

10

Hickory Dickory Dock

Curriculum Content Areas

Language, Literacy, and Communication

The Arts

Mathematics

Materials

A piece of chart paper, with the rhyme “Hickory Dickory Dock” written on it

Originating Idea

Children have been listing words that have the same beginning sound as their names (e.g., “Henry” and “heart”). The teachers wanted a fun way to capitalize on the children’s interest in identifying the initial sounds of words.

Opener

Tell the children that you know a rhyme about a mouse. Ask them to pretend their hands are mice, and have them demonstrate how that would look. Read the rhyme “Hickory Dickory Dock” to the children. Have the children tap a steady beat on their knees as you recite the rhyme. When you say the line “The mouse ran up the clock,” have the children wiggle their fingers toward the ceiling. When you say the line “The clock struck one,” have children hold up one finger or make a chiming sound. When you say the line “The mouse ran down,” have the children wiggle their fingers back down to their laps. Finish the last line of the rhyme while patting the beat.

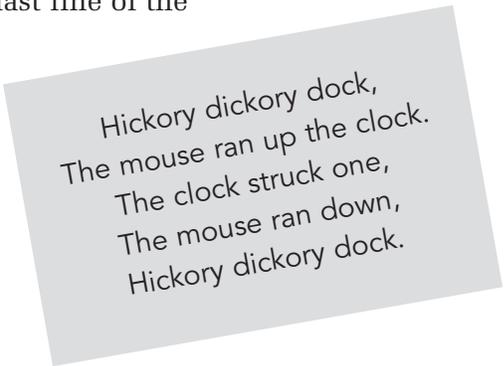
Activity

After saying the rhyme and doing the fingerplays a few times, tell the children that you are going to change the title of “Hickory Dickory Dock” so the words all start with the /b/ sound. (Children can identify “B” as the letter that makes the /b/ sound.)

Recite the new version of the rhyme, “Bickory Bickory Bock.” You (or the children) can then suggest other letters and letter sounds. If you say, “The next sound we are going to use is the sound the letter ‘L’ makes,” the rhyme would become “Lickory Lickory Lock.” If you say, “Let’s try the first sound in the word ‘pumpkin,’” the rhyme would become “Pickory Pickory Pock.”

Transition

As you direct the group to the next activity, change the initial sound in the key words of your instructions and have children “correct” you. If you say, for example, “Now we are going to pick a gong from the gong gook,” the children would reply, “Pick a song from the song book.” You could also dismiss children from large-group time by saying their name using a different initial sound (e.g., “Benry” for “Henry”).



Hickory dickory dock,
The mouse ran up the clock.
The clock struck one,
The mouse ran down,
Hickory dickory dock.

Variations

- When you say, “The clock struck one,” have the children play musical instruments like triangles or bells to represent the clock sound.
- Create a new rhyme for the line “The clock struck one” (e.g., “The clock struck three, he climbed a tree”).

Follow-up

- Post the words to “Hickory Dickory Dock” in the classroom along with pictures of the children participating in this experience.
- Add “Hickory Dickory Dock” to the class song book.
- Put a clock or timer in the classroom.

Accommodations for Children With Special Needs

- Provide hands-on guidance during the fingerplay for children with motor skill difficulties.
- Provide picture cards illustrating each line of the rhyme for children who need support following verbal instructions.
- Hold up letter cards to help visual learners attend to and process the information.
- Gently tap the steady beat of the rhyme on the back of a child who is distractable or needs extra sensory input.



At the line “The clock struck one,” children hold up one finger or make a chiming sound.

11

Itsy Bitsy Spider Revisited

Curriculum Content Areas

The Arts

Social and Emotional Development

Physical Development

Materials

Large pieces of construction paper, each illustrated with a drawing of a spider whose face depicts a basic emotion

Originating Idea

The children enjoy listening to “Itsy Bitsy Spider” at greeting time. The teachers have also been helping children identify feelings when conflicts occur. They decided to use a familiar song character to help children label and reenact a range of emotions.

Opener

Sing “Itsy Bitsy Spider” as the children perform the fingerplay. Show one of the drawings (e.g., sad face) to the children and ask them how the spider might be feeling. Then show the other drawings (e.g., happy face, frightened face, angry face) and ask the children to identify each emotion.

Activity

Show one of the drawings a second time and ask children how they would move if they were feeling that emotion (e.g., if the drawing showed a sad face, the children could hang their heads and walk slowly). Then ask the children how their voices would sound if they were to talk while feeling that same emotion. Have the children sing “Itsy Bitsy Spider” using that tone of voice.



This activity builds on the classic song and fingerplay, a favorite of children and adults.

Transition

Have the children sing “Itsy Bitsy Spider” while creeping and crawling like a spider to the next part of the daily routine.

Variations

- Ask children to suggest emotions that aren’t displayed on the drawings.
- Use other songs and rhymes that contain familiar characters (e.g., “Little Bo Peep,” “Mary Had a Little Lamb”).
- Have children pretend to move and speak like another animal or creature (e.g., monster, mouse, sheep, fairy).

Follow-up

- Add “Itsy Bitsy Spider” to the class song book.
- Place rubber spiders in the toy area.
- At planning time, give each child a picture of a spider. The teacher has a duplicate set of pictures and holds them up, one at a time. When a child’s picture matches a picture that the teacher displays, it is the child’s turn to plan.
- For recall, have the children walk with a large, stuffed spider to the area where this activity took place.

Accommodations for Children With Special Needs

- Show a picture of a spider creeping off to the planning table for children who have difficulty following verbal instructions.
- Prepare a picture card for each line of the song to support visual learners. Display the cards while you are singing.