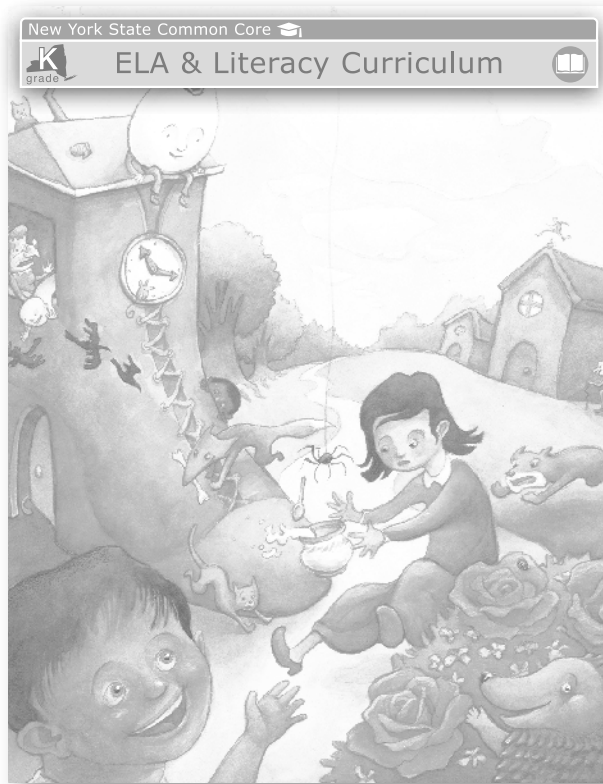




Nursery Rhymes and Fables

Tell It Again!™ Read-Aloud Anthology





Nursery Rhymes and Fables

Tell It Again!™ Read-Aloud Anthology

Listening & Learning™ Strand
KINDERGARTEN

Core Knowledge Language Arts®
New York Edition



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Alignment Chart for Nursery Rhymes and Fables

The following chart contains core content objectives addressed in this domain. It also demonstrates alignment between the Common Core State Standards and corresponding Core Knowledge Language Arts (CKLA) goals.

Alignment Chart for Nursery Rhymes and Fables

Lesson

	1	2	3	4	5	6	7	8	9	10	11	12
Core Content Objectives												
Demonstrate familiarity with particular nursery rhymes and fables	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Describe the characters and/or events in nursery rhymes and fables	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Recite certain nursery rhymes	✓	✓	✓		✓	✓		✓	✓			
Identify rhyming words in nursery rhymes		✓			✓	✓		✓	✓			
Identify lines that repeat in nursery rhymes							✓					
Identify dialogue in nursery rhymes and fables									✓	✓		
Explain that fables teach a lesson that is stated as the moral of the story										✓	✓	✓
Identify the moral of fables										✓	✓	✓
Explain how animals often act as people in fables (personification)										✓	✓	✓

Reading Standards for Literature: Kindergarten

Key Ideas and Details

STD RL.K.1	With prompting and support, ask and answer questions about key details in a text.											
CKLA Goal(s)	With prompting and support, ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i>) requiring literal recall and understanding of the details and/or facts of a fiction read-aloud	✓										
	Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a fiction read-aloud, including answering <i>why</i> questions that require recognizing cause/effect relationships	✓										














Alignment Chart for Nursery Rhymes and Fables

Lesson

		1	2	3	4	5	6	7	8	9	10	11	12
STD RL.K.2	With prompting and support, retell familiar stories, including key details.												
CKLA Goal(s)	With prompting and support, retell or dramatize fiction read-alouds, including key details	✓		✓		✓				✓	✓	✓	
STD RL.K.3	With prompting and support, identify characters, settings, and major events in a story.												
CKLA Goal(s)	With prompting and support, use narrative language to describe characters, setting, things, events, actions, a scene, or facts from a fiction read-aloud						✓						
Craft and Structure													
STD RL.K.4	Ask and answer questions about unknown words in a text.												
CKLA Goal(s)	With prompting and support, ask and answer questions about unknown words in fiction read-alouds and discussions						✓						
STD RL.K.5	Recognize common types of texts (e.g., storybooks, poems).												
CKLA Goal(s)	Listen to, understand, and recognize a variety of texts, including fictional stories, fairy tales, fables, nursery rhymes, and poems						✓						
Integration of Knowledge and Ideas													
STD RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).												
CKLA Goal(s)	With prompting and support, describe illustrations from a fiction read-aloud, using the illustrations to check and support comprehension of the read-aloud						✓						
STD RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.												
CKLA Goal(s)	With prompting and support, compare and contrast similarities and differences within a single fiction read-aloud or between two or more fiction read-alouds	✓				✓			✓				

