

# Heavens to Betsy There Sure are a Lot of Sayings!!

**Grade Level or Special Area:** 2<sup>nd</sup> grade

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**Length of Unit:** 17 lessons (two per week) (approximately nine weeks) (one day = 45 minutes)

## I. ABSTRACT

This unit makes the learning of sayings and phrases fun and is meant to cover the sayings and phrases required by the *Core Knowledge Sequence* for second grade. I have selected picture books to augment the understanding of each saying and phrase. Skits are included with each lesson for children to perform a Reader's Theater which will enhance the real meaning of the sayings. To further each lesson, writing activities have been developed for each lesson which can be used as whole group or in a center. Through visual, auditory, and kinesthetic activities children are immersed with the English language.

## II. OVERVIEW

### A. Concept Objectives

1. Students will develop an awareness of the connections that sayings and phrases have to real life. (Colorado State Standard 2.6)
2. Students will gain an understanding of word play and literal and figurative language through literature. (Colorado State Standard 2.6)
3. Students will have an understanding of age appropriate spelling, grammar, and word usage through response writing. (Colorado State Standard 2.3)
4. Students will understand how to apply thinking skills to reading, writing, speaking, listening and observing. (Colorado State Standard 2.1)

### B. Content from the *Core Knowledge Sequence*

1. Second grade Language Arts: Sayings and Phrases, pg. 84
  - a. Back to the drawing board
  - b. Better late than never
  - c. Cold feet
  - d. Don't cry over spilled milk
  - e. Don't judge a book by its cover
  - f. Easier said than done
  - g. Eaten out of house and home
  - h. Get a taste of your own medicine
  - i. Get up on the wrong side of bed
  - j. In hot water
  - k. Keep your fingers crossed
  - l. Practice what you preach
  - m. Two heads are better than one
  - n. Turn over a new leaf
  - o. Where there's a will there's a way.
  - p. You can't teach an old dog new tricks.

### C. Skill Objectives

1. Students will demonstrate active listening skills.
2. Students will develop their speaking and drama abilities by performing skits.
3. Students will comprehend the meaning of each saying and phrase.
4. Students will be able to apply the meaning of each saying or phrase to real life situations through their written response.
5. Students will use creativity to complete an art and/or kinesthetic activity.

### III. BACKGROUND KNOWLEDGE

- A. For Teachers
  - 1. *What Your Second Grader Needs to Know* (Revised Edition), by E.D. Hirsch Jr.
  - 2. *What Your First Grader Needs to Know* (Revised Edition), by E.D. Hirsch Jr.
  - 3. *The American Heritage Dictionary of Idioms*, by Christina Ammer
- B. For Students
  - 1. Sayings and Phrases from 1<sup>st</sup> grade.
  - 2. Students should be able to make connections between literature and real life experiences as taught in kindergarten and 1<sup>st</sup> grade when children learn to discriminate between fantasy and realistic text, and fiction and nonfiction literature.
  - 3. Students should have a basic knowledge of character traits as taught in Core Knowledge Core Virtues.

### IV. RESOURCES

- A. *First Things First* by Betty Fraser (Lesson One)
- B. *Bad Boys* by Margie Palatini (Lesson One)
- C. *Amelia Bedelia and the Surprise Shower* by Peggy Parish (Lesson One)
- D. *John Willy and Freddy McGee* by Holly Meade (Lesson Two)
- E. *Crazy Hair Day* by Barney Saltzberg (Lesson Three)
- F. *Beverly Billingsly Takes a Bow* by Alexander Stadler (Lesson Four)
- G. *Evie & Margie* by Bernard Waber (Lesson Five)
- H. *The Blind Hunter* by Kristina Rodanas (Lesson Six)
- I. *An Ant's Day Off* by Bonny Becker (Lesson Seven)
- J. *The Tiger Who Came to Tea* by Judith Kerr (Lesson Eight)
- K. *The Web Files* by Margie Palatini (Lesson Nine)
- L. *Be A Friend: The Story of African American Music* by Leotha Stanley (Lesson Ten)
- M. *Yesterday I Had the Blues* by Jeron Ashford Frame (Lesson Ten)
- N. *The Great Show and Tell Disaster* by Mike Reiss (Lesson Eleven)
- O. *Ruler of the Courtyard*, by Rukhsana Khan (Lesson Twelve)
- P. *Double Trouble in Walla Walla* by Andrew Clements (Lesson Thirteen)
- Q. *Two Old Potatoes and Me* by Carolyn Fisher (Lesson Fourteen)
- R. *Where's the Big Bad Wolf?* By Eileen Christelow (Lesson Fifteen)
- S. *The Frog who wanted to be a Singer* by Linda Goss (Lesson Sixteen)
- T. *Juke Joint Jump: A Boogie Woogie Celebration*. Sony music (Lesson Sixteen)
- U. *A Day in the Life of Murphy* by Alice Provinsen (Lesson Seventeen)

### V. LESSONS

#### Lesson One: Introducing Sayings and Phrases (approximately 45 minutes)

- A. *Daily Objectives*
  - 1. Concept Objective(s)
    - a. Students will develop an awareness of the connections that sayings and phrases have to real life.
    - b. Students will gain an understanding of word play and literal and figurative language through literature.
    - c. Students will have an understanding of age appropriate spelling, grammar, and word usage through response writing.
    - d. Students will understand how to apply thinking skills to reading, writing, speaking, listening and observing.
  - 2. Lesson Content
    - a. A review of some first grade sayings and phrases

- b. A review of terminology: literal and figurative language
- 3. Skill Objective(s)
  - a. Students will demonstrate active listening skills.
  - b. Students will develop their speaking and drama abilities by performing skits.
  - c. Students will comprehend the meaning of each saying and phrase.
  - d. Students will be able to apply the meaning of each saying or phrase to real life situations through their written response.
  - e. Students will use creativity to complete an art and/or kinesthetic activity.
- B. *Materials*
  - 1. Book – *Bad Boys* by Margie Palatini (synopsis: Willy and Wally Wolf are on the run again disguised in lady sheep clothing set off to fleece an unsuspecting flock)
  - 2. Book – *First Things First* by Betty Fraser (synopsis: a sampling of sayings through the use of colorful, illustrated sayings and phrases, especially students who may be experiencing them for the first time)
  - 3. Book – *Amelia Bedelia and the Surprise Shower* by Peggy Parish
  - 4. First grade idioms (Appendix D) for teacher only
  - 5. Appendix U writing paper (one per student)
  - 6. Pencil and crayons for each student
  - 7. Chart paper or white board and markers
  - 8. One student dictionary
- C. *Key Vocabulary*
  - 1. Saying – a well-known phrase or proverb that gives advice; for example, “Where there’s a will there’s a way”
  - 2. Phrase – a short saying that is used by many people because it expresses something that is believed to be true; for example, “Haste makes waste”
  - 3. Literal language – a group of words taken to believe exactly what they say; for example, the literal meaning of “Cold feet” is your feet are cold; (figuratively it means to be afraid to try something)
  - 4. Figurative language – using words in a way that is different from their actual meanings; “Her head is in the clouds” is a figurative expression because her “head” is not really in the “clouds;” she’s only daydreaming
- D. *Procedures/Activities*
  - 1. Begin this lesson by having students come to the reading rug.
  - 2. Ask students what they remember of Amelia Bedelia stories. Ask: Why did Amelia Bedelia get into so much trouble? (She would take her instructions literally.) Remind students about the incidents in the book *Amelia Bedelia and the Surprise Shower*. She was asked to prune the bushes, ice the fish, run over the table cloth with the iron, and other funny incidents.
  - 3. Tell students you want to read a humorous picture book to them and ask students to listen for the phrases they will hear. We call these phrases literal and figurative language. Give examples of what those terms mean. (Refer to the definitions above under Key Vocabulary). When you hear a funny phrase, raise your hand and we will write it on the chart. Examples: Fleece the Flock; Pull the wool over their eyes, wagging our tails behind us (approximately 12). Children may recognize some phrases from familiar nursery rhymes and fairy tales. Have the dictionary handy to have a student look up words they don’t know.
  - 4. Read the book *Bad Boys* by Margie Palatini. Afterwards, ask for students to tell what they remember about the silly events that happened in the story. Allow time for the students to discuss the wildly funny story with all the play on words and phrases. Ask them how they felt as they were listening. Ask:

