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SHELL
EDUCATION

♪ ♪ Rhythm & Rhyme ♪ ♪

Level

1

Literacy Time

Phonemic
Awareness
Word Skills
Fluency
Comprehension
and much more!



Timothy Rasinski
Karen McGuigan Brothers
Gay Fawcett

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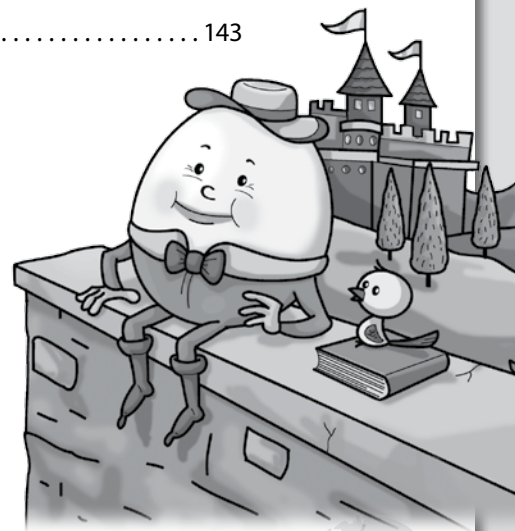
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Poetry and Literacy

“Reading should not be presented to children as a chore or duty. It should be offered to them as a precious gift.”

—Kate DiCamillo

What better gift to give students than fun rhymes to read in order to build literacy skills? Did you grow up singing a song of sixpence, hoping the kittens would find their mittens, and wondering why Georgie Porgie wouldn't leave those little girls alone? We did, along with generations of children. Mother Goose nursery rhymes have helped children achieve literacy since at least the 18th century. Today, we find that many of our children are missing out on nursery rhymes and poetry. Over the years, poetry and rhymes have been called the “neglected component” and “forgotten genre” in our homes and in our school literacy curricula (Denman 1988; Gill 2011; Perfect 1999). Many teachers think that is a shame, and we heartily agree!

There is a growing chorus of scholars who are advocating the return of poetry and poetry lessons in the classroom (Rasinski, Rupley, and Nichols 2012; Seitz 2013). Moreover, there is a growing body of classroom and clinical research demonstrating the power of poetry in growing readers (Iwasaki, Rasinski, Yildirim, and Zimmerman 2013; Rasinski, Rupley, and Nichols 2008; Zimmerman and Rasinski 2012; Rasinski and Zimmerman 2013; Zimmerman, Rasinski, and Melewski 2013). The following information describes the benefits of using poetry and rhyme to enhance literacy skills in the classroom.

Phonological Awareness

Rhymes provide the context for developing phonological awareness. Dunst, Meter, and Hornby (2011) reviewed twelve studies that examined the relationship between nursery rhymes and emergent literacy skills in more than 5,000 children. All of the studies pointed to a relationship between early knowledge of nursery rhymes and phonological awareness, which is a strong predictor of early reading acquisition (Adams 1990; Ball and Blachman 1991; Griffith and Klesius 1990; Templeton and Bear 2011). In fact, one literacy expert, Keith Stanovich, claims phonological awareness as a predictor of reading success is “better than anything else we know of, including I.Q.” (Stanovich 1994, 284). Rhymes provide an opportunity for children to play with words and thus learn how language works (Maclean, Bryant, and Bradley 1987).



Poetry and Literacy (cont.)

Phonics

The alliteration of *Goosie Goosie Gander* and the rhyming words of *Jack Sprat Could Eat No Fat* lay the groundwork for phonics instruction. Children can't *sound out* words if they don't hear the sounds. Decades of research have demonstrated that rhymes help children develop an ear for language. In one longitudinal study, researchers found a strong correlation between early knowledge of rhymes in children from ages three to six and success in reading and spelling over the next three years, even when accounting for differences in social background and I.Q. (Bryant, Bradley, Maclean, and Crossland 1989). Poetry and rhymes surround children with the sounds of language—sounds that must be applied in the letter-sound relationships of phonics instruction.

