2003

Are nursery rhymes/chants helpful in pre-reading skills for kindergarteners and English as a second language students?

Louise Jeanine Valencia

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ARE NURSERY RHYMES/CHANTS HELPFUL IN PRE-READING SKILLS FOR KINDERGARTENERS AND ENGLISH AS A SECOND LANGUAGE STUDENTS?

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Education:
Bilingual/Cross-Cultural Education

by
Louise Jeanine Valencia
June 2003
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5-21-03
Date
ABSTRACT

In the past there has always been a focus on teaching children to read but until recently the push for literacy is even stronger. Now that we have the No Child Left Behind policy mandated by the state, literacy has become the foremost important thing.

Many educators strongly believe that phonics is the answer to teaching reading skills to children. If that were the case, then why do many high school students not know how to read? Many educators still use the Philosophy of Whole Language to teach reading and there were reports that a few students also failed with this approach.

This project will focus on a different method to teach pre-reading skills to students and to ESL students. The strategy of using nursery rhymes as a tool for teaching pre-reading skills to kindergarteners and second language learners is an avenue to explore while addressing the different challenges a teacher is faced with. As an educator, we know that children learn through different modalities whether it is auditory, kinesthetic, tactile learning or all together. Nursery Rhymes as part of the curriculum will address most of these areas and can also be fun for the students.
Using nursery rhymes teaches oral language, alliterations, and the manipulation of onsets. All of these skills help with reading strategies. Children love to play games and sing songs. Why not use Nursery Rhymes as tools for teaching pre-reading skills. There are several opinions about this issue and it is up to the reader to make choices as whether they should use nursery rhymes.
ACKNOWLEDGMENTS

Dr. Barbara Flores,

I am so grateful to you for giving me the courage to do this project. Your enthusiasm for your students is appreciated by all of us. Thank you for being there.

Dr. Esteban Diaz,

Thank you for being my second reader. Your speeches at the Teacher Diversification meetings lead me to Bilingual Education.

To my family,

I know this was a tough time for you. Thank you for the many nights of being “the mom”. Wait until it is your turn!
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CHAPTER ONE
INTRODUCTION

The No Child Left Behind policy makes a vital statement for educators and parents and leaves crucial questions for educators as to how to overcome the incredible task that has been bestowed upon them. The focus on literacy is so high that we now have changed curriculum and standards at higher levels. As an educator it is difficult to juggle so many criteria effectively.

One way a kindergarten teacher can teach pre-literacy skills is through the use of Nursery Rhymes. Nursery Rhymes have been around for many centuries and are known to all cultures and children. Literacy means many things to many people but as educators it means teaching “reading”. This task can be overwhelming for some, but teaching young students pre-literacy skills with nursery rhymes can be effective and fun. Pre-literacy skills can mean: alliteration, directionality, onset of words, vocabulary building, print awareness, meaning and beginning reading. Reading does not have to be: open a book and start reading.

There are many choices a kindergarten teacher has when deciding how to begin to teach reading. Why not use
what is familiar to the children and maybe comforting to
them?

The resources a teacher has for finding Nursery
Rhymes are vast. Not only can you find books with Mother
Goose rhymes at the local library, but there are teacher
manuals and web sites available on the Internet. The
sources are plentiful and the information valuable. A
teacher can pick and choose which Nursery Rhymes fit into
their own curriculum. The focus of my project is to show
how, as a kindergarten teacher, I plan my weeks of
instruction for the year and how I plan on using nursery
rhymes as part of my literacy curriculum.

The planning and research to find Nursery Rhymes is
not a difficult task. The time it takes to plan will be
well worth it in the end. The enjoyment the children have
with the rhymes is worth it.
CHAPTER TWO

REVIEW OF THE LITERATURE

Introduction

Teaching reading is not just using phonics or using the latest curriculum mandated by the state or district. Teaching a child to read is using several strategies including Nursery Rhymes. Nursery rhymes have been used and taught to children of all ages throughout time and are one of the first print awareness devices introduced to children. In my project I will explain how Nursery Rhymes can assist in the teaching of reading skills and print awareness skills.

People may believe that it is easy for some children to learn how to read. But for some, learning to read is very difficult and children often struggle with how to become a reader especially, in one’s second language. Many educators use various tools and techniques to teach reading skills, and comprehension. Some students succeed while in other cases others achieve very little. Some methods used to teach reading skills at the kindergarten level include phonics, decoding and the use of Nursery Rhymes.
Dr. Elaine Danielson (Danielson, 2000) defines nursery rhymes as "verses customarily told or sung to small children." Children love music and the fact that they are learning to read through music is an advantage because they can do both simultaneously. When I first started teaching I worried about my English Language Learners not being able to tell me words that rhyme. It was not until one day they began to sing, "Un Elelphante". I was so surprised and delighted that they could recite a poem. That is when it became apparent that second language learners have nursery rhymes in their own culture.

