

# My First Mother Goose

by Tomie de Paola

Twelve nursery rhymes with beautiful illustrations make this book a perfect addition to any library.



## Read

### Before:

Introduce the book and tell the children a little bit about it. Follow that with a comment or question that is related to the story such as, *When I was little, the first nursery rhyme that I learned was Little Miss Muffet*. Encourage a discussion so the children can comment, ask questions, and express their feelings. Set the stage for listening by asking an "I wonder" statement based on the cover illustration.

- I wonder why Mother Goose doesn't have any fingers in her gloves?

### During:

Encourage the children to comment on the illustrations, ask questions, and predict what will happen next in the rhyme. Point out "rare words" (e.g., those words that are not commonly used in every day conversation) and help the children relate the meaning in a way that makes sense to them.

### Rare Words in *My First Mother Goose*

- broth: a clear soup
- dame: the official title of the wife of a baron or knight
- meadow: a grassy field
- battle: a large fight
- spoiled: badly damaged
- monstrous: extremely large and frightening
- quarrel: a disagreement
- scholar: a person who receives high grades
- tuffet: a small mound or clump of grass
- curds: a food similar to milk
- whey: the watery liquid that separates from the solid part of the milk when it turns sour
- trousers: pants

### After:

Discuss the story. Ask questions...

- What object is Humpty Dumpty?
- Count how many children lived in the shoe with the Old Woman. How many girls? How many boys? How many babies?
- Do you think the girls wanted to be kissed by Georgie Porgie? How do you know?
- Who were the three men in the tub in Rub-a-Dub-Dub?
- What did Tweedledee spoil?
- What food(s) would be similar to curds and whey?
- How do you think Peter Pumpkin Eater's wife liked being kept in a pumpkin shell?

**Do**

## Reading Rhymes Echo-Style!

Echo reading is an activity where a skilled reader reads a story, a sentence at a time, and then the pre-reader echoes or imitates the skilled reader. First, read the rhyme in its entirety to the children. Then, read the rhyme line by line and have the children repeat after you. For example, you read "Humpty Dumpty sat on a wall" and then have the children repeat "Humpty Dumpty sat on a wall." After reading the rhymes sentence by sentence, reread the whole rhyme again together letting the children join with what they remember.