

**Phonemic Awareness
Rhymes and Chimes in Kindergarten:
A Link to Beginning Reading Success**

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Introduction

The seminar “What Are They Reading?”, is not quite what I thought it would be. I came into the class with the perception that I would be examining and discussing reading curriculums, literature books, readings, and authors used in classrooms. That part was true, but I got more than that, the seminar provided me the opportunity to organize a unit based on the reading skill I would like to emphasize and make more effective for my kindergarten students. Since, for some students this will be their first formal school setting, I chose to write this unit to build on their use of language and rhymes. What I saw as a weakness in my students as they enter kindergarten helped me to select the pre-reading skill phonemic awareness to develop a unit to use in my kindergarten class. My kindergarteners will use their visual and auditory skills as they enjoy rhymes and chimes to enhance their phonemic awareness and language development. This unit will be fun for my kindergarteners as they develop their phonemic awareness using the nursery rhymes.

Overview

Since the terms phonological awareness and phonemic awareness are at times used interchangeably, I found the following two definitions to be the most helpful in planning this unit. The 95% Group Inc, stated, “Phonological awareness is a broad term used to define the awareness of sounds in our spoken language. The

phonological units included are: words in a sentence, syllables, onset-rime, or rhyming and phonemic awareness. Phonemic awareness is a term used to describe individual sounds in spoken words. Phonemic awareness includes the ability to manipulate individual sounds in words...Students need the following skills:

- Isolate sounds in words
- Categorize phonemes
- Identify phonemes
- Blend phonemes to make words
- Segment phonemes within a word
- Add phonemes to words
- Substitute phonemes in words
- Delete phonemes from words” (5).

Patricia Cunningham states, “phonological awareness is the ability to manipulate sounds” (2). When you listen to kindergarteners play, you often hear chants; they don’t realize it, but they’re using and developing their phonological awareness. Phonological awareness develops through a series of stages: that language is made up of individual words, words are made up of syllables, and syllables are made up of phonemes. Children develop phonological awareness as they become aware of words and sounds and their manipulation.

“Children need time to experience language and time to practice and evaluate what they experience; time to reflect; time to develop and time to grow; then, time to reflect and grow some more” (Schiller 11). The at-risk children may have had no or few opportunities for early reading experiences. So if the children don’t have a strong foundation in the preschool years, it is critical that they develop their phonological awareness in kindergarten. Current research indicates a child’s level of phonological awareness as a good predictor of beginning reading success. Also, based on my teaching experience, I feel another indicator of how well children will learn is their ability to recite nursery rhymes when they walk into my kindergarten classroom.

This unit will be a guide on how nursery rhymes are an effective way to provide and encourage phonemic awareness in early childhood students specifically kindergarten. The basic lessons will expose the students to various nursery rhymes using auditory and visual activities to promote phonemic awareness and language development. Kindergarten children are easily motivated, naturally curious, and eager to learn, and I hope to capture all of these while exploring nursery rhymes and chimes. I will also use technology by utilizing appropriate programs or web sites on the computers in my classroom. My students will be using the computers daily on the approved supplemental Waterford program, which uses nursery and other rhymes and has a phonological awareness section in the program.

Rationale

The rationale for this unit is based on the desire to enhance phonological/phonemic awareness through the fun and natural appeal of nursery rhymes and chimes. The kindergarten student is curious and learns well through play rather than rote learning. The rhymes selected will be easy to learn since children have a natural disposition for rhythm. The lessons and activities will incorporate the kindergarteners' natural use of play experiences mainly through nursery rhymes, but poems, finger plays and jump rope chants can also be used. I will attempt to naturally guide their energy and enthusiasm through the fun of rhymes with planned activities. This unit will be introduced at the beginning of the school year to develop and enrich the phonological/phonemic awareness of all my kindergarten students by teaching nursery rhymes. This unit can be used from preschool to beginning first grade.