"Nursery rhymes can be used as a tool to increase literacy performance of students." (Fisher, 2001) A benefit is that the children are more inclined to remember a tune faster than they can sound out a word or phrase, as in the case of the second language learners. This is when I began to research nursery rhymes in other cultures and started to use them in my curriculum. In the case of my students, when I referred to rhyming, I spoke to them about their song, "Un Elephante". We were able to reach an understanding of what I was trying to teach them, but only in English. This example was the true test for teaching my students, who are mostly second language learners about poetry and rhyme.
Brain Research

A child between the ages of birth and five years old is absorbing culture and the nuances of the environment in which it lives. Maria Montessori found that children learn through play with educational toys and games. (Kovalik, 1990) These toys or games are useful in stimulating early reading and writing.

Brain research (Kovalick, 1990) has shown that learning takes place with several modalities. One of the best modalities for learning to take place is auditory learning. Children engage the senses during their early development period and will slowly learn which manner of input they will depend on and trust. The auditory learner has certain characteristics that make them distinguishable from others. The auditory learner never stops talking, is a good storyteller, likes records and rhythmic activities, knows all the words to songs they have heard, and can memorize easily.

This is why the auditory learners are great candidates for using Nursery Rhymes in the curriculum. When selecting a nursery rhyme or chant, the teacher should make a connection to a theme they are teaching. In making the correlation the teacher gives the student a better opportunity to connect the material they are
learning to some prior knowledge. It is as if the brain is a computer and the material needs to have it’s own file. The brain picks up on the fact that this is a song or chant and categorizes it as so. From there it makes an association with the theme being taught.

Brain research has also shown that when you add movement to music, students are more incline to remember what is being introduced. The use of motion while using a nursery rhyme is another benefit for the children because movement is a form of kinesthetic learning. The kinesthetic learner is a mover and a shaker, they enjoy doing and learning with the use of their hands.

Phonemic Awareness

The use of Nursery Rhymes can assist reading skills. Print awareness is realizing that letters are related to sounds and words and are not just symbols. When the children see print on paper they realize that the letters mean something. “Phonemic Awareness is the understanding that spoken words and syllables are themselves made up of sequences of elementary speech/ sounds. Some researchers propose that the lack of phonemic awareness is the most powerful determinant of the likelihood of failure to read because of its importance in learning English”. (State
Accordingly, phonemic awareness is what puts reading into perspective or gives the reader a chance at being successful. That is, the reader is able to use the information they know about phonics and tries to master the words in print.

Vocabulary Builder

The use of nursery rhymes can also help build a rich vocabulary for English Language Learners or at risk. Most rhymes are thematic in nature and are very simple to understand. By using rhymes the students are able to learn new vocabulary and build upon it. For them learning is simplistic and easier to grasp. Learning vocabulary does not have to be dull or boring because chanting can be fun and this is a method for English Language Learners to associate vocabulary with their own language. If they are able to see the rhyme illustrated the student is more inclined to understand and relate it to their own native vocabulary.

Research on Nursery Rhymes

Nursery Rhymes can play an important component in helping some children learn how to read because they are fun and repetitive. Danielson’s (2000) theory is that “rhymes help children learn the intonation patterns of a
language, learn new words and concepts, understand the basis of learning to read and write and gain in appreciation of poetry" (Danielson, 2002)

According to Morino (1997), research has been done to see if the use of Nursery Rhymes can indeed help children learn to read. Most of the research has shown that “the use of nursery rhymes assists in the acquisition of phonemic awareness.” Phonemic awareness is important in learning to read because it helps children to learn how print is related to spoken language. Rhymes can be the positive tool for the use of reading/phonemic awareness because they elicit such things as alliteration, print awareness, phonological skills and rhyming. Alliteration is a term used for the repetition of the beginning sound of a word, for example; Allie Alligator always acts as an acrobat. The initial sound for A is repeated over and over again making it fun and recognizable. This kind of fun and repetition is what children are exposed to in nursery rhymes and promotes children reading. There is no better way to teach reading than using a tool that is easy to learn, simple in text, repetitive and fun. This play with words lays the foundation for listening, learning and literacy. Phonological awareness challenges a reader with sound play and manipulation. Games that substitute sounds
for one another are great strategies for successful readers. Opportunities for children to apply and develop phonemic strategies should be bountiful and fun. With the use of nursery rhymes one is able to do both.

Data shows “the use of music in an elementary school classroom will benefit student’s language development and influence literacy development”. (Fisher, 2001) That is why my students and I found something we both knew and understood. They knew their song about the elephant and were proud to sing it to me. I knew it was a rhyme and knew that was what I was trying to teach them all along, rhyming.

Reading and Standards

Teachers have many standards to cover in a short time and if the child does not know how to read this becomes a nightmare, not just for the student but for the teacher as well. The negative impact this leaves on a child will only hinder his/her self-esteem and create more confusion in their studies. This is why teachers need to find a way to assist children through various strategies and techniques that will enable children especially, English Language Learners to read well. The State Board of Education suggests that reading programs must be complete and
balanced to meet the literacy needs of all students, including English language learners and students with special needs. The curriculum must have an early reading program that includes instructional components: phonemic awareness, letter names and shapes, systematic, explicit phonics, spelling, and higher order materials. (Dept. of Education, 2001) Thus, using Nursery Rhymes meets all the criteria in the early reading standards.

