

# Unit 4 Poetry Appreciation/Nursery Rhymes

Content Area: **Library/Media**  
Course(s): **Library/Media Gr. K**  
Time Period: **JanFeb**  
Length: **8 weeks - Kindergarten**  
Status: **Published**

## **Title Section**

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## **Department of Curriculum and Instruction**



**Belleville Public Schools**

**Curriculum Guide**

# LIBRARY MEDIA, KINDERGARTEN POETRY APPRECIATION/NURSERY RHYMES

**Belleville Board of Education**

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## **Unit Overview**

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Research shows that children who have memorized nursery rhymes become better readers, because they develop an early sensitivity to the sounds of language. Nursery Rhymes naturally help young children develop phonemic awareness skills, which are the necessary building blocks that children need explicit instruction in before they can begin to read. Kindergarten Unit 1-Poetry Appreciation/Nursery Rhymes uses classical nursery rhymes to teach a variety of curriculum objectives. The collection of nursery rhymes will involve activities like fingerplays and gross motor movement that will help the student understand word and letter recognition, basic math concepts, and phonemic awareness.

## **Enduring Understanding**

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### **Enduring understandings:**

- **Poetry and repetition of rhymes teach children the language development.**
- **Nursery rhymes preserve a culture that spans generations and participates in a long tradition.**
- **children really see the connection between movement, rhythm and words.**
- **Learning rhymes are fun to say and build confidence and social development through singing, dancing and performing.**
- **Rhymes are patterns that make easy recall and memorization.**
- **Poetry and rhymes tell a story with a beginning, a middle and an end.**
- **Cognitive development teaches children that events happen in sequence and how to understand stories.**
- **Physical development helps the mouth and tongue muscles while movement provides with coordination.**

### **Essential Questions**

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#### **Essential Questions are:**

- **What makes a poem great?**
- **How do I tell if the sounds are the same or different?**
- **How do I tell if words are the same or different?**
- **How do you identify beginning, middle and ending sounds in words?**
- **How do you map letters to sounds fluently?**
- **How do we incorporate story elements to gain a deeper level of understanding text and fluency of reading?**
- **How does activating prior knowledge to make connections to text affect fluency?**
- **What does fluent reading sound like?**
- **How do you transfer sounds to symbols, words, and express meaning in writing fluently?**
- **How can I identify syllables in words?**
- **How can I identify words in a sentence?**

## **Exit Skills**

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The Exit Skills for Kindergarten Unit 4-Poetry Appreciation/Nursery Rhymes the learner will be able to:

- Recite and repeat several nursery rhymes.
- Understand and demonstrate the sequence of the nursery rhyme through singing, dancing and performing.
- Exhibit fluency of nursery rhyme.
- Point out words the words that rhyme in the poem.

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

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New Jersey Student Learning Standards applicable to Unit 4 include:

LA.RF.K.1.B	Recognize that spoken words are represented in written language by specific sequences of letters.
LA.RF.K.2.A	Recognize and produce rhyming words.
LA.RF.K.2.E	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make

	new words.
LA.RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
LA.RL.K.10	Actively engage in group reading activities with purpose and understanding.
MA.K.CC.A.1	Count to 100 by ones and by tens.
SOC.6.1.4.D.12	Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
SOC.6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
VPA.1.1.2.A.CS1	Original choreography and improvisation of movement sequences begins with basic understanding of the elements of dance.
AAAA.K-12.1.1.9	Collaborate with others to broaden and deepen understanding.
AAAA.K-12.2.1.5	Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.
AAAA.K-12.4.1.1	Read, view, and listen for pleasure and personal growth.
AAAA.K-12.4.1.2	Read widely and fluently to make connections with self, the world, and previous reading.
AAAA.K-12.4.1.3	Respond to literature and creative expressions of ideas in various formats and genres.
AAAA.K-12.4.1.4	Seek information for personal learning in a variety of formats and genres.
AAAA.K-12.4.1.5	Connect ideas to own interests and previous knowledge and experience.
AAAA.K-12.4.1.6	Organize personal knowledge in a way that can be called upon easily.
K-LS1-1.LS1.C.1	All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow.