Kindergartens have changed over the years, and I don't think it's all been for the better. At one time, the kindergarten debate was on where the emphasis should be, on a socialization/play environment or an academic environment. After considering my own teaching experiences, I have concluded that in today's high tech society, I would like my kindergarten to be a natural blend of both schools of thought. Children do learn through play and socialization, but structured academics are necessary to get a good start in education. Kindergarten students should not have to spend the majority of the school day on learning academics. It's hard trying to teach a watered-down version of a first grade curriculum to five year old kindergarten students who are either not ready for that much structured learning or who are not matured enough and aren't ready to learn in a formal setting. It seems so unfair to short change the students by excluding more of their childhood opportunities to have fun, to develop social skills and their natural ability to learn through play and discovery, all of which fosters language skills, like phonemic awareness.

Kindergarten must provide time for quality instruction and learning experiences to all students; especially for the group identified as the at-risk children. For the at-risk children, who start out behind, kindergarten is critical. These are the students who struggle at the beginning of the school year. Making rhymes and playing with words is a reliable indicator that children are learning to control language. At-risk students, like many of my students, entering kindergarten don't get enough opportunities to develop phonemic awareness. As stated earlier research data promotes that a child's phonemic/phonological awareness is a very good predictor of beginning reading success. This data has driven the district kindergartens to assess the students by administering the Dibels Assessment in September, January and May. The initial scores are usually low, a high percentage are below basic, a small basic group and a smaller proficient group.

Low September scores indicated to me, that here is a skill my students needed help with before starting the reading curriculum. During the year, the students' scores show growth and improvement, but I feel more of the students could score higher if they had more time and opportunity to explore and develop their phonological/phonemic awareness. The low scores supported my decision to focus on phonological/phonemic awareness early in the kindergarten school year through learning nursery rhymes.

“Research seem to suggest that one of the best indicators of how well children will learn to read is their ability to recite nursery rhymes when they walk into the kindergarten” (Danielson 3). Since I believe kindergarten provides a foundation for all children, I chose my unit of nursery rhymes because it is a link to phonemic awareness, which facilitates beginning reading success. When I visualize reading as a chain and the varied skills as the links, then, for my students phonemic awareness is a weak link that needs to be strengthened. I have always enjoyed teaching rhymes, chimes and poems to my students just because it was a fun and enjoyable way to expose the children to language. Now that research is advocating teaching nursery rhymes to enhance success in beginning reading this helped to determine the focus for my unit. From my teaching experience, it seems that most children like to learn rhymes and make up their own rhymes and verses; a version of this might be word games or rap. Nursery rhymes can help children to learn rhythm, “the intonation patterns of language...and new words and concepts” (Danielson 7). The manipulation of speech sounds through rhyme is an easy and fun way to improve letter-sound associations.

Another reason why I chose to do this unit on nursery rhymes is to provide my students who did not have strong language or literacy background, an opportunity to develop and enhance their phonemic awareness.

This unit can easily be integrated into the existing reading curriculum. This unit can be adapted and modified for students from preschool through first grade. This unit will meet the Communication Standards used in the Pittsburgh Public Schools.

If learning and reciting nursery rhymes can make a significant difference in achieving higher scores and making gains from below basic to basic or to proficient on the Diibels assessment, it is a practice worth implementing. Clearly, for my students especially the at-risk students this decision based on research that seems to support the connecting of nursery rhymes with beginning reading success, makes this a win, win situation for my students and me. Teaching this unit will be an opportunity for me to incorporate nursery rhymes more in order to help develop and reinforce phonemic awareness in my kindergarten students. Then, with the students immersed in nursery rhymes, comes their enjoyment of learning and hopefully gains in their assessment scores.

I think for kindergarteners learning should be fun and encouraging a desire to learn. I want my students to enjoy coming to school as they begin their formal journey through education. My expectation for my kindergarten students is not

for them to just enjoy the rhymes and the activities in this unit, but to enjoy kindergarten, and to enjoy learning, as they acquire the skills necessary for their future success.