**Alignment Chart for
Nursery Rhymes and Fables**

Lesson

		1	2	3	4	5	6	7	8	9	10	11	12
Range of Reading and Level of Text Complexity													
STD RL.K.10	Actively engage in group reading activities with purpose and understanding.												
CKLA Goal(s)	Actively engage in fiction read-alouds												
Speaking and Listening Standards: Kindergarten													
Comprehension and Collaboration													
STD SL.K.1	Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and large groups												
STD SL.K.1a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).												
CKLA Goal(s)	Use agreed-upon rules for group discussions (e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.)												
STD SL.K.1b	Continue a conversation through multiple exchanges.												
CKLA Goal(s)	Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age												
STD SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.												
CKLA Goal(s)	Ask and answer questions to clarify information in a fiction or nonfiction/informational read-aloud												
Presentation of Knowledge and Ideas													
STD SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.												
CKLA Goal(s)	Describe familiar people, places, things, and events, and with prompting and support, provide additional detail												
STD SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.												
CKLA Goal(s)	Speak audibly and express thoughts, feelings, and ideas clearly												

**Alignment Chart for
Nursery Rhymes and Fables**

Lesson

		1	2	3	4	5	6	7	8	9	10	11	12
Language Standards: Kindergarten													
Conventions of Standard English													
STD L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.												
STD L.K.1b	Use frequently occurring nouns and verbs.												
CKLA Goal(s)	Use frequently occurring nouns and verbs in oral language							✓					
STD L.K.1f	Produce and expand complete sentences in shared language												
CKLA Goal(s)	Answer questions orally in complete sentences							✓					
	Produce and expand complete sentences in shared language							✓					
Vocabulary Acquisition and Use													
STD L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content.												
STD L.K.4a	Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).												
CKLA Goal(s)	Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>)	✓											✓
STD L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.												
STD L.K.5c	Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).												
CKLA Goal(s)	Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).	✓			✓	✓	✓				✓	✓	✓
STD L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.												
CKLA Goal(s)	Use words and phrases acquired through conversations, being read to, and responding to texts							✓					
	Learn the meaning of common sayings and phrases		✓										

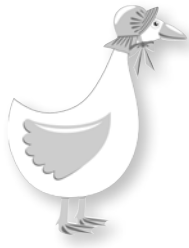
**Alignment Chart for
Nursery Rhymes and Fables**

Lesson

	1	2	3	4	5	6	7	8	9	10	11	12
Additional CKLA Goals												
Explain that certain nursery rhymes are realistic texts because events in the nursery rhyme could really happen and certain nursery rhymes and fables are fantasy because events couldn't really happen (e.g., animals cannot talk)		✓	✓	✓	✓	✓			✓	✓		✓
Prior to or while listening to a nursery rhyme or fable, orally predict what will happen in the read-aloud based on the title, pictures, text heard thus far, and/or prior knowledge, and then compare the actual outcomes to the prediction		✓		✓						✓	✓	✓
Discuss personal responses to a given topic and connect those to a character in the nursery rhyme or fable		✓				✓	✓	✓		✓		
Prior to listening to a nursery rhyme, identify orally what they know about a given topic					✓	✓	✓	✓	✓			



These goals are addressed in all lessons in this domain. Rather than repeat these goals as lesson objectives throughout the domain, they are designated here as frequently occurring goals.