## Interdisciplinary Connections

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Interdisciplinary Connections used in Unit 1 include:

- Language Arts
- Mathematics
- Social Studies (American History)
- Science
- Visual and Performing Arts

## Learning Objectives

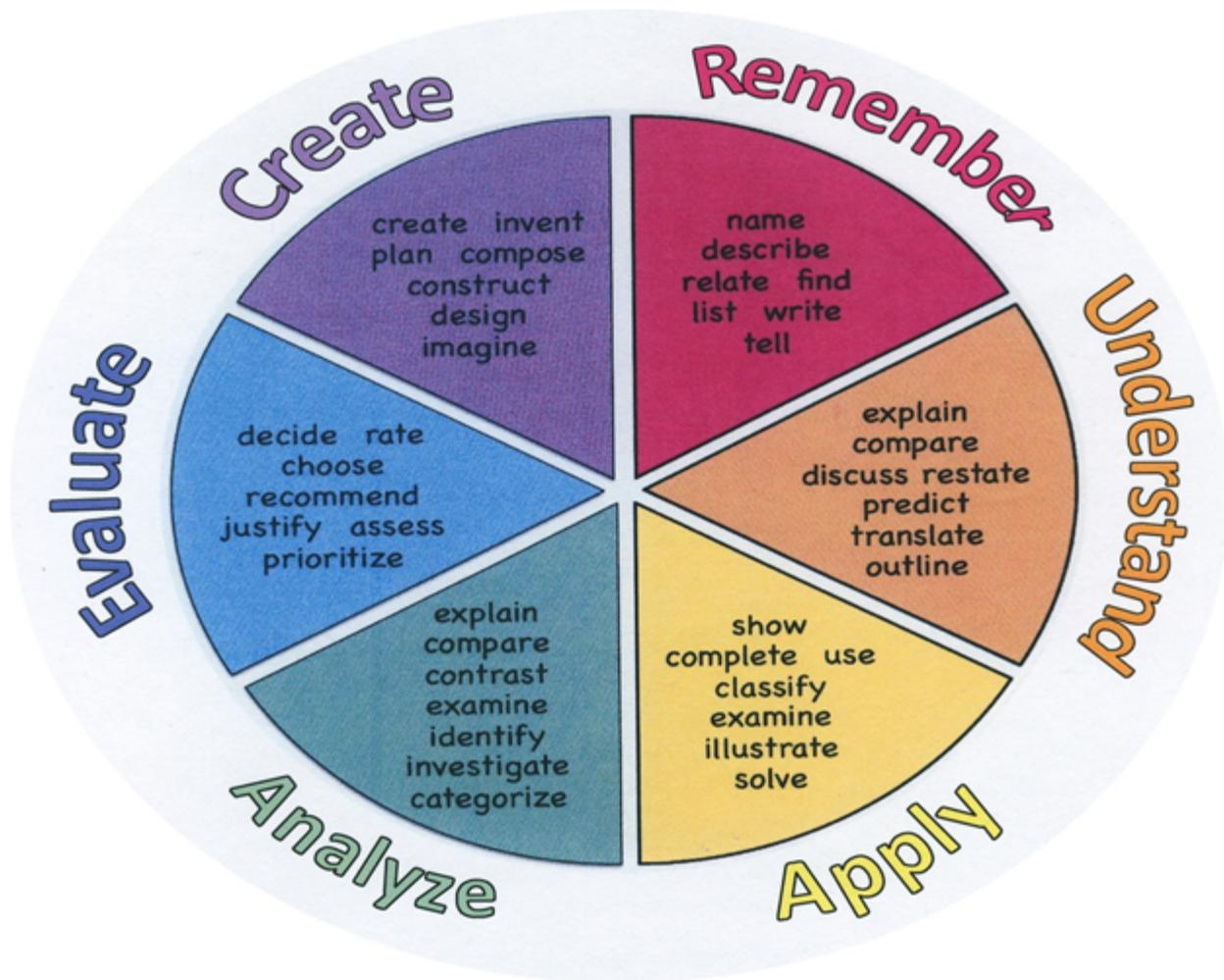
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Effective Learning Objectives Used in Lesson Planning:

- **Identify** rhyming words
- **Differentiate** an awareness of the genre of nursery rhymes.
- Recite, **roleplay**, and **dramatize** the poem through fingerplays.

