



## **Mother Goose on the Loose!!!**

### **Meeting Standards Across the Curriculum via Nursery Rhymes!**

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#### **Getting Started: Some book suggestions:**

***A Collection of Mother Goose Rhymes***  
***Each Peach Pear Plum***  
***One Sun – a book of terse verse***

#### **WHEN YOU...**

1. Start by reading some popular Mother Goose rhymes on a regular basis with the children...
2. Dress the part with your hat and shawl...
3. Keep Mother Goose style dress up clothes in the dress up corner for dramatic play...
4. Read ***Each Peach Pear Plum*** by Janet and Allan Ahlberg...
5. Read ***One Sun – A book of terse verse*** by Bruce McMillan...
6. Accentuate the rhyming words and encourage the children to guess the rhyme with your prompt...
7. Leave these books in your book area for the children to read independently...

#### **YOU MEET:**

- Literacy Standards Relating to:
  - Vocabulary Development
  - Comprehension
  - Literary Response and Analysis
  - Listening and Speaking
  - Oral Language
  - Written Language
- Theatre Standards (acting out a story, playing dress up)

# Jack Be Nimble!

*Jack be nimble  
Jack be quick  
Jack jump over the candlestick!*

## ACTIVITY #1

### WHEN YOU:

1. Read the poem out loud with the students
2. Encourage the children to JUMP when the line in the poem comes up
3. Bring in various sizes and shapes of CANDLES for investigation at group time and ask questions like:
  - a. "How long are the candles?"
  - b. "Which ones are the biggest?"
  - c. "Do you use candles at your house?" (don't forget to chart their responses!)
4. Have the children JUMP over the candles
5. Light one or two of the candles you brought in. Watch how they MELT. Ask, "How long will it take for them to melt?" Keep track of the time and document it
6. Have muffins for snack and put a birthday candle in each muffin
7. Have candles available for a prop with your play-dough toys

### YOU MEET...

- Dance/Movement Standards
  - Science Investigation Standards
  - Math (Measurement) Standards
  - Literacy Standards relating to:
    - Vocabulary Development
    - Comprehension
    - Oral Language
    - Written Language
    - Listening and Speaking
- 

## ACTIVITY #2

### WHEN YOU:

1. Read the poem aloud
2. Discuss what Jack jumped over
3. Have real candles available for the children to see and experience
4. Recite the poem together and JUMP on cue
5. Substitute the names of the children and play: JONATHON be nimble, JONATHON be quick! JONATHON jump over the candlestick
6. Do crayon melting art

## **YOU MEET...**

- Literacy Standards relating to:
  - Vocabulary Development
  - Comprehension
  - Listening and Speaking
- Dance/Movement Standards
- Visual Art Standards
- Science Standards relating to:
  - Physical Science
  - Investigation and Experimentation

# One, Two Buckle My Shoe!

***One, Two Buckle My Shoe  
Three, Four Shut the Door  
Five, Six, Pick up Sticks  
Seven, Eight, Lay them Straight  
Nine, Ten, a Big Fat Hen!***

## **WHEN YOU:**

1. Read the poem to the children
2. Act out the motions in a pantomime fashion
3. Go on a hunt in the classroom! How many SHOES can you find? How many DOORS are there? Are there any STICKS? What about a BIG FAT HEN? And then chart your findings on your paper...
4. Have the children sit in a circle and take off their shoes and make a big mixed up pile of shoes and then take turns coming up one at a time to find their shoes and make a match
5. Do shoe print painting

## **YOU MEET...**

- Vocabulary Development Standards
  - Listening and Speaking Standards
  - Theatre & Arts Standards
  - Math Standards Relating to:
    - Counting
    - Algebra and Functions
    - Statistics and Probability
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# Mary Mary Quite Contrary

***Mary Mary Quite Contrary  
How does your garden grow?  
With silver bells and cockle shells  
All lined up in a row...***

***(or) And pretty maids all in a row...***

## ACTIVITY #1

### WHEN YOU...

1. Bring in some FLOWERS for the children to see and touch
  - a. Maybe have the flower of the day!
2. Talk about the fact that plants and flowers need sunlight and water to grow and stay healthy,
3. Arrange for some PLANTS to be available in the classroom for the children to begin taking care of
4. Read ***The Carrot Seed*** by Ruth Krauss and/or ***The Enormous Potato*** retold by Aubrey Davis,
5. Go outside to locate the TALLEST plant. How about the SMALLEST one? How many different colors do you see in your yard?
6. Plant grass seeds in the small pots (or in your sensory tub!) Put the pots in a sunny place. Watch as the grass begins to grow! How long does it take? Keep track of the days on the calendar. Observe and discuss how TALL the grass gets. Measure it and document your findings.
7. Offer scissors to cut the grass. Maybe chart and graph how long it takes before the grass grows back.

