

# Baa, Baa, Black Sheep

9<sub>A</sub>

## ✓ **Lesson Objectives**

### **Core Content Objectives**

Students will:

- ✓ Listen to and demonstrate familiarity with “Baa, Baa, Black Sheep”
- ✓ Retell the events of the nursery rhyme
- ✓ Recite “Baa, Baa, Black Sheep”
- ✓ Identify dialogue in “Baa, Baa, Black Sheep”

### **Language Arts Objectives**

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards that are addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, dramatize the nursery rhyme “Baa, Baa, Black Sheep” in the proper sequence (RL.K.2)
- ✓ Describe familiar things, such as sheep, and with prompting and support, provide additional detail (SL.K.4)
- ✓ Explain that “Baa, Baa, Black Sheep” is fantasy because sheep cannot talk
- ✓ Prior to listening to “Baa, Baa, Black Sheep,” identify what they know about sheep

## Core Vocabulary

**lane, n.** A small road or street

*Example:* The boy ran home down the lane.

*Variation(s):* lanes

**wool, n.** Sheep's hair or fur

*Example:* One sheep had black wool and the other sheep had white wool.

*Variation(s):* none

<i><b>At a Glance</b></i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<i><b>Introducing the Read-Aloud</b></i>	<b>What Have We Already Learned?</b>		5
	<b>Purpose for Listening</b>		
<i><b>Presenting the Read-Aloud</b></i>	<b>Baa, Baa, Black Sheep</b>		10
<i><b>Discussing the Read-Aloud</b></i>	<b>Comprehension Questions</b>		5
	<b>On Stage</b>		5

### **What Have We Already Learned?**

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Remind students that they have already learned two nursery rhymes about sheep—“Little Bo Peep” and “Little Boy Blue.”

Ask students what they already know about sheep from these other rhymes. (They have lots of soft, fluffy hair; a shepherd or shepherdess takes care of them; they like to be in fields of grass or meadows; sometimes they wander off or get lost; etc.) Ask students if they know what sound a sheep makes. (baa, baa)

### **Purpose for Listening**

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Tell students that you are going to read another nursery rhyme about a sheep. Tell them to listen to find out who will receive a bag of the sheep’s fur or wool.



### Baa, Baa, Black Sheep

- ← Show image 9A-1: Sheep with three bags of wool

Baa, baa, black sheep,  
Have you any **wool**?  
Yes, sir, yes, sir,  
Three bags full.  
One for the master,  
And one for the dame,  
And one for the little boy  
Who lives down the **lane**.

### Read It Again

Reread the rhyme with the Guided Listening Support.



### Baa, Baa, Black Sheep

- ← Show image 9A-1: Sheep with three bags of wool

Baa, baa, black sheep,  
Have you any **wool**?<sup>1</sup>  
Yes, sir, yes, sir,  
Three bags full.  
One for the master,<sup>2</sup>  
And one for the dame,<sup>3</sup>  
And one for the little boy  
Who lives down the **lane**.<sup>4</sup>

1 Have you any sheep's fur?

2 *Master* is an old English term used for gentleman

3 *Dame* is an old English word for lady

4 or road

### Echo Technique

Directions: I am going to say the first line of “Baa, Baa, Black Sheep.” Then I will stop and give you a chance to echo. That means you will say the exact words that I said. We will continue doing this for each line of the rhyme.

Compliment students for doing this correctly, which means that they were listening carefully.

### Comprehension Questions

5 minutes

1. *Literal* The person in the rhyme asks the sheep if he has something. What? (wool)
2. *Literal* How many bags of wool does the sheep answer that he has? (three)
3. *Literal* Who are the bags of wool for? (the master, the dame, and the little boy who lives down the lane)
4. *Inferential* What color do you think the wool is? (black) Why? (because the rhyme says “black sheep”)
5. *Evaluative* Could this nursery rhyme really happen, or is it make-believe? (make-believe) How do you know? (Sheep cannot talk.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.