- a. What kind of characters were Willy and Wally?
  - b. Why do you think Willy and Wally were bad, really, really, bad?
  - c. What did Willy and Wally hope to accomplish?
  - d. Do you think they may have learned a lesson from their experience?
5. Have students try to recall some of the sayings and phrases they learned in first grade. If they can't remember any, give some clues. What about a cat? Fish? Apple? Nail? See how many they can remember (refer to the first grade sayings in Appendix D).
  6. Give students a copy of Appendix U to draw a picture of their favorite first grade saying and phrase and write it on the lines.
  7. Give students time to share with a classmate what was their favorite saying.
  8. As an extension of the lesson, read the book *First Things First* by Betty Fraser.
- E. *Assessment/Evaluation*
1. Check student pictures for clarity of meaning and have them write the phrase on their paper they are illustrating.

**Lesson Two: Back to the Drawing Board (approximately 45 minutes)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students will develop an awareness of the connections that sayings and phrases have to real life.
    - b. Students will gain an understanding of word play and literal and figurative language through literature.
    - c. Students will have an understanding of age appropriate spelling, grammar, and word usage through response writing.
    - d. Students will understand how to apply thinking skills to reading, writing, speaking, listening and observing.
  2. Lesson Content
    - a. "Back to the drawing board"
  3. Skill Objective(s)
    - a. Student will demonstrate active listening skills.
    - b. Students will develop their speaking and drama abilities by performing skits.
    - c. Students will comprehend the meaning of each saying and phrase.
    - d. Students will apply the meaning of each saying and phrase to real life situations through written response.
    - e. Students will use creativity to complete an art and/or kinesthetic activity.
- B. *Materials*
1. Book – *John Willy and Freddy McGee* by Holly Meade (synopsis: two guinea pigs are bored and want a little adventure only to get trapped in the pool table)
  2. Refer to Appendix A for a visual description and directions on how to make the book
  3. Pencil and crayons for each student
  4. Skit – three copies of Appendix E
  5. Chart paper or white board and markers for rug time
  6. Pocket chart and sentence strip written with the saying
  7. Appendix V for an extension activity (optional)
- C. *Key Vocabulary*
1. Saying – a well-known phrase or proverb that gives advice; for example, "Where there's a will there's a way"

2. Phrase – a short saying that is used by many people because it expresses something that is believed to be true; for example, “Haste makes waste”
3. Engineer – someone who plans and constructs
4. Designer – someone who draws or sketches
5. Drawing board – a board on which someone can use to draw or sketch

D. *Procedures/Activities*

1. Begin by inviting children to come to the reading rug. Ask: What is the literal meaning of the phrase? Teacher should stand with his/her back to the board. Tell students this is the literal meaning of the saying. Ask them what they think is the figurative meaning might be.
2. Talk about the vocabulary words and what they mean. Discuss their definitions.
3. Ask students if they have ever needed to do something over again (clean a bedroom, redo a project, wash hands).
4. Make a list on chart paper or the board as you discuss.
5. Tell students you are going to read about two guinea pigs who escape from their cage and go on an adventure throughout the house.
6. Read the book *John Willy and Freddy McGee* by Holly Meade. Ask:
  - a. Have you ever had a pet escape in your house?
  - b. What kind of adventure do you think he/she had?
  - c. When John and Willy make it back to their cage, what do you think they are thinking to do again?
  - d. Do you think they went “Back to the drawing board?”
7. Select students to perform the skit. (See Appendix E.) Discuss.
8. Write the saying on a sentence strip to hang up for the week in a pocket chart or bulletin board.
9. In their sayings booklets have students write the saying at the top of the page and draw a picture. Students should write a sentence about a time when they had to go back to the drawing board.
10. As an extension activity, use Appendix V to write an adventure story.

E. *Assessment/Evaluation*

1. Check students’ work for a picture that depicts the meaning of the saying.
2. Check booklets for a complete sentence and correct spelling of the saying.
3. Assess for neat handwriting and coloring skills.

**Lesson Three: Better Late than Never (approximately 45 minutes)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will develop an awareness of the connections that sayings and phrases have to real life.
  - b. Students will gain an understanding of word play and literal and figurative language through literature
  - c. Students will have an understanding of age appropriate spelling, grammar, and word usage through response writing.
  - d. Students will understand how to apply thinking skills to reading, writing, speaking, listening and observing.
2. Lesson Content
  - a. “Better late than never”
3. Skill Objective(s)
  - a. Students will demonstrate good listening skills.
  - b. Students will develop their speaking and drama abilities by performing skits.

- c. Students will comprehend the meaning of each saying and phrase.
  - d. Students will be able to apply the meaning of each saying and phrase to real life situations through written response.
  - e. Students will use creativity to complete an art and/or kinesthetic activity.
- B. *Materials*
- 1. Book – *Crazy Hair Day* by Barney Saltzberg (synopsis: Stanley Birdbaum thinks his school is celebrating Crazy Hair Day; his newly spiked hair dyed blue and orange is a work of art only to find out it is actually School Picture Day instead; Stanley stays in the bathroom and finally comes out in time for the class picture)
  - 2. Skit – three copies of Appendix F
  - 3. Pocket chart and sentence strip written with the saying
  - 4. Pass out student sayings booklets
  - 5. Students get out a pencil and crayons
  - 6. Appendix W for an extension activity (optional)
- C. *Key Vocabulary*
- 1. Saying – a well-known phrase or proverb that gives advice; for example, “Where there’s a will there’s a way”
  - 2. Phrase – a short saying that is used by many people because it expresses something that is believed to be true; for example, “Haste makes waste”
- D. *Procedures/Activities*
- 1. Call students to the reading rug. Ask: What is the literal meaning of the phrase “Better late than never?”
  - 2. Ask students what would be some reasons for someone or something being late. Examples: Your family is late to a party because of car trouble. You are looking for a package in the mail and it doesn’t arrive on the day it says it will. A bridal party arrives late for the reception. Tell students they will be hearing about Stanley who is almost late for pictures and for good reason.
  - 3. Read the book *Crazy Hair Day* by Barney Saltzberg. Ask:
    - a. What did you think of the story?
    - b. Was there a time when you did something wrong or made a mistake and felt embarrassed about it?
    - c. Why didn’t Stanley want to come out of the bathroom?
    - d. How did his classmates help Stanley?
    - e. How would you feel if you were Stanley?
    - f. Do you think Stanley was glad when he decided to get his picture taken with his class?
    - g. Do you think this story fits the saying “Better late than never?”
    - h. How do you feel when you know you’re late for a special event?
    - i. When you arrive at your destination, how do you feel?
  - 4. Select students to perform the skit. (See Appendix F.) Discuss.
  - 5. Review the last saying previously learned and put the sentence strip in the pocket chart with the new saying.
  - 6. In their sayings booklets have students write the saying at the top of the page and draw a picture. Students should write a sentence about a time when they were better late than never.
  - 7. For an extension, use Appendix W for students to draw a picture of themselves and then to write what they like about themselves on a quilt square. Make a class quilt bulletin board.
- E. *Assessment/Evaluation*
- 1. Check students’ work for a picture that depicts the meaning of the saying.
  - 2. Check booklets for a complete sentence and correct spelling of the saying,

