

Young Audiences of Massachusetts

Educational Materials

Please forward to teachers

7/21/09

ABOUT THE PERFORMANCE

Characters Educational Theatre: *Mother Goose*

Grade levels: K-1

In this program, young students meet the beloved author of nursery rhymes, Mother Goose. Children join Mother Goose as she recites nursery rhymes, sings songs, plays a circle game, and tells a story. Mother Goose also teaches students how people and geese both use goose feathers! In this performance, Marcia Estabrook portrays Elizabeth Vertigoose, one of the three women all reputed by at least one source to be the “real” Mother Goose. Elizabeth Vertigoose has a documented history in Boston, Massachusetts which connects this program to the New England region and culture.

LEARNING GOALS:

1. To experience the poetry of Mother Goose through drama, music, and a lively encounter with the author.
2. To gain exposure to a colorful, literary figure from American history through live performance.

PRE-ACTIVITY SUMMARY: *Learning Nursery Rhymes*

Teach the class some nursery rhymes and read a few aloud. Select one nursery rhyme and create hand movements for each word. Practice the nursery rhyme with the hand movements. Have the students recite the nursery rhyme while performing the hand movements.

POST-ACTIVITY SUMMARY: *Rhyming*

Talk to the students about rhyming and how to determine if two words rhyme. Say a word aloud and ask each student to think of a word that rhymes with it. Repeat this activity until each student has thought of two or more words that rhyme with the original word.

CURRICULUM LINKS:

English Language Arts, History and Social Sciences, Theater, Music, Math

PRE-ACTIVITY: LEARNING NURSERY RHYMES

LEARNING GOAL:

- * To explore nursery rhymes
- * To use hand movements and repetitions to learn nursery rhymes

MATERIALS/PREPARATION:

A book of Mother Goose nursery rhymes

TIME:

30-40 minutes

STEP 1:

Read a few nursery rhymes to the class ("Hickory Dickory Dock," "Humpty Dumpty," "Jack be Nimble," "Little Miss Muffet," etc.). Have the class select a favorite nursery rhyme and read it aloud a second time.

STEP 2:

Create hand movements for selected words in the selected nursery rhyme. For example, if the class has chosen "Jack be Nimble," students can trace the letter "J" in the air whenever they say "Jack."

STEP 3:

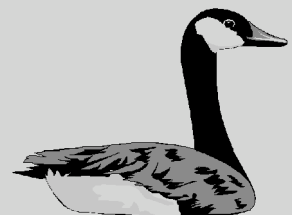
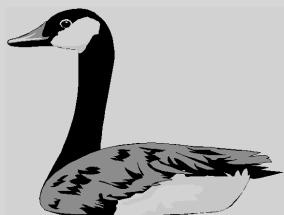
Practice the nursery rhyme with each new movement.

STEP 4:

Have the whole class present the nursery rhyme with hand movements. Encourage individual students to try this alone.

EXTENSIONS:

- 1) **Listen** to "Mother Goose" records, sing her songs, and invent tunes for nursery rhymes that are not set to music.
- 2) **Discuss** what it means to be an author. Have students think of other authors and discuss them.



POST ACTIVITY: RHYMING

LEARNING GOALS:

- * To explore rhyming
- * To get familiarized with words in the English language that have similar sounds

MATERIALS/PREPARATION:

Index cards with words that are easily rhymed (one word on each card)

TIME:

45 minutes

TIPS FOR THE TEACHERS:

- * It is possible to turn this activity into a game with teams.
- * **STEP 5** is optional depending on the reading level of the students.

GUIDELINES FOR DISCUSSION OF PERFORMANCE

1. What did you notice in the performance? Tell me what you saw / heard / noticed.
2. What questions do you have after viewing the performance? What are you wondering about?
3. What did you learn about the original Mother Goose?

STEP 1:

Discuss rhyming. What is it? Ask students for examples of words that rhyme from Mother Goose's performance.

STEP 2:

Say a word aloud, and ask students to suggest a word that rhymes with it. Write the rhyming pair on the board or on paper. (It may be helpful to use nonsense words first, and then gradually change to "real" words.)

STEP 3:

Repeat this activity until all of the students understand the concept of rhyming. Make sure that students understand that rhyming is not repeating the same word.

