



Mother Goose is on the Loose!!! Nursery Rhymes... *not just for circle time anymore!*

**Shared with you by Lisa Murphy the ooey gooey lady®
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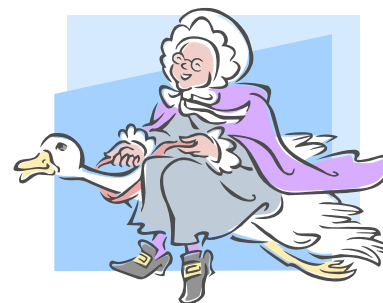
First off:

1. We can't assume the children know them!
2. I can't assume YOU know them!

How do you get started?

Start by reading nursery rhymes at circle time:

- Books
- Finger plays
- Flannel boards
- Hand clapping games
- Songs and chants



Most of the rhymes are very easy to act out. And the role of fantasy play in the lives of young children is an important part of their development. (For more on this topic I refer you to both Bruno Bettelheim and Vivian Paley).

Once children get familiar with the rhymes then begin linking the activities to them – ease them in slowly. The activities are not meaningful unless children understand the context. Remember you might need to start with simple books that rhyme and then move into the traditional classic nursery rhymes. This is also true with the “spoofs” and silly variations of nursery rhymes. They aren't funny if they don't have the original context.

Goal of this workshop:

This workshop will take you through a few of the popular, traditional classic nursery rhymes and provide you with activity ideas that will SPRINGBOARD the nursery rhymes out of the circle time area and into the other areas of your classroom!

For more on the historical context of Mother Goose and the rhymes:

<http://eclipse.rutgers.edu/goose/>

<http://www.messybeast.com/nursery.htm>

<http://www.english.uwaterloo.ca/courses/engl208c/esharris.htm>

<http://www.rhymes.org.uk/>

Other Resources:

Humpty Who? by Jennifer Griffin

Heavy Words Lightly Thrown: The Reason Behind The Rhyme by Chris Roberts



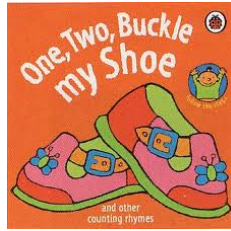
***Jack be nimble
Jack be quick
Jack jump over
The candlestick!***

Suggested topics that can be extracted from Jack Be Nimble:

Jumping
Melting
Candles

Ideas and activities to extend the rhyme beyond the carpet:

1. JUMP when the rhyme tells you too
2. Substitute the names of the children and then act out the rhyme: *Katie be nimble, Katie be quick! Katie jump over the candlestick*
3. Explore candles, chart responses:
 - a. "How long are the candles?"
 - b. "Which ones are the biggest?"
 - c. "Do you use candles at your house?"
 - d. "When? Why?"
4. An exploration of candles could springboard into birthdays, Shabbat, holidays in general. Be ready.
5. Place candles on the carpet...JUMP over them.
6. Light one or two of the candles you brought in. Estimate or guess how long it will take them for them to melt. Keep track of the time and document it.
7. Do crayon melting art
8. Have muffins for snack and put a birthday candle in each muffin
9. Celebrate everyone's UN-birthday party
10. Have candles available for a prop with your play-dough toys



***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!***

Suggested topics that can be extracted from Buckle My Shoe:

Buckles
Counting
Shoes
Doors
Sticks

Ideas and activities to extend the rhyme beyond the carpet:

1. Act out the motions in a pantomime fashion
2. 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.
3. Repeat the activity above but do it at HOME and get parents involved.
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
6. Locate BUCKLES on the children's shoes, jackets, belts, etc. How many did you find?
7. Intentionally put items with buckles in the dress up center
8. Play "pick up sticks"



***There was crooked man,
Who walked a crooked mile,
He found a crooked sixpence
Besides a crooked stile;
He bought a crooked cat,
Which caught a crooked mouse
And they all lived together
In a little crooked house***

Suggested topics that can be extracted from Crooked Man:

Crooked
Walking
Cats
Money
House/home
Mice

Ideas and activities to extend the rhyme beyond the carpet:

1. Make a crooked tape line for the children to walk on. Encourage them to walk forward, backward, sideways, hop on it, etc. Be creative.
2. Build a stable structure in the block area, then build a “crooked” one.
3. Can you find a sixpence? Might this exploration lead into an investigation of money?
4. Make “money” by cutting up rectangles of green paper.
5. An exploration of money can springboard to many areas, again, be ready!
6. Do you have a flannel board set of a cat? Put it together so it looks “crooked.”



