

Webbing Into Literacy; A-Rhyme-A-Week Instruction  
Jack and Jill shared reading 5 day lesson plan  
By Andrea Shoup

Grade Level: Kindergarten

Reading Level: All: Whole Class

Time Frame: 5 days (10-15 mins a day)

Week of: (first shared reading lesson in a sequence

of nursery rhymes.)

### **Planning**

Curriculum Expectations

Reading

14. Respond to a variety of materials read aloud to them.

15. Use illustrations to support comprehension of texts that are read by and with the teacher.

18. Retell stories in proper sequence that have been read by and with the teacher, using pictures in the books and/or props

Oral Communication

1. Explore sounds, rhythms and language structures with guidance and on their own.

10. Orally retell simple events and simple familiar stories in proper sequence.

11. Demonstrate awareness that words can rhyme, can begin or end with the same sound, and are composed of phonemes that can be manipulated to create new words.

Writing

28. Communicate ideas about personal experiences and/or familiar stories, and experiment with personal voice in their writing

Drama

23. Dramatize rhymes, stories, legends, and folk tales from various cultures, including their own.

Music

16. Communicate their understanding of something by participating in musical activities.

Teaching Points

- Rhyming
- Retelling
- Comprehending the text and responding to it in a variety of ways

Text Summary

Jack and Jill is a nursery rhyme with a predictable pattern and rhyming words. It tells the story of a boy and girl who go up a hill for water. As students are exposed to more nursery rhymes the text form will become predictable and students will begin to make connections between the texts and situations ie. With Little Bo Peep

Assessment

- Running record of students in guided reading groups
- Anecdotal observations of students during shared reading sessions (participation, students ability to recognize sounds and repeat patterns and rhyming words, student's ability to retell a rhyme and act it out)
- Record who has completed additional activities (independent reading of the poem, writing activity, listening center) to keep a record of activities students are choosing and any additional notes or observations

Teaching Materials

- Poster of Jack and Jill rhyme (available from rhyme a week site, see resources) – 6 copies – 1 to use, 1 to lose, 4 for centers
- Pointer
- Rhyming words cards (available from rhyme a week site, see resources)
- Felt boards (make sure to have, boy, girl, hill, water or well, pail)

- Paper, markers, etc. For retell
- Jack and Jill rhyme read and sang for listening center – can record an older student doing this
- Sticky notes

## Daily Shared Lesson Plan

### Day 1

#### Purpose

Enjoyment and to encourage students to notice the rhyming nature and join in

#### Before

-Introduce nursery rhyme, explain what a rhyme is, point out picture and encourage students to use it to help read the rhyme

- Explain fetch and crown

#### During

- Read the rhyme following with a pointer. Repeat the rhyme a few times encouraging students to join in. Sing the “Jack and Jill” song, encourage singing along, still pointing to the words.

#### After

- Discuss as a class their reactions to the rhyme
- Explain that the rhyme is in the story corner to practice on their own.

### Day 2

#### Purpose

To understand what is occurring in “Jack and Jill” and be able to retell it. To read the rhyme fluently and experiment with dramatic retellings.

#### Before

- Reread “Jack and Jill” encouraging students to join in

#### During

Have a class discussion to retell the rhyme

Review what fetch means and what it would mean to break Jack’s crown

#### Questions

- Who is in this rhyme? Who else?
- Where are they?
- What are they doing?
- And then what happened?

Have students work in pairs to dramatize the rhyme

#### After

- Students present their dramatic retells
- have volunteers use the pointer to track words on the poster
- as students are acting out encourage class to read, encourage different voices etc. (soft, loud, high, low, fast, slow, singing...)
- Introduce the listening center activity (see below)
- Introduce the writing center retell activity (see below)

### Day 3

#### Purpose

To recognize rhyming words, to use cloze procedures and reading strategies in order to determine missing words.

