

Sing a Song of Sixpence 5

☑ *Lesson Objectives*

Core Content Objectives

Students will:

- ✓ Describe that kings usually possess gold and other treasures
- ✓ Describe the behaviors that reinforce that kings and queens are royal
- ✓ Recite "Sing a Song of Sixpence"
- ✓ Demonstrate familiarity with the poem "Sing a Song of Sixpence"

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:

- ✓ Recall facts from "Sing a Song of Sixpence" and accurately answer questions such as *who, what, where,* and *when,* with prompting and support (RL.K.1)
- ✓ Interpret information to answer questions and express opinions about "Sing a Song of Sixpence," and identify a cause/effect relationship in the nursery rhyme, with prompting and support (RL.K.1)
- ✓ With prompting and support, identify and describe characters and major events in "Sing a Song of Sixpence" (RL.K.3)
- ✓ With prompting and support, define and use new words, such as *dainty,* from the read-aloud and the discussion about "Sing a Song of Sixpence" (RL.K.4)

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- ✓ Listen to a variety of texts, including nursery rhymes such as "Sing a Song of Sixpence" (RL.K.5)
- ✓ With prompting and support, describe an illustration of the king counting money and the queen eating bread and honey in "Sing a Song of Sixpence," using the illustration to check and support comprehension of the read-aloud (RL.K.7)
- ✓ Actively engage in the fictional read-aloud "Sing a Song of Sixpence" (RL.K.10)
- ✓ Prior to listening to "Sing a Song of Sixpence," identify orally what they know and have learned about kings, England, and the nursery rhyme "Old King Cole"
- ✓ Evaluate and select stories, poems, and read-alouds on the basis of personal choice for rereading

Core Vocabulary

dainty, *adj.* Fancy, small, and pretty
Example: Look at those dainty cupcakes in the window of the bakery!
Variation(s): daintier, daintiest

maid, *n.* A person who cleans the inside of a house
Example: The maid tidied the kitchen and swept the floor, whistling while she worked.
Variation(s): maids

pecked, *v.* Bitten, struck, or poked by a bird's beak
Example: The woodpecker pecked a hole in our apple tree.
Variation(s): peck, pecks, pecking

At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	**Where Are We?**	world map	10
	Rhyme Review		
	Purpose for Listening		
Presenting the Read-Aloud	**Sing a Song of Sixpence**		10
Discussing the Read-Aloud	**Comprehension Questions**		10
	Word Work: Dainty	drawing paper, drawing tools	5
	Complete Remainder of the Lesson Later in the Day		
Extensions	**Student Choice**		15
Take-Home Material	**Family Letter**	Instructional Master 5B-1	*

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Sing a Song of Sixpence

5A

Introducing the Read-Aloud *10 minutes*

Where Are We?

Show students a map of the world and help them locate the country of England. Remind them that they talked about England in earlier read-alouds when they heard about some kings who ruled England long ago.

Rhyme Review

Explain that the read-aloud they are going to hear today is a nursery rhyme that was written a long time ago to describe a king and queen in England. Ask students if they remember another nursery rhyme about a king ("Old King Cole") and prompt them as needed to recite it.

Review with students that words that have different beginning sounds but end with the same sounds are said to rhyme. Have students listen for the following rhyming words in the today's nursery rhyme: *rye*/*pie, sing*/*king, money*/*honey,* and *clothes*/*toes.*

Explain that it may be difficult for them to understand parts of today's nursery rhyme because it was written long ago using different words than we use today. Tell them that they will hear two new words at the beginning of today's read-aloud: *sixpence* and *rye.* Tell them that *sixpence* means money. (*Pence* is the British word for a penny, so *sixpence* would be six pennies.) *Rye* is a kind of grain that is often ground into flour to make bread. If you are familiar with the tune, you may wish to sing the rhyme for students.

Purpose for Listening

Tell students they are going to hear a nursery rhyme called "Sing a Song of Sixpence." Tell them that they are going hear about a very unusual or special pie in this read-aloud. Ask them to listen carefully to find out more about the special pie in the rhyme.

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Presenting the Read-Aloud — *10 minutes*



Sing a Song of Sixpence

Show image 5A-1: Blackbirds

Sing a song of sixpence,
A pocket full of rye,
Four and twenty blackbirds
Baked in a pie.

