

# Nursery Rhymes

## Developing Reading, Rhyming, and Phonetic Skills

### Grades PreSchool to Kindergarten

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Illustrated by Kevin Jackson

#### About the author:

Ruth Solski was an educator for 30 years. She has written many educational resources and is the founder of S&S Learning Materials. As a writer, her main goal is to provide teachers with a useful tool that they can implement in their classrooms to bring the joy of learning to students.

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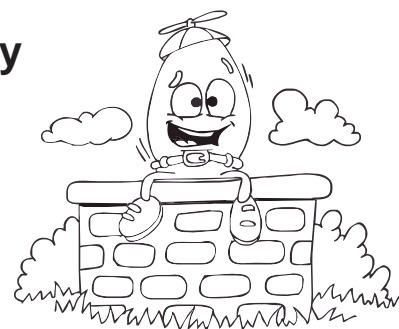
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## Teaching Nursery Rhymes

### Lesson Two: Humpty Dumpty



#### A. Teacher Preparation:

Reproduce page 18. Record the rhyme on chart paper.  
Distribute copies of the rhyme to your students.

#### B. Discussion:

Discuss the picture on the page using any of the following questions. Encourage your students to answer in complete sentences.

1. What is happening in the picture? (***Something is falling off the wall.***)
2. What do you think it is? (***An egg that looks like a person.***)
3. What might happen to the egg when it lands on the ground? (***It may break.***)
4. Is there anyone around that could help the egg? (***some soldiers***)

#### C. Reading the Rhyme:

Draw your students' attention to the words at the top of the page. Explain that this is another nursery rhyme and it is about an egg that meets with an accident. The words at the top are the egg's name. Read the title. Have the students point to each word in the title and repeat it.

Now I am going to say the rhyme about Humpty Dumpty. Put your finger under the first word in the first line of the rhyme and follow along as I read. Have the students repeat and point to each word in each sentence. Continue doing the same procedure for each sentence. Say the rhyme two or three times and eventually have the students say it while pointing to the words.

#### D. Rhyme Discussion:

Discuss the rhyme using any of the following questions. Encourage your students to answer in complete sentences.

1. Who is falling off the wall? (***Humpty Dumpty***)
2. What does Humpty Dumpty look like? (***an egg***)
3. Where had Humpty Dumpty been sitting? (***on a wall***)
4. Why do you think Humpty Dumpty fell off the wall? (***He lost his balance. Eggs roll around easy. He might have leaned too far one way. Answers may vary.***)
5. What happened to Humpty Dumpty when he fell off the wall? (***He broke into pieces.***)
6. Who tried to help Humpty Dumpty? (***the king's men and the king's horses***)
7. Were the king's men able to put Humpty back together? (***No***)

## E. Vocabulary Skills:

1. Read the rhyme again. Exaggerate the rhyming words in the nursery rhyme. Have the students listen for words that sound the same or rhyme. (**Humpty, Dumpty; wall, fall; men, again**)
2. Record the words “wall” and “fall” on chart paper or the chalkboard. Brainstorm for other words that rhyme with “wall” and “fall.” Use the following clues to get answers from the students. Record the words on the same list. Encourage your students to answer in complete sentences.
  - a) It is a toy and it can bounce. (**ball**)
  - b) to talk loudly to someone (**call**)
  - c) a place to go shopping (**mall**)
  - d) a long room that leads to other rooms (**hall**)
  - e) not short (**tall**)
  - f) a place to keep a horse in the barn (**stall**)
3. Brainstorm for words that rhyme with “men” using the same procedure as above.
  - a) a number (**ten**)
  - b) a home for a pig (**pen**)
  - c) a place where a bear sleeps in the winter (**den**)
  - d) the name of a boy doll (**Ken**)
  - f) a bird who lays eggs (**hen**)

## F. Phonetic Skills and Letter identification:

1. Say the words “Humpty” and “horses” in an exaggerated manner. Write the words on a chalkboard or a chart. Have the students say the words after you. What letter do you see at the beginning of “Humpty” and “horses?” (**Hh**) Can you find the letter “Hh” in the alphabet? Who lives beside the letter “Hh?” (**Gg, Ii**)
2. Listen while I say the words again. Exaggerate the sound. Have the children say “Humpty” and “horses.” What sound do you hear? (**Huh**) Where is the sound coming from? (**The back of my mouth or throat.**) Put your hand in front of your mouth. Now say the words again. What do you feel? (**air**) The letter “Hh” is a windy sound. I call it the huffing sound. The sound you make when you are out of breath.
3. Brainstorm for words that begin with the same sound. Record the words on a chart. Use the clues below to get answers. Circle the letter “h” at the beginning of each word. Encourage your students to answer with complete sentences.
  - a) It is a place people live in. (**house**)
  - b) It is a kind of meat. (**ham**)

- c) It is the part of you that pumps blood to parts of your body. (**heart**)
- d) Bees make this sweet food. (**honey**)
- e) We use one to catch a fish. (**hook**)
- f) It is a bun with a wiener inside it. (**hotdog**)
- g) The sun makes you feel this way. (**hot**)
- h) It is found on the top of your head. (**hair**)
- i) You have two that have fingers. (**hands**)

Say the words in the list exaggerating the beginning sound. Have the students repeat them after you. Discuss the position of their mouths when they make the sound at the beginning of each word. Remember the letter “Hh” is called the huffing sound.

### **G. Conclusion:**

1. Practice reading or saying the rhyme with your students.
2. Sing the rhyme.
3. Have the students dramatize the rhyme while singing or saying it.
4. Have the students color the picture of the Nursery Rhyme and then glue it into a scrapbook or a booklet.
5. Reproduce the worksheets on pages 19 to 20 to practice rhyming, visual discrimination, initial consonant sounds, and word/picture association skills. The worksheets are to be cut along the dotted line and placed at a center or practiced individually or as a group.

# 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 Dumpty  
together again.

