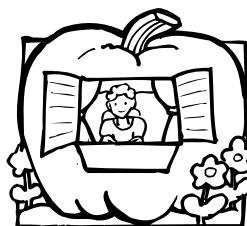
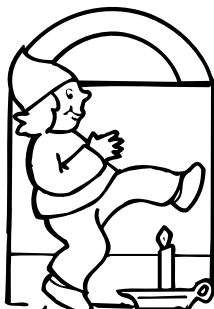
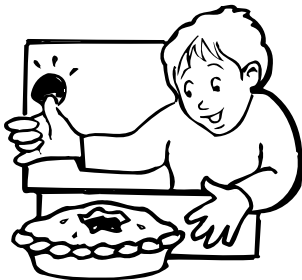
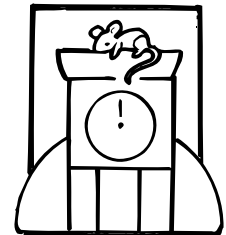


Hickory, Dickory, Dock



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



Hickory, Dickory, Dock *(cont.)*

Art Lesson

Skills

- creates the illusion of texture
- uses line to create recognizable figures
- creates prints by using a rubbing process

Materials

- black marker, one per student
- pencils, one per student
- thin white copy paper, one per student
- variety of textured surfaces (braided place mats, brick, lace tablecloths, corrugated cardboard, etc.)
- “How to Draw a Mouse” strip
- butcher paper or chart paper

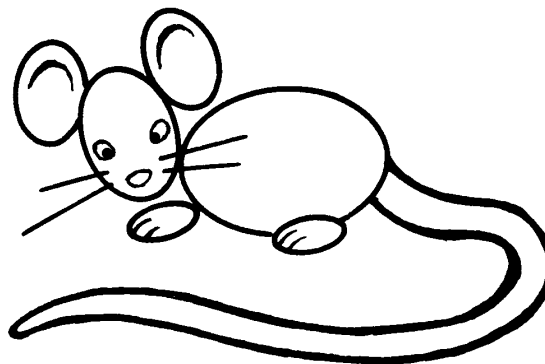
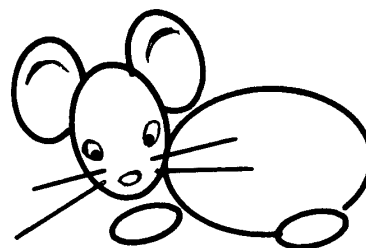
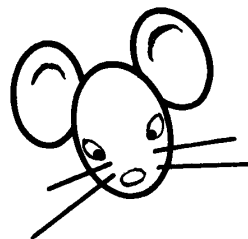
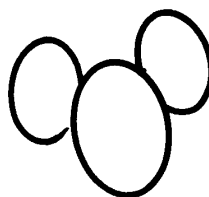
Before the Lesson

1. Copy and enlarge the nursery rhyme “Hickory, Dickory, Dock” from page 18 onto butcher paper or chart paper. Display it in the classroom.
2. Copy and enlarge the “How to Draw a Mouse” strip on butcher paper.

