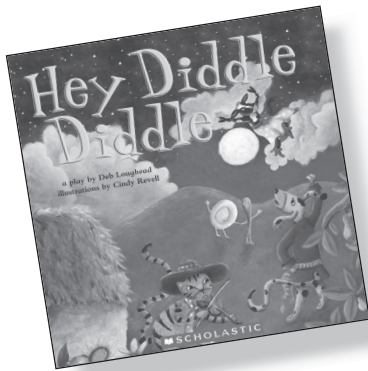


# Hey Diddle Diddle

*Written by Deb Loughead*

*Illustrated by Cindy Revell*



Audio Available Online  
[www.lpey.ca](http://www.lpey.ca)

**Text Type:** Fiction: Narrative — Rhyming Play

**Summary:** This rhyming-script poem (play), based on the nursery rhyme “Hey Diddle Diddle,” explains how the events that led to the nursery rhyme unfolded.

## Text Features

- ▶ cast of characters

## Visual Literacy

- ▶ illustrations depicting characters
- ▶ different coloured font for each character’s name

## Print Concepts

- ▶ script format
- ▶ exclamation mark
- ▶ question mark
- ▶ capitalization of proper names

## First Reading

### Reading Strategies

#### Comprehension

- ▶ making connections: comparing, text to text
- ▶ sequencing: retelling

#### Working with Words

- ▶ attending to print (words, tracking across lines and reading specific parts only)
- ▶ language predictability: associating meaning to words

### Assessment Opportunities

Note each student’s ability to:

- ▶ repeat a character’s lines on cue
- ▶ compare the events and characters in the poem with the events and characters in the play
- ▶ make predictions about the cast of characters
- ▶ retell the story in sequence
- ▶ recognize and use text features to aid understanding



## BEFORE READING

### Text features

#### **Activating and Building Prior Knowledge**

Show students the cover of the book, and read the title and the names of the author and illustrator. *This book is called Hey Diddle Diddle. It was written by Deb Loughead and illustrated by Cindy Revell.*

### Making connections: text to text

Ask, *Do you know the nursery rhyme “Hey Diddle Diddle?”* Ask for a show of hands. Invite students to recite the nursery rhyme. Ask, *Did you ever wonder about what happens in that nursery rhyme? Why would a cow jump over the moon? Could a cow jump over the moon? Why would the dish run away with the spoon, and where would they run to?*

Tell them that the author probably wondered about these things, too, and she decided to rewrite the nursery rhyme as a play in which she would try to explain the events that took place in the nursery rhyme. Ask, *Can anyone tell me what a play is?* Write some of their answers on the board or chart paper.

#### **ESL Note:**

Show students some books of nursery rhymes. Flip through the book and read some titles. Ask students to raise their hands if they know the rhyme. Ask them to try to recite the rhyme. Ask ESL students if they know any nursery rhymes in their language. Can they recite them for the class?

### Predicting/making connections: comparing

Show the cover of the book and invite students to make predictions. Ask, *What characters do you expect to be in a play based on the nursery rhyme “Hey Diddle Diddle?”* *What do you think they might do? How do you think the play might be different from the nursery rhyme?* Make a three-column chart on the board or on chart paper. Label the first column, “Character,” the second column, “What We Think,” and the third column, “What It Said.” With students’ help, write the name of each character from the poem in the first column. Have students brainstorm about what each one might do and write their ideas in the “What We Think” column.

### Sequencing: retelling

#### **Setting a Purpose**

*Let’s read the book together to find out what the characters do in this play.*



## DURING READING

### Sequencing/text features

Say, *Have we listed all the characters that we expected to find in the play?* Direct students’ attention to page 2. Ask, *Who do you see in the pictures on this page?* Remind them of the nursery rhyme and ask if they see any of the same characters pictured here. Ask, *Did we get most of the characters right that we expected to find in the play?* Point to the word *characters*, and read it for students. Tell them that a list of the characters who will appear in a play is always provided at the beginning of the play. Tell them that each of the pictures on that page shows a character who is in the play they are going to read. Point out the different colours for the characters’ names. Ask, *Are there any characters on this page who weren’t in the poem?*

Establish that the chicken and the owls aren’t in the poem. Point to the word *Narrator* and read it. Say, *The narrator has a special job—the narrator tells the parts of the story that are difficult for the actors to tell. The narrator tells the background of the story. That helps us to know how and when the events in the*

story happen. As we read this play for the first time, we'll watch for the owls and see what their part is.

