

RHYME SQUARE is an exciting simulation exposing primary students to traditional literature in the form of nursery rhymes. The unit is an integrated curriculum experience which introduces students to cooperative learning. On the RHYME SQUARE VILLAGE map, students journey through the Village of Rhymes, participating in activities that encourage growth in all areas across the curriculum.

As a result of participating in this unit, students will develop the following:

**Knowledge**

1. exposure to selected nursery rhymes
2. how to work individually and cooperatively within a group setting

**Skills**

1. listening to what you or group members are saying
2. working cooperatively in small groups
3. thinking creatively
4. creating hands-on projects
5. enhancing vocabulary and language development
6. experimenting and calculating
7. acting and singing
8. developing large and fine motor coordination

**Feelings**

1. positive experiences in reading and writing
2. satisfaction by working together on a team toward a common goal
3. creative endeavors are challenging, fun, and rewarding



RHYME SQUARE is designed to stimulate hands-on learning in a team setting with selected nursery rhymes. The nursery rhymes included in this guide are *Humpty Dumpty*, *Little Miss Muffet*, *Little Boy Blue*, *Old Woman Who Lived in a Shoe*, and *Star Light Star Bright*.

Teams of students travel along the RHYME SQUARE VILLAGE map to reach Rhyme Square. Points are earned by completing activities, selecting and reacting to GANDER CARDS, and working cooperatively in their teams.

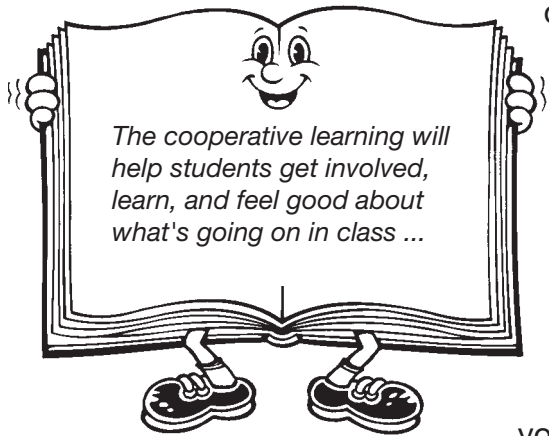
Many areas of early childhood development are incorporated in all the activities. *Examples:*

- language
- math
- art
- creative dramatics
- music
- science
- movement



Lessons for each nursery rhyme are developed specifically for that nursery rhyme. Since the exercises range in ability, you as a teacher must preview the activities before selecting specific lessons for your students. This Teacher Guide has a variety of culminating activities which encompass all five nursery rhymes.

## MAP, POINTS, GANDER CARDS



1. **Map:** The RHYME SQUARE VILLAGE map is the focus of the simulation, and it should be placed on an accessible bulletin board. All teams begin the journey to Rhyme Square Village at the same time. Colored push pins can be used for team markers. Teams travel along the map by earning points.

Awarding of points depends upon the length of time the game is played. Do your calculations so that every team arrives at Rhyme Square Village on or shortly before the final day of the unit.

2. **Points:** Teams earn points in different ways. Points are awarded upon completion of each activity. You must decide the number of points to award for each activity. (Vary the number of points for each activity.) Be sure your point system is *easy* and *fair*. The simpler you make your system, the less headaches and heartbreaks all of you will have.

You should reward teamwork randomly. Give positive reinforcement regularly by awarding points on the RHYME SQUARE VILLAGE map. Set your own standards on how to use this behavior objective in a positive way. Use your judgment on how frequently you should award team behavior points. You cannot give too much positive reinforcement! **Remember:** "No one ever gets enough strokes."

3. **GANDER CARDS:**
  - a. **What are they?** GANDER CARDS are activity cards keyed to specific nursery rhymes. Be aware that not all of these nursery rhymes are specifically included in this unit. However, most children have enough familiarity with most nursery rhymes to complete the GANDER CARD activities.
  - b. **How are they used?** After you cut and shuffle the GANDER CARDS, each team draws one at the end of each day's activity. Then team members collectively answer the card's challenge. (Each card refers to a specific nursery rhyme.) A correct answer enables the team to move a certain number of spaces on the map.
  - c. **What are the answers?** See answers on page 13.