3. Assess for neat handwriting and coloring skills.

**Lesson Four: Cold Feet (approximately 45 minutes)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will develop an awareness of the connections that sayings and phrases have to real life.
  - b. Students will gain an understanding of word play and literal and figurative language through literature.
  - c. Students will have an understanding of age appropriate spelling, grammar, and word usage through response writing.
  - d. Students will understand how to apply thinking skills to reading, writing, speaking, listening and observing.
2. Lesson Content
  - a. "Cold feet"
3. Skill Objective(s)
  - a. Students will demonstrate active listening skills.
  - b. Students will develop their speaking and drama abilities by performing skits.
  - c. Students will comprehend the meaning of each saying and phrase.
  - d. Students will be able to apply the meaning of each saying or phrase to real life situations through written response.
  - e. Students will use creativity to complete an art and/or kinesthetic activity.

B. *Materials*

1. Book – *Beverly Billingsly Takes a Bow* by Alexander Stadler (synopsis: Beverly is excited to have the opportunity to be on stage only to find out she has stage fright)
2. Skit – three copies of Appendix G
3. Student sayings booklets (one per student)
4. Students get out a pencil and crayons
5. Pocket chart and sentence strip written with the saying
6. Chart paper or white board and markers for rug time
7. A bucket labeled "ice" and a shawl or blanket
8. Appendix X for an extension activity (optional)

C. *Key Vocabulary*

1. Audition – a performance by an actor or musician to demonstrate a skill
2. Intermission – a time of rest or stopping between periods of activity
3. Performance – a play, musical program or something else that is done in public to entertain
4. Rehearsal – a practicing in order to prepare for a performance
5. Paleontologist – a scientist who studies fossils
6. Mesopotamia – ancient country of SW Asia between the Tigris and Euphrates rivers

D. *Procedures/Activities*

1. Call children over to the reading rug. Put on a shawl and put your feet in the bucket and shiver a lot. Tell students this is the literal meaning of "Cold feet."
2. Define and discuss the vocabulary words listed above that will be in the story.
3. Begin discussion about a time when you wanted to try something new and then decided not to do it. How did you feel?
4. Tell the children that we will be reading about Beverly who wanted to try something new but at one point she decides not to go ahead with it.

5. Read the book *Beverly Billingsly Takes a Bow* by Alexander Stadler. Ask the students:
    - a. What do you think made Beverly change her mind?
    - b. How do you think Beverly was feeling when she decided not to go on stage?
    - c. Do you think Beverly was still a good artist even though she didn't want to go on stage?
  6. Discuss a time when they got "Cold feet". Write the incidents on chart paper or the board.
  7. Tell children that people just think about something they want to do and then don't do anything about it. We say that those people get "Cold feet". Be sure that students understand that to say that someone got "Cold feet" is not meant to be calling someone "chicken" because they are afraid to do something.
  8. Select students to perform the skit. (See Appendix G.) Discuss.
  9. In their sayings booklets have students write the saying at the top of the page and draw a picture. Students should write a sentence about a time when they got cold feet.
  10. As an extension activity, use Appendix X for students to make an award ribbon for someone they know and write why they deserve it.
- E. *Assessment/Evaluation*
1. Check students' work for a picture that depicts the meaning of the saying.
  2. Check booklets for a complete sentence and correct spelling of the saying.
  3. Assess for neat handwriting and coloring skills.

**Lesson Five: Don't Cry Over Spilled Milk (approximately 45 minutes)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students will develop an awareness of the connections that sayings and phrases have to real life.
    - b. Students will gain an understanding of word play and literal and figurative language through literature.
    - c. Students will have an understanding of age appropriate spelling, grammar, and word usage through response writing.
    - d. Students will understand how to apply thinking skills to reading, writing, speaking, listening and observing.
  2. Lesson Content
    - a. "Don't cry over spilled milk"
  3. Skill Objective(s)
    - a. Students will demonstrate active listening skills.
    - b. Students will develop their speaking and drama abilities by performing skits.
    - c. Students will comprehend the meaning of each saying and phrase.
    - d. Students will be able to apply the meaning of each saying or phrase to real life situations through written response.
    - e. Students will use creativity to complete an art and/or kinesthetic activity.
- B. *Materials*
1. Book – *Evie & Margie* by Bernard Waber (synopsis: Evie and Margie both want the same part for the class play of Cinderella; only one girl gets the part and in the end they both get to shine)
  2. Skit – three copies of Appendix H
  3. Pocket chart and sentence strip written with the saying

4. Student sayings and phrases booklets
  5. Students get out a pencil and crayons
  6. ¼ cup of milk
  7. Appendix Y for the extension activity (optional)
- C. *Key Vocabulary*
1. Exasperated – to annoy greatly; make angry
  2. Jealousy – a jealous feeling; envy
- D. *Procedures/Activities*
1. Call children over to the rug for reading time. Pour the ¼ cup of milk on the floor and then cry.
  2. Define and discuss the vocabulary words listed above that will be in the story.
  3. Ask children if they have ever spilled their milk. What happened? Talk about the only thing you can do is clean it up. We can't undo what happened; so the best thing to do is clean up and go on to what we were doing. Explain the literal meaning and how silly it would be to really cry over spilled milk. Tell students you are going to read a book about two girls who both want the same part in the class play, *Cinderella*.
  4. Read the book *Evie & Margie* by Bernard Waber. Discuss what happened in the story with the students. Ask:
    - a. How would you feel if you were in Margie's shoes? In Evie's shoes?
    - b. Was their friendship hurt by that experience?
    - c. How did Evie handle her jealousy?
  5. Tell students there are other things in life that we can't undo. For example: Losing a game in soccer or football or losing our favorite stuffed animal or toy. Direct the discussion to helping students understand that we may misplace something or lose a game but the important thing to do is look for the missing item or try harder the next time.
  6. Select students to perform the skit. (See Appendix H.) Discuss.
  7. Have the actors' think of ways to summon up real emotions and convey them to the audience.
  8. Discuss what happened in the skit and talk about ways in which we can handle disappointment.
  9. In their sayings booklets have students write the saying at the top of the page and draw a picture. Students should write a sentence about a time when they cried over spilled milk.
  10. As an extension activity, use Appendix Y to compare and contrast Evie and Margie.
- E. *Assessment/Evaluation*
1. Check students' work for a picture that depicts the meaning of the saying.
  2. Check booklets for a complete sentence and correct spelling of the saying.
  3. Assess for neat handwriting and coloring skills.

**Lesson Six: Don't Judge a Book by its Cover (approximately 45 minutes)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will develop an awareness of the connections that sayings and phrases have to real life.
  - b. Students will gain an understanding of word play and literal and figurative language through literature.
  - c. Students will have an understanding of age appropriate spelling, grammar, and word usage through response writing.