#### Before

Reread “Jack and Jill” with as little help as possible

Review from yesterday- ask students to explain what happened in the rhyme

### During

Introduce oral cloze activity. Cover up rhyming words with sticky notes, and common high frequency words we have studied (and, went, up, the, to, a, of, his)

- encourage students to fill in the missing words AND explain how they know it is right
- brainstorm other words that could fit
- when note is removed they use their knowledge of letters to confirm their answer

### After

Class rereads with notes removed

Explain to class felt board retell activity for centers (see below)

### Day 4

#### Purpose

Expand and develop understanding of -ill rhyming words

#### Before

Reread "Jack and Jill"

-ask students to remind you how they figured out the word hill was covered up yesterday. What clues in the rhyme were there? What words sound like hill in the rhyme?

#### During

- show students the picture word cards one at a time
- use reading strategies (picture, beginning sound, -ill ending) to discover the word
- have students use words in sentence or explain words
- Play an "I'm thinking of game with the word cards" - "I am thinking of a word that rhymes with Jill. It's a kind of medicine" (pill).

#### After

- Sing Jack and Jill as a class
- ask how many words rhyme in the poem – underline these
- Place -ill word cards in alphabet center for students to practice and sort into the alphabet chart

### Day 5

#### Purpose

To share what we have learned and worked on this week for the "Jack and Jill" rhyme. To celebrate individual work, creativity and show multiple examples of how Jack and Jill can be understood and retold.

#### Before

Have students reread "Jack and Jill"

Revisit and quickly review rhyming words, remind students we were retelling the nursery rhyme

#### During

Have students share what they were working on in center activities

- Some students share their dramatic retellings, or singing
- Show their pictures and explain

\*note not all students will have done these activities, they will be encouraged to present in a following week

#### After

Students work will be placed in portfolio file to be revisited later

Students will be reminded that they can still read this poem and do activities with it in centers

### **Guided Reading Experiences**

Students who are working on retell

- Students read the rhyme quietly
- Discuss sequentially what is happening

- Do story time –line on a white board
- Illustrate the rhyme with each thing that happens
- Have students retell the story (can use felt boards if necessary)

Students who are working on using syntactic cues

- Students read the rhyme quietly
- Point out Jill, encourage students to find another word that looks like it. What would this word be? How do you know?
- Point out down, encourage students to find another word that looks like it. What would this word be? How do you know?

Students who need an extension to syntactic cues and critical thinking challenge

- Reread rhyme quietly
- Brainstorm list of ill words, explain what these are
- Read riddles to students and have them try to use meaning clues to determine the appropriate word.

### Additional Lesson Ideas and Notes

Students Should be encouraged to explore this rhyme further including. The following activities should be explained during shared time and encouraged for students to choose during center times.

- **Book Corner** - Place the poster in a folder with all nursery rhymes that we will study for students to read during independent reading.
- **Listening Center** - Listen to the rhyme on tape in the listening center, practice singing the rhyme and saying it in different voices. Present one of these to the class.
- **Writing Center** - Draw a picture of what is happening in the Jack and Jill rhyme in the writing center. Have an explanation scribed onto the art work. Present this to the class.
- **Story Center** -In the story center put felt boards and a copy of the Jack and Jill rhyme have students retell the rhyme on the felt board.
- **Alphabet Center** – place the ill family words in the alphabet center. Encourage students to read the words to a partner and sort them by beginning letter into the alphabet pocket chart.

### References

A Guide to Effective Instruction in Reading (2003). Kindergarten to Grade 3, Ontario Ministry of Education

<http://www.eworkshop.on.ca/cfm/edu/core.cfm?p=guides.cfm&navID=resources&L=1>

Smolkin, L. (1999). Webbing Into Literacy: A Rhyme – A – Week Instruction. Jack and Jill

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[http://curry.edschool.virginia.edu/go/wil/rimes\\_and\\_rhymes.htm#Week1](http://curry.edschool.virginia.edu/go/wil/rimes_and_rhymes.htm#Week1) July 18, 2010.

The Ontario Ministry of Education (2006). The Kindergarten Program.