STEP 4:

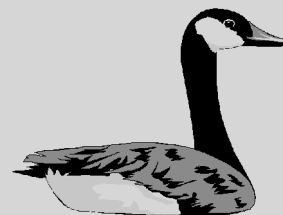
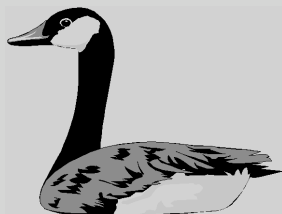
Have a student suggest a pair of words that rhyme. Ask a student to say those words, and ask other classmates to think of other rhyming words.

STEP 5:

Show the class an index card with a word written on it. Do not say the word out loud. Ask students to say a word that rhymes with the written word. Repeat this activity multiple times.

EXTENSIONS:

- 1) **Discuss** why most nursery rhymes are about animals, farms, kings, and queens, not about cars and airplanes.
- 2) **Make** feather rubbings.
- 3) Have students practice counting by learning a rhyme such as "One, Two, Buckle My Shoe."



Characters Educational Theatre: *Mother Goose*

Grade levels: Age 4 -Grade 1

RESOURCES:

Baring-Gould, William S. & Ceil. The Annotated Mother Goose. New York: Bramhall House, 1962.

Mulhern, Jennifer. Popular Nursery Rhymes. New York: Grosset & Dunlap, 1983.

Opie, Iona & Peter. The Oxford Dictionary of Nursery Rhymes. Oxford: Oxford University Press.

Osgood Grover, Eulalie. Mother Goose - The Original Volland Edition. New York: Derrydale Books, 1984.

VOCABULARY:

down - the soft under-plumage of birds OR from higher to lower

locket - a small ornamental case for a picture or keepsake, usually worn as a pendant

latch - a device for holding a door, gate, or the like, closed

tuffet - a low stool or patch of grass

curds - the part of milk that coagulates when the milk sours or is treated with enzymes

nursery - a room set apart for young children

whey - the watery part of milk that separates from the curds

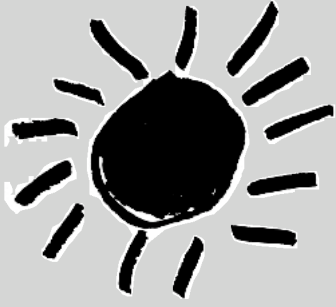
crown - the top of the head

ABOUT THE PERFORMER:

A graduate of the Rhode Island School of Design and a former teacher, Marcia Estabrook began performing her characters in 1982. In addition to her Characters Educational Theatre performances, Marcia has been a featured storyteller at the Three Apples and the Big Apple Storytelling Festivals, the John F. Kennedy Library, the Old South Meeting House, the Martin Van Buren Historical Site in Kinderhook, NY, the Deerfield Museum, Old Sturbridge Village, Channel 5's "Tank Away" and Fox 25's "Americana". Marcia has been the keynote speaker at the New England Kindergarten Conference and has also performed and conducted workshops at the CT Storytelling Festival. Marcia appeared in "The Raven and the Dove" and "Town Called a River". She has consulted for the Rhode Island Children's Museum and the National Park Service. Marcia is a member of Solo Together and Historical Entertainments, and is proud to have been twice a nominee for the National Performer of the Year Award from Young Audiences.

ABOUT YOUNG AUDIENCES:

Young Audiences of Massachusetts (YAMA) is the oldest, largest and most utilized arts-in-education organization in the state and one of the largest in a national network of 33 chapters. For over 45 years, YA has been serving as a link between teaching artists and the region's school children, providing dance, storytelling, music and theater programs to children in schools, libraries and hospitals in the form of assembly performances, workshops and residencies. The organization's mission is to encourage lifelong engagement with the arts by making them an integral part of every child's education.



Young Audiences of Massachusetts

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MASSACHUSETTS CURRICULUM FRAMEWORKS CONNECTIONS

Characters Educational Theatre: *Mother Goose*

<i>Language Arts 2</i>	...pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions.
<i>Language Arts 3</i>	...make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.
<i>Language Arts 8</i>	...identify the basic facts and main ideas in a text and use them as the basis for interpretation.
<i>Language Arts 13</i>	...identify, analyze, and apply knowledge of the structure, elements, and meaning of nonfiction material.
<i>Arts-Theatre 1</i>	Acting...develop acting skills to portray characters who interact in improvised and scripted scenes.
<i>Arts-Theatre 5</i>	Critical Response...describe and analyze their own theatrical work and the work of others using appropriate theater vocabulary.
<i>Arts-Theatre 10</i>	Interdisciplinary Connections...apply knowledge of the arts to the study of English language arts, foreign languages, health, history, and social science, mathematics, and science and technology/engineering.