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Introduction

Each unit in this book includes some or all of the following activities:

- reproducible little books
- creative writing
- sequencing
- word matching
- art projects
- phonics activities

Presenting the Units

1. **Introduce the unit.** Activities that involve creative thinking skills are best, eg. brainstorming, associating the new story with past experiences and making predictions.
2. **Present the poem or story** using flannel board, magnetic board, chart or Big Book activities. Make sentence strips for each poem and use them in a pocket chart.
3. **Repeat the literature each day**, varying the method to maintain interest.
4. **Make a classroom book** for the children to read. Copy the text of the story or poem using the patterns from this book, children’s drawings or enlarged little book pages.
5. **Copy the little books**, one for each child. Make a tape of the story or poem to use in a listening centre.
6. **Use cloze sentences** (missing word) from the story to emphasize meaning and use of context clues.
7. **Make word rings.** Use index cards, book rings and a hole punch. Copy the selected word onto a card, punch a hole near the corner, and put the card onto the book ring.

Using the Patterns

Traditional Felt Figures

Trace the patterns onto felt squares and cut them out. Attach pieces to each other using fabric glue. Word cards to match the figures can be made from rectangles of heavy nonwoven smooth fabric interfacing. These will adhere easily to flannel boards. Then print the word with a fine point permanent marker. Use the felt figures and words to act out stories on the flannel board.

Quick Color-and-Cut Figures

Copy, color and cut out the flannel board patterns in this book. Many copiers will copy on heavy stock. Laminate. Glue squares of felt to the back for flannel board use. Attach magnetic strips (available from craft shops) for use on magnetic boards.

Fabric Interfacing Flannel Board Figures

Put heavy nonwoven interfacing over the patterns and trace with a permanent marker. Color with crayons. These can be ironed if they become wrinkled.

Puppets and Paper Dolls

Children color, cut out and glue patterns to icy-pole sticks for their own stick puppets. For a teacher set, copy the patterns onto heavy paper and laminate before taping to icy-pole sticks. Place a set of the laminated, colored figures (without icy-pole sticks) in a paper doll centre for children's use. Children can make new clothes and accessories for the figures.

Display Boards

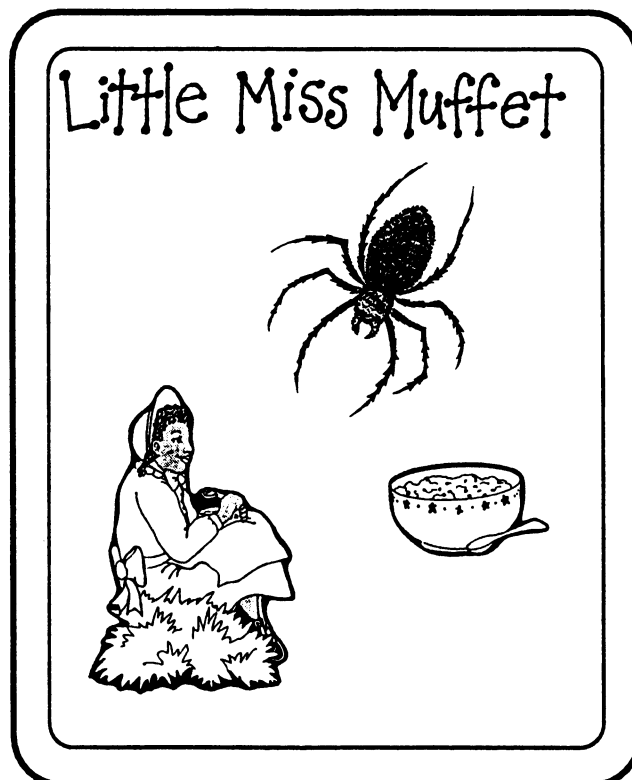
Enlarge the patterns to make related bulletin boards using an opaque projector or photocopier.