When the pie was opened,
The birds began to sing;
Now wasn't that a **dainty** dish
To set before the king?



Show image 5A-2: King counting and queen eating

The king was in his counting house
Counting out his money;
The queen was in the parlour,
Eating bread and honey.



Show image 5A-3: Maid

The **maid** was in the garden,
Hanging out the clothes,
When down came a blackbird
And **pecked** at her toes!

Read It Again

Reread or sing the rhyme with the Guided Listening Support.



Show image 5A-1: Blackbirds

Sing a song of sixpence,
A pocket full of rye,

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Four and twenty blackbirds
Baked in a pie.

When the pie was opened,
The birds began to sing; [1]
Now wasn't that a **dainty** dish
To set before the king? [2]

1 A long time ago, people sometimes put live birds on top of pies and covered them with a lid made of dough. When the lid was opened, the live birds would fly out. People thought this was a fancy way to celebrate a special occasion.

2 The word *dainty* means that the pie was fancy, small, and pretty.



Show image 5A-2: King counting and queen eating

The king was in his counting house
Counting out his money;
The queen was in the parlour,
Eating bread and honey. [3]

3 Just like King Midas, this king loves his money. The queen is sitting in a fancy room called a parlour, which is used for entertaining royal guests.



Show image 5A-3: Maid

The **maid** was in the garden,
Hanging out the clothes, [4]
When down came a blackbird
And **pecked** at her toes! [5]

4 The maid had just washed the clothes and was hanging them on a clothesline. Why was she hanging the clothes on a clothesline?

5 The word *pecked* means the bird was poking at the maid's toes with its beak. Birds do not usually bother people, so this would not happen in real life.

Echo Technique

Review the echo technique that students learned in the *Nursery Rhymes and Fables* domain and used during the lesson on "Old King Cole." Tell students that you are going to say or sing the first line of "Sing a Song of Sixpence." Then you will stop and give them a chance to echo the words. They will say the exact words that you said. Continue doing this for each line of the rhyme.

If time permits, you may leave out key words such as *sixpence* and *rye* for students to fill in, or you may have half of the class say one line and the other half say the next line. Playful repetition will help students learn the rhyme.

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Discussing the Read Aloud *15 minutes*

Comprehension Questions *10 minutes*

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use the read-aloud or domain vocabulary in their response, acknowledge correct responses by expanding students' responses, using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* Who are the three people or characters in this rhyme? (The three characters in this rhyme are the king, the queen, and the maid.)
2. *Literal* What were the king, the queen, and the maid doing? (The king was counting money, the queen was eating bread and honey, and the maid was hanging wet clothes on a clothesline.)
3. *Evaluative* What are the king and queen doing in this nursery rhyme? (The king is counting money and the queen is eating bread and honey in the parlour.) Why would these activities be considered royal activities? (Anything that the king or queen does is considered royal.)
4. *Evaluative* What kind of special pie is described in the rhyme? (The pie had live blackbirds on top that flew out when the pie was opened.) Why would someone give a special pie to the king? (Someone would give the king a special pie because the king is royal and` people want to please him.)

[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.

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5. *Evaluative* ***Think Pair Share:*** What might be the best thing about being a king or queen? (Answers may vary.)

6. 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.]

Word Work: Dainty

***5** minutes*

1. In the read-aloud you heard, "When the pie was opened, the birds began to sing; now wasn't that a *dainty* dish to set before the king?"

2. Say the word *dainty* with me.

3. *Dainty* describes something that is fancy, small, and pretty.

4. My grandmother always drinks her tea from dainty teacups.

5. What are some things that are dainty? Try to use the word *dainty* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "_____ is dainty because . . ."]

6. What's the word we've been talking about?

Use a *Drawing* activity for follow-up. Directions: Draw a picture of things that are dainty. You could think of things a king or queen might have that are dainty or you could think of objects in your life that are dainty. Talk to your partner about your drawing. Be sure to begin your response with "_____ is dainty because . . ."



Complete Remainder of the Lesson Later in the Day

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Sing a Song of Sixpence

5B

Extensions

15 *minutes*

Student Choice

Ask students which read-aloud(s) they have heard recently they would like to hear again. If necessary, reread the titles of recent read-alouds to refresh the students' memories and/or show key illustrations from several read-alouds. You may also want to choose one yourself.

