

## Connecting Literature and Math

### #1: 1, 2, Buckle My Shoe by Anna Grossnickle Hines

<b>Introduction</b>	<p>Many of us grew up chanting the Mother Goose rhyme, “One, two, buckle my shoe.” Anna Grossnickle Hines has taken this classic rhyme and created a picture book with quilts for illustrations. The result is a beautiful patchwork of counting fun with illustrations that invite the reader to reach out and touch each page.</p>
<b>Content Standards and Benchmarks</b>	<p><b>Content Standard: Number and Operations</b></p> <ul style="list-style-type: none"> <li>• Counting</li> <li>• One-to-one correspondence</li> <li>• Identifying numerals (3 and 4 are numerals) that represent quantities (how many)</li> </ul> <p><b>Content Standard: Algebra</b></p> <ul style="list-style-type: none"> <li>• Patterning</li> </ul> <p><b>Benchmarks</b> will be identified for the activities in the guide.</p>
<b>Materials to Collect and Make</b>	<ul style="list-style-type: none"> <li>• Cut out construction paper circles of different sizes and colors for art center</li> <li>• Collect scraps of quilted material for art center</li> <li>• Make two-piece puzzles with numerals from one to ten and corresponding number of buttons. (See <a href="#">Attachment #1: Numeral Cards</a> and <a href="#">Attachment #2: Counting Buttons</a>)</li> <li>• Create an illustrated chart with the rhyme. (See photograph with activity and A Story a Month for patterns <a href="http://humanservices.arkansas.gov/dccece/Pages/story-a-month.aspx">http://humanservices.arkansas.gov/dccece/Pages/story-a-month.aspx</a>)</li> <li>• Create magnetic or felt figures for the rhyme. (See: A Story a Month for patterns).</li> <li>• Locate a small quilt that the children can use in dramatic play/home living area.</li> <li>• Locate a CD with the song, 1, 2, Buckle My Shoe on it; for example. We All Live Together Volume 3 by Greg and Steve.</li> <li>• Locate counting bears or plastic chips or collect plastic caps from milk jugs</li> <li>• Provide chart for families (<a href="#">See Attachment #3: 1, 2, Buckle My Shoe Small Illustrated Chart.</a>)</li> <li>• Collect rhythm sticks or 12” wooden dial sticks</li> </ul>
<b>Story Presentation</b>	<p><b>Benchmarks:</b> 3.1 Shows enjoyment of books and stories and discussion of them  3.5 Understands that print conveys a message  3.15 Demonstrates an understanding of number (how many) and numeral (3 is a numeral) relationship  5.15 Participates in songs, finger plays, rhyming activities and games</p> <p><b>Book:</b> 1, 2, Buckle My Shoe by Anna Grossnickle Hines</p> <p><b>First Reading of 1, 2, Buckle My Shoe</b></p> <ul style="list-style-type: none"> <li>• Be familiar with the book, 1, 2, Buckle My Shoe.</li> <li>• Take a CD player and the CD that contains the song, 1, 2, Buckle My Shoe, to the story reading area.</li> <li>• Begin to play the song as you invite children to join you in the story reading area.</li> </ul>

