

# Unit 2: Nursery Rhymes, Verse, and Poetry

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Course(s): **Children's And Adolescent Literature**  
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## **Title Section**

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## **Department of Curriculum and Instruction**



**Belleville Public Schools**

**Curriculum Guide**

**Children's and Adolescent Literature, Grades 11-12**

**Unit 2: Nursery Rhymes, Verse, and Poetry**

**Belleville Board of Education**

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## **Unit Overview**

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Throughout history parents and teachers have mused their children and students with nursery rhymes. We sing them, read them, do fingerplays, act them out and teach with them. What is definite about nursery rhymes is that they are a tried and true method of capturing inspiring young minds and engaging them with literacy. Short and sweet, they help children to learn language formation. They also contribute to a child's spatial development when used with music and movement.

## **Enduring Understanding**

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Reading is a process in which readers make meaning from predictable patterned text.

Reading is an active process; it is the key to knowledge and to understanding our world and ourselves.

Reading is a lifetime skill that enhances learning and enjoyment.

Effective readers use appropriate strategies as needed to construct meaning.

### **Essential Questions**

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How do children learn how to read at the beginning of their formative years?

How do children who are learning how to read learn societal norms?

### **Exit Skills**

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Students will be able to analyze various nursery rhymes, poetry, and verses.

Students will be able to see and explain how nursery rhymes, poetry and verses are related to each other.

Students will be able to see and explain how nursery rhymes, poetry and verses are essential to the development of young children.


### **New Jersey Student Learning Standards (NJSL-S)**

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### **Interdisciplinary Connections**

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## Learning Objectives

1.  Students will explore the literary devices (onomatopoeia, anaphora, rhyme/rhythm, etc.) of several nursery rhymes.
2. Using a given list of characters (animals, inanimate objects, etc.), setting, and a current issue (bullying, divorce, friends, etc.), students will create their own nursery rhyme using appropriate literary devices.
3. Using proper citation(s), claim(s) and evidence, students will write a short research paper on the history of a nursery rhyme, limerick, or poem and the cultural significance of the rhyme.

**Action Verbs:** Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

| Remember  | Understand    | Apply       | Analyze       | Evaluate  | Create      |
|-----------|---------------|-------------|---------------|-----------|-------------|
| Choose    | Classify      | Choose      | Categorize    | Appraise  | Combine     |
| Describe  | Defend        | Dramatize   | Classify      | Judge     | Compose     |
| Define    | Demonstrate   | Explain     | Compare       | Criticize | Construct   |
| Label     | Distinguish   | Generalize  | Differentiate | Defend    | Design      |
| List      | Explain       | Judge       | Distinguish   | Compare   | Develop     |
| Locate    | Express       | Organize    | Identify      | Assess    | Formulate   |
| Match     | Extend        | Paint       | Infer         | Conclude  | Hypothesize |
| Memorize  | Give Examples | Prepare     | Point out     | Contrast  | Invent      |
| Name      | Illustrate    | Produce     | Select        | Critique  | Make        |
| Omit      | Indicate      | Select      | Subdivide     | Determine | Originate   |
| Recite    | Interrelate   | Show        | Survey        | Grade     | Organize    |
| Select    | Interpret     | Sketch      | Arrange       | Justify   | Plan        |
| State     | Infer         | Solve       | Breakdown     | Measure   | Produce     |
| Count     | Match         | Use         | Combine       | Rank      | Role Play   |
| Draw      | Paraphrase    | Add         | Detect        | Rate      | Drive       |
| Outline   | Represent     | Calculate   | Diagram       | Support   | Devise      |
| Point     | Restate       | Change      | Discriminate  | Test      | Generate    |
| Quote     | Rewrite       | Classify    | Illustrate    |           | Integrate   |
| Recall    | Select        | Complete    | Outline       |           | Prescribe   |
| Recognize | Show          | Compute     | Point out     |           | Propose     |
| Repeat    | Summarize     | Discover    | Separate      |           | Reconstruct |
| Reproduce | Tell          | Divide      |               |           | Revise      |
|           | Translate     | Examine     |               |           | Rewrite     |
|           | Associate     | Graph       |               |           | Transform   |
|           | Compute       | Interpolate |               |           |             |
|           | Convert       | Manipulate  |               |           |             |
|           | Discuss       | Modify      |               |           |             |
|           | Estimate      | Operate     |               |           |             |
|           | Extrapolate   | Subtract    |               |           |             |
|           | Generalize    |             |               |           |             |
|           | Predict       |             |               |           |             |



### **Suggested Activities & Best Practices**

Students will receive a list of nursery rhymes and literary devices and will have to find examples of the literary devices in the nursery rhymes and explain the importance of it. This will show students that they were exposed to literary devices at a young age without knowing it and reinforce the terms.

