



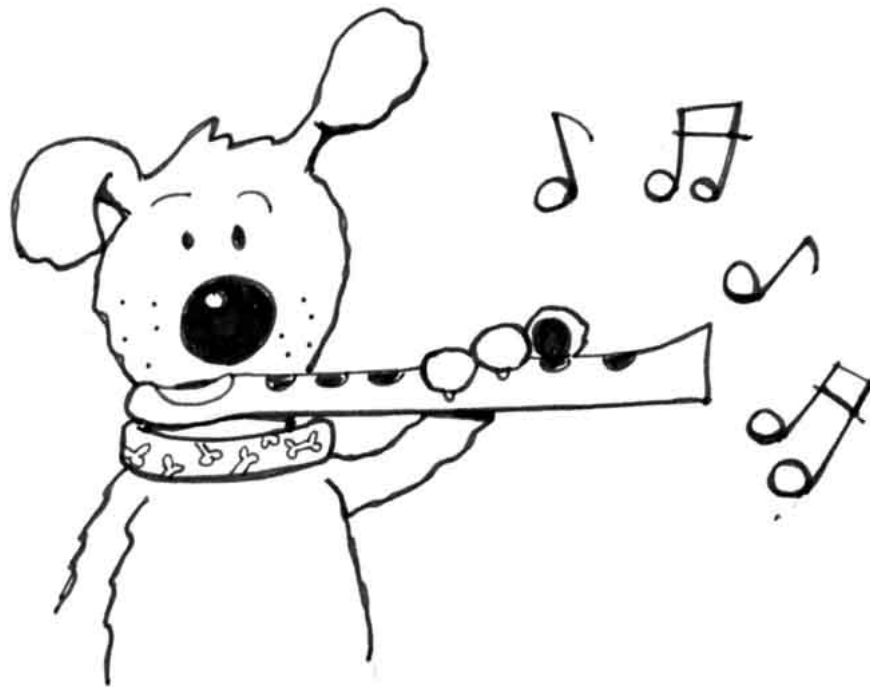
Reading the Poem

Old Mother Hubbard

Teacher Strategy A

In introducing the rhyme explain that it is very, very old.

1. Read the verse aloud to the class. Do not interrupt to explain unfamiliar words.
2. After the reading allow time for free discussion and any questions.
3. **Directed discussion:** Some of the words in this are no longer used. Can you guess what the following words mean: cobbler, seamstress, tailor, hosier, hose?
4. Help the class where needed to use the context to establish meaning.



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Teacher Strategy B

1. Remind class that Old Mother Hubbard had to visit many shops to buy gifts for her dog.
2. Ask class consider to what Old Mother Hubbard might buy for her dog now that there are special areas in shops just for animal needs. Discuss their suggestions.
3. Children use **Old Mother Hubbard BLM 1** to write Old Mother Hubbard's shopping list and illustrate the selected gift.





Reading the Poem

Old Mother Hubbard

Teacher Strategy C

1. Distribute copies of the poem to the class.
2. Read the verse to the class while they follow on their script.
3. Draw attention to the structure:
 - 1st line is always : She went to
 - 2nd line is always: To get him
 - 3rd line is always: But when she came
 - 4th line is the one that carries a surprise.
4. Explain that in reading the rhyme we can show our reaction to what happens in the story by changing our expression.
5. Have class suggest how Old Mother Hubbard may have felt when she returned each time: e.g. shocked, amazed, concerned, surprised, disapproving, happy, amused,
6. List these as they are suggested.
7. Divide class into groups with one verse assigned to each group.
8. Allow time for groups to practice how to deliver their verse for best effect, before a final presentation of the whole rhyme.

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Reading the Poem Old Mother Hubbard Teacher Strategy D

As a culminating activity use **Old Mother Hubbard BLM 2**.

