



Old King Cole

4

✔ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Describe the behaviors that reinforce that kings and queens are royal
- ✓ Recite “Old King Cole”
- ✓ Demonstrate familiarity with the poem “Old King Cole”

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Recall facts from “Old King Cole” and accurately answer questions such as *who*, *what*, *where*, and *when*, with prompting and support (RL.K.1)
- ✓ Interpret information to make judgments, answer questions, and express opinions about “Old King Cole,” and identify a cause/ effect relationship in the nursery rhyme, with prompting and support (RL.K.1)
- ✓ With prompting and support, identify and describe characters in “Old King Cole” (RL.K.3)
- ✓ With prompting and support, define and use new words, such as *merry*, from the read-aloud and the discussion about “Old King Cole” (RL.K.4)
- ✓ Listen to a variety of texts, including nursery rhymes such as “Old King Cole” (RL.K.5)

- ✓ With prompting and support, describe the role of an author and illustrator (RL.K.6)
- ✓ With prompting and support, describe an illustration of Old King Cole in “Old King Cole,” using the illustration to check and support comprehension of the read-aloud (RL.K.7)
- ✓ Actively engage in the fictional read-aloud “Old King Cole” (RL.K.10)
- ✓ Demonstrate understanding of the adjective *merry* by relating it to its opposite, *sad* (L.K.5b)
- ✓ Prior to listening to “Old King Cole,” identify orally what they know and have learned about kings and queens
- ✓ Evaluate and select stories, poems, and read-alouds on the basis of personal choice for rereading

Core Vocabulary

bowl, n. A large cup or goblet used for drinking

Example: The king drank out of his royal bowl.

Variation(s): bowls

fiddlers, n. People who play stringed musical instruments like the violin

Example: The fiddlers on the sidewalk had their instrument cases open in front of them, asking for money.

Variation(s): fiddler

merry, adj. Happy


Example: Josefa is a very merry and upbeat little girl.

Variation(s): merrier, merriest

soul, n. Person

Example: My mother is a kind and understanding soul.

Variation(s): souls

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?		10
	Rhyme Review		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Old King Cole		10
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Merry		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Syntactic Awareness Activity: Sentence Builder		15
	Domain-Related Trade Book		



Old King Cole

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Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Review with students what they have learned about kings and queens. Have students recall what kings and queens wore and where they lived. Review with students the advantages and disadvantages of being a prince or princess in a royal family. Remind students that the oldest son or daughter was the crown prince or crown princess, and that he or she would become the next king or queen. Kings and queens and their children could have whatever they wanted because they were the most important and powerful people in the kingdom.

Rhyme Review

Tell students that they are going to hear a nursery rhyme about a king called Old King Cole who lived a long time ago and died at a very old age. Remind students that nursery rhymes are short poems that were written for young children long ago. Review with students that words that have different beginning sounds but end with the same sounds are said to rhyme, such as *cat/hat*, *big/pig*, *coat/goat*, *bake/take*.

Have students listen for the following rhyming words in this poem: *Cole/soul/bowl*, *he/three*, and *rare/compare*.

Purpose for Listening

Tell students to listen to see if they can figure out whether Old King Cole was a happy king or a sad king.



Old King Cole

← Show image 4A-1: Old King Cole

Old King Cole was a **merry** old **soul**,
And a merry old soul was he;
He called for his pipe, and he called for his **bowl**,
And he called for his **fiddlers** three.

Every fiddler had a very fine fiddle,
And a very fine fiddle had he.
Oh, there's none so rare as can compare
With King Cole and his fiddlers three.

Read It Again

Reread or sing the rhyme with the Guided Listening Support.

← Show image 4A-1: Old King Cole¹

Old King Cole was a **merry** old **soul**,²
And a merry old soul was he;
He called for his pipe, and he called for his **bowl**,³
And he called for his **fiddlers** three.⁴

Every fiddler had a very fine fiddle,
And a very fine fiddle had he.
Oh, there's none so rare as can compare
With King Cole and his fiddlers three.⁵

- 1 Tell me about the picture.
- 2 He was a happy person.
- 3 A bowl is a large cup or goblet that you drink from.
- 4 Fiddlers are people who play a musical instrument that is similar to a violin.
- 5 There are very few things that could be better than Old King Cole and his three fiddlers having such a good time!