Students will select a nursery rhyme and make a poster of the rhyme. Students will then develop a presentation of the history of the chosen rhyme and the rhyme memorized. This will get different learners (visual, auditory, kinesthetic, etc.) involved in the class and activity.

### **Assessment Evidence - Checking for Understanding (CFU)**

Nursery Rhyme Trivia (formative assessment)

Literary Devices in Rhyme (formative assessment)

Nursery Rhyme Poster Project (alternative assessment)

Class discussions on nursery rhymes and literary devices (formative assessment)

Graphic Organizers on nursery rhymes and literary devices (formative assessment)

Quizzes (summative assessment)

Other CFUs at the teacher's discretion

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share

- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

## **Primary Resources & Materials**

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List of Nursery Rhymes and Traditional Verses: <https://etc.usf.edu/lit2go/74/nursery-rhymes-and-traditional-poems/>

## **Ancillary Resources**

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A Children's Book of Verse by Eric Kincaid

## **Technology Infusion**

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Google Classroom

Google Website

Blogger

Google Docs

Google Slides

Screencastify

Other technology infusions are used at the teacher's discretion.





## **Alignment to 21st Century Skills & Technology**

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### 21st Century Skills & Technology:

- English Language Arts;
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

|                |  |
|----------------|--|
| CRP.K-12.CRP1  | Act as a responsible and contributing citizen and employee.  |
| CRP.K-12.CRP2  | Apply appropriate academic and technical skills.   |
| CRP.K-12.CRP4  | Communicate clearly and effectively and with reason.   |
| CRP.K-12.CRP6  | Demonstrate creativity and innovation.   |
| CRP.K-12.CRP7  | Employ valid and reliable research strategies.   |
| CRP.K-12.CRP8  | Utilize critical thinking to make sense of problems and persevere in solving them.   |
| CRP.K-12.CRP9  | Model integrity, ethical leadership and effective management.  |
| CRP.K-12.CRP11 | Use technology to enhance productivity.  |
| TECH.8.1.12    | Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. |
| TECH.8.1.12.B  | Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.   |

## **21st Century Skills/Interdisciplinary Themes**

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- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

## **21st Century Skills**

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- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

## **Differentiation**

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### Differentiations:

- Extra time to complete assignments
- Repeat directions in class and on teacher website
- Preview vocabulary and notes on teacher website

### Hi-Prep Differentiations:

- Leveled rubric (student made)
- Literature Circles/Socratic Seminar

### Lo-Prep Differentiations

- Flexible grouping/seating among classmates
- Think-Pair-Share Online Blog entries

## **Special Education Learning (IEP's & 504's)**

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- Provide modifications in workload and extended time as specified in the student's IEP/504 plan
  - Allow extra time for online blog submissions
  - Allow student to preview the material via teacher website
- Use of computer or electronic device during class to follow lesson, take notes, refer to HW for discussion
- Modeled techniques and speeches with discussions for student retention.

- printed copy of board work/notes provided
- additional time for skill mastery

- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

## **English Language Learning (ELL)**

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-Allow for shorter blog and homework responses

-Use of Youtube videos and Screencasts of lessons for student retention and clarification of material located on teacher's website.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing

- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

## **At Risk**

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-Reduce multiple choice options

-Provide a copy of the teacher's notes on the class website

-Screencast a lesson/discussion.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## **Talented and Gifted Learning (T&G)**

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- Create two blogs about the unit (before and after)
- Allow students to work at a faster pace by having material assessable two weeks prior.
- Allow students to make more than one required speech to practice techniques.
  
- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

## **Sample Lesson**

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Sample Lesson located in Unit 1.