Reread the text that is selected. Feel free to pause at different places in the read-aloud this time and talk about vocabulary and information that you did not discuss previously during the read-aloud.

After the read-aloud, ask students if they noticed anything new or different during the second reading that they did not notice during the first reading. Also, have them express why they like this read-aloud. Remember to repeat and expand upon each response using richer and more complex language, including if possible any read-aloud vocabulary.

Take-Home Material

Family Letter

Send home Instructional Master 5B-1.

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Pausing Point

PP

Note to Teacher

You should pause here and spend one day reviewing, reinforcing, or extending the material taught thus far.

You may have students do any combination of the activities listed below, but it is highly recommended you use the Mid-Domain Student Performance Task Assessment to assess students' knowledge of *Kings and Queens*. The other activities may be done in any order. You may also choose to do an activity with the whole class or with a small group of students who would benefit from the particular activity.

Core Content Objectives Up to This Pausing Point

Students will:

- Describe what a king or queen does
- Identify and describe royal objects associated with a king or queen
- Indicate that kings and queens still exist today, but that there were many more kings and queens long ago
- Describe a royal family
- Identify important factors (children, partnerships, arranged marriages) that ensured a royal family's success
- Describe that kings usually possess gold and other treasures
- Discuss the difference between valuing relationships with people and valuing wealth
- Describe the behaviors that reinforce that kings and queens are royal
- Recite "Old King Cole"
- Recite "Sing a Song of Sixpence"
- Describe the characters, settings, and plots of a given story
- Demonstrate familiarity with a given story or poem

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Student Performance Task Assessment

⑩ Riddles for Core Content

Materials: Instructional Master PP-1

Note: Name the pictures in each row as you read each riddle to the students.

Directions: I am going to read a riddle about one of the stories you have heard. First, you will listen to the riddle that I read. Next, you will look at the two pictures in the corresponding numbered row as I name them. Then, find the picture that answers the riddle. Finally, you will circle the correct picture.

1. **King/Maid:** I hold a scepter and an orb, and there is a crown on my head so people know that I am royal and important. Who am I? (king)
2. **Blackbirds/Crown Prince:** I am the oldest son of a king and the child next in line to the throne. What am I? (crown prince)
3. **King Midas/Maid:** I turned my daughter into gold! Who am I? (King Midas)
4. **Old King Cole/Sixpence Queen:** I called for three fiddlers to play for me. Who am I? (Old King Cole)
5. **Golden Roses/Blackbirds:** We were put in a pie and released in front of the king. What are we? (blackbirds)

Activities

Listen and Create

Materials: Music CDs; construction paper; art supplies

Have students listen to "Old King Cole," "Sing a Song of Sixpence," and other songs about kings and kingdoms while they create their own crowns. Have students wear their crowns and have a "royal parade" around the classroom or playground.

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Image Card Review

Materials: Image Cards 1–6

In your hand, hold Image Cards 1–6 fanned out like a deck of cards. Ask a student to choose a card but to not show it to anyone else in the class. Tell students that these images are all from the story of "King Midas and the Golden Touch." The student must then perform an action or give a clue about the picture s/he is holding. For example, for King Midas and his gold slippers, a student may act happy as s/he touches his/her shoes. The rest of the class will guess what event is being described. Proceed to another card when the correct answer has been given.

Hands On

Materials: Various objects from each read-aloud

Place various objects on a table: crown, gold coin, goblet, pie, blackbird, etc. Allow students to touch the objects. Hold up each object and ask students if they remember hearing about these objects. Ask them to match the objects with the read-alouds.

Domain-Related Trade Book or Student Choice

Materials: Trade book

Read an additional trade book; refer to the books listed in the Introduction. You may also choose to have students select a read-aloud to be heard again.

King or Queen for the Day

Draw the names of students, and have them be kings or queens on different days of the week. Make sure to give every student a chance to be king or queen. Provide royal props as well, such as a toy crown, robe, scepter, etc. Give each student age-appropriate responsibilities, and have them lead the classroom as much as possible, providing help as their "royal advisor" as necessary. At the end of the day, ask the particular student to identify some aspects about what he or she liked and disliked about ruling the "kingdom."

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Above and Beyond: On Stage

Have a group of students plan and act out one of the read-alouds or poems they have heard thus far.

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