- d. Students will understand how to apply thinking skills to reading, writing, speaking, listening and observing.
2. Lesson Content
  - a. “Don’t judge a book by its cover”
3. Skill Objective(s)
  - a. Students will demonstrate active listening skills.
  - b. Students will develop their speaking and drama abilities by performing skits.
  - c. Students will comprehend the meaning of each saying and phrase.
  - d. Students will be able to apply the meaning of each saying or phrase to real life situations through written response.
  - e. Students will use creativity to complete an art and/or kinesthetic activity.
- B. *Materials*
  1. Two books with attractive covers but one is covered in brown paper
  2. Book – *The Blind Hunter* by Kristina Rodanas (synopsis: a blind hunter asks to go along on a hunt and shows he can hunt as well as his friend)
  3. Skit – three copies of Appendix I
  4. Chart paper or white board and markers for rug time
  5. Pocket chart and sentence strip written with the saying
  6. Student sayings and phrases booklets
  7. Pencil and crayons for each student
  8. Appendix Z for an extension activity (optional)
- C. *Key Vocabulary*
  1. Judge – giving an opinion about someone or something before you know the facts
  2. Advertisement – a public announcement describing what is special or good about something
- D. *Procedures/Activities*
  1. Ask students to come to the reading rug.
  2. Show the students the two books with one covered in brown paper. Ask them of the two books, which one they would be most likely to choose? Ask students why they chose the book. After some discussion you may compliment those who chose the covered book and tell them that they didn’t judge the book by its cover. Explain that this is the literal meaning of the phrase.
  3. Open the books and show them that they are both equally appealing to read. Ask students if they have ever selected a book that looked good on the cover but ended up not being as interesting to read as they may have thought. This is a good time to talk about advertising. People who advertise want us to buy their product so they make it look good to us on T.V. Only when we have purchased it we find out it wasn’t a good buy at all and it didn’t even work.
  4. Tell students that to “Judge a book by its cover” can mean a lot more. Ask students if they have ever judged or looked at someone and decided that that person probably was not nice because he or she had ugly clothes or lived in a run down house. Or we may judge people with different skin color or hair color before they ever get to know that person on the inside. Tell students you are going to read a book about a blind man who surprises his friend how much he can see while hunting.
  5. Read the book *Blind Hunter* by Kristina Rodanas. Ask:
    - a. What did you think about the illustrations?
    - b. What kind of person was Chirobo (chee-ROH-boh)?

- c. Did Muteye (moo-TAY-ye) make a judgment about Chirobo before he got to know him?
  - d. How do you think Chirobo felt when he realized the young hunter was cheating him out of the duck he trapped?
  - e. What can you “see” with your other senses?
  - f. How can you learn to see with your heart?
  - 6. Select students to perform the skit. (Appendix I.) Discuss.
  - 7. In their sayings booklets have students write the saying at the top of the page and draw a picture. Students should write a sentence about a time when they judged a book by its cover.
  - 8. As an extension, use Appendix Z and have students make a mini book of their five senses.
- E. *Assessment/Evaluation*
- 1. Check student’s work for a picture that depicts the meaning of the saying.
  - 2. Check booklets for a complete sentence and correct spelling of the saying,
  - 3. Assess for neat handwriting and coloring skills.

**Lesson Seven: Easier Said than Done (approximately 45 minutes)**

- A. *Daily Objectives*
- 1. Concept Objective(s)
    - a. Students will develop an awareness of the connections that sayings and phrases have to real life.
    - b. Students will gain an understanding of word play and literal and figurative language through literature.
    - c. Students will have an understanding of age appropriate spelling, grammar, and word usage through response writing.
    - d. Students will understand how to apply thinking skills to reading, writing, speaking, listening and observing.
  - 2. Lesson Content
    - a. “Easier said than done”
  - 3. Skill Objective(s)
    - a. Students will demonstrate active listening skills.
    - b. Students will develop their speaking and drama abilities by performing skits.
    - c. Students will comprehend the meaning of each saying and phrase.
    - d. Students will be able to apply the meaning of each saying or phrase to real life situations through written response.
    - e. Students will use creativity to complete an art and/or kinesthetic activity.
- B. *Materials*
- 1. Book – *An Ant’s Day Off* by Bonny Becker (synopsis: Bart has toiled in Tunnel 929B long enough, he wants to see the world)
  - 2. Skit: three copies of Appendix J
  - 3. Chart paper or white board
  - 4. Pocket chart and sentence strip written with the saying
  - 5. Appendix AA for an extension activity (optional)
- C. *Key Vocabulary*
- 1. Tarry – to delay or be late in going or coming; linger
- D. *Procedures/Activities*
- 1. Ask students to come to the reading rug.
  - 2. Review vocabulary words mentioned previously and the new word for today.

3. Ask students if they have ever started a project they thought they could do only to find out it was harder than they thought. Tell them that is what our story is about today. Tell students that the book is about an ant named Bart who decides he needs to see more of the world.
  4. Read the book *An Ant's Day Off* by Bonny Becker. Talk about how ant colonies depend on every ant to do their job. Ask:
    - a. Do you think Bart was a lazy ant?
    - b. Have you ever seen a lazy ant that was not working?
    - c. Did Bart find out about the world outside of the ant mound?
    - d. Do you think Bart found out that it was much "Easier said than done?"
  5. Select students to perform the skit. (See Appendix J.) Discuss.
  6. In their sayings booklets have students write the saying at the top of the page and draw a picture. Students should write a sentence about a time when they found a chore or project assignment was easier said than done.
  7. For an extension, use Appendix AA for students to draw their favorite insect and write a sentence or two telling about it.
- E. *Assessment/Evaluation*
1. Check students' work for a picture that depicts the meaning of the saying.
  2. Check booklets for a complete sentence and correct spelling of the saying.
  3. Assess for neat handwriting and coloring skills.

**Lesson Eight: Eaten out of House and Home (approximately 45 minutes)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will develop an awareness of the connections that sayings and phrases have to real life.
  - b. Students will gain an understanding of word play and literal and figurative language through literature.
  - c. Students will have an understanding of age appropriate spelling, grammar, and word usage through response writing.
  - d. Students will understand how to apply thinking skills to reading, writing, speaking, listening, and observing.
2. Lesson Content
  - a. "Eaten Out of House and Home"
3. Skill Objective(s)
  - a. Students will demonstrate active listening skills.
  - b. Students will develop their speaking and drama abilities by performing skits.
  - c. Students will comprehend the meaning of each saying and phrase.
  - d. Students will be able to apply the meaning of each saying or phrase to real life situations through written response.
  - e. Students will use creativity to complete an art and/or kinesthetic activity.