Oral Language

Wong (1991) states, “The manipulation of sounds, letters, rhyme, words and sentences are what beginning readers need to know. In the primary grades such as kindergarten, the use of songs, chants and nursery rhymes is part of the daily curriculum. Children learn pre-reading skills by repeating what the rhyme is. They feel successful because they can recite the rhyme and do not feel inadequate in their reading skills. They do not even recognize the fact they are reading on their own. Critics might say they are not reading; they are just repeating what is being told to them. Yes, this is true, but repeating or otherwise known as chanting, is also one of many tools a teacher has to draw upon to help with pre-reading skills. Chanting rhymes leads to better
comprehension and the development of oral language. Chanting is fun and has a beat all its own. As a teacher, chanting is a fabulous tool because it allows the children to learn with a different modality. Some children learn through auditory teaching and can keep the beat and rhythm before they can keep the information taught in a lecture.

Oral language is important when reading because readers draw on this information when they come to a new word they do not recognize. By implementing this skill or strategy, they may be able to continue reading and have a better understanding of what they are attempting to read. The use of oral language takes on many faces, for example the calendar, the morning greeting, or the simple job chart can be done to tunes or chants. This repetitive chanting gives the students more of an opportunity to develop and expand a word bank and a rich oral vocabulary.

One of the basic assumptions related to proficient reading is that a good reader draws upon a rich oral vocabulary when reading. When they sound out a word or see it in a sentence, they might be able to recognize it from the content of the sentence or from the word bank they have learned. A word bank is the visual vocabulary they have mastered from repetitive use and knowing the meaning of words.
Parent Involvement

Nursery Rhymes are one of the first literature based reading tools known to all. As mothers recite nursery rhymes to their children, they are laying a foundation for their children as students. It has been said the more children are read to, the better the student they will become in their academic life. "Parents reading of nursery rhymes and the ensuing parent-child dialogues contribute to the child’s acquisition of language which is a help in learning to read (Partridge, 1992).

More exposure to print helps children focus on reading and the love of reading. Students with a high vocabulary and I.Q. are known to be avid readers and so are their parents, whereas, some children want excitement and want to be entertained without thinking. The art of reading is being lost to television and video games. Their sense of wonderment and imagination is lost to multimedia graphics and sound. Due to the high rate of minimal parent involvement, children are more inclined to watch television than read. Then, again teachers face the fact that some parents do not know how to read themselves. They, too, struggle with reading for pleasure. In situations similar to this one, Nursery Rhymes are easy for a parent to teach their children because it is in
their home language and something they know. Language does not have to be a barrier in using Nursery Rhymes as a pre-reading tool. Nursery rhymes from different countries and cultures can assist the children in pre-reading skills because of the familiarity with the text. Various cultures have many nursery rhymes that are taught to the children and help the children with a rich vocabulary they will need for reading. Even though they are singing and having fun, they are still learning what it is to have print come alive. Print has meaning and is not just letters and symbols on a page. By being exposed to the manipulation of sound or phonological play, children will be able to better understand phonemic strategies for reading. Children learn about print awareness in a subtle way and are able to use this knowledge as they read.

As one points to the words of the nursery rhyme, one is also emphasizing directionality. A new reader needs to know which direction to read the print. Many times I have seen young readers turn the book upside down and read from the back of a book to the front. By modeling how to read a book and using a pointer finger the teacher is demonstrating how to read and the direction in which reading is done, for example, from left to right.
Susan Partridge (1997) managed to find a nursery rhyme for students who are having a difficult time distinguishing between right and left.

"Windshield wipers wipe the windshield
wipe the water from the pane
This way that way
This way that way
This way that way
In the rain

Many times one can find a rhyme or make up a rhyme for just about anything. The various ways of presenting rhymes can make them appeal to a wider audience and also stimulate and develop the creativity in the youngster. Children seem to love rhymes written by teachers rather than their own, but others enjoy writing their own rhymes.

Latin American Resources

An excellent source for Latin American nursery rhymes is from Jose Luis Orozco. His bilingual series has optimal choices for thematic nursery rhymes. I have used several of his C.D.'s in my classroom and they have been a great success with the children. His multicultural music focuses on the rich vocabulary of the rhymes or song. Orozco keeps the children in mind while sings giving them opportunity
to repeat the song or sing along with him. Orozco has many C.D.'s to choose from and as a teacher, you are not limited to just one or two. Another major feature of Orozco is that he also has books that have the words and illustrations for you to use. The songs are written in English and Spanish so it makes it even easier for the teacher. Many of his rhymes are ones you can find easily in English. For example, Down on Grandpa's Farm is in both languages along with B-I-N-G-O. (Orozco, 2002) He has a vast array of songs, rhymes and chants to draw from. His current video is new and shows him and children engaging in song and dance. They invite the viewers to sing along with them making for more fun and games.