Introduction to Nursery Rhymes and Fables

This introduction includes the necessary background information to be used in teaching the *Nursery Rhymes and Fables* domain. The *Tell It Again! Read-Aloud Anthology for Nursery Rhymes and Fables* contains twelve daily lessons, each of which is composed of two distinct parts, so that the lesson may be divided into smaller chunks of time and presented at different intervals during the day. Each entire lesson will require a total of fifty minutes.

This domain includes a Pausing Point following Lesson 6B. At the end of the domain, a Domain Review, a Domain Assessment, and Culminating Activities are included to allow time to review, reinforce, assess, and remediate content knowledge. **You should spend no more than sixteen days total on this domain.**

Week One				
Day 1	Day 2	Day 3	Day 4	Day 5
Lesson 1A: "Roses Are Red" (25 min.)	Lesson 2A: "Rain, Rain, Go Away" (25 min.)	Lesson 3A: "Jack Be Nimble" (25 min.)	Lesson 4A: "Jack and Jill" (25 min.)	Lesson 5A: "This Little Pig Went to Market" (25 min.)
Lesson 1B: "Ring Around the Rosie" (25 min.)	Lesson 2B: "It's Raining, It's Pouring" (25 min.)	Lesson 3B: "Little Jack Horner" (25 min.)	Lesson 4B: "Little Miss Muffet" (25 min.)	Lesson 5B: "One, Two, Buckle My Shoe" (25 min.)
50 min.	50 min.	50 min.	50 min.	50 min.

Week Two				
Day 6	Day 7	Day 8	Day 9	Day 10
Lesson 6A: "Star Light, Star Bright" (25 min.)	Pausing Point	Lesson 7A: "Hickory, Dickory, Dock" (25 min.)	Lesson 8A: "Little Bo Peep" (25 min.)	Lesson 9A: "Baa, Baa, Black Sheep" (25 min.)
Lesson 6B: "Twinkle, Twinkle, Little Star" (25 min.)		Lesson 7B: "Diddle, Diddle, Dumpling" (25 min.)	Lesson 8B: "Little Boy Blue" (25 min.)	Lesson 9B: "Humpty Dumpty" (25 min.)
50 min.	50 min.	50 min.	50 min.	50 min.

Week Three				
Day 11	Day 12	Day 13	Days 14	Day 15
Lesson 10A: "The Lion and the Mouse" (25 min.)	Lesson 11A: "The Dog and His Reflection" (25 min.)	Lesson 12A: "The Hare and the Tortoise" (25 min.)	Domain Review	Domain Assessment
Lesson 10B: Extensions (25 min.)	Lesson 11B: Extensions (25 min.)	Lesson 12B: Extensions (25 min.)		
50 min.	50 min.	50 min.	50 min.	50 min.

Week Four	
Day 16	#
Culminating Activities	
50 min.	

⑩ Lessons include Student Performance Task Assessments

Lessons require advance preparation and/or additional materials; please plan ahead

Domain Components

Along with this Anthology, you will need:

- *Tell It Again! Media Disk* or the *Tell It Again! Flip Book* for Nursery Rhymes and Fables
- *Tell It Again! Image Cards* for Nursery Rhymes and Fables
- *Tell It Again! Supplemental Guide* for Nursery Rhymes and Fables
- *Tell It Again! Multiple-Meaning Word Posters* for Nursery Rhymes and Fables

Recommended Resource:

- *Core Knowledge Kindergarten Teacher Handbook*, edited by E.D. Hirsch, Jr. and Souzanne A. Wright (Core Knowledge Foundation, 2004) ISBN: 978-1890517694

Why Nursery Rhymes and Fables Are Important

This domain will introduce students to nursery rhymes and fables that have been favorites with children for generations. Students will learn classic rhymes like “Twinkle, Twinkle, Little Star,” “Humpty Dumpty,” and “Hickory, Dickory, Dock,” as well as classic characters such as Humpty Dumpty and Little Miss Muffet. Mother Goose and other traditional poems help students learn vocabulary and build phonemic awareness. By listening carefully to nursery rhymes and repeating or reciting them by heart, students develop an awareness of language that will help them become better readers and writers. Because nursery rhymes are fun and involve everyday activities, Kindergarten students can relate to them.

