



Inglese

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Nursery Rhymes

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Attraverso queste semplici filastrocche tramandate oralmente per generazioni, possiamo cogliere eventi della tradizione storica anglosassone, possiamo perfezionare i suoni della L2 e introdurre vocaboli e strutture che, ripetendosi ritmicamente, facilitano la memorizzazione. Inoltre, narrando storie semplici e dall'esile filo narrativo, stimoliamo la fantasia e l'immaginazione dei bambini.

segnalibri

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Background information

Traditional nursery rhymes for children have been handed down from one generation to another over hundreds of years. Rhymes began to be printed as early as 1570. They were sold at fairs by travelling salesmen who sang or recited the rhymes. Why use them in our teaching today? They offer an insight to English culture and the repetitive vocabulary and word patterns and rhythm help memorization. Most rhymes tell a simple story and encourage children to use their imagination and creativity.

Learning the rhyme

Tell the children they are going to learn a rhyme that is hundreds of years old (1744) and that most American and British children know it very well. Say the rhyme showing them some flashcards that you have prepared beforehand. Ask them to put their hands up when they hear the word *mouse* and then when they hear *clock*. Show them a picture of a grandfather clock, call their attention to the hands on the clock and tell them that when the little hand is on 1 and the

big hand on 12, we say that it is 1 o'clock, and the clock chimes 1 o'clock very loudly. Ask the children why the mouse runs down the clock. Put the words on the blackboard and read them to the class being sure to point to each word as you do so. Encourage the children to join in.

Hickory, Dickory, Dock!
The mouse ran up the clock
The clock struck one,
The mouse ran down,
Hickory, Dickory, Dock.

Assessment

Prepare the rhyme with missing words. Ask the children to find the correct words at the bottom and write them in.

Hickory, Dickory,! The mouse ran up the The clock struck The ran down, Hickory,, Dock.

(cat • mouse • Dickory • two • clock • one • book • Dock)

Giochiamo

Acting out

Demonstrate acting out the rhyme by using the two fingers of your right hand to creep up your left arm as the mouse running up the clock. When the clock strikes one, clap once loudly. Then use the two fingers of your left hand to run down your right arm. When the children feel confident, ask the class to form a circle with three children in the middle who perform the finger play while the class say the chant. To make the chanting more interesting, pick some children who stand and say *Hickory*, another group who stand and say *Dickory*, and finally a group who say *Dock* while the rest of the class say the other words and the three children perform in the middle. Change roles and repeat again.

Rhyming words

Ask the children to listen carefully, say *clock* and ask the children to repeat; then say *dock*, which they repeat. Ask the class what they notice about these two words. Elicit that they end with the same sound. Tell your pupils that the words rhyme. Explain that you are going to play a game. You are going to say two words and if they rhyme then the children must stand up. If they don't rhyme they must remain seated. Give them an example of two words that don't rhyme, e.g. *clock* and *hat*. Choose words that they know the meaning of.