If singing is not an option, then there are other options available such as books from local libraries or teacher stores. On the Internet there are many choices to choose from but one of my favorites is the McCracken web site. (See Appendix C for a compilation of web sites) The web site manages to keep holiday or seasonal rhymes available for free and they often change them. In addition, this particular web site gives the teacher ideas on how to implement the rhyme and the use of the vocabulary along with the several themes that can be
taught. Most sites do not incorporate lesson plans with the rhymes.
CHAPTER THREE

TEACHING METHODOLOGY

Introduction

The students in my class are from middle class and lower working class family incomes. Some of my families are working parents while others are on welfare. My class is mostly English Language Learners from Mexico and Russia. I use Nursery Rhymes in my curriculum on a daily basis more than once a day. I have incorporated rhymes with the curriculum and theme, which is being taught on a weekly basis. My parents know how important reading to their children is and tell me they do not have any books to read to their children. My answer to this dilemma has always been to use what they know to help their children. I suggest using nursery rhymes from their own culture and to write them down so the student can see it. Once completed, their children are able to recite and play with new words that might rhyme.

Teaching Methodology

In my teaching I have the opportunity to use my English Language Learners series, Hampton Brown's Into English and various books and Internet sites that have a variety of Nursery Rhymes. (McCracken, 2002) I usually can
find a Nursery Rhyme or two that will coincide with the theme I am teaching for the week. I write the rhyme on a large chart paper and create illustrations along the side. I know this is important for my second language learners because they are able to tell what we are discussing from the illustrations. It also helps my students who do not have a strong vocabulary or much experience with text.

Resources

Teachers and parents have a variety of choices when it comes to finding nursery rhymes. The standard version of Mother Goose is readily available in any library or store. Chances are families have them in their own home library or can attain them in audio form from the local library. The use of tapes will help children and parents who are leaning English as a second language. The teachers usually have a section of print awareness in their Language Arts curriculum that might have some nursery rhymes. If they are using a series for the English Language Development for their second language learners, then they have access to a variety of chants and nursery rhymes.

There are many ways to teach a song, chant or nursery rhyme, for instance as a teacher, in the Daily Oral
Language which is part of the morning routine or to introduce a new concept or theme. In the Daily Oral Language the teacher discusses and writes the information on a chart paper or on the white board. Information consists of the day of the week, the month, and the year that we are in and demonstrates the various ways to write the information. This helps give the visual learner the foundation of the material being covered.

The benefit of using Nursery Rhymes is the student can hear and say it over and over again and not realize they are learning print awareness. The children can see print very easily by the teacher writing the rhyme in large script on a chart paper. In this way the teacher has a great opportunity to have the students participate in shared reading. The purpose of Shared Reading is to expose children to many writers, authors and to teach children how to be readers and writers someday. A teacher could also take the opportunity to point out sight words and count how many words are on a page, again focusing on print awareness. The teacher should have the students point to each word as they say it, so they can see that everything said corresponds to a word.

One of the best modalities for learning is oral practice, where a student can say and hear through
auditory learning. The Nursery Rhymes usually have a beat and a catchy tune. The students will be able to keep up with the beat and tune and mimic the nursery rhyme. When it comes time to remember, they draw upon the beat and tone and remember easily. As a teacher, I organize it so that they can manipulate the onset of the words and do a word play with initial sound substitution. In doing this type of activity the students are learning more phonics and a method of word attack.

Vocabulary Builder

The use of Nursery Rhymes can also help build a rich vocabulary for English Language Learners. Most rhymes are thematic in nature and are very simple to understand. By using rhymes, the students are able to learn new vocabulary and build upon it. For them learning is simplistic and easier to grasp. Learning vocabulary does not have to be dull or boring because chanting can be fun and this is a method for the English Language Learners to associate vocabulary with their own language. If they are able to see the rhyme illustrated the student is more inclined to understand and relate it to their own native vocabulary.
Internet Sites

If teachers have access to the Internet they will also be able to find more resources for nursery rhymes. Some of the more popular ones I found are, In the Kitchen with Mother Goose, Kindergarten.

Internet web sites are easily accessible, plentiful, and varied. As a resource, these sites are packed with invaluable multicultural Nursery Rhymes. In Appendix C I have included a substantial bibliography of viable Internet websites.
CHAPTER FOUR
CURRICULUM AND INSTRUCTION

In many districts a school year consists of 34 weeks of instruction. As a teacher, I plan thematically and break down the 34 weeks into a different theme each week. I keep in mind the time of year and what my language arts series has mapped out weekly. Usually, I find that I am able to locate several rhymes that coincide with what is being taught for the week. The first thing I look at is what are my objectives for the weekly lesson and how do I want the rhymes to tie in. Do I want the rhymes for a particular subject or as an added tool for print awareness? There are many things to consider as you pick and choose which rhyme is appropriate. In this day and age materials/tools of the trade are not just limited to the district series. As a teacher, you have many other choices to supplement your curriculum. The use of the Internet is a current and fast changing tool that can be accessed easily by anyone. The many websites gives the teacher ample resources for finding and choosing a Nursery Rhyme.