- **Categorize** and **distinguish** the sequence of events in the nursery rhyme.

<b>Remember</b>	<b>Understand</b>	<b>Apply</b>	<b>Analyze</b>	<b>Evaluate</b>	<b>Create</b>
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

### Guidelines for Suggested Activities:

- Introduce a new nursery rhyme/show short video of Nursery Rhyme.
- Introduce students to a finger play if available.
- Students will listen and coral read the rhyme and try the finger play if available.
- Students will circle rhyming words
- Complete the Nursery Rhyme Activity
- Dr. Jean's Take Home Nursery Rhyme booklets
- Add Nursery Rhyme activity to the learner's *My Mother Goose Nursery Rhymes Book*

## **Evidence of Student Learning - Checking for Understanding (CFU)**

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Evidence of Student Learning with Checking for Understanding (CFU) techniques used during the lesson and/or for Closure (Madeline Hunter), will be chosen from the following list:

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist

- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

## **Primary Resources & Materials**

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District-provided Primary Resources & Materials and/or those outside it that are accessed with district resources include:

**The Complete Library Skills Grades K-2-McGraw-Hill Children's Publishing.**

**LiBEARy Skills (Kindergarten through Grade Three) T.S. Denison and Company, Inc.**

*Stretchy Library Lessons-Library Skills*

*Stretchy Library Lessons-Multicultural Activities*

*Stretchy Library Lessons-Research Skills*

**Mother Goose Rhyme Time: People**

**Mother Goose Rhyme Time: Animals**

**Mother Goose Rhyme Time: Night**

**Dr. Jean's Nursery Rhymes- Take Home Booklets**

**My Mother Goose Nursery Rhyme Book**

<http://www.learnnc.org/lp/editions/mothergooselessons>

Teacher Tube Nursery rhymes: <https://www.teachertube.com/>

- <http://www.teachertube.com/video/nursery-rhymes-69080> (Hey Diddle, Diddle-etc.)
- <http://www.teachertube.com/video/jack-and-jill-nursery-rhyme-hd-3d-animation-f-339559> (Jack and Jill 3-D)
- <http://www.teachertube.com/video/nursery-rhymes-part-1-200047> (Three Blind Mice,etc.)
- <http://www.teachertube.com/video/baa-baa-black-sheep-3d-nursery-rhyme-for-chil-339545> (Baa,Baa, Black Sheep 3D)

YouTube

Jack and Jill (Kids TV) <https://www.youtube.com/watch?v=7FKynAnIaOY> or (Little Baby Bum) <https://www.youtube.com/watch?v=XzhesUdAPNo>

Humpty Dumpty (disney toy review) <https://www.youtube.com/watch?v=VMsnu9bFvO8> (Little Baby

Bum) <https://www.youtube.com/watch?v=Q7PfTirfC4o>

Peter, Peter Pumpkin Eater (Mother Goose Club) [https://www.youtube.com/watch?v=\\_EUNOvXPhjM](https://www.youtube.com/watch?v=_EUNOvXPhjM)

Hickory Dickory Dock (Little Baby Bum) <https://www.youtube.com/watch?v=FHFOO4s3DTk> (Kids TV) <https://www.youtube.com/watch?v=ozm2wbIyA44>

There was an Old Woman Who Lived in a Shoe (Little Baby Bum) <https://www.youtube.com/watch?v=M3z5DeFOXgg> (Songs for Kids) <https://www.youtube.com/watch?v=oNuNHv4AIyQ>

