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# Little Miss Muffet *(cont.)*

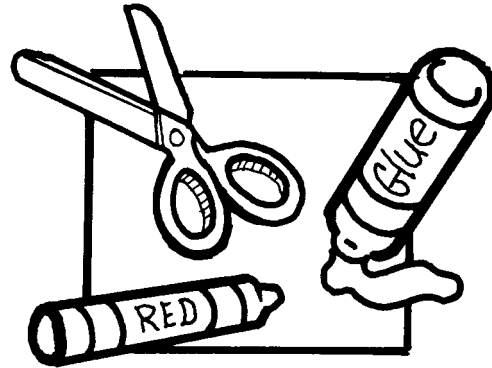
## Lesson

### Skills

- role playing
- understanding positional words

### Materials

- spider puppet pattern (page 84), one per student
- butcher paper or chart paper
- small chair or stool
- construction paper
- scissors
- crayons
- glue



### Before the Lesson

1. Copy the rhyme “Little Miss Muffet” onto butcher paper or chart paper so that students can easily view it during the lesson.
2. Copy the spider puppet pattern page for each student. Determine how much cutting the student will be able to do. Cut out necessary parts from construction paper for each student’s spider.
3. Create a sample spider to use as a prop for the initial drama.

### Procedure

1. Read the rhyme “Little Miss Muffet” to the class. Track the words as you read them. Reread the rhyme a second time, allowing the students to join in.
2. Ask the students to identify words that are new to them in the rhyme. (*tuffet*, *curds*, and *whew*) Discuss what a tuffet might be. Explain that Miss Muffet sat on a tuffet, which gives us a clue as to its use. (*stool*, *chair*) Mention that she is eating curds and whey. Suggest to the students that eating curds and whey would be like eating cottage cheese with some milk poured over it.
3. Choose a student who would like to role-play the nursery rhyme for the class. Use a student chair for the tuffet. Allow the student chosen to act out the nursery rhyme in front of the class. Substitute the student’s name for Miss Muffet in the rhyme. Example: Little Miss Susie sat on a tuffet, eating her curds and whey...



# Little Miss Muffet (cont.)

## Lesson (cont.)

### Procedure (cont.)

4. Choose another student to act out the nursery rhyme in the same way, but change the positional word “on” to “beside.” Example: Little Mr. Jose sat beside a tuffet, eating his curds and whey. Along came a spider and sat down beside him and frightened Mr. Jose away.
5. Continue this activity with the rest of the class by substituting different positional words for “on” (i.e., *around, under, over, between, above and below*).
6. Give each child a copy of the spider puppet (page 84). Model for the students how to create the spider puppet.
  - Cut out the correct number of spider parts. Make sure there are eight legs, two head/bodies, two eyes, and one mouth.
  - Glue the eyes and mouth to the front of the spider.
  - Attach four legs to the front of the spider and four legs to the back of the spider.
  - Align the front and back of the spider so that the legs are dangling together. Staple the front to the back along the curve. Leave the flat edge open.
7. After each student has completed his or her puppet, have him or her return to the gathering area. Practice using the puppet by sliding a hand into the “mitt.” Repeat the nursery rhyme, using the puppet.
8. Use the puppets to review positional words. (*under, around, between, beside, on, above, and below*)