On the other hand, Hampton Brown’s Into English is a great series for teaching second language learners. For example, one of the themes I teach is learning about the
body and the different parts of your body. One rhyme that is a favorite of the students is, "I Like Me". It speaks of liking themselves, their hair, their nose, and their skin. Along with the rhyme I incorporate movement pointing to each part of the body we are referring to. This is how the rhyme goes:

I like Me!
I like my hair.
I like my chin.
I like the skin I am wrapped up in!

The children giggle and dance as they recite the rhyme and they want to keep on reciting. I have the children take turns being the leader as we repeat the rhyme. The leader points to each part of our body and the class follows, as we say the lines in the rhyme. I also use this time to introduce the sight words I, like and me. This simple text is something a kindergartener will see in beginning reading.

When I am teaching a large unit such as the farm, I use my Hampton Brown series but I also use Orozco's music. I particularly like his chant, La Granja, The Farm. The chant goes like this in English;
Oh, we're on the way, we're on the way, on the way to Grandpa's farm.
We're on the way. We're on the way, on the way to Grandpa's farm.
The pig, he makes a sound like this "oink, oink".
The pig, he makes a sound like this," oink, oink".
Repeat the chorus. We're on the way...

What is nice about Orozco's music is several of his pieces are rhymes we have in English. My second language learners love to sing along with him. As they sing, they have big smiles that tell me they are having fun. That is what learning should be about, having fun! Learning nursery rhymes in any language is fun and an effective tool for a teacher.

Organization

In preparation for the academic year in kindergarten I divide my curriculum into the weeks. I teach thirty-three weeks in one academic year and in that time frame I decide on which themes or subjects I will teach on a given week. When I teach, I prepare for the school year and know that I will be covering all the subjects throughout the school year. It is just a matter of
planning and deciding on which time frames to fit in all the subjects and standards into my academic year.

When I begin to plan, I first look through my language arts teaching manual and see how they have broken down the lessons to be taught. If I can fit my themes in, I will. I then continue to look at the standards I must teach in the Language Arts and decide where to put them in the vast puzzle I am creating. Once this is accomplished I then continue looking at each subject I must teach and decide where to plug it in. For example, in week three I might be studying about the color "purple", I would use the nursery rhyme about The Purple Cow," (Hampton Brown). I would also look to studying friendships, triangles, and for science, a unit on "ME". For social studies, I would be teaching wants and needs. In making plans it is all about the planning and preparation. My lesson plan book would look something like this:

Table 1. Lesson Plan Book

<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Letter</th>
<th>Theme</th>
<th>L.A.</th>
<th>ELD</th>
<th>#</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/8</td>
<td>2</td>
<td>Red</td>
<td>Now I'm Big</td>
<td>Name Song</td>
<td>0</td>
<td>Circles</td>
<td>Summer</td>
<td>Friendships</td>
<td></td>
</tr>
<tr>
<td>7/15</td>
<td>3</td>
<td>Yellow</td>
<td>Quack...</td>
<td>The more we...</td>
<td>1</td>
<td>Diamonds</td>
<td>Finding out about objects</td>
<td>Our classroom</td>
<td></td>
</tr>
</tbody>
</table>
Once I have set up my plans using my table, I then fill in the information for each theme/subject. I find using this system keeps things more in focus for me and gives me a chance to see my year at a glance. I can go back and make any changes or seek information on short notice. This organization gives me the freedom to concentrate on the materials and not focus each and every week on planning (See appendix for full 34-week plan).

When you are teaching a nursery rhyme there are many things to consider when teaching. One of the first ways I introduce a nursery rhyme is with a song or a Shared Reading. I first focus on print awareness and point to the words from left to right. After I have the children follow my lead and each take a turn, I will then zero in on print. For example, where are the capital letters? Why are they bigger than the other letters? After we have mastered this concept, I then go on to what is a sentence and how many words are there? We count the words; speak about spacing between words and how to write a sentence focusing again on directionality. When we are done with this I then go on to the concept of sight words. I introduce sight words to the students and refer to the weekly nursery rhyme to see if there are any sight words we know or are
learning. Making the convention's of written language visible is very important.

After we have focused on the print awareness, I then zero in on the words and the rhyming facet. We play with the rhyming part and I use substitution of beginning sounds to emphasize the rhyme. This is similar to the song, "Apples and Bananas."

If possible, at the beginning of the year, I will use name substitutions for rhymes. For example, Mary had a little lamb, might be substituted for a student's name in my class. I might use the student's name "Cathy" for example, had a little lamb. I would then introduce Cathy to her classmates and might even use a prop of a stuff lamb to have her hold on to. In this way we are learning names of our classmates and the vocabulary within the text.