***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...

Suggested topics that can be extracted from Mary Mary:

Gardens
Plants
Flowers
Growing

Ideas and activities to extend the rhyme beyond the carpet:

1. Bring in some FLOWERS for the children to see and touch
2. Start a garden or plant some flowers
3. Talk about what plants and flowers need to grow and stay healthy
4. Put plants in the dress up center
5. Read books about gardening, planting, flowers, etc.
6. Do you have plants in the yard? If so, locate the TALLEST plant, the SMALLEST plant. Notice how many different colors do you see in your yard?
7. Grow some grass in your sensory tub or in egg cartons. How long does it take? Keep track of the days on the calendar. Measure how TALL the grass gets. Use scissors to cut the grass.
8. Have everyone bring in 1 flower to make a communal bouquet. Make a list of the kinds of flowers the children brought in.
9. 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.
10. Paint with carnations or another sturdy flower...
11. Do flower power science and color some carnations: fill a clear cup $\frac{1}{2}$ 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! (you can do the same thing with celery!)



***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.***

Suggested topics that can be extracted from Baa Baa Black Sheep:

Sheep
Wool
Shearing

Ideas and activities to extend the rhyme beyond the carpet:

1. Find some pictures (or books) of sheep – preferably both before and after shearing and make them available for observing and discussing.
2. Talk about shearing... is it like getting a haircut?
3. Have yarn for cutting.
4. Have a sweater, raw wool and/or knitting yarn available for tactile explorations.
5. Facilitate a discussion about what WOOL is and how we get it.
6. Pass around the wool and yarn you brought in and talk about how it feels and smells.
7. Do you know someone who knits? Bring them in for a live demonstration.
8. Arrange for a guest speaker to come and demonstrate a spinning wheel, drop spindle or a loom.
9. Is it possible to go on a field trip and see real sheep? Or can you partner with a local petting zoo to bring animals to your class?
10. How about a class project for dyeing?
11. Have raw wool and cotton side by side for comparing and contrasting.
12. Stuff pillowcases with various random items... how much stuff is needed before the bags are full? Try dress up clothes, rolled up newspaper, tennis balls, etc.



***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.***

Suggested topics that can be extracted from Rock a Bye Baby:

Babies
Lullaby
Singing

Ideas and activities to extend the rhyme beyond the carpet:

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 baby doll" activity in a sensory tub.
8. Record any conversations and language you hear as the children are working together to wash the babies.
9. An exploration of baby dolls might organically turn into an exploration of babies, siblings and the families of the children in your class; be ready to extend your exploration if necessary.



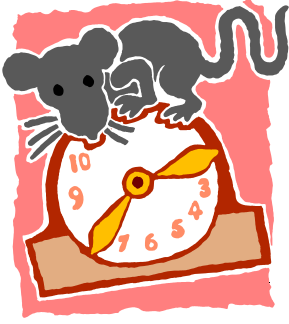
***Rub A Dub Dub
Three men in a tub
And who do you think they be?
A butcher, a baker, a candlestick
maker...
Turn them out! Knaves, all three.***

Suggested topics that can be extracted from Rub a Dub Dub:

Community helpers
Cooking
Baking
Making candles

Ideas and activities to extend the rhyme beyond the carpet:

1. Locate a big box that will hold three children
2. Initiate a discussion about WHO is a butcher? WHAT do they do? How about a baker? A candlestick maker?
3. 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. Gently dump the box so the kids fall out when you say "turn them out!" Repeat until each child gets a turn to be in the tub.
4. Put hats of various occupations and community helpers in the dramatic play center
5. Do you know a real butcher, baker, or candlestick maker who can visit the class? Might you be able to schedule a field trip?
6. Plan a cooking activity that uses meat or bread to pretend to be a butcher or baker.
7. You can make candles using candle making kits from craft stores.



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

Suggested topics that can be extracted from Hickory Dickory Dock:

Mice
Clocks
Up and down (opposites)

Ideas and activities to extend the rhyme beyond the carpet:

1. Provide an assortment of clocks and watches for exploration.
2. Do you have a wind up clock that chimes on the hour?
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. Sing “My grandfather’s clock”

*my grandfather's clock was too tall for the shelf
so it stood 90 years on the floor.
it was taller by half, than the old man himself
but it weighed, not a penny weighed more.
It was bought on the morn of the day that he was born
It was always his treasure and pride
But it stopped, short
Never to go again when the old man died.
90 years without slumbering
Tick tock tick
But it stopped short never to go again
When the old man died.*

6. 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.
7. Might the directions of “up” and “down” lead into an exploration of opposites?
8. Bring in materials for children to explore *ramps and roads...* going UP and coming DOWN.