#### ◀ Show image 9A-2: Sheep shearing

6. *Evaluative Think Pair Share:* Remember that wool is sheep's fur. How do you think that the wool in this nursery rhyme got into bags? (Someone cut the wool off the sheep; cutting wool from a sheep is called shearing.)
7. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

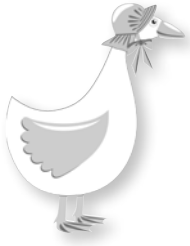
## On Stage

5 minutes

Tell students that there are two voices speaking in “Baa, Baa, Black Sheep.” Explain that a conversation between two or more characters is called a dialogue. In listening to the rhyme, students first hear someone talking to the sheep and then they hear the sheep when he answers. Divide the class into two groups and recite the nursery rhyme with one half of the class playing the role of the person talking to the sheep and the other half playing the role of the sheep when he answers. If time permits, recite the rhyme again with each group playing the other role. After the activity, ask students what a conversation between two or more characters is called. (a dialogue)



**Complete Remainder of the Lesson Later in the Day**



# Humpty Dumpty

9<sub>B</sub>

## ✓ Lesson Objectives

### Core Content Objectives

Students will:

- ✓ Listen to and demonstrate familiarity with “Humpty Dumpty”
- ✓ Demonstrate familiarity with several nursery rhymes
- ✓ Describe the character, Humpty Dumpty
- ✓ Retell the events of the nursery rhyme
- ✓ Identify rhyming words in the nursery rhyme

### Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Explain that “Humpty Dumpty” is fantasy because giant eggs with legs don’t exist and could not sit on walls

### Core Vocabulary

**great, *adj.*** Unusually big

*Example:* A great crowd of people came to see the football game.

*Variation(s):* greater, greatest

**together, *adv.*** In one group, piece, or place

*Example:* My mother had to put together the new table we bought, so she had to attach all the legs.

*Variation(s):* none

<b><i>At a Glance</i></b>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>Making Predictions About the Read-Aloud</b>		5
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>Humpty Dumpty</b>		10
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>		5
	<b>Rhyming Words</b>		5





### Making Predictions About the Read-Aloud

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◀ **Show image 9B-1: Humpty Dumpty**

Ask students to describe what they see in the picture. Then ask them to tell what they think might happen in the nursery rhyme.

### Purpose for Listening

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Tell the class to listen carefully to find out whether or not their predictions about what happens in the nursery rhyme are correct.



### Humpty Dumpty

← Show image 9B-1: 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.

### Read It Again

Reread the rhyme with the Guided Listening Support.



### Humpty Dumpty

← Show image 9B-1: Humpty Dumpty

Humpty Dumpty  
sat on a wall,  
Humpty Dumpty had  
a **great** fall.<sup>1</sup>  
All the king's horses,  
And all the king's men,  
Couldn't put Humpty  
**together** again.<sup>2</sup>

1 or unusually big

2 or put him back into one piece

### Echo Technique

Directions: I am going to say the first line of "Humpty Dumpty." Then I will stop and give you a chance to echo. That means you will say the exact words that I said. We will continue doing this for each line of the rhyme.

Compliment students for doing this correctly, which means that they were listening carefully.

### Comprehension Questions

5 minutes

1. *Evaluative* Were your predications about what happens correct? Why or why not?
2. *Literal* What is Humpty Dumpty? (an egg)
3. *Literal* Where is Humpty Dumpty sitting? (on the wall)
4. *Literal* What happens to him? (he falls)
5. *Inferential* What does it mean to say that Humpty Dumpty had a “great” fall? (really big)
6. *Evaluative* Why can’t the king’s men put Humpty Dumpty back together? (Once an egg/shell is broken, it can’t be put back together.)
7. *Evaluative* Could the events in this rhyme really happen, or are they make-believe? (They are make-believe; giant eggs with legs and arms do not exist, and could not sit on walls; but it is true that eggs really do break, and can’t be put back together, if they fall.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

8. *Evaluative Think Pair Share:* Why do you think Humpty Dumpty falls? (Answers may vary, but point out that eggs are round or oval and not flat on the bottom.)
9. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

## Rhyming Words

5 minutes

Directions: I am going to reread the nursery rhyme a few lines at a time and I want you to identify the rhyming words.

*Humpty Dumpty sat on a wall,*

*Humpty Dumpty had a great fall. (wall, fall)*

*All the king's horses,*

*And all the king's men,*

*Couldn't put Humpty together again. (men, again)*

Reread the nursery rhyme, but leave out the second word of each rhyming pair for students to fill in.

If time permits, ask students to think of other words that rhyme with each rhyming pair.