When I introduce a color for the first time I like to use the chant, "Who has blue on" and substitute colors. Everyone that has that color stands up when I cue him or her and they get ready to show me their colors. It's fun for them and the whole time they are learning colors and the vocabulary for clothes. After a few weeks of this tune the students will want to continue singing it for each new color they learn.
Using nursery rhymes as a literary tool is so easy for teachers and the variety of methods to teach is unlimited. A teacher is only limited by the lack of creativity and time frame they are bound to. Some teachers might think this is too much and they do not have the time for this, however, by teaching Nursery Rhymes this way, there are several kindergarten standards I have covered. I have covered print concepts, the difference between upper and lower case letters, bring meaning to text, directionality, counting one to one, introducing letters and their names, vocabulary building and rhyme. All that in simple lessons that if separated could take several days and time that we, as teachers do not have. What could be better than accommodating as many standards into one lesson?
CHAPTER FIVE
CONCLUSIONS AND RECOMMENDATIONS

In conclusion, the use of nursery rhymes can play a vast difference in teaching pre-reading skills to children. The exposure to print and the use of print as kid friendly is an exciting tool for teaching reading. Many children do not realize they are truly reading when they recite or chant poems. They know they can repeat words but the whole idea behind reading has escaped them. Reading does not have to be all about phonics. Word play or alliteration is just as important to reading as phonics might be. The best thing about using Nursery Rhymes in your weekly curriculum is exposing the children to another form of print and showing them that print can be fun and not so intimidating. When they repeat or chant a simple rhyme, they can feel more successful because it is short and sweet and not so threatening as a book might be. Nursery rhymes are something that has been around for several years and will continue to be around. They are fun and are known to many generations. What is nice is to realize there are many types of nursery rhymes for every culture. It is not something that is limited to just the United States and in English. Many cultures have their own
nursery rhymes and by using their nursery rhymes in a classroom, the teacher can make more connections to the various cultures in their class. The students can only become more relaxed and enjoy reading something familiar to them.

As a teacher there are many standards and curriculum that must be covered in a short time and throughout the year. In kindergarten it is even shorter if you teach half-day kindergarten. Why not find different ways to teach material that is mandated and yet make it innovative, interesting and fun for the children. Learning should be fun and teaching should and can be fun. It is all up to the teacher.

The information I have been able to ascertain is students are able to rise to the occasion and show what they know. When we discuss, or I ask for a volunteer to read back the Nursery Rhyme, I see several hands in the air. The playing we have done, has given them confidence and the ability to "read" the poem. Students are able to tell how many words are on the line, how many sight words they see, and what some of the vocabulary words are. Very few times has there been a situation where a student could not tell me something about the Nursery Rhyme.
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APPENDIX B

NURSERY RHYMES FROM DATABASE
Nursery Rhymes from Database

Five Little Apples

Way up high in the apple tree,
five little apples smiled at me.
I shook that tree as hard as I could,
Down came the apples, UMMM were they good!

Way up high in the apple tree,
four little apples smiled at me.
I shook that tree as hard as I could.
Down came the apples, UMMMM were they good!

Way up high in the apple tree,
three little apples smiled at me.
I shook that tree as hard as I could.
Down came the apples, UMM were they good!

Way up high in the apple tree,
two little apples smiled at me.
I shook that tree as hard as I could.
Down came the apples, Ummm were they good.

Way up high in the apple tree,
one little apple smiled at me.
I shook that tree as hard as I could.
Down came the apples, Ummmm was it good!

Five Little Ducks

Five little ducks went out to play,
over the hill and far away.
Mama duck called, "Quack, quack, quack, quack".
Four little ducks came running back.

Four little ducks went out to play,
over the hill and far away.
Mama duck called, "Quack, quack, quack, quack".
Three little ducks came running back.

Three little ducks went out to play,
over the hill and far away.
Mama duck called, "Quack, quack, quack, quack".
Two little ducks came running back.

Two little ducks went out to play,
over the hill and far away.
Mama duck called, "quack, quack, quack, quack"
one little duck came running back.

One little duck went out to play,
over the hill and far away.
Mama duck called, "Quack, quack, quack, quack".
No little ducks came running back.
But the daddy duck called out and
all the little ducks came running back.

Who Has Blue On?

Who has blue on, who has blue on?
Tell me who, tell me who.
Tell me who has blue on, tell me who has blue on,
I'll tell you, I'll tell you.

Five Little Speckled Frogs

Five Little Speckled Frogs, sat on a speckled log,
eating some most delicious bugs, Yum, Yum.
One jumped into the pool, where it was nice and cool.
Now there are four green speckled frogs.

Four little speckled frogs, sat on a speckled log,
eating some most delicious bugs, Yum, yum.
One jumped into the pool, where it was nice and cool.
Now there are three green speckled frogs.

Three little speckled frogs, sat on a speckled log,
eating some most delicious bugs, Yum, Yum.
One jumped into the pool, where it was nice and cool.
Now there are two green speckled frogs.

Two little speckled frogs, sat on a speckled log,
eating some most delicious bugs, Yum, Yum.
One jumped into the pool, where it was nice and cool.
Now there is one green speckled frog.
One little speckled frog, sat on a speckled log,
eating some most delicious bugs, Yum, Yum.
One jumped into the pool, where it was nice and cool.
Now there are no more speckled frogs.