### Visual literacy

Point out how the words that each character says are labelled with the characters' names and pictures, so it is easy to tell when each character is speaking. Those words are spoken only by that character or group of characters.

Divide the class into six groups. Each group will read and take on a particular role in the book. In the first reading you take the role of the narrator.

### Tracking print

Track pages by sentences or phrases using a pointer, emphasizing each character part as you come to it.

**Teaching Tip:** Assist students while they are reading by pointing to each group as its part comes up for reading.

### Building confidence

Invite the entire class to join the narrator in reading the nursery rhyme on page 4.

### Language predictability

Clarify any words that puzzle the students. Explore the meaning of challenging vocabulary (e.g., *fiddle* and *fiddling*.) Emphasize the rhyming words that give the text rhythm.



## AFTER READING

### Sequencing: retelling

Say, *Well, this was a funny play about the rhyme, wasn't it? What happened? Why wouldn't the cat fiddle right away when the cow asked him to? Why wouldn't the cow fill the cat's milk can right away when the cat asked her to? Why was the dog upset by the cat's request? What did the dog do then? How did the dish feel about being grabbed by the dog? Did the spoon agree with the dish or not? Why did the little dog laugh? How did the cat and the cow react to the dog's laughing?* Give students an opportunity to discuss the various events of the play and to explain how one event caused another one to happen.

### Making connections: comparing

Ask, *How is the play different from the nursery rhyme? It had some different animals in it, didn't it? What other things were different about it?*

## Second Reading

### Reading Strategies

#### Comprehension

- ▶ self-monitoring
- ▶ synthesizing

#### Working with Words

- ▶ attending to print (words, spaces between words, tracking across lines and down pages)
- ▶ language predictability: associating meanings to words

### Assessment Opportunities

Note each student's ability to:

- ▶ repeat a character's lines on cue
- ▶ find answers to questions about characters and events
- ▶ find main ideas in the play
- ▶ recognize and use text features to aid understanding



## BEFORE READING

### Sequencing: retelling

Complete the chart you began in the last lesson by having students tell what happened in the play as you complete the third column. Ask, *Did the characters do what we thought they might do, or did the author have some different ideas?*

### Self-monitoring/analyzing

#### **Setting a Purpose**

Say, *A lot of things were happening in this play, weren't they? Let's read it again together to make sure all of our questions about the characters and what they did were answered.*



## DURING READING

### Tracking print/ building confidence

Read the book with students, tracking print. This time, have a group of students read the part of the narrator. As before, point to each group as you come to its part in the play.

### Language predictability

Clarify any words that puzzle students. For example, on page 6 point to the word *musical*. Ask students if they can find a word they know in that word. Some may recognize *music*. Ask what they think *musical cat* might mean. If they can't tell you, suggest that they look at the next two lines, which show that the cat is skilled in playing the fiddle.



## AFTER READING

### Synthesizing

Ask, *So what did you find out from the play that you didn't find out from the poem? The poem didn't tell you how one event led to another, did it? The play did that, so let's see if we can see the connections between the events.* Recall with students their discussion of events in the play at the end of the last lesson. As a class, write each major event on the board. Leave space between each event so that you can connect them with arrows. Ask, *What was the first thing that happened? What was it that started all the other events happening?* You might need to give students some of the starters below and let them supply the ideas in square brackets:

- ▶ The cow asked the cat to fiddle, but first the cat [wanted some milk.]
- ▶ The cow said she would fill the cat's milk can, but first the cow [wanted to dance.]
- ▶ The dog thought the cat should drink from a dish, so the dog [went to get a dish.]
- ▶ The dish said a dish is for people, and the spoon said [dishes and spoons go together.]
- ▶ So the dish and the spoon [ran away.]
- ▶ And the dog [laughed and laughed.]
- ▶ ...and that's what made the cow [jump over the moon!]