### YOU MEET...

- Science Standards Relating to:
    - Life Sciences
    - Investigation and Experimentation
  - Math (Measurement) Standards
  - Literacy Standards relating to:
    - Vocabulary Development
    - Comprehension
    - Literary Response and Analysis
    - Listening and Speaking
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## ACTIVITY #2

### WHEN YOU...

1. Send a note home asking each child to bring in one fresh flower to make a communal bouquet...
2. Recite the poem together while the children are holding their flowers from home...
3. Talk about flowers and plants and what they need in order to grow...
4. Tell the kind of flower they brought in. Record their responses on your flip chart...
5. Take a field trip to a local store's garden department, a community garden, a greenhouse, a nursery or to a flower shop to see the plants and flowers there...
6. Paint with your flowers! (you might find it best for you to provide the ones for painting) Carnations are very sturdy!
7. Notice if the plants and flowers on the trip are different or the same as the one in the poem, the ones everyone brought into class...
8. Make colored carnations by filling clear cups  $\frac{1}{2}$  way with colored water. In the morning, put the carnations in the colored water – by the afternoon you will see that the carnations are already turning colors! Wait until you see them tomorrow! Flower power science!

### YOU MEET...

- Literacy Standards relating to:
    - Vocabulary Development
    - Comprehension
    - Literary Response and Analysis
    - Listening and Speaking
    - Written and Oral Language Conventions
  - Science Investigation and Experimentation Standards
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# **Baa Baa Black Sheep**

***Baa Baa Black Sheep  
Have you any wool?  
Yes sir, yes sir, three bags full.  
One for my master and for one for my dame,  
and one for the little boy (girl) who lives down the lane.***

## **WHEN YOU...**

1. Locate some pictures of sheep (possibly photos of before and after shearing) and make them available for noticing...
2. Read the poem with the children...
3. Pass around a sweater, raw wool and/or knitting yarn and then discuss what WOOL is while facilitating a talk about where it comes from and how we get it...
4. Pass around the wool and yarn you brought in and talk about how it feels and smells...
5. Use the materials and objects you have gathered, walk the children through the process of how we got the sweater (wool off the sheep, spin the wool into yarn, knit or weave the yarn into clothing or blankets)...
6. Arrange for a guest speaker to come and demonstrate a spinning wheel or loom, or perhaps someone has a relative who knits...
7. Go on a field trip and see sheep and recite the poem while looking at the sheep to assist in strengthening the connection between words and real objects...

## **YOU MEET...**

- Literacy Standards relating to:
    - Vocabulary Development
    - Listening and Speaking
  - Science Standards relating to:
    - Investigation and Experimentation
    - Physical Science
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# Rock A Bye Baby

***Rock A Bye Baby  
on the tree top,  
when the wind blows  
the cradle will rock.  
When the bough breaks  
the cradle will fall,  
and down will come baby  
cradle and all.***

## WHEN YOU...

1. Write a note home explaining you will be investigating the Rock A Bye Baby lullaby as part of your unit on nursery rhymes. Request that each child bring a baby doll or soft sleeping teddy bear or other stuffed animal to assist in the exploration of the poem...
2. Recite the lullaby together and then discuss the following: What is a lullaby? (A song that is calming and helps little babies fall asleep.) This is a song to sing slowly. Sing it fast... how does it change the feeling? Would a baby fall asleep to that?...
3. Notice the rhyming words. What else rhymes with TOP? What else rhymes with FALL?...
4. Allow the children to show and tell their doll/soft animals. Does their baby have a name? Write the child's name in one column on your flip chart and their doll's name on the other. Draw a line connecting the child's name to the baby doll's name....
5. CLAP out the syllables of the child's name and the baby doll's name too...
6. Have dolls in the dress up corner...
7. Have a washing babies activity in a sensory tub...
8. Record any conversations and language you hear as the children are working together to wash the babies...