Purple Cow
(1 2 3 Colors)

I never saw a purple cow, I never hope to see one.
But I can tell you anyhow, I rather see, than be one.

Teddy Bear, Teddy Bear

Teddy bear, teddy bear, touch the ground
Teddy bear, teddy bear, turn around.
Teddy bear, teddy bear, pick up your shoes,
Teddy bear, teddy bear, that will do.

Teddy bear, teddy bear, go upstairs,
Teddy bear, teddy bear, say your prayers.
Teddy bear, teddy bear, blow out the light,
Teddy bear, teddy bear say good night.

Eensy, Weensy Spider

The Eensy, Weensy spider, went up the waterspout.
Down came the rain and washed the spider out.
Out came the sun and dried up all the rain,
and the itsy, bitsy spider went up the spout again.

I'm a Little Pumpkin
(1 2 3 Colors)

I'm a little pumpkin, Orange and round.
  (Hold arms in circle above head)
When I'm sad, my face wears a frown.(Frown)
But when I'm happy, all aglow,
watch my smile just grow and grow!
Rainbow Rhyme

Red, Orange, Yellow, Green, Blue, Purple.
(Arch your arms over each other, for each line.
Make like a rainbow curve)
Red, Orange, Yellow, Green, Blue, Purple.
Red, Orange, Yellow, Green, Blue, Purple.
Those a rainbow makes.

Three Blind Mice

Three Blind Mice, see how they run,
They all ran after the farmer's wife.
They all ran after a farmer's wife,
Who cut off their tails with a carving knife.
Did you ever see such a sight in your life,
As three blind mice?

I'M A Pirate
(McCracken)

My hat is black.
My patch is black.
My shirt is white.
My belt is blue.
My buckle is yellow.
My pants are purple.
My boots are black.
My sword is gold.
My sack is red.
I am a pirate.

Got My Toothpaste

Got my toothpaste, got my brush,
I won't hurry, I won't rush.
Making sure my teeth are clean,
Front and back and in between.
Five Little Pumpkins/Cinco Calabacitas
(Hispanic Games and Rhymes)

Five Little Pumpkins sitting on a gate.
The first one said, "Oh my, it's getting late."
The second one said, "There are witches in the air"
The third one said, "I don't care."
The fourth one said, "Let's run and run and run" The fifth one said, "Let's go and have some fun". Then Whoooo, went the wind and Osh went the night, and the five little pumpkins rolled out of sight.

Twinkle, Twinkle, Little Star

Twinkle, twinkle, little star, how I wonder what you are. Up above the world so bright, like a diamond in the night. Twinkle, twinkle, little start, how I wonder what you are.

One Little, Two Little, Three Little Indians

One little, two little, three little Indians, four little, five little, six little Indians. Seven little, eight little, nine little Indians, Ten little Indian boys and girls.

Baker's Rhyme

Pat a cake; pat a cake, Bakers man, bake me a cake as fast as you can. Pat it and prick it and mark it with a "B". And put it in the oven for baby and me.
The Ants Go Marching

The ants go marching one by one, Hurrah, hurrah!
The ants go marching one by one, Hurrah, hurrah!
The ants go marching one by one, the little one stops to suck his thumb and they all go marching down to the ground to get out of the rain, boom! boom! boom! boom!

The ants go marching two by two, Hurrah, hurrah,
The ants go marching two by two, hurrah, hurrah.
the ants go marching two by two, the little one stops to tie his shoe. And they all go marching down to the ground to get out of the rain. Boom! Boom! Boom! Boom!

The ants go marching three by three, hurrah! hurrah!
The ants go marching three by three, hurrah! hurrah!
The ants go marching three by three, the little one stops to climb a tree. And they all go marching down to the ground, to get out of the rain. Boom! Boom!

... four by four, to shut the door.
... five by five, to take a dive.
... six by six, to pick up sticks.
... seven by seven, to pray to heaven.
... eight by eight, to shut the gate.
... nine by nine, to check out time.
... ten by ten, to say, "The End".
The Wheels on the Bus

The Wheels on the bus go round and round,
round and round, round and round.
The wheels on the bus go round and round,
all through the town.

The wipers on the bus go swish, swish, swish,
swish, swish, swish, swish, swish, swish.
The wipers on the bus go swish, swish, swish,
all through the town.

The money on the bus goes clunk, clunk, clunk,
cluck, clunk, clunk, clunk, clunk, clunk,
The money on the bus goes clunk, clunk, clunk,
all through the town.

The driver on the bus goes move on back,
move on back, move on back.
The driver on the bus goes move on back,
all through the town.

The people on the bus go up and down,
up and down, up and down.
The people on the bus go up and down,
all through the town.

The baby on the bus goes wa-wa-wa, wa-wa-wa-,
wa-wa-wa, the baby on the bus goes, wa-
wa-wa all through the town.

