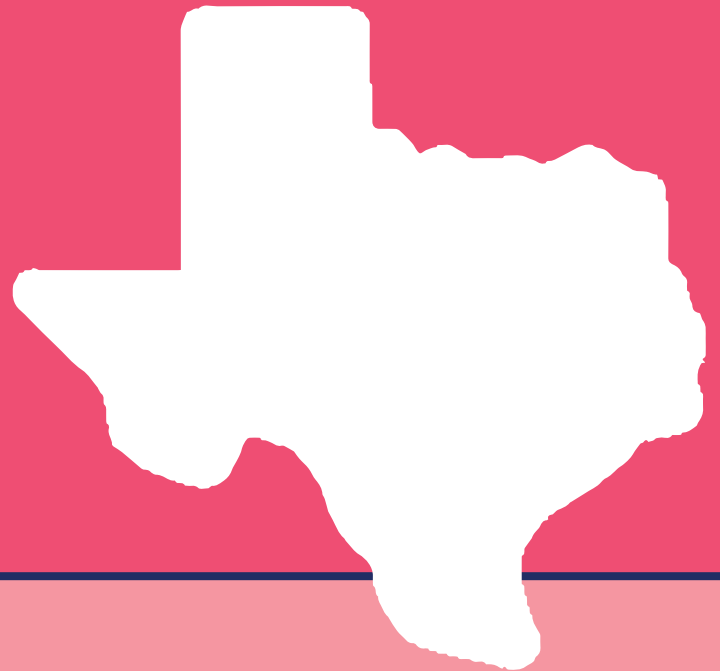




**Bluebonnet  
Learning**  
K-5 Reading Language Arts

ENGLISH

# NURSERY RHYMES AND FABLES



**KINDERGARTEN UNIT 1 | ACTIVITY BOOK**

EDITION 1

Kindergarten

Unit 1

# **Nursery Rhymes and Fables**

## **Activity Book**

Acknowledgement:

Thank you to all the Texas educators and stakeholders who supported the review process and provided feedback. These materials are the result of the work of numerous individuals, and we are deeply grateful for their contributions.

**Notice:** These learning resources have been built for Texas students, aligned to the Texas Essential Knowledge and Skills, and are made available pursuant to Chapter 31, Subchapter B-1 of the Texas Education Code.

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

1.1

Take-Home

Unit 1

## Dear Family Member,

Your child will be reading some popular nursery rhymes at school over the next several days. Listening to nursery rhymes and then saying them will help your child develop an awareness of language that will enable them to become a better reader and writer. Your child will listen to and discuss many nursery rhymes, including:

- “Rain, Rain, Go Away”
- “It’s Raining, It’s Pouring”
- “Jack Be Nimble”
- “Little Jack Horner”
- “Jack and Jill”
- “Little Miss Muffet”
- “This Little Pig Went to Market”
- “One, Two, Buckle My Shoe”

I have included a copy of some of the nursery rhymes your child will hear. Below are some suggestions for activities that you may do at home so your child can continue enjoying the nursery rhymes and to help remember them.

### 1. Reciting Nursery Rhymes

Say or sing the nursery rhyme with your child or take turns saying the lines of the rhyme. Think of ways to act out the rhyme or use gestures while saying it.

### 2. Nursery Rhyme Characters and Events

Talk with your child about the characters and events in the nursery rhymes. Ask questions using the vocabulary of the rhyme such as, “What frightened Miss Muffet?” Also, make personal connections to the rhymes with questions such as, “Do you remember the time that we wanted the rain to go away so we could go to the park?”

### 3. Illustrating Nursery Rhymes

Have your child draw or paint a picture of one of the nursery rhymes and then tell you about their picture. Again, ask questions to keep your child talking about the nursery rhyme.