#### **ESL Note:**

On the board, provide students with the starters in the activity but have the answer on chart paper or strips, in random order. Students can choose the correct answer and read the whole sentence aloud. Then put a checkmark next to the answer or remove the strip.

### Self-monitoring

Ask, *Were all of your questions answered by the play? Let's look again at the text on the back cover. What questions were asked there? Were those questions answered?*

Allow time for students to respond and say, *Show me where the play tells you that. Did you find out where the dish and the spoon ran to? No, we didn't find that out, but we did find out why they ran away. Do you think it's a good idea for some questions to be left unanswered?*

Emphasize the strategy of self-questioning, e.g., *Good readers ask themselves questions when they read.* Model self-questioning, e.g., *I wonder if the cow really wanted to jump so high?*

### High-frequency words

Give each group a page to examine and have them find all of the high-frequency words on that page.

## Third Reading

### Reading Strategies

#### Comprehension

- ▶ analyzing
- ▶ evaluating

#### Working with Words

- ▶ word solving and building: analyzing word patterns

### Assessment Opportunities

Note each student's ability to:

- ▶ read each character's part with attention to rhythm and expression
- ▶ track print using a pointer
- ▶ analyze text for further character and plot information
- ▶ evaluate author's ideas



### BEFORE READING

#### Analyzing

Have students look at the poem again and look at the flow chart they constructed at the end of the last lesson. Ask, *What are some of the things we found out that we didn't know from the poem? I wonder if there is any other information that we can find out from the play?*

#### Analyzing

#### Setting a Purpose

Say, *Let's read the play again to see what further information we can find out about what the characters do and how they feel.*



### DURING READING

#### Tracking print/ building confidence

Reread the play with students. Take less of a role this time. You might ask one student to be the person who points to each group when its turn to read is coming up. You might ask one student to track print. Have the groups change roles so that they have an opportunity to try being different characters and thus become more comfortable with their reading of the play.

**ESL Note:** First choose a non-ESL student to point to each group. After this student has done a few pages, ask an ESL student to point. This is a non-threatening exercise because the ESL student doesn't have to talk, but it provides you with an opportunity to evaluate if the student can follow the reading.

#### Analyzing

Ask, *Why did the dog think the cat shouldn't drink milk from a can? How do you know? What had happened to the dog that made him feel this way? Where does the book tell you that?*



## AFTER READING

### Word solving and building

Ask, *Did you notice that sometimes there were capital letters at the beginning of the words Cow and Cat? Other times, there were no capital letters. Why do you think that was?* Direct students' attention to page 6.

Say, *If we look on this page, we can see cat with and without a capital "c," and we can see cow with and without a capital "c."* Lead students to see that, when each is used as a proper name, a capital letter is used, but when the character is being talked about as simply a cat or a cow, it doesn't have a capital first letter.

### Teaching Tip:

You may need to help students with the rhythm.

They may well be tempted by some words to put the emphasis there instead of elsewhere in the line. If students have difficulty, have them clap as they say the lines, so that they can better understand where the strong and weak beats should be.

### Evaluating

Ask, *What do you think? Was this a good way to rewrite the rhyme as a play? Did the author do a good job? Why do you think so? Did the illustrations help you to understand the story and to see what was happening? Which was your favourite part of the play? Why did you like that best?*



## FURTHER READINGS

Many texts benefit from being reread with students. The three readings suggested in this plan can be expanded to include further readings. Participation will increase when a book becomes familiar and students will become more comfortable in taking turns and using a pointer to track print.

For each rereading, we suggest that you select a balance of Print Concepts, Comprehension, and Working with Words strategies from the following suggestions. Make your selections based on the needs of students in your class.

### Print Concepts, Book Handling, and Text Features

#### Text features/ print concepts

Review the title, names of the author and illustrator, back cover text, and cast of characters.

#### Tracking print

Continue to track print, offering any necessary support, such as guiding the pointer with a student who needs assistance.