B. *Materials*

1. Book – *The Tiger Who Came to Tea* by Judith Kerr (synopsis: Sophie and her mother invite a tiger to come into their house for tea and he eats all the food in the house until there is nothing left to cook Daddy's supper)
2. Chart paper and markers for rug time
3. Skit: four copies of Appendix K
4. Pocket chart and sentence strip written with the saying
5. Student sayings and phrases booklets
6. Pencil and crayons for each student

7. Appendix BB for an extension activity (optional)
- C. *Key Vocabulary*
  1. Café – a small restaurant
- D. *Procedures/Activities*
  1. Ask students to come to the reading rug.
  2. Define and discuss the vocabulary word listed above that will be in the story.
  3. Ask students what they think it means to be “Eaten out of house and home.” Discuss briefly. Ask: What is the literal meaning? (To have nothing left to eat in the entire house.) Does your mother ever say that to any of you? What do you think the saying “Eaten out of house and home” is supposed to mean? Tell students you are going to read a book about Sophie and her mother who invite a tiger to come into the house.
  4. Read the book *The Tiger Who Came to Tea* by Judith Kerr. Ask:
    - a. Do you think Sophie and her mummy were “Eaten out of house and home?”
    - b. Have students try to remember what all the tiger ate. (Don’t forget to mention that he even drank all the water!)
  5. Select students to perform the skit. (See Appendix K.)
  6. Discuss what happened in the skit and how it shows the meaning of the saying.
  7. In their sayings booklets have students write the saying at the top of the page and draw a picture. Students should write a sentence about a time when they were eaten out of house and home.
  8. For an extension, use Appendix BB for students to write a story about an alien who “Eats them out of house and home.”
- E. *Assessment/Evaluation*
  1. Check students’ work for a picture that depicts the meaning of the saying.
  2. Check booklets for a complete sentence using correct spelling of the saying.
  3. Assess for neat handwriting and coloring skills.

**Lesson Nine: Get a Taste of Your Own Medicine (approximately 45 minutes)**

- A. *Daily Objectives*
  1. Concept Objective(s)
    - a. Students will develop an awareness of the connections that sayings and phrases have to real life.
    - b. Students will gain an understanding of word play and literal and figurative language through literature.
    - c. Students will have an understanding of age appropriate spelling, grammar, and word usage through response writing.
    - d. Students will understand how to apply thinking skills to reading, writing, speaking, listening and observing.
  2. Lesson Content
    - a. “Get a taste of your own medicine”
  3. Skill Objective(s)
    - a. Students will demonstrate active listening skills.
    - b. Students will develop their speaking and drama abilities by performing skits.
    - c. Students will comprehend the meaning of each saying and phrase.
    - d. Students will be able to apply the meaning of each saying or phrase to real life situations through written response.
    - e. Students will use creativity to complete an art and/or kinesthetic activity.

- B. *Materials*
1. Book – *The Web Files* by Margie Palatini (synopsis: a take-off on the old “Dragnet” TV show, Ducktective Web and his partner, Bill, are hot on the trail of missing about-to-be-pickled purple peppers)
  2. Chart paper and markers for rug time
  3. Skit: three copies of Appendix L
  4. Appendix CC for an extension activity (optional)
  5. Pocket chart and sentence strip written with the saying
  6. Student sayings and phrases booklets
  7. Pencil and crayons for each student
  8. Empty bottle of medicine and a spoon
- C. *Key Vocabulary*
1. Detective – police officer or other person who searches for information to solve a crime and find the one who committed it
  2. Onomatopoeia – the formation or use of words, such as buzz or cuckoo, that imitate what they denote
  3. Vagrancy – the conduct of someone who wanders from place to place
  4. Hygiene – things that must be done to keep people and places healthy and clean
- D. *Procedures/Activities*
1. Ask students to come to the reading rug.
  2. Define and discuss the vocabulary words listed above.
  3. Pretend to pour medicine onto a spoon and taste it. Shake your head like you hate the taste. Tell students this is the literal meaning of the saying.
  4. Ask: How many of you don’t like the taste of medicine? Today we are going to talk about the saying “Get a taste of your own medicine.” What do you think it means? Discuss briefly. Tell students you are going to read a book about Ducktective Web and his partner, Bill, who are hot on the trail of the missing about-to-be-pickled purple peppers.
  5. Read the book *The Web Files* by Margie Palatini. Ask:
    - a. What did you enjoy the most about the story?
    - b. Did you recognize some familiar phrases? What were they?
    - c. Did the rat get a “Taste of his own medicine?”
  6. Select students to perform the skit. (See Appendix L.)
  7. Discuss what happened in the skit and how it shows the meaning of the saying.
  8. In their sayings booklets have students write the saying at the top of the page and draw a picture. Students should write a sentence about a time when they got a “Taste of their own medicine.”
  9. For an extension, use Appendix CC for students to write about themselves or someone who they think needs a taste of their own medicine.
- E. *Assessment/Evaluation*
1. Check students’ work for a picture that depicts the meaning of the saying.
  2. Check booklets for a complete sentence and correct spelling of the saying.
  3. Assess for neat handwriting and coloring skills.

**Lesson Ten: Get Up on the Wrong Side of Bed (approximately 45 minutes)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students will develop an awareness of the connections that sayings and phrases have to real life.
    - b. Students will gain an understanding of word play and literal and figurative language through literature.

- c. Students will have an understanding of age appropriate spelling, grammar, and word usage through response writing.
  - d. Students will understand how to apply thinking skills to reading, writing, speaking, listening and observing.
2. Lesson Content
    - a. “Get up on the wrong side of bed”
  3. Skill Objective(s)
    - a. Students will demonstrate active listening skills.
    - b. Students will develop their speaking and drama abilities by performing skits.
    - c. Students will comprehend the meaning of each saying and phrase.
    - d. Students will be able to apply the meaning of each saying or phrase to real life situations through written response.
    - e. Students will use creativity to complete an art and/or kinesthetic activity.
- B. *Materials*
1. Book – *Yesterday I Had the Blues* by Jeron Ashford Frame (synopsis: a young African boy describes how he has “those deep down in my shoes blues, the go away, Mr. Sun, quit smilin’ at me blues,” though today he has the greens, Daddy’s got the grays, and his sisters have the pinks and indigos, this story will make you smile)
  2. Book and tape – *Be A Friend: The Story of African American Music* by Leotha Stanley
  3. Chart paper or white board and markers for rug time
  4. Skit: two copies of Appendix M
  5. Appendix DD for an extension activity (optional)
  6. Pocket chart and sentence strip written with the saying
- C. *Key Vocabulary*
1. Blues – unhappy; sad; discouraged or a sad kind of music sung about sadness
  2. Subway – a railroad underground
  3. Saxophone – a musical instrument that has a curved metal body with keys fitted along it
  4. Indigo – a very dark blue dye
- D. *Procedures/Activities*
1. Call students to the reading rug.
  2. Ask students if they have ever gotten up on the wrong side of bed. See how many may understand the meaning of this phrase. Ask what the literal meaning of the saying is. Lie on the floor and pretend you are in bed. Get up and mope around and say, “I got up on the wrong side of bed.
  3. Ask: “What does the word blues mean? Ask students if they have ever heard someone talk about feeling blue or having the blues. When someone has the blues, that person is feeling sad or is too tired to be very happy. That’s how the Blues music got started. Blues music talks about the problems in life that people deal with every day. Play the blues song (School Blues) on the tape, *Be A Friend* by Leotha Stanley. Ask students what the vocalist is singing about and why does he seem to be sad.
  4. Discuss the vocabulary words. Talk about the different moods that we have. (Sad, happy, silly, excited, scared, or angry.) Talk about the reasons we have these moods. Tell students you are going to read a book about a young African boy who has the blues.
  5. Read the book, *Yesterday I Had the Blues* by Jeron Ashford Frame. Ask:
    - a. Have you ever had the blues?