*It always pays to be prepared. It sets the stage for learning.*

The following time schedule is intended to help organize RHYME SQUARE. Adapt it to your students and your classroom needs.

### **Day 1**

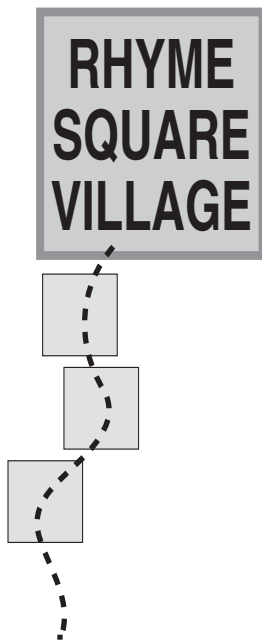
1. Be very “up.” Radiate your enthusiasm about what is beginning as you explain the following:
  - overall idea of the simulation
  - what a simulation is (a make believe journey with team members)
  - why you are using RHYME SQUARE
2. Divide students into cooperative learning groups (from this point on referred to as *teams*) according to the method you have chosen. Assign each team an area in the room, making sure each team has adequate space.
3. Lead a brief discussion to establish effective ways to successfully work together. Be sure to include your own standards and rules for cooperative learning.
4. Have teams select a team name. Each team will be a different color push pin on the map. You may want to assign the color before the teams discuss and choose a name. During this activity, be sure you *immediately* award points to the teams that work according to the rules and standards previously discussed and set up. These points will enable the teams to make their first moves on the RHYME SQUARE VILLAGE map.
5. Keep track of points during the simulation by simply writing the team names on the chalkboard and putting the points next to the names. Upon completion of the day’s activities, transfer the points awarded and listed on the chalkboard by moving the team markers forward on the map.
6. Reassure the class that the next time they play RHYME SQUARE, teams will have a chance to pick a GAN- DER CARD.

### **Basic procedure for following days**

1. Place team names on the chalkboard for awarding behavior and team points. Have students work in their teams.
2. Select activities from each nursery rhyme for the teams to complete.
3. During each activity, award points for appropriate behavior and teamwork. (Record the points on the chalkboard.)
4. After each activity, award team points by moving team markers ahead on the map. (Transfer points from the chalkboard.)
5. After each activity, teams choose a GANDER CARD. Read from the GANDER CARD, have students respond, and then move markers on the RHYME SQUARE VILLAGE map.

### **Final days of RHYME SQUARE**

As the final days of RHYME SQUARE arrive, make sure the teams will be able to reach Rhyme Square Village. Be aware of how many spaces it will take for the teams to arrive at Rhyme Square Village. There are 82 spaces on the RHYME SQUARE VILLAGE map. If necessary, change the points earned to ensure teams successfully arrive at Rhyme Square Village.



# LANGUAGE

## Little Boy Blue's Nap

### Procedure

Follow basic procedure plan.

*This activity challenges the students to think in a creative manner and enriches vocabulary development and expressive skills.*

### Activity

1. Using the questions that follow, ask aloud one question per team.
2. Each team discusses their responses and upon consensus answers the question aloud.
3. When all teams have answered a question the process is repeated.
4. Award team points as appropriate.

### Questions:

- When Little Boy Blue wakes up, what will he do?
- Little Boy Blue was dreaming while he was sleeping. What do you think he was dreaming about?
- Will Little Boy Blue be in trouble when he wakes up?
- Why do you think Little Boy Blue went to sleep on the job?
- Where are the cows and sheep supposed to be?
- Do you think Little Boy Blue gets paid for watching the sheep?
- Should he get paid if he sleeps on the job?
- Who do you think is Little Boy Blue's boss?
- Where does this story take place, the country or city?
- If you were Little Boy Blue's boss, what would you say or do to him for sleeping on the job?
- Do you ever get tired at school? Why do you and your team mates think you get tired at school?
- What time do most of you go to bed? What time do most of you get up in the morning?
- If you had animals that needed to be watched, what kind of a person would you want to watch your animals.