



Little Bo Peep

8_A

✓ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Listen to and demonstrate familiarity with “Little Bo Peep”
- ✓ Identify Bo Peep as the character in the nursery rhyme
- ✓ Retell the events of the nursery rhyme
- ✓ Identify rhyming words in the nursery rhyme

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:

- ✓ Describe familiar things, such as sheep, and with prompting and support, provide additional detail (SL.K.4)
- ✓ Discuss personal responses to losing something and connect those to “Little Bo Peep,” who lost her sheep
- ✓ Prior to listening to “Little Bo Peep,” identify what they know about sheep

Core Vocabulary

sheep, n. An animal with wool fur that usually lives on a farm

Example: The sheep were eating grass in the farmer's field.

Variation(s): none

Note: You may want to point out to students that the plural of sheep is still the word *sheep*.

wagging, v. Moving quickly from side to side or up and down

Example: The dog is wagging its tail.

Variation(s): wag, wags, wagged

<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>	Little Bo Peep		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		5
	Rhyming Words		5



What Do We Know?

◀ Show image 8A-1: Sheep

Ask the following questions:

- Do you know the name of this animal? (sheep)
- Have any of you seen real sheep? (Answers may vary.)
- What do you know about sheep? (If students hesitate, encourage them to describe what they see in the photo: they have lots of soft wool; they have four legs; etc.)
- Who takes care of sheep? (boys or men called shepherds, and girls or women called shepherdesses)



Purpose for Listening

◀ Show image 8A-2: Bo Peep looking for sheep

Tell students that you are going to read a nursery rhyme about a little girl named Bo Peep; it is her job to take care of her flock of sheep. A flock is a group of animals.

Tell students to listen carefully to find out if she does a good job or not.



Little Bo Peep

- ◀ Show image 8A-2: Bo Peep looking for sheep

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.

Read It Again

Reread the rhyme with the Guided Listening Support.



Little Bo Peep

- ◀ Show image 8A-2: Bo Peep looking for sheep

Little Bo Peep has lost her **sheep**,¹
And can't tell where to find them;
Leave them alone, and they'll come home,
Wagging their tails behind them.²

1 Bo Peep has lost her flock of wool-coated animals.

2 or moving their tails back and forth

Echo Technique

Directions: I am going to say the first line of “Little Bo Peep.” Then I will stop and give you a chance to echo. 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

1. *Literal* Who is the main character in this nursery rhyme? (Bo Peep)
2. *Literal* According to the nursery rhyme, will Bo Peep need to look for her sheep, or will they come home by themselves? (They will come home, wagging their tails behind them.)
3. *Inferential* Does Little Bo Peep do a good job taking care of the sheep? (no) How do you know? (She can't find them.)
4. *Inferential* Is Little Bo Peep happy or sad? (sad) How do you know? (She is crying in the image.) [If necessary show students image 8A-2 again.] Why is she sad? (She can't find her flock of sheep.)
5. *Inferential* What is a flock of sheep? (A flock is a group of sheep.)

[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 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:* Do you think the sheep will come home? (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.]

Rhyming Words

5 minutes

Directions: I am going to read the first line of “Little Bo Peep” again and I want you to listen for rhyming words.

Little Bo Peep has lost her sheep, (Peep and sheep)

Reread the nursery rhyme and have the students fill in the word *sheep*.

If time permits, ask students if they can think of other words that rhyme with *Peep* and *sheep*.



Complete Remainder of the Lesson Later in the Day



Little Boy Blue

8_B

✓ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Listen to and demonstrate familiarity with “Little Boy Blue”
- ✓ Identify rhyming words in the nursery rhyme
- ✓ Identify Little Boy Blue as the character in the nursery rhyme
- ✓ Retell the events of the nursery rhyme
- ✓ Demonstrate familiarity with “Little Bo Peep”
- ✓ Recite “Little Bo Peep”

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 the characters in the nursery rhymes “Little Bo Peep” and “Little Boy Blue” (RL.K.9)

Core Vocabulary

haystack, n. A large pile of hay, or dried grass

Example: The cow ate hay from the haystack.

Variation(s): haystacks

meadow, n. A field of grass sometimes with wildflowers growing in it

Example: We walked through the meadow picking wildflowers.

Variation(s): meadows

under, adv. below or beneath

Example: There are a lot of toys under my bed.

Variation(s): none

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?		5
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Little Boy Blue		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		5
	Rhyming Words		5

What Have We Already Learned?

Ask if anyone would like to recite “Little Bo Peep.” This may be done by an individual, a small group, or the entire class.

Ask what Little Bo Peep’s job is. Tell the students that you are going to read another nursery rhyme about someone else whose job is to take care of sheep.

10 Recitation of Nursery Rhymes (Instructional Master 2B-1)

During the course of this domain, find an opportunity to assess each student’s ability to recite a nursery rhyme that has been taught, using Instructional Master 2B-1.

Purpose for Listening

Tell the class to listen carefully to find out whether or not this person does a good job taking care of the animals.



Little Boy Blue

- ◀ Show image 8B-1: Little Boy Blue sleeping by haystack

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

Read It Again

Reread the rhyme with the Guided Listening Support.



Little Boy Blue

- ◀ Show image 8B-1: Little Boy Blue sleeping by haystack

Little Boy Blue,
Come blow your horn,
The sheep's in the **meadow**,
The cow's in the corn;¹
But where is the boy
Who looks after the sheep?
He's **under** a **haystack**,²
Fast asleep.

1 The sheep is in the field of grass
and the cow is in the cornfield.

2 [Point to the haystack and the boy
beside it.] Is he under the haystack?

Echo Technique

Directions: I am going to say the first line of “Little Boy Blue.” Then I will stop and give you a chance to echo. 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.

Discussing the Read-Aloud

10 minutes

Comprehension Questions

5 minutes

1. *Literal* Who is the main character in this nursery rhyme? (Little Boy Blue)
2. *Literal* Where is Little Boy Blue? (under a haystack) Is he really “under” the haystack? What other words could you use to describe where he is? (Answers may vary, but try to include the explanation that he is “beside” the haystack.)
3. *Literal* Where are the sheep? (in the meadow)
4. *Inferential* Is it a problem that the cow is in the corn? (yes) Why? (The cow is eating the corn.)
5. *Evaluative* Does Little Boy Blue do a good job or bad job as a shepherd? (bad) How do you know? (He’s sleeping and not caring for the sheep.)
6. *Evaluative* Why do you think that the beginning of the nursery rhyme asks Little Boy Blue to “come blow [his] horn”? (perhaps to call back the sheep and the cow)

[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 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:* Think of some ways that Little Bo Peep and Little Boy Blue are the same. Now think of some ways they are different. (Answers may vary, but may include that both take care of sheep; neither does their job well; one is a shepherdess (girl), the other a shepherd (boy); one is looking for the sheep, one is sleeping; etc.)
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.]

Rhyming Words

5 minutes

Directions: I am going to reread the nursery rhyme two lines at a time and pause for you to identify the rhyming words.

Little Boy Blue, come blow your horn,

The sheep's in the meadow, the cow's in the corn; (horn, corn)

But where is the boy who looks after the sheep?

He's under a haystack, fast asleep. (sheep, asleep)

Reread the rhyme, but leave out the second word of each rhyming pair for students to fill in.

If time permits, ask students if they can think of other words that rhyme with each rhyming pair.