- b. What color are you feeling today?
  - c. Ask students if they were to draw a picture of themselves what color might it be?
  - d. What color will get you in the mood to feel good?
  - e. What color are you feeling today?
  - 6. Select students to perform the skit. (See Appendix M.) Discuss.
  - 7. In their sayings booklets have students write the saying at the top of the page and draw a picture. Students should write a sentence about a time when they got up on the wrong side of bed.
  - 8. For an extension, use Appendix DD to have students write a sentence for the various moods.
- E. *Assessment/Evaluation*
- 1. Check students' work for a picture that depicts the meaning of the saying.
  - 2. Check booklets for a complete sentence and correct spelling of the saying.
  - 3. Assess for neat handwriting and coloring skills.

**Lesson Eleven: In Hot Water (approximately 45 minutes)**

- A. *Daily Objectives*
- 1. Concept Objective(s)
    - a. Students will develop an awareness of the connections that sayings and phrases have to real life.
    - b. Students will gain an understanding of word play and literal and figurative language through literature.
    - c. Students will have an understanding of age appropriate spelling, grammar, and word usage through response writing.
    - d. Students will understand how to apply thinking skills to reading, writing, speaking, listening and observing.
  - 2. Lesson Content
    - a. "In hot water"
  - 3. Skill Objective(s)
    - a. Students will demonstrate active listening skills.
    - b. Students will develop their speaking and drama abilities by performing skits.
    - c. Students will comprehend the meaning of each saying and phrase.
    - d. Students will be able to apply the meaning of each saying or phrase to real life situations through written response.
    - e. Students will use creativity to complete an art and/or kinesthetic activity.
- B. *Materials*
- 1. Book – *The Great Show and Tell Disaster* by Mike Reiss (synopsis: Ned wanted to take something to school for show and tell so he makes an invention that causes huge problems for him at school)
  - 2. Chart paper or white board and markers for rug time
  - 3. Skit: three copies of Appendix N
  - 4. Pocket chart and sentence strip written with the saying
  - 5. Appendix EE for an extension activity (optional)
- C. *Key Vocabulary*
- 1. Inventor – a person who invents
  - 2. Urn – a vase set on a base
  - 3. Contraption – a mechanical device; gadget
  - 4. Girdle – a belt or sash worn around the waist
  - 5. Colossal – enormous in size; gigantic

- D. *Procedures/Activities*
1. Call students to the reading rug.
  2. Ask if anyone has ever been in hot water before. How do you picture the literal meaning of this saying? (A tub full of hot water and I'm in it.)
  3. Ask what an inventor is. Tell students you are going to read a book to them that will allow their imaginations to run wild. As you're listening think of how much trouble (or hot water) Ned is getting into.
  4. Read the book, *The Great Show and Tell Disaster* by Mike Reiss. Ask:
    - a. Would you love an invention like that? Why?
    - b. Did the end of the story turn out all right?
    - c. What if he could not change anyone back to normal again?
    - d. What kind of "Hot water" did he get himself into?
  5. Select students to perform the skit. (See Appendix N.) Discuss the problem and how it was resolved.
  6. In their saying booklets have students write the saying at the top of the page and draw a picture. Students should write a sentence about a time when they were in hot water.
  7. As an extension activity, use Appendix EE and have students select a topic and draw and write about their creative invention.
- E. *Assessment/Evaluation*
1. Check students' work for a picture that depicts the meaning of the saying.
  2. Check booklets for a complete sentence and correct spelling of the saying.
  3. Assess for neat handwriting and coloring skills.

**Lesson Twelve: Keep Your Fingers Crossed (approximately 45 minutes)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students will develop an awareness of the connections that sayings and phrases have to real life.
    - b. Students will gain an understanding of word play and literal and figurative language through literature.
    - c. Students will have an understanding of age appropriate spelling, grammar, and word usage through response writing.
    - d. Students will understand how to apply thinking skills to reading, writing, speaking, listening and observing.
  2. Lesson Content
    - a. "Keep your Fingers Crossed"
  3. Skill Objective(s)
    - a. Students will demonstrate active listening skills.
    - b. Students will develop their speaking and drama abilities by performing skits.
    - c. Students will comprehend the meaning of each saying and phrase.
    - d. Students will be able to apply the meaning of each saying or phrase to real life situations through written response.
    - e. Students will use creativity to complete an art and/or kinesthetic activity.
- B. *Materials*
1. Book – *Ruler of the Courtyard*, by Rukhsana Khan (synopsis: Saba is a young girl who lives in Pakistan and is terrified of the chickens in her family's courtyard; one day she finds a deadly snake in the bath house)
  2. Chart paper and markers for rug time
  3. Skit: three copies of Appendix O

4. Appendix FF for an extension activity (optional)
  5. Pocket chart and sentence strip written with the saying
- C. *Key Vocabulary*
1. Pakistan – a country of southern Asia
  2. Bath house – a building equipped with facilities for bathing
  3. Courtyard – a open space surrounded by walls or buildings
- D. *Procedures/Activities*
1. Begin by inviting children to come to the reading rug. Ask: What is the literal meaning of the phrase? (Have students cross their fingers). Most children understand what it means to “Keep your fingers crossed.” Explain that keeping your fingers crossed means good luck or you want something to happen for good.
  2. Go over the vocabulary words and their meanings. Find the country Pakistan on the world map. Tell students you are going to read a book about a young girl who lives in Pakistan and is terrified of the chickens in her family’s courtyard.
  3. Read the book, *Ruler of the Courtyard* by Rukhsana Khan. Ask:
    - a. How would you have felt if you were Saba?
    - b. Have you ever been fearful of something and then find out it wasn’t what you thought?
    - c. How does Saba’s encounter with the snake help her deal with the chickens in the courtyard?
  4. Select students to perform the skit. (See Appendix O.) Discuss.
  5. In their sayings booklets have students write the saying at the top of the page and draw a picture. Students should write a sentence about a time when they wished for something or had to be brave and keep their fingers crossed.
  6. As an extension activity, use Appendix FF to have students write a scary story.
- E. *Assessment/Evaluation*
1. Check students’ work for a picture that depicts the meaning of the saying.
  2. Check booklets for a complete sentence and correct spelling of the saying.
  3. Assess for neat handwriting and coloring skills.

**Lesson Thirteen: Practice What You Preach (approximately 45 minutes)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students will develop an awareness of the connections that sayings and phrases have to real life.
    - b. Students will gain an understanding of word play and literal and figurative language through literature.
    - c. Students will have an understanding of age appropriate spelling, grammar, and word usage through response writing.
    - d. Students will understand how to apply thinking skills to reading, writing, speaking, listening and observing.
  2. Lesson Content
    - a. “Practice What you Preach”
  3. Skill Objective(s)
    - a. Students will demonstrate active listening skills.
    - b. Students will develop their speaking and drama abilities by performing skits.
    - c. Students will comprehend the meaning of each saying and phrase.
    - d. Students will be able to apply the meaning of each saying or phrase to real life situations through written response.
    - e. Students will use creativity to complete an art and/or kinesthetic activity.

