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ONE, TWO, BUCKLE MY SHOE

JANE CABRERA

GRADES
PREK–K

About the Book

1, 2, buckle my shoe! 3, 4, run out the door . . . and pick up this delightful rendition of the beloved nursery rhyme.

SUGGESTED CLASSROOM ACTIVITIES

Mathematics

Sequence—1) Cut out 20 “balloons” (7” or 8” diameter) from different colors of construction paper to replicate those on the last double-page spread of the book. Use a wide marker to write one large numeral (1–20) on one side of each one. Print the word for the number on the reverse. Let students pick a “balloon” at random; and as you read the book aloud, each student will raise the corresponding “balloon” when his/her number is mentioned in the story.

2) Let students randomly pick “balloon” as above. Have the students line up across the front of the class, holding their “balloons” in front of them in the proper sequence, with “1” going first, etc. Try the same activity using the reverse side with the words.

Language Arts

Rhyming Words—Have students listen for rhyming words as the story is read aloud. They can raise their hands when they think they hear a rhyme. (two—shoe; four—door; etc.) Read the book a second time and list rhyming words on a chart or chalkboard. Students can then suggest other words that rhyme with those listed.

Observation—Select a different student to point out the “4 naughty little chicks” hiding out on each double-page spread.

Literature

Compare—Author/illustrator Jane Cabrera based her book on a traditional Mother Goose rhyme. Check out a variety of Mother Goose books from your school or public

library and let the students browse through them until they find “One, Two, Buckle My Shoe.” Read the various versions aloud and discuss with the students how they are alike and how they are different from Jane Cabrera’s book.

Art

Draw or reproduce a large outline of each numeral (1–20) on 8” x 11½” pieces of tag board. Students can choose from a variety of art media—crayons, paint, markers, colored pencils—to fill in the numeral with interesting designs. (They can also use their creations in the Sequence activity above.)

Observation—(See Literature section above.) Students can also use the selection of Mother Goose books to compare the illustrations. How are they alike? How are they different? What media do they think each illustrator used? They can also choose a favorite and try to copy exactly what that illustrator did (in the same way that art students historically (and still) go to museums to copy the Old Masters.

Science

Several animals are portrayed in the book—bunny, chicks, dog, lamb, butterfly, snail, hen, and pigs. These animals are not “real.” With the help of an adult, students can search for accurate pictures and factual information on these animals in encyclopedias or library books and compare them with what this book portrays. They can discuss the differences between “real” animals and these picture book animals.

Classroom activities prepared by Sandy Schuckett, school library consultant.