## YOU MEET...

- Literacy Standards relating to:
  - Listening and Speaking
  - Written and Oral Language Conventions
  - Vocabulary Development
  - Comprehension
- Theatre & Performance Standards
- Music Standards

## **Rub A Dub Dub**

***Rub A Dub Dub  
Three men in a tub  
And who do you think they be?  
A butcher, a baker, a candlestick maker...***

...\_\_\_\_\_!

### **WHEN YOU...**

1. Locate a big box that will hold three children...
2. Read the poem to the children...
3. Initiate a dialogue about WHO is a butcher? WHAT do they do? How about a baker? A candlestick maker?
4. Have three children at a time sit in the box and pretend it's the tub. Rub a Dub Dub! Three kids in the tub! Insert the children's names and say the poem aloud. Repeat until each child gets a turn to be in the tub...
5. Put hats of various occupations and community helpers in the dramatic play center...
6. Are there some community helpers who can come in for this one?
7. Maybe go on a field trip!

### **YOU MEET...**

- Literacy Standards relating to:
    - Listening and Speaking
    - Written and Oral Language Conventions
    - Vocabulary Development
    - Comprehension
    - Literary Response and Analysis
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# Humpty Dumpty

***Humpty Dumpty  
Sat on the wall.***

***Humpty Dumpty had a great fall.  
All the kings horses and all the kings men  
Couldn't put humpty together again.***

## ACTIVITY #1

### WHEN YOU...

1. Read the poem to the children,
2. Build build up a “wall” with blocks and have children sit on the wall and act out Humpty’s fall as you recite the poem together...
3. Read ***Little Lumpty*** by Miko Imai...
4. Go outside and find a real wall on the yard and ask, “How TALL is the WALL?”...
5. Use language such as short/tall, longer/smaller, etc., to describe the WALL in relationship to other nearby objects...
6. Make colored egg shell collages to dry and display...

### YOU MEET...

- Literacy Standards relating to:
    - Listening and Speaking
    - Written and Oral Language Conventions
    - Vocabulary Development
    - Comprehension
    - Literary Response and Analysis
  - Visual Art Standards
  - Math Standards relating to:
    - Measurement and Geometry
    - Counting
  - Theatre & Performance Standards
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## ACTIVITY #2

### WHEN YOU...

1. Read the poem aloud with the children...
2. Talk about how Humpty Dumpty was an EGG...
3. Show the children various kinds of eggs you brought in for exploration and compare and contrast them...
4. Talk about which eggs you could eat and discuss how the eggs are the same and different at the same time...
5. Hard boil and color a few of the eggs in class together. Eat them for snack if the children like them...
6. Dance to Thomas Moore's song: "Humpty Dumpty!"
7. Read ***Emma's Eggs*** by Margriet Ruurs...

### YOU MEET...

Literacy Standards relating to:

- Vocabulary Development
- Comprehension
- Listening and Speaking

Music Standards

Dance Standards

Visual Art Standards

Science Standards relating to:

- Physical Science
  - Investigation and Experimentation
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## ACTIVITY #3

### WHEN YOU...

1. Read the poem together...
2. Use raw eggs for the following: Take your eggs and blocks and head outside. Build a wall with your blocks and place the eggs on top. Recite the poem again. When you get to "...had a great fall," push the eggs off the wall!
3. Talk about what happened and then do it again using hard-boiled eggs...
4. Read Dr. Suess' ***Green Eggs and Ham...***
5. Cook green eggs and have them for snack...
6. Recite the poem and clap your hands in rhythm to the rhyme...
7. Clap out all the syllables...
8. Compare and contrast cooked vs. raw eggs...
9. Put a raw egg in salt water and discuss what happened...
10. Put a hard-boiled egg in water and discuss what happened...

## **YOU MEET...**

- Literacy Standards relating to:
    - Vocabulary Development
    - Comprehension
    - Literary Response and Analysis
    - Listening and Speaking
  - Science Investigation and Experimentation Standards
-

# Hickory Dickory Dock

***Hickory dickory dock,  
the mouse ran up the clock.  
The clock struck one,  
the mouse ran down!  
Hickory dickory dock!***

## WHEN YOU...

1. Provide an assortment of clocks and watches for exploration...
2. Read the poem aloud with the children...
3. Read the poem and assist the children in CLAPPING on each of the rhyming words...
4. Go down the slide on your yard pretending to be the mouse! Go up and down many times! How many steps is it to get up to the top? Have the children pretend to be the mouse as they run up their “clock” (climb the steps to the slide) and come down (sliding down) - Hickory Dickory Dock!...
5. Do Balls Down the Slide Painting! While reciting the poem together, one of the children will head up the slide, when it is time for the “mouse to come down” dip the ball into some paint and roll it down the slide...