Old King Cole (Little Baby Bum) <https://www.youtube.com/watch?v=h8BX6h-7a1c> (Kids TV) <https://www.youtube.com/watch?v=mzK0b4cm1KY>

Mary Had a Little Lamb (Little Baby Bum) <https://www.youtube.com/watch?v=TDPvr9jzIDI> (Kids TV) [https://www.youtube.com/watch?v=9NzuiVK\\_K3s](https://www.youtube.com/watch?v=9NzuiVK_K3s)

Little Boy Blue (Little Baby Bum) <https://www.youtube.com/watch?v=zxQ1fHlnB84> (Hoopla kids) <https://www.youtube.com/watch?v=vQLLtGM14mQ>

Little Miss Muffet(Kids TV) [https://www.youtube.com/watch?v=LL5qaZ\\_ASZE](https://www.youtube.com/watch?v=LL5qaZ_ASZE) (Little Baby Bum) [https://www.youtube.com/watch?v=4XoJ5CW\\_44s](https://www.youtube.com/watch?v=4XoJ5CW_44s) Mike and Mia <https://www.youtube.com/watch?v=3M7UWRGAfH4>

Little Bo Peep (Kids TV) <https://www.youtube.com/watch?v=tBTF4OXlz90> & <https://www.youtube.com/watch?v=fcT8XTneMUo> (Little Baby Bum) <https://www.youtube.com/watch?v=fYnFB0pE6w8>

## Ancillary Resources

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Ancillary Resources included in this Unit:

### YouTube

Little Jack Horner (Kids TV) <https://www.youtube.com/watch?v=s39xpy8HLt8> (Nursery Rhymes TV) <https://www.youtube.com/watch?v=Tr-nlrSQxcU>

BaBa Black Sheep (Kids TV) [https://www.youtube.com/watch?v=pCHxbjxIy\\_4](https://www.youtube.com/watch?v=pCHxbjxIy_4) (Mum Mum TV) [https://www.youtube.com/watch?v=GvuG0X0\\_QUU](https://www.youtube.com/watch?v=GvuG0X0_QUU)

Mary Mary Quite Contrary (Little Baby Bum) <https://www.youtube.com/watch?v=3kpN80NtZFs> (Kids Camp) [https://www.youtube.com/watch?v=ZJ\\_IRbG8Ffk](https://www.youtube.com/watch?v=ZJ_IRbG8Ffk)

Twinkle Twinkle Little Star Little Baby Bum <https://www.youtube.com/watch?v=fMMJ5IibHLw> (The Wiggles) <https://www.youtube.com/watch?v=aVaNsLZ5ugM>

## **Technology Infusion**

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**Technology Infusion and/or strategies that are integrated into this unit to enhance learning include:**

**Utilization of the Smart TV to view the following websites:**

**See list in Primary Resources & Materials and Ancillary Resources**

- Scholastic Bookflix- Music and Rhyme - <http://bkflix.grolier.com/>



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

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Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

## **21st Century Skills**

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**21st Century Skills** that will be incorporated into this unit will be chosen from the following:

- 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/Interdisciplinary Themes**

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**21st Century/Interdisciplinary Themes** that will be incorporated into this unit will be chosen from the following:

- Civic Literacy
- Environmental Literacy

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

## **Differentiation**

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**Differentiations** used in Unit 1 will be selected from the following:

### **Differentiations:**

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

### **Hi-Prep Differentiations:**

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics

- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

#### **Lo-Prep Differentiations**

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

## **Intervention Strategies**

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**Intervention Strategies used in Unit 1 will be chosen from the following:**

- 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

## **Special Education Learning**

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**Special Education Learning** adaptations that will be employed in Unit 1 will be chosen from the following:

- 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
- 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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**English Language Learning** adaptations that will be employed in Unit 1 will be chosen from the following:

- 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

## **Sample Lesson**

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Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: