



MOTHER GOOSE TEACHER'S MANUAL

The *Mother Goose* Teacher's Manual has been developed to assist in the presentation of Common Core State Standards in an engaging and meaningful way to help children use, apply, and master the skills to be successful.

On pages 2–3, the *Mother Goose* Teacher's Manual provides a correlation of the Common Core State Standards skills that are introduced, practiced, and reviewed in the manual activities.

On page 4 of the manual, the lessons present activities that can be used with each and every page of the book. The Learning Activities begin with Reading exercises to introduce the page, practice the skills, and review the concepts presented. Following the Reading exercises are Speaking/Listening skills and Language skills that present ways to help children practice these key items. After each activity, the Common Core State Standards are listed to identify the skill focus for that section.

On page 5 of the manual, Vocabulary and Writing Activities are presented. After each activity, the Common Core State Standards are listed to assist the teacher in the skill focus for each section. The Vocabulary section integrates academic and domain-specific words that are presented in the activities. The Writing sections engage children in the three key styles of writing found in the Common Core State Standards: Narrative, Informative/Explanatory, and Opinion.



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MOTHER GOOSE TEACHER'S MANUAL LESSONS

CCSS

Common Core State Standards

<p>Reading Literature or Informational Text</p>	<p>RL.1.1 Ask and answer questions about key details in a text.</p> <p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>RL.1.6 Identify who is telling the story at various points in a text.</p> <p>RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>RL.2.1 Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
<p>Foundational Skills</p>	<p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.1.4, RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>
<p>Writing</p>	<p>W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>

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Speaking and Listening	<p>SL.1.1, SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade 1 (grade 2) topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL.1.6 Produce complete sentences when appropriate to task and situation.</p> <p>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>
Language	<p>L.1.1, L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.1.4, L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 (grade 2) reading and content</i>, choosing flexibly from an array of strategies.</p>

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Summary

The book uses pictures and text to introduce classic nursery rhymes to children.

Learning Activities	Introduce the Book <ul style="list-style-type: none">• Read the title on the front cover aloud. Explain to children that Mother Goose rhymes are a set of rhymes or short poems for children. Ask children to tell about the pictures on the cover. (RL.1.1, SL.1.2, RL.2.1, SL.2.2)• Page through the book and ask children to tell about any of the rhymes they have heard or read. (SL.1.4, SL.1.6, SL.2.4, SL.2.6)
	Present a Reading Routine <ul style="list-style-type: none">• Recite the rhyme on page 3 with expression as children follow along. Then lead a choral reading of the text and ask children to read along with you at the same rate and with expression. Continue this procedure with other pages. (RL.1.10, RF.1.4.b, RL.2.10, RF.2.4.b)• After reading a rhyme with children, have them name the rhyming words. Review that rhyming words have the same ending sounds. Then challenge children to name other rhyming words. (RF.1.2, RF.1.2.a, RF.2.3.a)
	Provide Activities for Reading <ul style="list-style-type: none">• Have children identify the two speakers in the rhyme on page 4. Tell children that they should change their voice when reading each speaker's words (dialogue). Model reading the sheep's words with a bleating voice for children to imitate as they read the rhyme in pairs. Then have children use distinct voices to read the words of each speaker on pages 24 and 25. (RL.1.1, RL.1.6, RF.1.4, RL.2.1, RL.2.6, RF.2.4)• Have the class use details in the text and pictures to describe the events and characters in rhymes, such as "Hey Diddle Diddle" on page 21. Then have small groups role-play the events described in the rhyme. (RL.1.3, RL.1.7, SL.1.1, RL.2.7, SL.2.1)
	Focus on Language Arts <ul style="list-style-type: none">• Speaking/Listening: Direct the class to page 12 and read the rhyme aloud as children follow along. Reread the text aloud to children. As you read omit a word and stop to wait for children to supply the missing word. Continue the process with other pages. (RF.1.4.a, SL.1.1.a, RF.2.4.a, SL.2.1.a)• Language Skills: Tell children that tongue twisters are phrases or sentences that are difficult to say quickly without making a mistake. They often have words that begin with the same sound. Have a volunteer read the title of the rhyme on page 18. With children, create and quickly recite a tongue twister about Wee Willie Winkie using words that begin with the same sound, such as <i>Will Wee Willie Winkie wash Wally's walrus?</i> Continue the activity using characters from other rhymes. (RF.1.2, SL.1.1, L.1.1, SL.2.1, L.2.1)

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Vocabulary	
Summary Have children use the following strategy to identify the meanings of unknown words in a reading selection.	
Vocabulary Activities	New Meanings for Familiar Words Direct children to page 6 and have them echo read the rhyme with you. Tell them that many words, such as <i>crown</i> , have more than one meaning. Point out that they can use the pictures or surrounding text to offer clues to the meaning of such words. Explain that the word <i>crown</i> can mean “a metal head covering” or “the top of the head.” Have children use picture clues to identify the meaning of <i>crown</i> as used in the text. (the top of the head) Repeat the process to have children identify the correct meaning of <i>sport</i> on page 21. (RL.1.10, RF.1.4.c, L.1.4, RL.2.10, RF.2.4.c, L.2.4)
Writing	
Summary Have children develop their writing skills by completing the following activities.	
Writing Activities	Narrative Writing Explain to the class that narrative writing tells a story. The story can be true or imagined. Read the text on page 10 with children and ask them to identify key details of the rhyme. Then have the class write a brief story about Humpty Dumpty and what he did. Encourage children to use words such as <i>first</i> , <i>then</i> , and <i>finally</i> to create a clear sequence of events. Have children review their stories and edit their writing accordingly. Then ask volunteers to share their stories. (RL.1.1, W.1.3, W.1.5, RL.2.1, W.2.3, W.2.5)
	Informative/Explanatory Writing Tell the group that nursery rhymes often have animal characters that act like people. Read the text on pages 4 and 5 as children follow along. Point out to children that sometimes the purpose of writing is to explain. Prompt children to write a paragraph to explain about real sheep, drawing on evidence from the text and pictures. Be sure children include a brief concluding statement in their writing. (RL.1.3, RL.1.7, W.1.2, RL.2.7, W.2.2)
	Opinion Writing Tell children that their opinion is what they think about something. Have a volunteer read page 7 aloud as the class follows along. Say: <i>One of the speakers in this rhyme won't wake Little Boy Blue. Is this a good decision?</i> Have children write to express their opinion. Point out to children that there is no right or wrong answer. Suggest they draw upon textual and visual evidence to support their reasoning and use the word <i>because</i> to connect the opinion and reasons. (RF.1.4, W.1.1, L.1.1.g, RF.2.4, W.2.1, L.2.1)

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