- B. *Materials*
1. Book – *Double Trouble in Walla Walla* by Andrew Clements (synopsis: when Lulu raises her hand to tell Mrs. Bell that she feels like a nit-wit because her homework is in a mish mash, the ordinary becomes unordinary and opens up an alliterative word warp)
  2. Chart paper or white board and markers at rug time
  3. Skit: three copies of Appendix P
  4. Pocket chart and sentence strip written with the saying
  5. Appendix GG for an extension activity (optional)
- C. *Key Vocabulary*
1. Slang – an informal kind of language used in everyday conversation; using new words and different meanings for old words
  2. Preach – to give advice; urge
- D. *Procedures/Activities*
1. Call students to the reading rug. Ask them what they think the saying “Practice what you preach” means. What is the literal meaning? (Refer to definition.)
  2. Discuss the vocabulary words and their meanings. Tell students you are going to read a book about Lulu who gets herself caught in a huge word warp.
  3. Read the book, *Double Trouble in Walla Walla* by Andrew Clements. Ask:
    - a. What do you think a word warp is?
    - b. Did Mrs. Bell practice what she preached by doing the same thing as Lulu?
  4. Have students come up with as many double play on words they can remember from the story. You may have to read it again for them. See how many they can define. Write them on chart paper. (All of these are on Appendix GG pages 1-4.)
  5. Select students to perform the skit. (See Appendix P.) Discuss.
  6. In their sayings booklets have students write the saying at the top of the page and draw a picture. Students should write a sentence about a time when they had to practice what they preach.
  7. As an extension, use Appendix GG to have students complete the silly sayings.
- E. *Assessment/Evaluation*
1. Check students’ work for a picture that depicts the meaning of the saying.
  2. Check booklets for a complete sentence and correct spelling of the saying.
  3. Assess for neat handwriting and coloring skills.

**Lesson Fourteen: Two Heads Are Better Than One (approximately 45 minutes)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students will develop an awareness of the connections that sayings and phrases have to real life.
    - b. Students will gain an understanding of word play and literal and figurative language through literature.
    - c. Students will have an understanding of age appropriate spelling, grammar, and word usage through response writing.
    - d. Students will understand how to apply thinking skills to reading, writing, speaking, listening and observing.
  2. Lesson Content
    - a. “Two heads are better than one”
  3. Skill Objective(s)
    - a. Students will demonstrate active listening skills.

- b. Students will develop their speaking and drama abilities by performing skits.
  - c. Students will comprehend the meaning of each saying and phrase.
  - d. Students will be able to apply the meaning of each saying or phrase to real life situations through written response.
  - e. Students will use creativity to complete an art and/or kinesthetic activity.
- B. *Materials*
- 1. Book – *Two Old Potatoes and Me* by Carolyn Fisher (synopsis: a young African-American girl finds two old potatoes growing sprouts and is ready to throw them out before her father suggests together they plant them and see what happens)
  - 2. Chart paper or white board and markers for rug time
  - 3. One potato with sprouts on it
  - 4. Skit: three-four copies of Appendix Q
  - 5. Pocket chart and sentence strip written with the saying
  - 6. Appendix HH for an extension activity (optional)
- C. *Key Vocabulary*
- 1. Sprouts – new growth on a plant
- D. *Procedures/Activities*
- 1. Call students to the reading rug. Ask them if they have ever heard of the saying “Two Heads are better than one.” What would be the literal meaning of that phrase?
  - 2. Define the word sprout. Have a sample potato handy with sprouts.
  - 3. Tell students you will be reading a story about two people who decide to do something together.
  - 4. Read the book, *Two Old Potatoes and Me* by Carolyn Fisher. Ask students:
    - a. Recall, in order, the process of growing potatoes.
    - b. Did the father and daughter plan to grow potatoes together?
    - c. What made this special to them?
  - 5. Select students to perform the skit. (See Appendix Q.) Discuss.
  - 6. In their sayings booklets have students write the saying at the top of the page and draw a picture. Students should write a sentence about a time when they two heads were better than one.
  - 7. Use Appendix HH to have students write directions for the various activities listed.
  - 8. For another extension, use Appendix HH, page 1 to follow the directions on making mashed potatoes. This is a good time to familiarize children with reading a recipe. Put the recipe on a transparency and have them read you step by step what to do. Remind students that when following a recipe sometimes two heads are better than one. Send home the recipe for students to make mashed potatoes at home.
- E. *Assessment/Evaluation*
- 1. Check students’ work for a picture that depicts the meaning of the saying.
  - 2. Check booklets for a complete sentence and correct spelling of the saying.
  - 3. Assess for neat handwriting and coloring skills.

**Lesson Fifteen: Turn Over a New Leaf (approximately 45 minutes)**

- A. *Daily Objectives*
- 1. Concept Objective(s)
    - a. Students will develop an awareness of the connections that sayings and phrases have to real life.

- b. Students will gain an understanding of word play and literal and figurative language through literature.
  - c. Students will have an understanding of age appropriate spelling, grammar, and word usage through response writing.
  - d. Students will understand how to apply thinking skills to reading, writing, speaking, listening and observing.
2. Lesson Content
- a. “Turn over a new leaf”
3. Skill Objective(s)
- a. Students will demonstrate active listening skills.
  - b. Students will develop their speaking and drama abilities by performing skits.
  - c. Students will comprehend the meaning of each saying and phrase.
  - d. Students will be able to apply the meaning of each saying or phrase to real life situations through written response.
  - e. Students will use creativity to complete an art and/or kinesthetic activity.
- B. *Materials*
1. Book – *Where’s the Big Bad Wolf?* By Eileen Christelow (synopsis: doggedly the detective is waiting for the opportunity to catch the bad wolf red handed doing a dastardly bad deed)
  2. Find a copy of the original story of *The Three Little Pigs* (Golden Book)
  3. Chart paper or white board and markers
  4. Skit: three copies of Appendix R
  5. Appendix II for an extension activity (optional)
  6. Pocket chart and sentence strip written with the saying
  7. Several die-cut leaves
- C. *Key Vocabulary*
1. Alliteration – two or more words having the same initial sound
  2. Scoundrel – a villain
  3. Delectable – greatly pleasing; delightful
  4. Simile – a figure of speech in which two essentially unlike things are compared; often a phrase introduced by *like* or *as*
- D. *Procedures/Activities*
1. Call students to the reading rug. Turn over the die-cut leaves one by one. Tell them this is the literal term. Ask them what they think “Turn over a new leaf” might mean.
  2. Define and discuss the vocabulary words. Give examples of alliteration and similes. Tell students to listen for examples of these literary terms.
  3. Ask students if they remember the classic fairy tale *The Three Little Pigs*. Have students tell the story to the class. Tell them you would like to read a new twist on that story.
  4. Read the book, *Where’s the Big Bad Wolf?* By Eileen Christelow. Ask what was different from this version of the story to the original version.
  5. Select students to perform the skit. (See Appendix R.) Discuss.
  6. In their sayings booklets have students write the saying at the top of the page and draw a picture. Students should write a sentence about a time when they turned over a new leaf.
  7. As an extension, use Appendix II and have students write to story book characters giving them advice; then staple book together.
- E. *Assessment/Evaluation*
1. Check students’ work for a picture that depicts the meaning of the saying.

2. Check booklets for a complete sentence and correct spelling of the saying.
3. Assess for neat handwriting and coloring skills.

**Lesson Sixteen: Where There's a Will There's a Way (approximately 45 minutes)**

**A. Daily Objectives**

1. Concept Objective(s)
  - a. Students will develop an awareness of the connections that sayings and phrases have to real life.
  - b. Students will gain an understanding of word play and literal and figurative language through literature.
  - c. Students will have an understanding of age appropriate spelling, grammar, and word usage through response writing.
  - d. Students will understand how to apply thinking skills to reading, writing, speaking, listening and observing.
2. Lesson Content
  - a. "Where there's a will there's a way"
3. Skill Objective(s)
  - a. Students will demonstrate active listening skills.
  - b. Students will develop their speaking and drama abilities by performing skits.
  - c. Students will comprehend the meaning of each saying and phrase.
  - d. Students will be able to apply the meaning of each saying or phrase to real life situations through written response.
  - e. Students will use creativity to complete an art and/or kinesthetic activity.