#### **4. Rhyming Words in Nursery Rhymes**

Most nursery rhymes have rhyming words. Say a line or two from the nursery rhymes your child has learned about, and ask your child to identify the rhyming words. Next, say the first line from the rhyme but when you get to the second rhyming word, allow your child to say it. Finally, ask your child if they can think of other words that rhyme with the ones identified in the nursery rhyme.

#### **5. Read Aloud Each Day**

It is very important that you read to your child every day. You may want to find books featuring nursery rhymes at the library. You may also want to look for nonfiction books about topics—such as spiders or stars—mentioned in the nursery rhymes to share with your child.

#### **6. Sayings and Phrases: It's Raining Cats and Dogs**

Your child will also learn the well-known saying “It’s raining cats and dogs.” The next time there is a downpour, will you or your child be the first one to say, “It’s raining cats and dogs?”

Be sure to let your child know how much you enjoy hearing what they have learned at school.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

1.1  
CONTINUED

Take-Home

Unit 1

### **Roses Are Red**

Roses are red,  
Violets are blue,  
Sugar is sweet,  
And so are you.

### **Ring Around the Rosie**

Ring around the rosie,  
A pocket full of posies;  
Ashes, ashes,  
We all fall down.

### **Rain, Rain, Go Away**

Rain, rain, go away,  
Come again some other day.  
Little Johnny wants to play,  
Rain, rain, go away.

### **Jack Be Nimble**

Jack be nimble,  
Jack be quick,  
Jack jump over  
The candlestick.

### **Little Jack Horner**

Little Jack Horner  
Sat in a corner,  
Eating his Christmas pie;  
He put in his thumb,  
And pulled out a plum,  
And said, "What a good boy am I!"

### **Jack and Jill**

Jack and Jill went up the hill  
To fetch a pail of water;  
Jack fell down and broke his crown,  
And Jill came tumbling after.

### **Little Miss Muffet**

Little Miss Muffet  
Sat on a tuffet,  
Eating her curds and whey;  
Along came a spider,  
Who sat down beside her  
And frightened Miss Muffet away.

### **This Little Pig Went to Market**

This little pig went to market,  
This little pig stayed home;  
This little pig had roast beef,  
This little pig had none,  
And this little pig cried,  
“Wee-wee-wee,” all the way home.

### **One, Two, Buckle My Shoe**

One, two,  
Buckle my shoe;  
Three, four,  
Shut the door;  
Five, six,  
Pick up sticks;  
Seven, eight,  
Lay them straight;  
Nine, ten,  
A big fat hen.

### **Star Light, Star Bright**

Star light, star bright,  
First star I see tonight,  
I wish I may, I wish I might,  
Have the wish I wish tonight.

### **Twinkle, Twinkle, Little Star**

*by Jane Taylor*

Twinkle, twinkle, little star,  
How I wonder what you are.  
Up above the world so high,  
Like a diamond in the sky.  
Twinkle, twinkle, little star,  
How I wonder what you are!

### **Hickory, Dickory, Dock**

Hickory, dickory, dock,  
The mouse ran up the clock.  
The clock struck one,  
The mouse ran down,  
Hickory, dickory, dock.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

1.1  
CONTINUED

Take-Home

Unit 1

### Little Bo Peep

Little Bo Peep has lost her sheep,  
And can't tell where to find them;  
Leave them alone, and they'll come home,  
Wagging their tails behind them.

### Little Boy Blue

Little Boy Blue,  
Come blow your horn,  
The sheep's in the meadow,  
The cow's in the corn;  
But where is the boy  
Who looks after the sheep?  
He's under a haystack,  
Fast asleep.

### Humpty Dumpty

Humpty Dumpty  
sat on a wall,  
Humpty Dumpty had  
a great fall.  
All the king's horses,  
And all the king's men,  
Couldn't put Humpty  
together again.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

2.1

Activity Page

Unit 1

## Recording Sheet for Recitation of Nursery Rhymes Assessment

**Note:** You will want to find a time for each student to choose one or more nursery rhymes to recite for you or the class. Use this recording sheet to document this assessment.

Student's Name \_\_\_\_\_

Date \_\_\_\_\_

Title of Nursery Rhyme \_\_\_\_\_

### Scoring:

10 Recited entire nursery rhyme correctly

5 Recited some lines of the nursery rhyme correctly

1 Was not able to recite any lines of the nursery rhyme correctly

Comments \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

9.1

Take-Home

Unit 1

**Dear Family Member,**

I hope that you and your child have been having fun with nursery rhymes at home. At school, your child has become familiar with these additional rhymes:

- “Star Light, Star Bright”
- “Twinkle, Twinkle, Little Star”
- “Hickory, Dickory, Dock”
- “Little Bo Peep”
- “Little Boy Blue”
- “Humpty Dumpty”

Continue to use the activities that were suggested in the previous family letter for discussing, illustrating, and reciting the nursery rhymes.

Today, your child listened to the well-known fable “The Lion and the Mouse,” and learned that fables are short stories that teach a lesson, which is also called the moral of the story. The students will also become familiar with the fables “The Dog and His Reflection” and “The Hare and the Tortoise.” They will learn that many fables have animal characters that act like people.

Below are some suggestions for activities that you may do at home for your child to continue enjoying the fables heard at school.

### **1. Characters and Events in Fables**

Talk with your child about the characters and events in the fables. Make personal connections to the fables with questions such as, “Has a little friend ever been a great friend to you?”

### **2. Illustrating Fables**

Have your child draw or paint a picture of one of the fables and then tell you about it. Ask questions to keep your child talking about the fable. Consider creating a three-part picture that shows the beginning, middle, and end of the fable.

### 3. Different Versions of Fables

Tell or read your child different versions of a fable. Compare the similarities and differences.

### 4. Words to Use

Below is a list of some of the words your child will be using and learning. Try to use these words as they come up in everyday speech with your child.

- *wish*—I like to wish upon a star when it is nighttime.
- *wagging*—Our dogs are wagging their tails because they are happy to see us.
- *reflection*—I can see my reflection in the mirror.

### 5. Read Aloud Each Day

It is very important that you read to your child every day. Be sure to talk about the moral of each fable and how the moral might apply to you and your child.

Remember to let your child know how much you enjoy hearing what they have learned at school.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

10.1

Activity Page

Unit 1

Directions: These three pictures show events from "The Dog and His Reflection." Cut out the three pictures. Think about what is happening in each one. Put the pictures in order to show the beginning, middle, and end of the fable. Glue them in the correct order on a piece of paper.





NAME: \_\_\_\_\_

UA.1

Assessment

DATE: \_\_\_\_\_

Unit 1

1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



Directions: Listen to your teacher's instructions.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

UA.2

Assessment

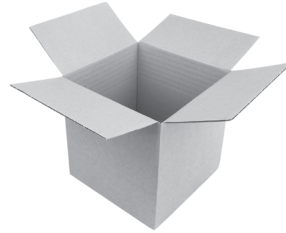
Unit 1

Directions: Circle the picture that answers the question about the nursery rhyme or fable.

1.



2.



3.



4.



5.



6.



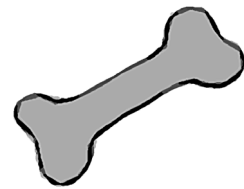
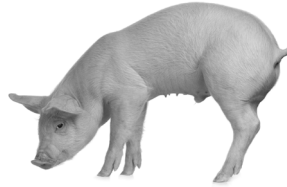
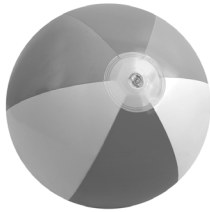
7.



8.



9.



10.



NAME: \_\_\_\_\_

UA.3

Assessment

DATE: \_\_\_\_\_

Unit 1

1.



2.



3.



4.



5.



6.



7.



8.



Directions: Listen to your teacher's instructions.



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