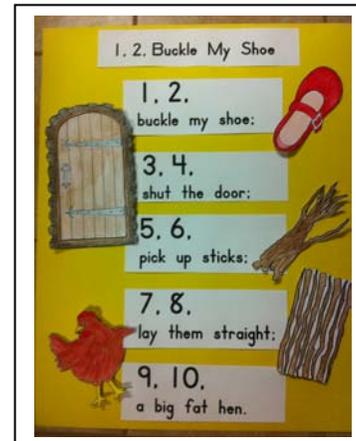
	<ul style="list-style-type: none"> <li>• Play the song again and invite children to join in the singing.</li> <li>• Explain to children that they will now hear a story about 1, 2, Buckle My Shoe</li> <li>• Show the cover, give title and illustrator. (Explain that the illustrator is the person who creates the pictures.)</li> <li>• Invite children to look at the cover and describe what they see.</li> <li>• Explain to children that 1, 2, Buckle My Shoe is a Mother Goose rhyme and ask if any of them have ever heard the rhyme before.</li> <li>• Read the story so all children can see the pictures in the book.</li> <li>• Follow up the reading by inviting children to read the book with you.</li> <li>• Show the pages with the numerals on them, point to the numerals and ask children to say them with you, then as you turn the page, say the rhyme.</li> <li>• Ask children to stand and join you in singing the rhyme as you play the CD.</li> <li>• Continue playing the song as children transition to the next activity.</li> </ul> <p><b>Teacher Note:</b> <i>Include the song at other times during the day; for example during music time.</i></p> <hr/> <p><b>Second Reading of 1, 2, Buckle My Shoe</b></p> <ul style="list-style-type: none"> <li>• Show the cover and invite children to read the title with you as you run your fingers under each of the words.</li> <li>• Read the story so all children can see the pictures in the book.</li> <li>• Follow up the reading by inviting the children to count the buttons on each page as you point to them.</li> <li>• Comment after buttons are counted on each page, “That’s right. There are 3 buttons on this page” as you point to the numeral.”</li> </ul> <hr/> <p><b>Third Reading of 1, 2, Buckle My Shoe</b></p> <ul style="list-style-type: none"> <li>• Take a small quilt or piece of quilted fabric to the book reading area. (If not available, skip the first four steps listed here.)</li> <li>• Show the quilt to the children and ask them if they know what it is. Listen to their comments and base yours upon their responses.</li> <li>• Explain that this is a quilt or a piece of fabric to make a quilt. Allow children to touch the quilt and make comments about it.</li> <li>• Show the book to the children and explain to children that the person who created the pictures in the book, Anna Grossnickle Hines, made a quilt for each page in the book, took a picture of each quilt, and put them together to make the book.</li> <li>• Show the cover and ask children to recall the title of the book.</li> <li>• Explain to children that they will read the book as you show the pages.</li> <li>• Show each page, run your hand under each numeral and each rhyme and invite the children to say the words. Prompt them as needed.</li> <li>• Follow up the reading by inviting children to stand and march in place as you chant the rhyme together.</li> <li>• Repeat the march and chant activity at a faster pace.</li> </ul> <p><b>Teacher Note:</b> <i>All of the story presentations are teacher guided activities.</i></p>
<p><b>Additional Language Activities</b></p>	<p><b>Benchmarks:</b> 3.5 Understands that print conveys a message  5.1 Demonstrates phonological awareness (hearing and recognizing the sounds of language)  5.5 Participates in songs, finger plays, rhyming activities, and games</p>

**Activity: 1, 2, Buckle My Shoe Chart**

**Materials:** illustrated chart of the Mother Goose rhyme, 1, 2, Buckle My Shoe, Mother Goose rhyme book that contains the rhyme

**Directions:**

- Take the chart and Mother Goose rhyme book to group time.
- Show the chart and invite children to say the rhyme with you as you run your hand under the numerals and words.
- Invite children to say the rhyme without you. Prompt as needed.
- Explain to children that you will now say a word from the rhyme and they are to say the word that rhymes, or sounds like the word. Tell them that they must use their ears to listen and to hear the rhyming words.
- Point to and say “two” and point to and invite children to say “shoe.”
- Repeat this process with each part of the rhyme.
- Follow up by explaining to children that they will now say both rhyming words as you point to them.
- Point to 2 and shoe and continue through 10 and hen.



**Extension Activity:**

- Explain to children that you will read the rhyme from a Mother Goose rhyme book and that they are to listen carefully to determine if the words are exactly the same as on the chart. (See additional books for Mother Goose rhyme books containing the rhyme).
- Invite children to discuss the differences they heard in the rhyme in the book and the one on the chart. Read both again if children seem to need this to help them hear the differences.
- Explain to children that you will post the chart in the room (indicate where: music, library, dramatic play/home living) and they can read and say the rhyme to each other and that the Mother Goose rhyme book will be in the library.

**Teacher Note:** *This is a teacher guided activity.*

**Benchmarks:** 3.15 Demonstrates an understanding of number (how many) and numeral (3 is a numeral) relationship  
5.1 Demonstrates phonological awareness (hearing and recognizing the sounds of language)  
5.5 Participates in songs, finger plays, rhyming activities and games

**Activity: 1, 2, Buckle My Shoe Storytelling Figures**

**Materials:** magnetic story figures of the Mother Goose rhyme, magnetic numerals (1-10) or numeral cards, magnetic board or cookie sheet that is magnetic

- Present the rhyme to the children using the storytelling figures and the magnetic numerals.
- Involve children in saying the rhyme as you place the figures on the board.

