

Nursery Rhyme Rhythm

Kindergarten

Adapted by Nancy Gibson

CORE SUBJECT AREA

English Language Arts

ART FORM + ELEMENTS

Music: Rhythm

MSCCR STANDARDS

RL.K.2 With prompting and support, retell familiar stories including key details.

RL.K.5 Recognize common types of texts.

L.K.5b Demonstrate understanding of frequently occurring verbs.

W.K.3 Use a combination of drawing, dictating and writing to tell about the events in the order in which they occurred.

MSCCR CREATIVE ARTS STANDARDS

MU: Cr1.1.K Generate and conceptualize artistic ideas and work. Generate musical ideas for various purposes and contexts.

a. With guidance, explore and experience music concepts (such as beat melodic contour).

DURATION

30 minutes per nursery rhyme

LESSON SEQUENCE

Go over the classroom rules.

Now recite a nursery rhyme.

How are those two types of texts alike? How are they different?

Have the students recite the nursery rhyme with you. If they are not familiar with the nursery rhyme, teach line by line keeping a steady beat as you recite the rhyme.

What did you feel as we recited the nursery rhyme?

Explain that the “*words that we are saying is the rhythm*” but “*what we feel is the pulse which stays steady.*”

Now try to feel that beat as we march around the room (while reciting the nursery rhyme a few times). Sit back down.

What we did was march and that is called a verb. *A verb is something we can do. What other verbs could we do?*

MATERIALS NEEDED

Posters,

Pictures,

Books of different nursery rhymes.

OBJECTIVES

The students will be able to

-keep a steady beat

-keep a steady beat when the tempo changes

-recall the characters, setting, and sequence of events

VOCABULARY

listen

recite

verb

pulse

steady beat

rhythm

tempo

beginning

sequence of events

ending

RECOMMENDED RESOURCES

n/a

Make an anchor chart of the verbs that they produce along with stick figures to represent those verbs. Choose some of these verbs to keep a steady beat as they march.

The speed at which we keep the beat is called the tempo. Explain that a steady beat can also be fast or slow.

Now let's try a different tempo when marching. Which tempo do you like better? Why?

Fold a horizontal paper into thirds. Label the top: Beginning, Middle, End. Recite the nursery rhyme together. Then draw a picture that represents the beginning of the nursery rhyme, the main event and the ending.

EXTENDED LEARNING ACTIVITIES

The students could compare how two nursery rhymes are alike and different. The students could apply the steady beats to say their classmates' names. The students could create a steady beat to the classroom rules

SOURCES

<https://www.letsplaykidsmusic.com/rhythm-and-beat/>

https://etd.ohiolink.edu/rws_etd/document/get/muhonors1111150109/inline

<https://www.education.com/lesson-plans/reading-nursery-rhymes/>

TIPS + FREQUENTLY ASKED QUESTIONS

Many times younger children will begin to play the rhythm of the words instead of keeping the beat. This can be done weekly choosing a different nursery rhyme each time. Video your students so they can watch to see if they can keep a steady beat!