Vocabulary and Comprehension

Even a strong foundation in phonemic awareness and phonics is not enough. Students who can decode words but do not know their meanings usually struggle with comprehension, which is, of course, the ultimate goal of reading. Research has consistently shown a strong correlation between vocabulary and comprehension (Bromley 2007; Chall 1983; National Reading Panel 2000). Typical correlations between standardized measures of vocabulary and reading comprehension are in the .90 or higher range regardless of the measure used or the populations tested (Stahl 2003). Vocabulary development is just one more benefit of using poetry and rhymes with children. Most nursery rhymes present opportunities to learn new vocabulary words that are relevant today but may not be familiar to many six-year-olds (e.g., *fiddle* [Hey Diddle Diddle], *fear* [Three Little Kittens], and *broth* [There Was an Old Woman Who Lived in a Shoe]).

Fluency

The repeated reading of poems and rhymes provides ample opportunities for students to develop reading fluency. Rasinski and Padak (2013) describe fluency as “a bridge that connects word decoding to comprehension . . . Fluency includes automatic word recognition, interpretive and prosodic reading, and appropriate expression and rate. Fluency is the ability to read expressively and meaningfully, as well as accurately and with appropriate speed” (252). Research into repeated readings indicates that reading a particular passage several times, which we suggest you do with the nursery rhymes and poems in this book, leads not only to fluency with that text but also transfers to new, unfamiliar text (Dowhower 1987, 1997; Rasinski et al. 1994; Samuels 1997; Stahl and Heubach 2005).



“Purposeful practice is essential for improvement and mastery of literacy skills. When given proper instruction, materials, and opportunities to practice and apply what they learn, all students can experience literacy success” (Hackett 2013, 4).

Poetry and nursery rhymes send the all-important message that reading is fun. What children can resist the tickle in their mouths when they say *Fuzzy Wuzzy* or the onomatopoeia of *Baa Baa Black Sheep*? The natural rhythm and meter beg children to recite nursery rhymes over and over, increasing fluency skills more and more each time. Enjoy watching your students light up as they say each and every one of the rhymes in this book.

How to Use This Book

Implementing the Lessons

The following information explains the various activities in the lessons and how to implement them with students. Additional tips on how to implement the lessons, including creating poetry notebooks, can be found on pages 132–133.

Introducing the Rhyme

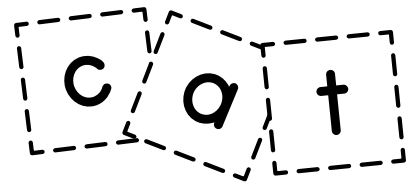
This section helps teachers introduce the poem to students. Use the steps listed below to introduce all of the poems in this book. Then, continue with the specific tasks mentioned in each lesson.



1. Copy the rhyme on a sheet of chart paper or on the board. (*optional*)
2. Read the rhyme to students using a pointer to track the print.
3. Distribute copies of the rhyme to students.
4. Read the rhyme chorally several times to develop fluency.
5. Have students illustrate the rhyme and add it to their individual poetry notebooks. For more information about how to set up the poetry notebooks, see page 133.

Change a Word

Some lessons include the *Change a Word* activity. With this activity, students are given letter cards (page 134) that can be arranged to make words from the rhyme. **Note:** Some lessons require duplicate letters. Be sure to look at Step 1 in each *Change a Word* activity and write the additional letters on the empty cards. You can also use the blank cards to quickly create new letter cards for students who accidentally lose one of the letters. You may also wish to laminate them for durability. The first word and the last word will be connected to the poem. Sometimes the activity requires simple encoding (using just a few letters to make a simple CVC word chain for the rhyme “Hop, Bunny, Hop”: *hop, hot, pot, top, tap, map, mop, hop*). At other times, instructions require students to use the final letter of a word they made to start the next word in the chain (going from *dish* to *spoon* for the rhyme “Hey Diddle Diddle”: *dish-hat-top-played-dogs-spoon*).