To Make a Big Book

Make a Big Book to present the story, or for children to read in centres. Copy the text of the story or poem, writing a few lines on each page. Draw pictures of the story or poem on each page. As an alternative, photocopy and enlarge patterns from this book; cut, color and glue patterns to the pages.

To Assemble Little Books

Have copies of the Little Book pages made for each child. Cut along the dotted lines and staple completed books. Little books can be used at school and at home.



Sample Lessons for “Humpty Dumpty”

Getting Ready

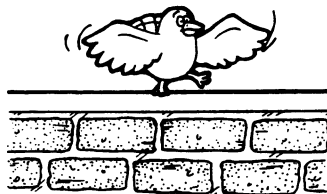
Make a chart of “Humpty Dumpty” to display. See Little Book (pages 12-14) for text. Use patterns (pages 6 and 7) to decorate. Make sets of Humpty Dumpty flannel board figures; prepare sets of word cards with the words: Humpty; Dumpty; fall; wall; horses; men; egg; a; king; king’s; sat. Make a set of felt or construction paper letters for matching beginning letters to words. Provide nursery rhyme cassette tapes for listening centres and blocks for wall building in the block centre.

Activities

- **Before reading** “Humpty Dumpty” ask the following questions: Does anyone know who this is? Is he real or make-believe? Where do real eggs come from? What usually happens to them?
- **Introduce** the nursery rhyme.
- **Draw a Humpty Dumpty egg.** Distribute copies of page 11.
- **Practise sequencing** by making copies of each page of the Little Book. (Be sure to delete page numbers first.) Glue them onto felt (for flannel board) or back with magnetic strips (for magnetic board). Have students practise putting the pages in order.
- **Reread “Humpty Dumpty”** using a large chart or a big book. Ask students: Who fell? Off what did he fall? What was he doing there? What happened to Humpty Dumpty?
- **Dramatize** “Humpty Dumpty”. A stuffed Humpty Dumpty doll can easily be made by cutting two pieces of fabric in large egg shapes, stuffing with cottonwool and sewing around the sides. Children on brooms or stick horses can be the king’s men.
- **Introduce beginning sound ‘h’.** Place the Humpty and horse flannel board figures on the overhead. Display and discuss pictures of words that begin with ‘h’. Brainstorm other ‘h’ words. Review beginning sounds.
- **Follow up** by reading *Are You My Mother?* by P. D. Eastman (Random, 1960). Remind children that Humpty Dumpty was shaped like an egg. In this related literature, a baby bird tries to find its mother. After reading the book, make up a poem about the day Humpty the Bird hatched. Record it on a chart and illustrate.

Example:

*The Humpty Bird
Sat on a wall.
He flew away,
And did not fall.*



- **Reread “Humpty Dumpty”.** Ask students to recite the rhyme together and try to match some of the words to those in the word bank, on word cards, etc.
- **Do egg maths** using felt eggs for counting, adding, subtracting and matching numerals to sets of eggs. Make up word problems about numbers of eggs that have or have not hatched.