Add concepts that offer learning opportunities for the range of students in the classroom, e.g., *Where do we start reading? Where do I go now?* (over the page or on to the next line). *Who speaks next?*

### Focusing on Comprehension

#### Analyzing

Say, *We learned a lot more about these characters from the play, didn't we, than we did from the nursery rhyme? Let's see what we found out.* Write each character's name on the board, leaving space for some information to be written below. Ask, *After the narrator and the owls spoke, who was the first character to speak?* (the cow) *What did you find out about that character?* (She likes to dance.) *Who spoke next?* (the cat) *You know that she likes drinking milk, but where do you find out how she likes to drink it?* (On page 8, she tells that she likes to drink it from a can.) *What does the*



*narrator tell you about the dog?* (He had good manners because he was trained by a man. He thought it was rude to drink milk from a can. He believed that a pet should eat from a dish, just as he did.) *What did the dish and the spoon have to say to the dog?* (A dish is for people. The dish told the dog to get away. The spoon agreed with the dish. He said cats don't belong with dishes or spoons.) Ask, *You know that the cow liked to dance, but do you think she was enjoying her dancing at the end of the play? How do you know?* (No, she probably isn't enjoying it because we are told that the "poor" cow is jumping too high.)

### Self-monitoring

Emphasize the strategy of self-questioning, e.g., *Good readers ask themselves questions when they read.* Model self-questioning, e.g., *I wonder why the cat was playing the fiddle?*

### Phonological and phonemic awareness

#### Working with Words

Orally stretch words (e.g., d-i-sh on page 3 and th-ir-st on page 7). Blend to reform the words.

### Letter knowledge

Locate words that start with "f" (e.g., *fiddle*, page 4; *fiddling*, page 5; *for* and *fill*, page 6; *fine*, *friend*, and *first*, page 7; *From*, page 8; *fetch*, page 9). Some of these words are repeated, so encourage students to find each example.

### High-frequency words

Frame a selection of high-frequency words to introduce or review the words. (See list of high-frequency words recommended for grade one in the Working with Words Guide.)

### Word solving and building

Have students look again at page 5. As a class have them tell you as many words as they can think of that rhyme with *day* while you write them on the board. Ask students to read each word and to put it into a sentence orally. Discuss similarities and differences with *day* and remind students that knowing one word can sometimes help you work out other words.

Point out *can* on the same page and have students work in pairs to come up with rhyming words that they can then use in a sentence to say to their partner.

### Word solving and building

Direct students' attention to page 5. Point out the words *fiddling* and *drinking*. Ask students what is the same about those two words. *Yes, they have an "ing" ending. What other words can you find in this play that have an "ing" ending? (saying, playing, using, eating, laughing, jumping).* Write those words on the board or on chart paper, then generate any other words students can think of that can be expanded with an "ing" ending.



## RESOURCE LINKS

You may wish to do some of these optional follow-up activities. Choose those that best meet the needs and interests of your students.

### Writing

As a class write your own short play based on a simple nursery rhyme. You could choose "Baa Baa Black Sheep," "Jack and Jill," or any other rhyme that gives a simple concept with no explanation for what happens. Encourage students to come up with questions that they can answer imaginatively as to why the events in the rhyme happened, then discuss the characters that



### **Home Links**

Encourage students to stake home library books that feature poems.

Recommend that parents or family members read these aloud to students and show them the rhythm of language in poetry.

would be needed. Would a narrator be needed or a “chorus,” such as the owls provided in the play they have just read. Have them come up with the dialogue (it doesn’t need to be rhyming dialogue), and then let them draw and colour finger puppets to glue on craft sticks and use to perform their play. See the Narrative text-type study in the Writing Guide.

Have students draw and/or write the continuing story of the dish and the spoon. Where did they go? What did they do when they got there? Did they ever come back?

Invite students to think of another character who might be added to the cast of characters in this play. What would the character do? How might the play change as a result?

### **Independent Reading**

Make the six small versions of *Hey Diddle Diddle* and the online audio available for students. The audio for this book includes a song version of the play. Encourage students to sing along once they become familiar with the melody.

Gather a selection of short plays and/or of rhyming stories for individual or partner reading.

### **Working with Words**

Once concepts have been introduced in context, see the focused lessons in the Working with Words Guide for more direct instruction for those students who need it.

See also the specific Building Words lessons (“Drinking” and “Jumping”) in the Working with Words Guide.

### **Read Aloud**

Read to the class another example of a rhyming play.