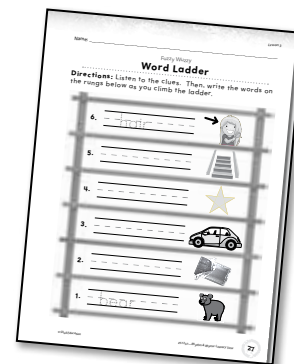
Since this activity is teacher-led (the teacher reads the clues), it should be done as a whole-class activity, or you may wish to work with some students in a small group. Be sure to clarify any clues or word meanings that students may be unfamiliar with.

How to Use This Book (cont.)

Word Ladders

Lessons that do not have a *Change a Word* activity will have a *Word Ladder* activity, which allows students to build and examine words on an activity sheet. To begin, students are given a key word from the rhyme. In order to “climb the ladder,” students must follow the teacher’s clues and change the first word progressively, thus creating a new word at each step. Clues can require students to add, remove, change, or rearrange letters. The final word relates to the first word. For example, for the rhyme “Fuzzy Wuzzy,” students follow your instructions to progressively change the following words: *bear, bar, car, star, stair, hair*.

Since this activity is teacher-led (the teacher reads the clues), it should be done as a whole-class activity, or you may wish to work with some students in a small group. Be sure to clarify any clues or word meanings that students may be unfamiliar with.



Word Sorts

The *Word Sort* activity helps students explore relationships among words. Students are given a set of word cards related to the rhyme and work individually, in pairs, or in groups to sort the cards into two or more categories. Some will be *open* word sorts and some will be *closed* word sorts.

For open sorts, the categories are not predetermined. Students look for commonalities among the words and create their groups or categories accordingly. Then, they share their word sorts with classmates, explaining the groups they created. For example, given a set of picture cards (*skates, sandwich, doll, donut*) students could sort the cards by initial sounds (*/s/* or */d/*) or by function (toys and food). As long as they can justify their groups, the sorting is accepted. **Note:** You may find open word sorts are effective as pre-reading activities. The sorting allows students to become familiar with the words they will encounter in the rhymes. In addition, the sorting can help students predict what the text will be about. If used as a pre-reading activity, you will want to have them sort again after reading the rhyme in order to see if their categories change.

For closed word sorts, the categories are predetermined. The teacher instructs students to sort their words into specified categories. After the sorting, students discuss the words and why they were placed in the given categories. **Note:** For each closed word sort, we suggest categories for sorting the words. You can also come up with other categories for your students to use.



Name: _____

Fuzzy Wuzzy

Rhyming Riddles

Directions: Use words from the Word Bank to complete the riddles about bears. **Note:** You will not use one of the words.

Word Bank

pair

stairs

tear

chairs

hair

bare

1. bears that come in twos

bears in a _____

2. bears that like going upstairs

bears that take _____

3. bears that are sitting

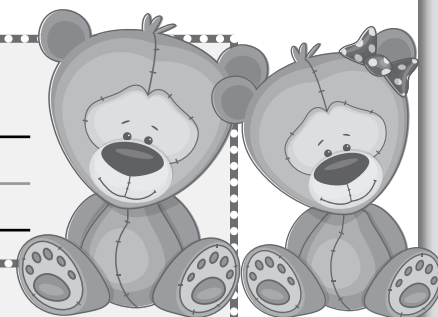
bears on _____

4. bears that rip things

bears that _____

5. bears that are bald

bears with no _____



Name: _____

Peter, Peter, Pumpkin Eater

Word Ladder

Directions: Listen to the clues. Then, write the words on the rungs below as you climb the ladder.

6. Peter

5.

4.

3.

2.

1. Peter

It's Raining, It's Pouring

Closed Word Sort

Directions: Cut apart the cards. Then, sort them according to whether the action is happening right now, is continuing to happen, or happened in the past.

rain

pouring

snore

raining

snored

bumped

snoring

bumping

snores

bumps

It's Raining, It's Pouring
Closed Word Sort *(cont.)*

rains

get

pours

getting

gets