The mommy.... sh,sh,sh,
The wheels... round and round.

Mariposas
(Hispanic Games and Rhymes)

Mariposa graciosa, escondida entre flores,
me regalas en tus alas un mundo de colores.

Gracious butterfly hidden in the flowers,
you give to me a world of colors in your wings.
B-I-N-G-O

There was a farmer, had a dog and bingo was his name-o.
B-I-N-G-O, B-I-N-G-O, B-I-N-G-O and Bingo was his name-o.

There was a farmer, had a dog and Bingo was his name-o. (Omit the letter and clap)
_ _ - I - N - G - O, _ _ - I - N - G - O, _ _ - I - N - G - O and Bingo was his name-O.
Repeat the same lines and omit the letters one at a time, and clap instead. Do this until all letters have been done.

Mary Mary Quite Contrary

Mary Mary Quite Contrary how does your garden grow
With silver bells and cockle shell and pretty maids all in a row

La Bella Hortelana/ The Beautiful Gardner

Cuando siembra la bella hortelana, cuando siembra, siembra así.
Así siembra poco a poco luego pone las manos así. Siembra así. Luego pone las manos así.

When the gardener plants, when she plants, she plants like this. She plants like this, little by little, then she puts her hands like this. She plants like this, then she puts her hands like this.

Fire, Fire, Fire

Fire, fire, fire, spinning all around.
Here come the firemen to put the fire out.
Great big ladder, up it goes, great big fireman with a great big hose. Shooting water everywhere, till the great big fire isn’t there anymore.
Down on Granpa's Farm/ En el Granja
(Orozco )

Oh, we're on the way, we're on the way, on the way to Grandpa's farm. Oh, we're on the way, we're on the way, on the way to Grandpa's farm.
Down on Grandpa's farm there is a great big cow.
Down on Grandpa's farm there is a great big cow.
The cow he makes a sound like this, "Moo, Moo".
The cow he makes a sound like this, "Moo, moo".
Oh we're on the way, we're on the way, on the way to Grandpa's farm. We're on the way, We're on the way, on the way to Grandpa's farm.

Down on Grandpa's farm there is a great big duck, pig, etc.
Repeat lines from above and substitute the appropriate words for each animal.

Old King Cole

Old King Cole was a merry ole soul and a merry ole soul was he. He called for his pipe, and he called for his bowl, and he called for his fiddlers three.

The Octopus
(Angela Briz-Garcia)

The Octopus was confused in the bottom of the sea. He did not know what arm to use to write, to play and to eat.

The starfish came by and with a very soft voice said, "Do not be confused my dear friend. Like you, I have many arms that I can use".

Both of them started playing in the bottom of the sea. And both of them were very grateful for what nature gave to them.
This Old Man

This old man he played one, he played knick, knack, on my drum, with a knick, knack patty wack, give a dog a bone. This old man came rolling home. This old man he played two, he played knick, knack on my shoe, with a knick, knack, patty whack, give a dog a bone. This old man came rolling home.

Continue using the phrases but substitute:
three... knee
four... door
five-hive
six-sticks
seven- on his pen
eight-on his gate
nine- rise and shine
ten- on his hen
eleven-heaven
twelve-dig and delve

Humpty Dumpty
(Hispanic Rhymes and Games)

Humpty, Dumpty sat on a wall.
Humpty, Dumpty had a great fall.
All the kings' horses and all the king's men,
couldn't put humpty together again.

Caterpillar

The little caterpillar was walking around.
The little caterpillar had a serious thought in his mind.

Where I will go, what I will do
when I build my little house that is called a cocoon?

The little caterpillar was growing so fat, that it was very difficult to walk around. Then he saw a beautiful leaf and started spinning his beautiful silk.

He made a little house and started to sleep. There was no noise, everything stood still.
Rain, rain, go away
Rain, rain, go away, come again another day.
Rain, rain, go away, go away and let us play.

In the Jungle
In the Jungle, in the jungle, everything is still.
In the Jungle, in the jungle, everything is peace.
In the Jungle, in the jungle, the animals live in harmony.
In the jungle, in the jungle, the animals know how to exist.
In the jungle, in the jungle, the trees are homes for the birds.
In the jungle, in the jungle, there is plenty of food for the animals to eat.
In the middle of the night, the jungle is very still. All the animals live well because they live in peace!

At the Zoo
Come little friend and have fun with me. Let’s see the animals that lives in the zoo.
Let’s see the lion with his big mane, his big teeth and his four feet.
Let’s see the giraffe with his long neck. This beautiful skin and his long feet.
Let’s see the monkey that hangs from the branch. See, he is eating bananas. Do you want some?
Let’s see the bear that goes to his cave. Maybe he is sleepy and wants to rest.
Come little friend; let’s visit the zoo. And you will understand more of the world around you.
APPENDIX C

WORKING SITE LIST FOR

NURSERY RHYMES
Working Site List for Nursery Rhymes


REFERENCES


Kovalik, S. (1986). Teachers Make The Difference with Brain Research. Village of Oak Creek, AZ.