Echo Technique

Remind students of the echo technique they learned in the *Nursery Rhymes and Fables* domain. Tell students that you are going to say or sing the first line of “Old King Cole.” Then you will stop and give them a chance to echo the words. They will say the exact words that you said. Continue doing this for each line of the rhyme.

If time permits, you may leave out key words such as *soul* and *he* for the students to fill in or you may have half of the class say one line and the other half say the next line. Playful repetition will help students learn the rhyme.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use the read-aloud or domain vocabulary in their response, acknowledge correct responses by expanding students’ responses, using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Literal* What was the name of the main character in the rhyme? (Old King Cole was the name of the main character in the rhyme.)
2. *Literal* What three things did Old King Cole ask for? (Old King Cole asked for his pipe, bowl, and three fiddlers.)
3. *Evaluative* How do you know the main character was a king? (His name is Old King Cole.) Which parts of the poem tell you that? (He is dressed like a king in the illustrations. Also, he called for his pipe, bowl, and fiddlers and was given all three immediately.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

4. *Evaluative Think Pair Share:* Would you describe Old King Cole as a happy king or a sad king? (Old King Cole was a happy king.) How do you know? (Answers may vary, but may include that he was described as merry, that he liked music, etc.)
5. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

Word Work: Merry

5 minutes

1. In the read-aloud you heard, “Old King Cole was a *merry* old soul.”
2. Say the word *merry* with me.
3. *Merry* means happy. It can describe someone who is happy or an occasion that is happy.
4. Alvaro was merry on the day of his birthday party.
5. Tell me about a time that you were merry. Try to use the word *merry* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I was merry when . . .”]
6. What’s the word we’ve been talking about?

Use an *Antonyms* activity for follow-up. Explain that you are going to name some things that are merry and some things that are sad, or not merry. If the thing is merry, say, “_____ is merry.” If not, say, “_____ is sad.” Remember to answer in complete sentences.

1. a birthday party (A birthday party is merry.)
2. getting sick and missing a fun activity (Getting sick is sad.)
3. winning a soccer game (Winning a soccer game is merry.)
4. playing with two kittens (Playing with kittens is merry.)
5. falling down and hurting your knee on the sidewalk (Falling down and hurting your knee is sad.)



Complete Remainder of the Lesson Later in the Day



Old King Cole

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Extensions

15 minutes

↔ Syntactic Awareness Activity

Sentence Builder



← Show image 4A-1: Old King Cole

Directions: Look at the picture. I will call on you one at a time to say a short sentence about the picture. Then we will put your sentences together to make a longer sentence.

[Note that there may be variations in the sentences created by your class. Allow for these variations and restate students' sentences so they are grammatical. Once students have mentioned two ideas, combine them to make one sentence. See examples below.]

1. The men are dancing.
The men are wearing red.
The men are dancing and wearing red.
The dancing men are wearing red.
2. The king has white hair.
The king likes music.
The king has white hair and likes music.
The king with white hair likes music.

↗ Above and Beyond: Have students work with their partners to build longer sentences. Model for students how to take turns saying one thing at a time about the picture and how to combine their ideas into one sentence.

Domain-Related Trade Book

Refer to the list of recommended trade books in the Introduction at the front of this Anthology and choose one to read aloud to the class. As you read, use the same strategies that you have been

using when reading the read-aloud selections in this Anthology— pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc. After you finish reading the trade book aloud, lead students in a discussion as to how the story or information in this book relates to the read-alouds in this domain.

Explain to students that the person who wrote the book is called the author. Tell students the name of the author of the book. Explain to students that the person who makes the pictures for the book is called an illustrator. Tell students the name of the illustrator. Show students where you can find this information on the cover or the title page of the book.