***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.***

Suggested topics that can be extracted from Hey Diddle Diddle:

Cats
Fiddles
Cows
Dogs
Laughing
Dishes
Spoons

Ideas and activities to extend the rhyme beyond the carpet:

1. This is a silly nonsense poem. Focus on that.
2. Make a flannel board set to go with this rhyme. It assists in the visual understanding of the words.
3. Assist the children in acting out this rhyme.
4. Chart and graph responses to the following questions:
 - a. Who has a pet?
 - b. What kind? How many dogs and cats?
 - c. What are the pets' names?
 - d. Can any of the pets come and visit?
 - e. Who has seen a cow? Where? Read *The Cow That Went Oink* by Bernard Most.
5. Do you know someone who can come in and play a FIDDLE for the children? Have some dancing to the lively music. If you can't find a live musician to play, get some fiddle/violin music at the library to share.
6. Read *Goodnight Moon* by Margaret Wise Brown
7. Discuss the differences between DAY and NIGHT. What do we do during the DAY? What do we do at NIGHT? And chart the responses...Chart the children's responses.
8. Invite families to take their children out one evening for a MOON WALK.
9. Draw a picture and tell a story about their moon walk adventure.
10. Paint paper plates! After they dry, glue on a plastic spoon! Ask children, "Where is your dish and spoon going to run off to?" Write their responses on 3x5 cards and tape or glue them to the back of their paper plate.
11. This silly poem made the dog laugh, what makes you laugh? Chart responses.



***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!***

Suggested topics that can be extracted from Little Miss Muffet:

Curds/whey
Spiders
Emotions/feelings

Ideas and activities to extend the rhyme beyond the carpet:

1. Have the children use pretend bowls and spoons as they act out the poem and take turns being Miss Muffet and the spider to “frighten her away!”
2. Explore emotions by thinking about how Miss Muffet felt when the spider sat by her.
3. 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?
4. 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.
5. Springboard into a discussion about SPIDERS!
6. Sing the *itsy bitsy spider* song.
7. Read *Anansai the Spider* by Gerald McDermott and *The Spider and the Fly* by Tony DiTerlizzi
8. Make the “curds and whey” (plastic milk) science project out of Lisa Murphy’s *Ooey Gooley Tooley* activity book.



***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.***

Suggested topics that can be extracted from Jack and Jill:

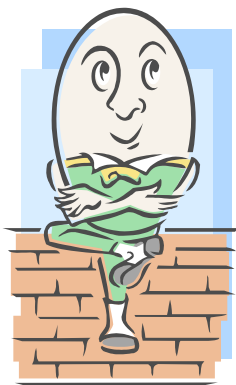
Water (wet, ice, freezing, solid, melt, evaporation)

Tumbling

Rolling

Ideas and activities to extend the rhyme beyond the carpet:

1. This is an especially easy one to act out and it also provides a logical springboard to spending time exploring the various properties of water.
2. Go outside and have water-bucket carrying relays.
3. Roll around on the grass and pretend you are Jack falling down the hill.
4. Freeze colored water in ice cube trays & paint with the colored ice cubes!
5. Have rolling races, three legged races and play tag out on the lawn.
6. Do tumbles (forward rolling) on the grass, carpet or a soft surface.
7. Have water and ice in the sensory tub.
8. Have blocks of ice and rock salt for science investigations.
9. Freeze water in interesting shaped containers and freeze water balloons too! 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.
10. Provide scoops, gutter, buckets & other interesting loose parts to extend the water play.
11. Paint with water on the yard.
12. After a rainstorm draw a chalk ring around a puddle. Watch the changes to size and shape as it evaporates.



***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.***

Suggested topics that can be extracted from Humpty Dumpty:

Eggs
Falling
Puzzles
Walls
Measuring

Ideas and activities to extend the rhyme beyond the carpet:

1. 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.
2. Talk about not being able to put him back together. He was like a puzzle. Do you have puzzles in the classroom that the children *can* put back together?
3. Read *Little Lumpty* by Miko Imai.
4. Is there a WALL close by that you can walk to and go check out?
5. If so, plan some wall investigations: “How TALL is the WALL?” Use descriptive language such as short/tall, longer/smaller, etc., to describe the WALL in relationship to other nearby objects... and to the children!
6. Have each child stand against the wall and measure how tall they are.
7. Discuss how Humpty Dumpty was an EGG.
8. Bring in eggs for exploration. There are many science projects you can do using both raw and hardboiled eggs: rubber egg experiment, stacking eggs, sinking and floating eggs, etc. For more, refer to *Fizzle Bubble Pop and WOW: Simple science for young children*, by Lisa Murphy.
9. Hard boil and color a few of the eggs in class together. Compare and contrast cooked vs. raw eggs.
10. Dance to Thomas Moore’s song: “Humpty Dumpty!”
11. Read *Emma’s Eggs* by Margriet Ruurs.
12. 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!
13. Talk about what happened and then do it again using hard-boiled eggs.
14. Read Dr. Suess’ *Green Eggs and Ham* and then have green eggs for snack (remember that you will use blue food coloring to make the eggs turn green!)



Lisa Murphy Contact Information and Helpful Web Links

Ooey Gooley®
A silly name....
A serious message!

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REMEMBER YOU CAN FOLLOW LISA AND OOEY GOOEY INC. ON:



*I saw a man pursuing the horizon;
Round and round they sped.
I was disturbed at this;
I accosted the man.
"It is futile," I said,
"You can never - -"

"You lie," he cried,
And ran on.*

-Stephen Crane