## YOU MEET...

- Literacy Standards Relating to:
    - Vocabulary Development
    - Listening and Speaking
  - Math Standards relating to:
    - Counting
    - Measurement and Geometry
  - Theatre & Performance Standards
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# Hey Diddle Diddle

***Hey Diddle Diddle  
The cat and the fiddle  
The cow jumped over the moon  
The little dog laughed to see such a sport (a sight)  
And the dish ran away with the spoon.***

## WHEN YOU...

1. Read the poem...
2. Provide props of the ITEMS mentioned in the poem. Take turns having the children jump over your crescent moon prop. Substitute their names in the poem and say, "Hey Diddle Diddle, The Cat And The Fiddle **DANIELLE** jumped over the moon!"...
3. Talk about the CHARACTERS in this poem...start with CAT and work your way through...
4. Ask if any children have a cat as a pet, document their responses on your flip chart...
5. Count how many children have cats...
6. Write down all of the cat's names...
7. Document and chart who else has a pet - What kind they have and all their names...
8. Keep moving through the list of characters in the poem (The COW is next) and facilitate an engaging discussion about COWS...
9. Read the story ***The Cow That Went Oink...***
10. Then DOGS... (etc.)
11. Have a guest come and play a FIDDLE for the children...
12. Dance and move freely to the fiddle/violin music...
13. Read the ***Goodnight Moon*** story...
14. Discuss the differences between DAY and NIGHT. What do we do during the DAY? What do we do at NIGHT? And chart the responses...
15. Ask parents to take children out one evening for a MOON WALK and draw what shape the moon was that night
16. Paint paper plates! After they dry, glue on a plastic spoon! Where will THEIR dish and spoon run off to? Write their responses on 3x5 cards and tape or glue them to the back of their paper plate...

## YOU MEET...

- Literacy Standards relating to:
  - Vocabulary Development
  - Comprehension
  - Literary Response and Analysis
  - Listening and Speaking

- Math Standards relating to:
    - Algebra and Functions
    - Measurement and Geometry
  - Music Standards
  - Theatre & Performance Standards
  - Dance/Movement Standards
  - Visual Art Standards
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# 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 came tumbling after.*

## WHEN YOU...

1. Read the poem aloud with the children...
2. March around the carpet while you say it out loud a second time...
3. Go outside and have water carrying relays...
4. Roll around on the grass and pretend you are Jack falling down the hill...
5. Freeze some colored water in ice cube trays. Paint with the colored ice cubes!
6. Have rolling races, three legged races and play tag out on the lawn...
7. Play in the Water Table...
8. Freeze water in interesting shaped containers. After they are frozen put them in the water table so that there are many shapes floating around. Color the water with blue food coloring...
9. Provide scoops, gutter, buckets and other interesting loose parts to extend the water play...

## YOU MEET...

- Listening and Speaking Standards
- Dance Standards
- Visual Art Standards
- Measurement and Geometry Standards
- Physical Science Standards

# Little Miss Muffet

***Little Miss Muffet  
Sat on a tuffet  
Eating her curds and whey.  
Along came a spider  
who sat down beside her  
And frightened miss muffet away!***

## **WHEN YOU...**

1. Read the poem aloud with the children..
2. Have the children use their IMAGINATION and use pretend bowls and spoons as they are acting out the poem with you...
3. Take turns with someone being Miss Muffet and someone being the spider to “frighten her away!”...
4. Explore emotions by thinking about how Miss Muffet felt when the spider sat by her...
5. Act out emotions and make faces that match... Miss Muffet was SURPRISED because the spider SCARED her! See if the children can make their own SURPRISED faces! Can they make a SAD face? ANGRY face? FRIGHTENED face? HAPPY face? SLEEPY face?...
6. Do straw blowing art by drip dropping about 10 drops of watery paint onto the children’s papers. Give each child a straw and tell them to blow the paint drops.
7. Springboard into a discussion about SPIDERS!
  - a. Eentsee weensie spider went UP the water spout....
  - b. The GREAT big papa spider...

## **YOU MEET...**

- Literacy Standards relating to:
  - Vocabulary Development
  - Comprehension
  - Literary Response and Analysis
  - Listening and Speaking
- Theatre & Performance Standards
- Science Standards relating to Investigation and Experimentation