Title: Reciting Nursery Rhymes

Subject Matter Emphasis and Level: Reading, Speaking, Listening, Viewing
Preschool/Kindergarten

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Brief Description of the Lesson/Unit: In this unit students will learn how to recite nursery rhymes using a variety of media. Students will view videos to assess themselves and classmates to improve their speaking skills. The students will use visual aides when presenting their nursery rhymes. The students will identify and use appropriate listening and speaking behaviors.

SD Content Standards
K.L.1.3 Students are able to identify appropriate listening behaviors.
K.L.2.2 Students are able to state what makes various audio or visual presentations appealing.
K.L.2.3 Students are able to use patterns and visual organizers to remember every day information.
K.S.1.1 Students are able to express experiences and ideas in an informational context (recite short poems, rhymes, songs, and stories with repeated patterns).
K.S.2.4 Students are able to use visual aides when presenting in front of a group.
K.R.1.1 Students are able to relate letters and sounds, and identify patterns in words and phrases.
K.R.1.3 Students are able to demonstrate knowledge of print structures found in books, signs, and other familiar uses of text.
Stage 1: Identify Desired Results

1. **What enduring understandings are desired?**
   Students will recognize the characteristic sounds and rhythms of language. Students will see how different voice levels, phrasing, and intonations are used for different situations. Students will apply appropriate speaking and listening behaviors for formal presentations. Students will be able to state what makes a visual or audio presentation appealing.

2. **What essential questions will guide this unit and focus teaching/learning?**
   What do I have to do to be a good speaker and listener? How will I memorize my nursery rhyme? How can I help my classmates to be better speakers and listeners? How can I make my presentation appealing?

3. **What key knowledge and skills will students acquire as a result of this unit?**
   Students will develop their oral language. Students will be able to identify and use appropriate listening and speaking behaviors. Students will be able to state what makes an audio or visual presentation appealing. Students will be practicing important literacy skills such as phrasing, rhyming words, and concepts of print. Students will use patterns and visual organizers to learn their nursery rhyme. Students will be able to express themselves by reciting the nursery rhymes. Students will learn how to use visual aids while presenting to a group. Students will apply their good speaking and listening skills in future presentations.

4. **What prior learning, interests, misconceptions, and conceptual difficulties might be brought to this unit?**
   Students will be given a choice as to which nursery rhyme that they want to memorize. Most children are familiar with nursery rhymes, but there may be some who are not. The short length of most nursery rhymes is ideal to assist young students in memorizing the poem. Longer poems can be used by students who need an added challenge.

   Some students may not be able to identify the rhyming patterns and may need some additional practice. Younger children may have trouble reciting because of speech difficulties. This may be the first time some students are required to stand in front of a class and recite specific and memorized words. Children may need additional speaking and listening opportunities. Some students will have difficulty memorizing. There may be cultural behaviors that affect some performances. Materials for costumes or props will be made available for those who may need them.
Stage 2: Determine Acceptable Evidence

1. What evidence will show that students understand?

   **Performance Tasks:**
   Students will recite their nursery rhyme using appropriate speaking skills. Students will use appropriate listening skills while their classmates are reciting nursery rhymes. Students will view videos and watch demonstrations of themselves and classmates and make suggestions on how they or their classmates can improve their recital.

   **Other Evidence:**
   - Quizzes, Tests, Prompts, Work Samples (summarized):
     Rubric completed by the teacher, parents, and students
   - Unprompted Evidence: (observations, dialogues, etc.)
     Observations
     Video comparison (baseline/final recital)
   - **Student Self-Assessment**
     Student will complete rubrics for speaking and listening.
     Students will view baseline video to see what they need to work on.
     Conversations with fellow peers

Stage 3: Plan Learning Experiences and Instruction

1. What sequence of teaching and learning experiences will equip students to develop and demonstrate the desired understandings?

   **Major Learning Activities:**
   1.) Teacher will dress-up and use props to recite a nursery rhyme to the class to get their attention.
   2.) Students will pick a nursery rhyme to memorize. Visit the Enchanted learning Site to get a rebus print of the nursery rhyme.
   3.) Teacher will record on video the student reciting the nursery rhyme to get a baseline. Students will view the baseline video to see what they need to do to improve their recital.
   4.) Explicitly teach appropriate listening and speaking behaviors. Students will get copies of the rubrics stating what they need to do to be good speakers and listeners. Rubrics will be sent home so students can practice with their parents. Teacher and other adults will model appropriate speaking and listening behaviors.
5.) Memorize the nursery rhyme. Teacher will write the rhyme on chart paper and on sentence strips for students to read regularly. Use the charted nursery rhymes to teach concepts such as one-to-one correspondence, rhyming words, sight words, capitalization, punctuation etc. Read nursery rhyme books during shared reading and during guided reading. Teacher will use repetitive choral speaking to help students memorize. Show students possible hand movements or actions to do with their nursery rhyme to help with memorization. Have students view a nursery rhyme video to see how others recite their rhymes. Have students practice saying their nursery rhyme while using a flannel board and flannel board pieces. The teacher will also have cassette tapes available at the listening center for students to listen to and mimic. Students will also listen to and sing along with musical nursery rhymes on CD’s and tapes. Students will practice in small groups with their classmates.

6.) Teacher will discuss and give students examples of what they could possibly use for props, costumes etc. Students will have a choice as to what they will use as far as props, costumes, pictures, etc. to make their recital more appealing. Students will make the props and then practice using them.

7.) Students will recite their nursery rhymes for classmates, other kindergarten classes and finally for family members. Teacher will video performances and students will compare the baseline video to their final performance to see how much they improved.

Materials & Resources (technology & print):
- Enchanted Learning Site (Rebus Print of Nursery Rhyme)
- Nursery Rhyme Charts and sentence strips
- Flannel board and flannel board pieces
- Nursery rhyme videos
- Cassette recordings of nursery rhymes
- Nursery rhyme books
- Camera and tapes for recording baseline and final performances
- Listening and speaking rubrics

Management:
A timeline will be set-up ahead of time. (Approximately 1 month for the project)
Teacher will let students work on visual aides/ props etc. during center time and art.
Teacher will have students practice their nursery rhyme in small groups during guided reading sessions or individually while the other students are doing seat work.
Students will be assigned one day per week to practice in front of the whole class.

Support Services and Special Teacher Notes:
The speech therapist, special education teacher and reading specialist will assist individual students with memorization and reciting of the nursery rhyme.

Extensions and Adaptation:
Students will use their knowledge of appropriate speaking and listening behaviors at home, school, and the community.

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**Stage 4: Plan Differentiation**

2. **What differentiated instruction strategies are being used in this lesson/unit?**

**Differentiated Process:** Verbal-Linguistic (Rhyme/Recital, discussions), Logical-Mathematical (charts/sentence strips) Bodily-Kinesthetic (hand movements/actions), Visual-Spatial (videos/pictures) Musical-Rhythmic (singing/musical performance/tapes) Interpersonal (Cooperative learning/giving feedback) Intrapersonal (self-reflection)

**Differentiated Content:** Nursery Rhyme books from [www.ReadingA-Z.com](http://www.ReadingA-Z.com)
Nursery Rhymes in Rebus Print from [www.enchantedlearning.com](http://www.enchantedlearning.com).

**Differentiated Product:** Students will make or plan what they will use for props, costumes, pictures etc. to enhance their nursery rhyme recital.