In the last three read-alouds of the Anthology, students will also be listening to some well-known fables, which are special types of fiction that teach morals, or important lessons. Listening to fables will help students learn the elements of this genre. They will also be introduced to new vocabulary words and will develop an understanding of different types of fiction. Reading fables to Kindergarten students may also stimulate class discussion of values, ethics, and behavior.

Core Vocabulary for Nursery Rhymes and Fables

The following list contains all of the core vocabulary words in *Nursery Rhymes and Fables* in the forms in which they appear in the domain. These words may appear in the read-alouds or, in some instances, in the “Introducing the Read-Aloud” section at the beginning of the lesson. Bold-faced words in the list have an associated Word Work activity. The inclusion of the words on this list does not mean that students are immediately expected to be able to use all of these words on their own. However, through repeated exposure throughout all lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

Lesson 1A

rhyme
roses
sweet
violets

Lesson 1B

ashes
ring

Lesson 2A

away
character

Lesson 2B

pouring
snoring

Lesson 3A

candlestick
nimble

Lesson 3B

plum

Lesson 4A

fetch
pail
tumbling

Lesson 4B

beside
frightened

Lesson 5A

market
roast beef

Lesson 5B

buckle

Lesson 6A

wish

Lesson 6B

diamond
twinkle
wonder

Lesson 7A

struck

Lesson 7B

stockings

Lesson 8A

sheep
wagging

Lesson 8B

haystack
meadow
under

Lesson 9A

lane
wool

Lesson 9B

great
together

Lesson 10

disturbed
favor
gnawing
grateful

Lesson 11

feast
greedy
reflection
stream

Lesson 12

boasting
darted
steadily

Student Performance Task Assessments

In the *Tell It Again! Read-Aloud Anthology* for *Nursery Rhymes and Fables*, there are numerous opportunities to assess students' learning. These assessment opportunities range from informal observations, such as Think-Pair-Share and some Extension activities, to more formal written assessments. These Student Performance Task Assessments (SPTA) are identified in the *Tell It Again! Read-Aloud Anthology* with this icon: ⑩. There is also an end-of-domain summative assessment. Use the Tens Conversion Chart located in the Appendix to convert a raw score on each SPTA into a Tens score. On the same page you will also find the rubric for recording observational Tens scores.

Above and Beyond

In the *Tell It Again! Read-Aloud Anthology* for *Nursery Rhymes and Fables*, there are numerous opportunities in the lessons and the Pausing Points to challenge students who are ready to attempt activities that are above grade-level. These activities are labeled “Above and Beyond” and are identified with this icon: ↗.

Supplemental Guide

Accompanying the *Tell It Again! Read-Aloud Anthology* is a *Supplemental Guide* designed to assist education professionals who serve students with limited English language skills or students with limited home literacy experience, which may include English Language Learners (ELLs) and children with special needs. Teachers whose students would benefit from enhanced oral language practice may opt to use the *Supplemental Guide* as their primary guide in the Listening & Learning strand. Teachers may also choose to begin a domain by using the *Supplemental Guide* as their primary guide before transitioning to the *Tell-It Again! Read-Aloud Anthology*, or may choose individual activities from the *Supplemental Guide* to augment the content covered in the *Tell-It Again! Read-Aloud Anthology*.

The *Supplemental Guide* activities that may be particularly relevant to any classroom are the Multiple Meaning Word Activities and accompanying Multiple Meaning Word Posters, which help students

determine and clarify different meanings of words; Syntactic Awareness Activities, which call students' attention to sentence structure, word order, and grammar; and Vocabulary Instructional Activities, which place importance on building students' general academic, or Tier 2, vocabulary. These activities afford all students additional opportunities to acquire a richer understanding of the English language. Several of these activities have been included as Extensions in the *Tell It Again! Read-Aloud Anthology*. In addition, several words in the *Tell It Again! Read-Aloud Anthology* are underlined, indicating that they are multiple-meaning words. The accompanying sidebars explain some of the more common alternate meanings of these words. *Supplemental Guide* activities included in the *Tell It Again! Read-Aloud Anthology* are identified with this icon: ↔.

Recommended Resources for Nursery Rhymes and Fables

Trade Books

The *Tell It Again! Read-Aloud Anthology* includes a number of opportunities in Extensions, the Pausing Point, and the Culminating Activities for teachers to select trade books from this list to reinforce domain concepts through the use of authentic literature. In addition, teachers should consider other times throughout the day when they might infuse authentic domain-related literature. If you recommend that families read aloud with their child each night, you may wish to suggest that they choose titles from this trade book list to reinforce the domain concepts. You might also consider creating a classroom lending library, allowing students to borrow domain-related books to read at home with their families.

Nursery Rhymes

1. *Arroz con leche: Popular Songs and Rhymes from Latin America*, selected and illustrated by Lulu Delacre (Scholastic, 1992) ISBN 978-0590418867
2. *Diez Deditos: Ten Little Fingers and Other Play Rhymes and Action Songs from Latin America*, selected, arranged, and translated by José-Luis Orozco (Penguin Group, 2002) ISBN 978-0142300879

3. *De Colores and Other Latin-American Folk Songs for Children*, selected, arranged, and translated by José-Luis Orozco (Penguin Group, 1999) ISBN 978-0140565485
4. *Favorite Nursery Rhymes from Mother Goose*, illustrated by Scott Gustafson (The Greenwich Workshop Press, 2007) ISBN 978-0867130973
5. *Hush: A Thai Lullaby*, by Minfong Ho (Scholastic, 2000) ISBN 978-0531071663
6. *Mother Goose: A Collection of Classic Nursery Rhymes*, by Michael Hague (Henry Holt, 1988) ISBN 978-0805002140
7. *Mother Goose Remembers*, by Clare Beaton (Barefoot Books, 2006) ISBN 978-1846860034
8. *Pocketful of Posies: A Treasury of Nursery Rhymes*, by Salley Mavor (Houghton Mifflin Harcourt, 2010) ISBN 978-0618737406
9. *Read-Aloud Rhymes for the Very Young*, by Jack Prelutsky and illustrated by Marc Brown (Knopf Books for Young Readers, 1986) ISBN 978-0394872186
10. *The Real Mother Goose*, illustrated by Blanche Fisher Wright (Scholastic, 1994) ISBN 978-0590225175
11. *Three Little Kittens*, by Paul Galdone (Clarion, 1988) ISBN 978-0899197968

Fables

12. *Aesop's Fables*, by Jerry Pinkney (Chronicle Books, 2000) ISBN 978-1587170003
13. *Aesop's Fables*, by Beverly Naidoo and illustrated by Piet Grobler (Frances Lincoln Children's Books, 2011) ISBN 978-1847800077
14. *The Ant and the Grasshopper*, by Rebecca Emberley and illustrated by Ed Emberley (Roaring Book Press, 2012) ISBN 978-1596434936
15. *How the Leopard Got His Claws*, by Chinua Achebe and illustrated by Mary GrandPré (Candlewick, 2011) ISBN 978-0763648053

16. *The Lion and the Mouse*, retold and illustrated by Bernadette Watts (North-South Books, 2007) ISBN 978-0735821293
17. *Little Cloud and Lady Wind*, by Toni Morrison and Slade Morrison and illustrated by Sean Qualls (Simon & Schuster, 2010) ISBN 978-1416985235
18. *The Tortoise and the Hare*, adapted and illustrated by Janet Stevens (Holiday House, 1985) ISBN 978-0823405640
19. *Town Mouse, Country Mouse*, by Jan Brett (Putnam Juvenile, 2003) ISBN 978-0698119864
20. *The Wise Fool: Fables from the Islamic World*, by Shahrukh Husain and Micha Archer (Barefoot Books, 2011) ISBN 978-1846862267

Websites and Other Resources

Student Resources

1. Rhyming Game
<http://bit.ly/XkQm8C>

Teacher Resources

2. Mother Goose
<http://bit.ly/ZsvgEM>
3. Morals from Fables
<http://bit.ly/XkQLb2>
4. Aesop's Fables
<http://aesopfables.com>
5. Learning to Read
<http://1.usa.gov/VPTTdJ>