doing? (falling down)



◀ **Show image 1B-2: Girl holding posies**

2. *Literal* What do you see in this picture? (girl holding posies)
3. *Literal* Where does the nursery rhyme say the posies are? (in the pockets)
4. *Inferential* Why do you think posies are put in the pockets? (to keep them)
5. *Evaluative* Have you heard another nursery rhyme about posies, or flowers? ("Roses Are Red") Let's recite "Roses Are Red" as a group.

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

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

6. *Evaluative* *Think Pair Share*: What are posies? (a small bunch of flowers) Where might you see posies? (Answers may vary.)
7. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

↔ Multiple Meaning Word Activity

Definition Detective: Ring

1. In the nursery rhyme you heard, “*Ring* around the rosie, a pocket full of posies; ashes, ashes, we all fall down.”
2. With your partner, think of as many meanings for *ring* or ways you can use the word *ring*.
3. [Show Poster 1M: Ring.] Point to the picture on the poster that shows how the word *ring* is used in the nursery rhyme. [Have a student point to the correct picture for this sense of the word.]
4. *Ring* can also mean other things. A ring is a type of jewelry worn on the finger. [Have a student point to the correct picture for this sense of the word.]
5. *Ring* is also the sound a bell makes. To ring a bell means to make it have a ringing sound. [Have a student point to the correct picture for this sense of the word.]
6. You can also use *ring* to mean to call someone, like to give someone a ring. [Have a student point to the correct picture for this sense of the word.]
7. Now quiz your partner on the different meanings of *ring*. For example you could say, “When you hear the ring from the loud speakers, you need to go back to your classroom from recess. Which *ring* am I?” Your partner should point to the bell ringing to show you that you meant that kind of *ring*.

On Stage

Tell students that many nursery rhymes, like this one, are fun to act out. You may also want to explain that this nursery rhyme is often sung.

Directions: Stand up, form a large circle, and join hands. [This may be done inside or outside.] I am going to sing the rhyme this time. Walk around in a circle until you hear, “We all fall down!” When you hear these words, sit down gently and quickly.

Repeat the rhyme and group actions, and invite students to join you in singing the nursery rhyme.

Compliment students for doing this correctly, which means that they were listening carefully.

Take-Home Material

Family Letter

Send home Instructional Masters 1B-1, 1B-2, and 1B-3.