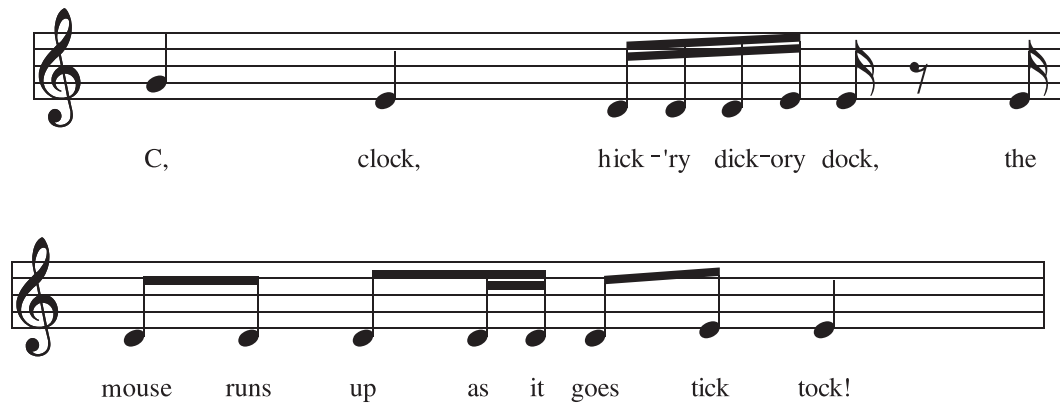
Procedure

1. Read the nursery rhyme “Hickory, Dickory, Dock,” using the enlarged version. Reread the rhyme, inviting the students to join you in tracking the words as you say them.
2. Explain that we are going to draw the little mouse that ran up the clock and then create texture on his fur coat.
3. Show the students the “How to Draw a Mouse” chart. Explain that they do not have to use the chart, but it is a guide if they should need it. It shows ways to turn simple shapes into a recognizable figure. Explain that the figure will need to be adjusted to the size of their paper. Model for the students as you draw the mouse.
4. Trace the pencil markings with black marker so that they will show up after the color is added.
5. Choose a textured surface to place underneath the paper. Color the mouse. The textured surface underneath will create a surface that looks textured, but still feels smooth.

How to Draw a Mouse



Hickory, Dickory, Dock *(cont.)*



Music Lesson

Skills

- keeps a steady beat
- recognizes the sound /c/ (hard c sound)
- knows the hand sign for the letter “c”

Before the Lesson

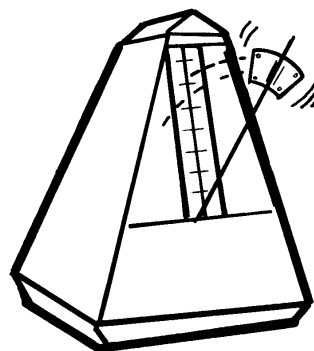
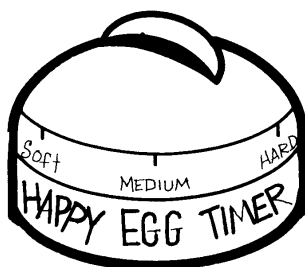
1. Copy and enlarge the jingle for the letter “c” onto butcher paper or chart paper.
2. Copy and enlarge the nursery rhyme “Hickory, Dickory, Dock” (page 18) onto butcher paper or chart paper.

Materials

- wind-up egg timer
- metronome
- butcher paper or chart paper

Procedure

1. Read the nursery rhyme “Hickory, Dickory, Dock” to the class. Read the rhyme a second time, inviting the students to join in as you track the words on the chart.
2. Show the students the metronome. Turn it on as they listen to the steady beats that it makes. See if they can keep the same beat as the metronome as they clap. Practice keeping the same steady beat as they make clicking sounds with their mouths. Ask them for suggestions of different things they could do to keep a steady beat. Explain that just like the clock in “Hickory, Dickory, Dock,” this metronome keeps a steady beat.



Hickory, Dickory, Dock *(cont.)*

Music Lesson *(cont.)*

Procedure *(cont.)*

3. Turn on the timer and put it up to your ear.
Explain to the students that a timer will also keep a steady beat. It doesn't start going faster or slower, but stays the same. Pass the timer around so that all students can have a chance to listen to the timer. Discuss other times that they may have heard a watch ticking or a clock ticking.
4. Begin clapping at a slow and steady beat. Ask the students to join you in this slow and steady beat. While clapping the beat, begin reciting the nursery rhyme "Hickory, Dickory, Dock." Encourage students to join in with you.
5. Show students the chart containing the jingle for the letter "c." Explain to the students that this jingle is similar to the nursery rhyme "Hickory, Dickory, Dock," but that this one will help them to remember the sound that the letter "c" makes as in *clock*. Read the jingle to the class. Sing the jingle together, tracking the words as they are read.
6. Show the students the hand sign for the letter "c." (See example.) Explain that this is the sign used to represent the letter "c" for people who cannot hear or speak. This will also help them to remember "c" as they make this sign during the jingle. Sing the jingle again, using the hand sign for "c" when "c" is read on the chart.
7. Sing the jingle again, keeping a steady clapping beat (four slow claps per verse). Invite students to take turns doing the jingle for each other.