	<ul style="list-style-type: none"> <li>Place the figures and board in the library area so children can use them on their own.</li> </ul> <p><b>Teacher Note:</b> <i>This is a teacher guided activity.</i></p> <hr/> <p><b>Benchmarks:</b> <b>3.12 Recognizes patterns and can repeat them (patterning)</b></p> <p><b>Activity:</b> <b>Rhyme and Rhythm Sticks</b></p> <p><b>Materials:</b> rhythm sticks or 12" wooden dial sticks in a container; two for each child</p> <p><b>Directions:</b></p> <ul style="list-style-type: none"> <li>Invite children to join you for a group activity.</li> <li>Pass the container around and ask each child to select two sticks.</li> <li>Discuss and practice with the children holding a stick in one hand and striking it with the stick they are holding in the other hand.</li> <li>Explain that they are to strike one stick with the other when you say each number. For example, as you say, "One", strike once, then again as you say "two" as you repeat together, "One, two, buckle my shoe." Continue with three and four to nine and ten.</li> <li>Invite children to tell you how many total times they hit the sticks. (10 times).</li> </ul> <p><b>Teacher Note:</b> <i>This is a teacher guided activity.</i></p>
<p><b>Learning Environment</b></p>	<p><b><u>Art Center</u></b></p> <ul style="list-style-type: none"> <li>Add circles of different sizes and colors.</li> <li>Add scraps of quilted material.</li> </ul> <p><b><u>Dramatic Play Center</u></b></p> <ul style="list-style-type: none"> <li>Add a small quilt to the center.</li> <li>Consider using the quilt as a wall hanging, a cover for a doll, or as a table cloth.</li> </ul> <p><b><u>Library</u></b></p> <ul style="list-style-type: none"> <li>Add a magnetic or felt storyboard.</li> <li>Add magnetic or felt figures for the rhyme.</li> <li>Add Mother Goose rhyme books and rhyme chart (if not posted in music center)</li> </ul> <p><b><u>Manipulatives (or Math Center)</u></b></p> <ul style="list-style-type: none"> <li>Add the teacher-made two-piece numeral/number puzzle.</li> <li>Observe children to see if any of them need help with the activity.</li> <li>Invite children who seem to be ready for this to put the puzzles in order from one to ten.</li> <li>Add counting bears and invite children to put one bear on each button (one-to-one correspondence) or to put the correct number of bears on each numeral card.</li> </ul> <p><b>Teacher Note:</b> <i>Know your children so that you will know those who are ready for which of the counting bear activities.</i></p> <p><b><u>Music Center</u></b></p> <ul style="list-style-type: none"> <li>Post rhyme chart in music center.</li> <li>Add rhythm sticks to the center.</li> <li>Observe children to see if they say the rhyme as they look at the chart and/or use the rhythm sticks.</li> </ul>

<p><b>Transition Activities</b></p>	<p><b>Count and Move</b></p> <ul style="list-style-type: none"> <li>Identify two children at a time to transition to the next activity.</li> <li>Say a line from the rhyme and invite the two children to act out the rhyme. For example, “Jonas and Rebecca, one, two, buckle my shoe.” Children act out the rhyme and move to the next activity.</li> <li>Continue with this activity until all children have transitioned to the next activity.</li> </ul>
<p><b>Family Connection</b></p>	<ul style="list-style-type: none"> <li>Send home to families the illustrated chart with the rhyme (See <a href="#">Attachment #3: 1, 2, Buckle My Shoe Small Illustrated Chart</a>).</li> <li>Invite families to say the rhyme with their children.</li> <li>Ask families who are familiar with the rhyme to talk with their children about how they came to know the rhyme.</li> <li>Suggest that families with Mother Goose rhyme books in the home check the book to see if the rhyme is included. If so, ask them to read the rhyme with their child.</li> </ul>
<p><b>Additional Books</b></p>	<p>Baker, Keith. <i>Big Fat Hen</i>          Carlstrom, Nancy White. <i>Let’s Count It Out, Jesse Bear</i>          Crews, Donald. <i>Ten Black Dots</i>          Hague, Kathleen. <i>Numbears: A Counting Book</i>          Keats, Ezra Jack. <i>Over in the Meadow</i></p> <p><b>Mother Goose books containing 1, 2 Buckle My Shoe:</b>          dePaola, Tomie, <i>Tomie dePaola’s Mother Goose</i>          Opie, Iona, illustrated by Rosemary Wells. <i>Here Comes Mother Goose</i></p>
<p><b>Assessment Ideas</b></p>	<p>Refer to page 4 in this guide: <b>Learning Environment - Manipulatives (or Math Center)</b> for an activity to assess the following concepts and benchmarks.</p> <p><b>Content Standard: Number and Operations</b></p> <ul style="list-style-type: none"> <li>Counting</li> <li>One-to-one correspondence</li> <li>Identifying numerals (3 and 4 are numerals) that represent quantities (how many)</li> </ul> <p><b>Benchmarks</b>          3:13 Demonstrates one-to-one correspondence          3.15 Demonstrates an understanding of number (how many) and numeral (3 is a numeral) relationship (numeration)</p> <p><b>To Assess:</b></p> <ul style="list-style-type: none"> <li>Add the teacher-made two-piece number/numeral puzzle and counting bears to the center.</li> <li>Assess children’s competence by becoming involved with them in the activities, as they use the materials and by listening to their comments.</li> </ul>