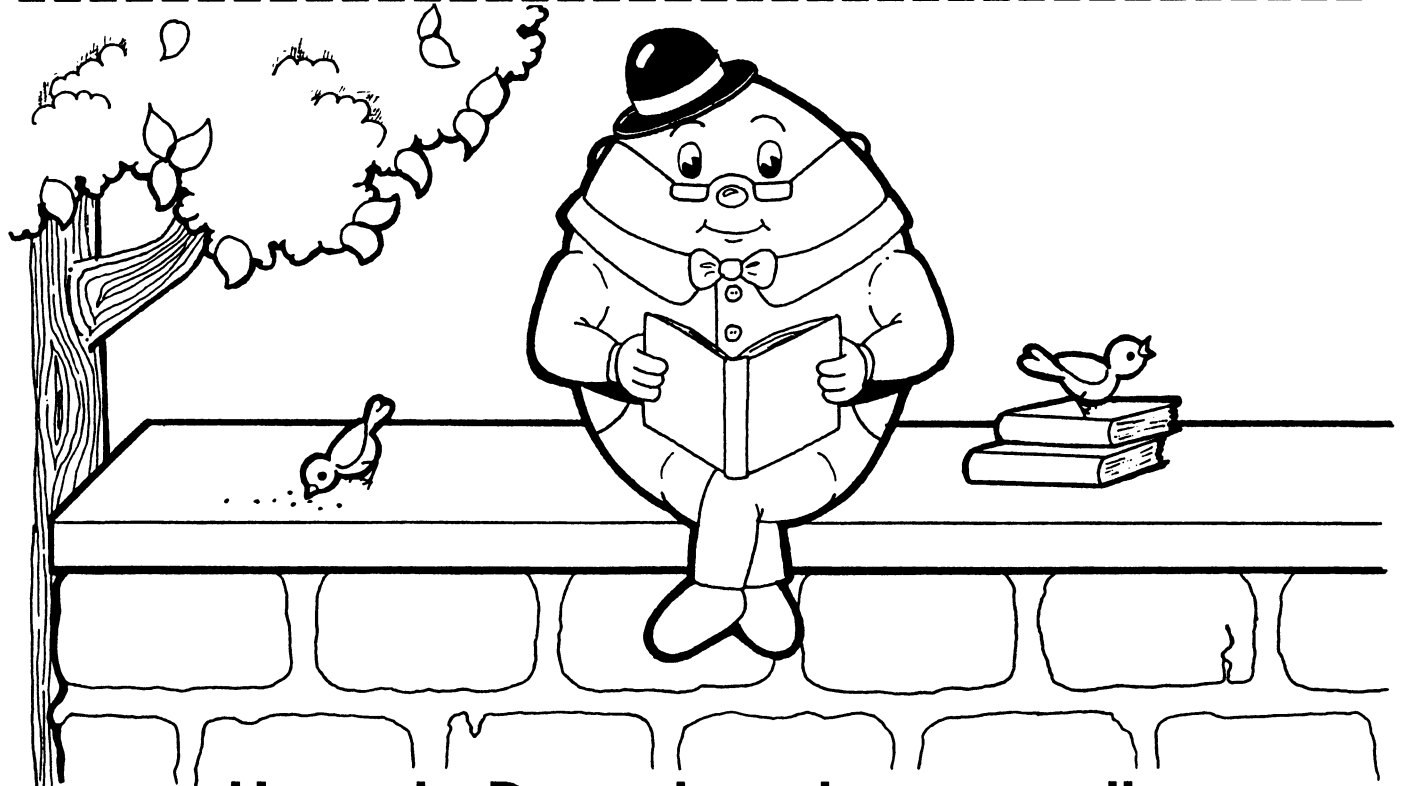
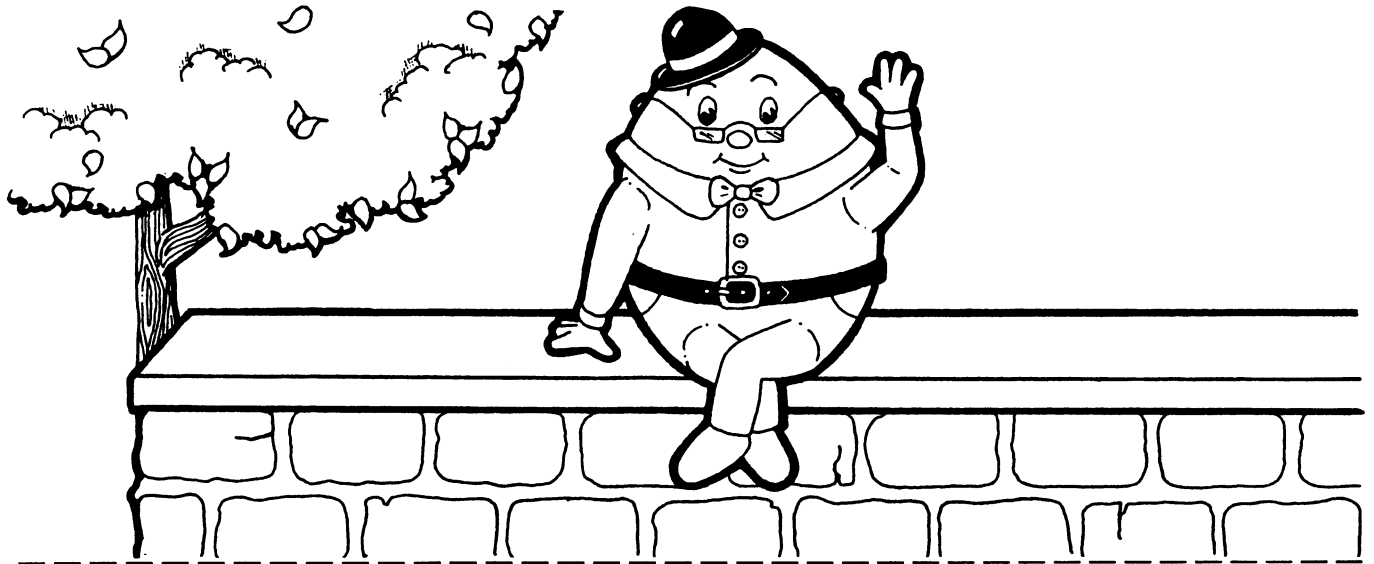
- **Match words.** Ask students to match words to flannel board figures, match to word cards or read sentence strips and match them to figures or poem scenes.
- **Prepare the Little Book** on pages 12-14. This may be done ahead of time or students may assemble them in class. Have children try to match some of the word cards with the text of the Little Book. Students can color in their booklets.
- **Reread “Humpty Dumpty”** with students following along in their Little Books.
- **Introduce the Phonics Activity** on page 10 as a clothes peg game.
- **Make word rings.** Use some of the cards from the word card lesson. Work with a small group of students while others play in centres. Read the poem again and ask the children which words they would like to learn to read. Punch a hole in each card and place on an individual word ring for each child. Add more words on following days. Students keep word rings in their desks to practise reading and writing.
- **Learn about eggs.** Remind children that Humpty Dumpty was shaped like an egg. (Introduce the term “oval”.) Ask what kinds of animals lay eggs? Then read *Chickens Aren’t the Only Ones* by Ruth Heller (Putnam, 1981). Display and label pictures of some of the animals mentioned in the story.
- **Discover what is inside an egg.** Discuss the parts of the egg. Notice how it feels, smells and looks.
