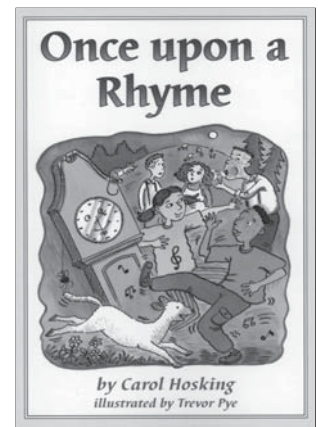


Once upon a Rhyme

by Carol Hosking

illustrated by Trevor Pye



Book Summary

Once upon a Rhyme tells us some of the fascinating stories behind familiar nursery rhymes. The book includes four rhymes from non-English traditions.

Features of the Book

- Familiar nursery rhymes
- Double-page illustrations
- Full text of nursery rhymes
- Explanations of the origins of nursery rhymes
- Rhymes from different cultures
- Interactive text that asks questions of the reader
- Poetic language, including imagery and rhyme
- Index

Purpose

Once upon a Rhyme can be used to introduce and reinforce the following skills:

- S** making, confirming, and revising predictions;
- S** discussing or writing about the ideas presented in the reading;
- S** using illustrations to gain and deepen meaning;
- S** exploring the use of poetic language;
- S** exploring the genre of nursery rhymes.

The Guided Reading Lesson

- S** Making, confirming, and revising predictions
- S** Discussing or writing about the ideas presented in the reading
- S** Using illustrations to gain and deepen meaning

Materials needed

- A copy of the text for each child and one for the teacher
- A dry-erase board or chart paper and markers
- A collection of nursery rhyme books
- Optional: a copy of the blackline master and a pencil for each child

Introducing the text

Read the children a nursery rhyme and ask if they are familiar with this kind of poem. Tell them it's a nursery rhyme.

- *What other nursery rhymes do you know?*
- *Why do you think they are called nursery rhymes?*
- *What do you think they mean?*
- *Many of you heard these rhymes from your parents or grandparents. Where do you think they learned them?*

Discuss the ways the children first heard nursery rhymes and establish the extent of their prior knowledge. Note that those who have little or no experience with nursery rhymes will need a lot more support when they are reading this book than those who have.

Show the children the cover of the book and ask if they can identify any nursery rhyme characters in the illustration. Read the blurb together.

Reading and discussing the text

This can be taken over two days. If your group can read the book with less support, adjust the lesson plan accordingly.

Day One

Write the words “nursery rhyme” on the board. Discuss the unusual spelling of “rhyme” and the meanings of both words.

Look at the contents page together and then turn to page 3.

- *What do you think this chapter heading means?*
- *Do you know the Pat-a-cake rhyme?*

Encourage the children who know the rhyme to demonstrate it to those who don't. Ask the children to read to the end of page 5.

- *Look at the picture on pages 6 and 7. What rhyme is this illustrating?*
- *Which part of the rhyme is the picture illustrating?*
- *What is the spider going to do next?*

Tell the children to read to the end of the chapter.

Point out the pattern of the next chapter: “The Rhyme” on page 8 and “The Reason” on page 10. Ask the children to read pages 8 and 9.

- *Can you think of a reason for this rhyme? What do you think it means?*

Read pages 10 and 11 and discuss the children's ideas. Tell the children to read to the end of chapter 5.

Day Two

Review the rhymes in the book so far.

- *Do you know any other nursery rhymes? Can you recite them?*
- *Did you know that many children around the world learn the same nursery rhymes?*
- *Do you know any nursery rhymes in other languages?*

List the children's responses on the board.

Read through the rhyme on page 24 together, providing assistance with the Spanish pronunciation or drawing on the knowledge of the children in the group.

Look at the illustrations on pages 26 and 27 together. When the children have anticipated what the rhyme may be about, ask them to read it to confirm or revise their predictions. Do the same with the rest of the chapter, using the pictures to predict the content before the children read the words. Ask the group to share what they have learned from this book.

Revisiting the Text

The activities below can be used immediately after the guided reading lesson or during later reading sessions as mini-lessons or individual activities.

S Discussing or writing about the ideas presented in the reading

Ask the children to look through other books of nursery rhymes and to think about the possible meanings behind the rhymes. Tell them to choose one rhyme each and to write a reason for the rhyme. The children can then illustrate and share their work.

This activity could be extended by suggesting that the children research the history and meanings of nursery rhymes, using reference books or the Internet.

S Exploring the use of poetic language

Ask the children to look through the book and to find examples of rhyming words within the nursery rhymes, such as “man” and “can” on page 3. List them on the board.

- *Do all nursery rhymes rhyme? Why/why not?*
- *Do all poems rhyme?*

Point out some of the other features of poetry that can be found in this book, for example, the use of rhythm in “Pat-a-cake” and “Incey Wincey Spider.”

S Exploring the genre of nursery rhymes

Discuss the rhymes that the children have read.

- *How many of you knew all the rhymes in chapters one to five?*
- *Do you think everyone knows these rhymes?*
- *What other nursery rhymes do people know?*

If there are children in the class who can share knowledge of rhymes from other cultures, ask them (with parental help if necessary) to make a book of rhymes that the class can learn.

B The children can conduct a survey to see how familiar these rhymes are by completing the blackline master on page 76.