Objectives:

The focus of my unit is on kindergarten students. I plan to implement the unit at the beginning of the school year to supplement the current reading program. This unit can be modified and adjusted to fit in the MacMillan, Getting Acquainted lessons, which can take up to 4 weeks to complete. Since many of my students start kindergarten with limited oral language, low phonemic awareness, and little recognition of nursery rhymes, I am hoping that in using the nursery rhymes with my students it will get them off to a good start for the year and develop a foundation for success in beginning reading. There are additional benefits I will have in using nursery rhymes with my kindergarten students these include; introducing the basic form of story structure in short, simple texts, and enriching my students' vocabularies, and developing their concepts of what a word is.

My main objective for this unit is to help build a familiarity with and about nursery rhymes with my students. Another goal is to encourage their language development as the children enjoy the creative and aesthetic use of language through nursery rhymes.

Other developmental objectives for language growth I want to improve in my kindergarten students include:

- that they will listen attentively and follow directions,
- that they will focus on identifying rhyming words,
- that they will identify beginning sounds,
- that they will develop knowledge of letters and letter sounds,
- and develop the skill of substituting phonemes/ sounds and having fun changing words and playing with the oral language
- that they will expand their vocabularies.

I also have a goal for my kindergarten students to improve their phonological awareness that can be reflected in an increase in their Dibels' scores on the assessments in January and May.

My ultimate goal is that my kindergarten students will become lifelong readers and lifelong appreciators of nursery rhymes and varied literature.

Strategies:

Since rhyming is a major factor in beginning reading success, I would like to have my students able to recite the nursery rhymes by rote through repeated variations to provide interest and fun. I plan to provide many opportunities for my students

to rhyme orally in order to hear and recognize word patterns in the rhymes. The students will begin to build word families by substituting the beginning sounds for real words (spout, stout, shout, bout, pout; cat, hat, mat, sat, fat, bat; pot, hot, not, lot, cot...) and nonsense words (hout, cout, nout; dat, gat, jat; bot, kot, mot...).

At the beginning of the school year, most of my students at the age of five (5) have limited attention spans, so in order to catch their attention and draw them in, I will use many visuals along with storytelling as a springboard for this unit to open up the world of nursery rhymes with the character of Mother Goose. To engage the students' imagination, I plan to role-play as Mother Goose and read several nursery rhymes throughout the day during the unit.

Kindergarteners need a lot of visuals and oral repetitions. A popular visual aid used in the classroom for storytelling is the flannelboard, which will be a way to introduce the nursery rhymes to the class. I can display the characters and some of the setting on the board as I tell the nursery rhyme. The use of the flannelboard will encourage my students to retell the nursery rhyme as they place the characters on the board themselves. Another way I can set the stage to introduce the nursery rhyme is with a puppet. The puppet could be a character from the nursery rhyme or a designated nursery rhyme puppet that comes out to introduce a new nursery rhyme. Whenever possible, I plan to supplement the lesson with the use of visuals such as illustrations in books, overhead transparencies, videos, DVDs, websites, software programs and other visual aids in order to develop the concept of this unit. I plan to introduce the unit to my students by setting-up the classroom with various visuals of nursery rhymes (posters, bulletin boards, word wall, puppets, stuffed animals and dolls). If available, I will provide dress-up clothes or costumes and props for the students to pretend to be the character or characters.

As a kindergarten teacher, I use repetition daily in every lesson in some form or another throughout the school year. Therefore, I plan to read or tell the nursery rhymes to my students daily and as opportunities allow in the day. Children need multiple and repetitive opportunities to hear and play with rhyming and since rhyming involves repetitive patterns, I plan to have the students to do repeated recitations of each nursery rhyme in this unit each day as part of the morning routines. Since this will be an on going routine as other rhymes and poems are learned throughout the year, the students will develop a large collection of rhymes from which they can select to recite. The various repetitions could include activities with whole group, small group, choral/chant, paired, individual, puppetry, and acting out the rhyme. As new nursery rhymes and poems are learned throughout the year, I will allow time for the students to recite 3 to 5 nursery rhymes or poems in the daily morning routines. The students will have opportunity to hear a variety of nursery rhymes repeatedly from various forms which include the teacher, a storybook, a CD, or a tape throughout the day as a whole class or in small groups at the listening center.

I will start the unit using the nursery rhymes the students select by preparing a nursery rhyme checklist or tally chart of the pre-selected rhymes. Since there are so many nursery rhymes, I have pre-selected 10 rhymes for the unit from which the students can select. When I meet each student and their parent during the interview and assessment week scheduled at the beginning of the school year, each student can select from a group of 10 rhymes by looking at a picture or rebus on a chart or poster. During the unit at the end of each day, students will recite and discuss the nursery rhymes learned to that point. At the end of the unit, the students will select their favorite nursery rhyme to make a class graph on chart paper or on poster board titled, Room 115s' Favorite Nursery Rhymes. The students will also dictate a sentence about their favorite nursery rhyme and draw about it. These final activities could be used as a display, especially if around Open House at the school.

Classroom Activities:

Pre-Unit Activities

The poems I have pre-selected to use with my kindergarten students are: Humpty Dumpty, I'm a Little Teapot, Little Miss Muffet, Hey, Diddle Diddle, Jack Be Nimble, Twinkle, Twinkle Little Star, and Pease Porridge Hot, Jack and Jill, Hickory Dickory Dock, and The Itsy Bitsy Spider. At the beginning of the year, I want to use nursery rhymes that lend themselves to dramatization and allow the students to move, clap, sway, etc, with the rhythm.

The students will select one of these from looking at nursery rhyme pictures. This will allow for those students who have and those who have no prior experience with nursery rhymes to select a rhyme based on their interest in the pictures only, which hopefully will perk their curiosity about nursery rhymes. After the students' selection, this will be the first opportunity for me to tell the nursery rhyme to the student to excite him/her about hearing and learning the other rhymes this year in kindergarten. The activities are basic so that any of the nursery rhymes can be easily adapted and modified for the students and teacher.

I plan to focus on the students being able to recite these poems and to identify orally the rhyming words in each rhyme, to provide varied ways for the students to hear the rhymes and hear the rhythm of the words by clapping, patting on legs or with rhythm sticks, doing the motions or to act out the rhymes. We might even come up with new motions and verses. I plan to use as many other nursery rhymes and poems throughout the year. I will also use jump rope and handclap rhymes so that the children can use them during recess time or at home.

The activities for these rhymes can take from 15 to 30 minutes for each nursery rhyme. The lessons in this unit focus on a particular nursery rhyme but do not have to be completed in a 45-minute period. The activities can be done intermingled through out the day depending on the interest and attention level of the students and the available time in the teaching schedule. Each lesson can be

easily modified to fit any primary teacher's schedule. Since the lessons follow approximately the same format the activities can be easily adapted for kindergarten and first grade students using any rhyme. Just remember to use and adapt it for each classroom or use in a small group for the students who need the extra exposure to rhymes and oral language development. This unit is to provide a supplement to the current Pittsburgh Public School kindergarten-reading curriculum.

Nursery Rhyme #1

I'm A Little Teapot

I'm a little teapot
short and stout
here is my handle
and here is my spout.
When I get all steamed up
then I shout
just tip me over
and pour me out.

Objectives

The students will be able to (SWBAT) develop a feel for the rhythm of the rhyme as they say the rhyme.

SWBAT recite the rhyme and act out the motions.

SWBAT recite the rhyme and keep a steady beat clapping, patting leg and using rhythm sticks.

SWBAT name the missing rhyming word.

SWBAT discuss and list the parts of a teapot.

Materials

25 pairs of rhythm sticks

a teapot or a picture of a teapot

a large drawing of teapot with cards to label the parts

chart paper with the rhyme written on it

highlighter tape in several colors

dress-up/costumes clothes

nursery rhyme CDs

nursery rhyme tapes

nursery rhyme storybooks with CD/tapes (for listening center)

25 sheets of manila papers

25 boxes of crayons

25 pencils
stuffed animals/dolls
1 CD/tape player
2-4 headphones

Procedure

1. The teacher will (TW) display a teapot or a picture of a teapot while reciting the rhyme or playing a CD with the rhyme on it. Then ask the students the question, What is this a picture of? (a teapot)
2. The TW ask questions about the rhyme to develop vocabulary and list the students responses.
 - What is a teapot used for? (to hold water for tea)
 - What does this teapot look like? (short and stout)
 - What are the other parts of the teapot in the rhyme? (handle and spout)
3. The TW say the rhyme while clapping a steady beat.
4. The students repeat the rhyme several times while clapping the beat, then have students repeat rhyme 2 more times patting on legs.
5. The TW demonstrate saying the rhyme while keeping the beat with the rhythm sticks.
6. The students repeat the rhyme several times while using the rhythm sticks to keep the beat.
7. Now that the students are familiar with the rhyme the TW say the rhyme and act it out. Then lead the students as repeat rhyme with the motions.
8. The students repeat the rhyme 2 more times with the motions.
9. The TW have the rhyme written on chart paper and lead students in finding the rhyming words using highlighter tape (stout, spout, shout, out); repeat the rhyme with different variations - by speeding up or slowing down.
10. The TW will display a teapot on chart paper and will select students to come and attach the label names to the teapot.
11. The TW ask students to draw a picture of what their teapot looks like and to label the parts copying the words from the list. Or have a teapot worksheet for students to color and label using the words from the list.
12. During the day as time allows (transitions, lining up, or bathroom) have the students recite the rhyme with beat or motions, and state the rhyming word (TW say stout student says one of the rhyming words - spout, shout, out).

Student Assessment/Reflections

Can the student recite the rhyme in a group or alone?

Can the student recite the rhyme fluently with a feel for the rhythm and rhyme?

Can the student state the rhyming words in the nursery rhyme?
Can the student match and label the rhyming words using a worksheet?
Can the student begin to generate rhyming words or nonsense words?

Extending the Activity

- Encourage the students to identify the initial consonant sounds and letters of familiar words, highlight with highlighter tape.
- Ask students to identify which letters are the same in each of the rhyming words. Highlight those letters with a different color or highlighter tape.
- Print simple rhymes on chart paper, leaving out the final rhyming word. Have children say the word to complete the rhyme.

Nursery Rhyme #2

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 cam tumbling after.

Objectives

The students will be able to (SWBAT) develop a feel for the rhythm of the rhyme as they recite, chant, and sing the nursery rhyme.

SWBAT recite the rhyme and act out the motions.

SWBAT name and identify a rhyming word from the chart.

Materials

a drawing /poster of “Jack and Jill”
chart paper with the rhyme written on it
highlighter tape in various colors
rhyming picture card set (a hill, a spill, a pill, a daffodil,...)
rhyming word card set (Jill, hill, pill, spill,...)_
dress-up /costumes clothes
nursery rhyme CDs
nursery rhyme tapes
nursery rhyme storybooks with CD/tapes (for listening center)
1 CD/tape player
2-4 headphones
craft sticks (2 per student)
glue
25 sheets of manila/oak tag paper
25 copies of Jack and Jill pictures

Procedure

1. The teacher will (TW) display a picture or a poster while reciting the rhyme. Have students point and identify Jack and Jill. Then ask students the question, What are Jack and Jill doing? (going up the hill)
2. The TW ask questions about the rhyme to develop vocabulary and list the vocabulary words.
 - What do you think **fetch** means? (getting something to bring back)
 - What are Jack and Jill going to fetch? (**pail** or bucket)
 - What did Jack bump? (his **crown**, another way to say head, have Students touch the crown of their head)
3. TW read the chart paper with the rhyme written on it and points to the words while reading them. Then have students chant or sing the rhyme as TW points to the words.
4. The TW say the rhyme while clapping a steady beat. Then the students repeat the rhyme 2 more times while clapping the beat.
5. The TW demonstrate saying the rhyme while keeping the beat with the
6. rhythm sticks. Then select 10 students to repeat the rhyme 2 more times while using the rhythm sticks to keep the beat while the other students clap hands or pat legs.
7. The TW demonstrate acting out the nursery rhyme then ask students to act out the rhyme using varied ways in which the students chant or sing (example – begin softly get louder, have individual student say/sing the next line). Repeat this process 2 more times with the students.
8. The TW states “Jill went up the hill”, then tells the students that we are going to look at pictures that rhyme, these words end the same as Jill and hill. TW use the pictures from the picture card set to introduce and explain what the picture and word mean (select pictures that will be suitable for your particular classroom).
9. The TW say we are going to play the game “I am thinking of ...” continue in the following format: (spill, bill, fill, gill, hill, ill, pill)
 - “I am thinking of a word that rhymes with Jill. It’s a kind of medicine” (pill).
 - “I am thinking of a word that rhymes with Jill. It’s what happens when you tip over the milk” (spill).
 - “I am thinking of a word that rhymes with Jill. It is a part of a fish” (gill).

“I am thinking of a word that rhymes with Jill. It is another word for feeling sick” (ill).

“I am thinking of a word that rhymes with Jill. It is what you ride your sled down” (hill).

“I am thinking of a word that rhymes with Jill. It’s the paper your parent gets after you go to the doctor/dentist” (bill) or “It another word for a duck’s mouth” (bill).

10. The TW have the class chant the rhyme then select two students to chant and act out Jack and Jill. TW demonstrate how to make the stick puppets then pass out the Jack and Jill pictures for the students to color, cut and glue (TW assist students who need help).
11. The TW ask the class to recite Jack and Jill while using their stick puppets several times. Then the TW form 3 groups of students: chant, act out and use stick puppets, rotate the students in the groups to repeat the rhyme several more times.
12. During the day as time allows (transitions, lining up, or bathroom) have the students recite the rhyme with the beat or motions and play “I am thinking of...

Student Assessment/Reflections

Can the student recite the rhyme in a group or alone?

Can the student recite the rhyme fluently with a feel for the rhythm and rhyme?

Can the student identify the rhyming words in the nursery rhyme?

Can the student state the rhyming words for “I am thinking of ...?”

Extending the Activity

- Using the picture card set the students will guess the answers to riddles. Read a riddle and help the students decide which picture best answers the riddle. Read the riddle again and let the students fill in the missing word, by completing the rhyme by saying the name of the picture.
“When I am sick and feeling ill, my mom gives me a yellow...(picture pill).
- Encourage the students to identify the initial consonant sounds and letters of familiar words, highlight with highlighter tape.
- Ask students to identify which letters are the same in each of the rhyming words. Highlight those letters with a different color or highlighter tape.

Additional Unit Activities

Some other classroom activities include the following:

- Use a Word Wall with the letters of the alphabet and with room to add pictures of the nursery rhyme characters and their names. If a large space

- available add other key words such as, your own students' photographs and names, significant environmental print or labeled pictures.
- Make a Word Family Chart for each nursery rhyme so when the students generate other rhyming words they can be recorded on the chart. Highlight the chunks that make the words rhyme. Display the charts to help the students learn to read and write the words.
 - Make character riddles – “Who am I?” (I am the girl who went up the hill with Jack, who am I? – Jill)
 - Sequence the nursery rhymes using pictures cards.
 - Play Lotto or Memory where the students must match the rhyming pictures or the characters' name to the beginning sound.
 - Discuss what might happen next in the rhyme and have the students dictate additional verses. The students can draw the pictures to go with the new verses to make a class book.
 - Have the students create a mural for each nursery rhyme.
 - Do a scavenger Hunt where the students can find the answers to questions. The students can give oral responses, circle the picture on a prepared worksheet, or find the appropriate objects or pictures to answer the questions.
 - What did *Jack and Jill* go get? (a pail of water)
 - In *I'm A Little Teapot*, what should you do to me after you hear me shout? (tip me over and pour me out)
 - What did the dish do in *Hey Diddle Diddle*? (ran away with the spoon)
 - Have a Nursery Rhyme Party by preparing foods mentioned in the nursery rhymes for students to sample. Encourage students to dress up as their favorite character and to recite the nursery rhyme. Be sure to invite the parents to get involved (cooking, making costumes, contest, a program,...).

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Petty, Walter T. and Jensen, Julie M. *Developing Children's Language*. Boston: Allyn and Bacon, 1980.

Taylor, Jane and Michael Hague. *Twinkle, Twinkle, Little Star*. New York: Books of Wonder Morrow Junior Books; 1992.

Enjoy Jane Taylor's original poem in its entirety. Michael Hague brings the star to life with his exquisite illustrations.

Wright, Blanche Fisher. *The Real Mother Goose*. New York: Cartwheel Books/Scholastic Inc; 1916.

There is only one Real Mother Goose, a classic known as the definitive volume that has entertained millions of children. The sounds, rhythms, and stories these nursery rhymes contain foster a love of language and introduce children to literature.

TEACHER RESOURCES

Websites

www.dltk-kids.com/rhymes/index.htm

This site is DLTK's rhymes selection includes songs, crafts and links.

www.enchantedlearning.com/rhymes.html

This site is a rebus version of Mother Goose Rhymes, along with printouts to color and activities to accompany the rhymes.

www.enchantedlearning.com/rhymes/seq/

The Enchanted Learning site also contains nursery rhyme cards to sequence.

www.first-school.ws/theme/nurseryrhymes.htm

The First School site's nursery rhyme page that has coloring pages, music activities, lesson plans, and crafts for fun with nursery rhymes.

www.zelo.com/family/nursery/index.asp

This site is Zelo's compilation of nursery rhymes, a great reference.

Teacher Resource Books

Cobb, Jane and Lazicka, Magda. *I'm a Little Teapot: Presenting Preschool Storytime*. Vancouver, British Columbia: Black Sheep Press, 1996.

Is a selection of the best picture books, nursery rhymes fingerplays, songs, games, and simple craft ideas to use with preschool and primary children at storytime.

Schiller, Pam. *Creating Readers*. Beltsville, Maryland: Gryphon House, 2000.

Over 1000 games, activities, tongue twisters, fingerplays, songs, and stories to get children excited about reading.

Schiller, Pam and Moore, Thomas. *Do You Know the Muffin Man? An Essential Preschool Literacy Resource*. Beltsville, Maryland: Gryphone House, 2004.

Over 250 fun activities to accompany well-known rhymes, songs, and chants to lay the foundation for reading.

Schiller, Pam and Silberg, Jackie. *The Complete Book of Activities, Games, Stories, Props, Recipes, and Dances for Young Children*. Beltsville, Maryland: Gryphone House, 2003.

A collection of over 600 activities, games, stories, props recipes and dances to enhance a preschool curriculum, an essential addition to every classroom.

Warren, Jean and Tourtillotte, Barb. *Nursery Rhyme Theme-A-Saurus*. Torrance, California: Totline Publications, 1993.

A resource of expanded activities to extend the enjoyment of nursery rhymes.

CHILDREN RESOURCES

Books with CD

Little Sound Prints. *My First Mother Goose Hey Diddle Diddle Playtime Rhymes*.
Norwalk, Connecticut: Trudy Corporation, 2002.
This book has 18 rhymes with a CD.