- **Reread “Humpty Dumpty”** using lines from the poem written on overhead transparencies. Cover a word in a sentence (cloze) and ask students to identify the missing word.
Or, make sentence strips for each line of the poem and use them in a pocket chart. Create poems with the class using the first two lines only and changing the ending. For example: *Humpty Dumpty sat on a rock; Humpty Dumpty lost his red sock.* These could be displayed and illustrated or made into a Big Book.
- **Write “If I Were Humpty” stories** using student ideas. Have the class bring in photographs of themselves and attach them to the egg patterns (page 11). Write their stories on the back of the pattern.
- **Match pictures to words.** Copy several sets of Egg Match-ups from pages 8-9 onto heavy paper. Cut around the egg shapes and along the lines, separating the words from the pictures. Place sets into manila envelopes for use at the reading centre.
- **Put puzzles “together again”.** Discuss why it would have been difficult to put Humpty back together again. Have several age-appropriate puzzles available for students to use at a centre.
- **Read *Horton Hatches the Egg*** by Dr. Zeuss (Random, 1940). Discuss the following: How was Horton faithful? What do the words, “He meant what he said and he said what he meant,” tell you? Can elephants lay eggs? Is this a real or make believe story? (Compare it to *Chickens Aren’t the Only Ones*.)

Little Book

My Little Book of

“Humpty Dumpty”

Name _____



Humpty Dumpty sat on a wall,