Videos

Henson, Jim. *Mother Goose Stories*. The Jim Henson Company, 2004.
Join Mother Goose for 6 classic nursery tales, running time: 48 minutes.

Dr. Seuss. *Dr. Seuss Video Favorites*. New York: Children's Book of the
Month Club, 1957.
Includes 4 of Dr. Seuss favorite stories, running time: 40 minutes.

Books

Comer, Karen. *My Nursery Rhymes Collection*. Heatherton Victoria, Australia:
Hinkler Books Pty Ltd, 2006.
A collection of traditional Mother Goose rhymes.

Cook, Scott. *Mother Goose*. New York: An Apple Soup Book/An Imprint
of Alfred A. Knopf, 1994.
Favorite traditional Mother Goose rhymes.

Crews, Nina. *The Neighborhood Mother Goose*. New York: Greenwillow
Books, 2004.
Celebrating over 40 rhymes and verses illustrated with contemporary photos that
capture the joy of childhood.

DePaola, Tomie. *Tomie dePaola's Mother Goose*. New York:
G. P. Putnam's Sons, 1985.
Classic versions of the Mother Goose rhymes collected by Peter and Iona Opie
and illustrated by Tomie dePaola.

Hale, Sarah Josepha and McMillan, Bruce. *Mary Had a Little Lamb*.
New York: Scholastic Inc; 1990.

Photo-illustrator Bruce McMillan has brought Mary and her lamb home to New England with his unique and colorful interpretation of this classic verse.

Hillman, Priscilla. *A Merry-Mouse Book of Nursery Rhymes*. Garden City,
New York: Doubleday and Company, Inc; 1981.

A colorful picture book of appealing and popular of the Mother Goose rhymes, illustrated with lovable Merry-Mouse characters.

Hudson, Cheryl Willis, Brown, Ken, Corcoran, Mark and Johnson, Cathy. *Many Colors of Mother Goose*. East Orange, New Jersey: Just Us Books, 1997.

The illustrated rhymes in this collection are presented in a contemporary setting where children can see themselves reflected in a diverse, colorful and multi-faceted world. It captures the magic and fun of childhood.

Lamont, Priscilla. *Ring o' Roses Nursery Rhymes, Action rhymes and Lullabies*.
London: Frances Lincoln, 1998.

A collection of traditional rhymes with expressive illustrations.

Long, Sylvia. *Twinkle, Twinkle, Little Star*. San Francisco: Chronicle Books; 2001.

A traditional classic rhyme tenderly illustrated, is the perfect bedtime story.

Marzollo, Jean and Carson, Carol Devine. *The Rebus Treasury*. New York: Dial Books For Young Readers, 1986.

A collection of 41 favorite songs and rhymes in full-color rebuses. Perfect for beginning readers to enjoy or use as a read aloud.

Taylor, Jane and Michael Hague. *Twinkle, Twinkle, Little Star*. New York: Books of Wonder Morrow Junior Books; 1992.

Enjoy Jane Taylor's original poem in its entirety. Michael Hague brings the star to life with his exquisite illustrations.

Wright, Blanche Fisher. *The Real Mother Goose Picture Word Rhymes*.
Singapore: A Checkerboard Press/Macmillan, Inc; 1987.

In many of the favorite rhymes included in the book, certain words have been replaced with pictures, which makes it easier for a child to begin to read the rhymes.

Appendix-Content Standards:

Content Standards for the Pittsburgh Public Schools

Reading, Writing, Speaking and Listening

3. All students respond orally and in writing to information and ideas gained by reading narrative and informational texts and use the information and ideas to make decisions and solve problems.
4. All students write for a variety of purposes, including to narrate, to inform and persuade, in all subjects.
6. All students exchange information orally, including understanding and giving spoken instructions asking and answering questions appropriately, and promoting effective group communications.
8. All students compose and make oral presentations for each academic area of study that are designed to persuade, inform or describe.
9. All students communicate appropriately in all situations.