**B. Materials**

1. Book – *The Frog who wanted to be a Singer* by Linda Goss (synopsis: Frog gets a chance to sing in front of an audience and doesn't give up when the other animals ridicule him)
2. *Juke Joint Jump: A Boogie Woogie Celebration*, CD by Sony music or any tape or CD with Boogie-woogie music
3. Chart paper or white board and markers for rug time
4. Skit: three copies of Appendix S
5. Appendix JJ for an extension activity (optional)
6. Pocket chart and sentence strip written with the saying

**C. Key Vocabulary**

1. Boogie-woogie – a fast paced, upbeat rhythm
2. Frustrated – to discourage or prevent
3. gravelly – having a harsh rasping sound; a gravelly voice

**D. Procedures/Activities**

1. Call students to the reading rug. Ask them if they have ever heard of a Boogie-woogie tune. Tell students what Boogie-woogie music is a type of Blues music that we discussed earlier, only with a faster beat and more excitement. Play Boogie-woogie selections from the Juke Joint Jump CD. Ask students what they feel like doing when they hear this music. (Some may want to clap, others will dance to the beat) Allow them time to enjoy the music.
2. Define and discuss the vocabulary words.
3. Ask students if they can tell what the saying, "Where there's a will there's a way" literally means. Discuss briefly. Tell students you are going to read a book about a frog that gets a chance to sing in front of an audience.

4. Read the book, *The Frog Who Wanted to be a Singer* by Linda Goss. Ask how frog showed he had a strong will. Frog was determined he was going to try his new style of singing whether they liked it or not. Tell students that Boogie-woogie music is the Blues music with dancing shoes. It took a lot of courage to try a new style of music but that is how Blues, Jazz, Rhythm and Blues (R&B), Rock and Roll, Rap, and Pop music all grew out of the Blues.
  5. Select students to perform the skit. (See Appendix S.) Discuss.
  6. In their sayings booklets have students write the saying at the top of the page and draw a picture. Students should write a sentence about a time when they experienced where there's a will there's a way.
  7. As an extension activity, use Appendix JJ to have students write what they think the characters are saying.
- E. *Assessment/Evaluation*
1. Check students' work for a picture that depicts the meaning of the saying
  2. Check booklets for a complete sentence and correct spelling of the saying
  3. Assess for neat handwriting and coloring skills.

**Lesson Seventeen: You Can't Teach an Old Dog New Tricks (approximately 45 minutes)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students will develop an awareness of the connections that sayings and phrases have to real life.
    - b. Students will gain an understanding of word play and literal and figurative language through literature.
    - c. Students will have an understanding of age appropriate spelling, grammar, and word usage through response writing.
    - d. Students will understand how to apply thinking skills to reading, writing, speaking, listening and observing.
  2. Lesson Content
    - a. "You can't teach an old dog new tricks"
  3. Skill Objective(s)
    - a. Students will demonstrate active listening skills.
    - b. Students will develop their speaking and drama abilities by performing skits.
    - c. Students will comprehend the meaning of each saying and phrase.
    - d. Students will be able to apply the meaning of each saying or phrase to real life situations through written response.
    - e. Students will use creativity to complete an art and/or kinesthetic activity.
- B. *Materials*
1. Book – *A Day in the Life of Murphy* by Alice Provensen (synopsis: Murphy-Stop-That, a little black terrier, describes his daily activities through narrative)
  2. Chart paper or white board and markers for rug time
  3. Skit: three copies of Appendix T
  4. Pocket chart and sentence strip written with the saying
  5. Appendix KK for an extension activity (optional)
- C. *Key Vocabulary*
1. Narrative – telling a story
- D. *Procedures/Activities*
1. Invite children to come to the reading rug. Ask students what they think "You can't teach an old dog new tricks" might mean. Tell what the literal meaning is (teaching an old dog to learn a new trick).

2. Define and discuss what narrative is. Tell them that all of Murphy's activities throughout one day are described by himself in the book I'll be reading.
  3. Read the book, *A Day in the Life of Murphy* by Alice Provensen. Then ask if they think Murphy would do anything different in his life. Do you think he would change the way he goes about his day? Do you think he could be trained to do his activities differently?
  4. Ask students to consider what a pet, animal, or insect would be thinking at various times during the day. Remind them they need to be thinking from a different point of view, similar to what Murphy was thinking. If you want, have students go home and write down their findings and bring them back the next day.
  5. Explain to students that the saying "You can't teach an old dog new tricks," is not talking about dogs but people. Ask how they think this saying would apply to people. Ask: Is there something you repeat day after day and would probably not change it? Is there something new you or someone in your family just can't learn or doesn't want to learn?
  6. Select students to perform the skit. (See Appendix T.) Discuss.
  7. In their sayings booklets have students write the saying at the top of the page and draw a picture. Students should write a sentence about a time when they discovered you can't teach an old dog new tricks.
  8. As an extension, use Appendix KK and have students describe each animal and tell what it is doing.
- E. *Assessment/Evaluation*
1. Check students' work for a picture that depicts the meaning of the saying.
  2. Check booklets for a complete sentence and correct spelling of the saying.
  3. Assess for neat handwriting and coloring skills.

## VI. CULMINATING ACTIVITY

- A. When you are finished with the unit, play a game. List all the sayings on the pocket chart. The teacher will give a clue word or draw a picture and children will guess which saying you are referring to. You could make this a team effort and have everyone help out and then assign a spokesperson from each team to give the answer.
- B. Play Pictionary. Directions: Divide the class into two teams. (It would be fun to invite another class to join yours). The teams will decide who will draw first. That team member comes up to the chart paper and chooses a saying to draw or act out for the team. The person drawing or acting has one minute to act or draw out the saying he/she chose in the container. If his/her team guesses the saying, the team member may choose another saying. At the end of one minute, tally the number of sayings that the team guessed. The next team will send a team member to the chart paper and follow the same procedures. You may decide how many turns to take, or you may play until the sayings have all been drawn. Have students do Appendix LL with a partner to complete the sayings.
- C. Students should complete the Sayings and Phrases book (Appendices A, B, and C). Make these books in advance so you can use them throughout the unit. (See Appendix A for booklet directions.)

## VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Directions on how to make the book
- B. Appendix B: Title of book with Owl picture
- C. Appendix C: Lined paper for the book (16 copies for each student)
- D. Appendix D: First grade sayings and phrases reference guide (Lesson One)

E.	Appendix E	Skit: Back to the Drawing Board
F.	Appendix F:	Skit: Better Late Than Never
G.	Appendix G:	Skit: Cold Feet
H.	Appendix H:	Skit: Don't Cry Over Spilled Milk
I.	Appendix I:	Skit: Don't Judge a Book by its Cover
J.	Appendix J:	Skit: Easier Said Than Done
K.	Appendix K:	Skit: Eaten Out of House and Home
L.	Appendix L:	Skit: Get a Taste of Your Own Medicine
M.	Appendix M:	Skit: Get up on the Wrong Side of Bed
N.	Appendix N:	Skit: In Hot Water
O.	Appendix O:	Skit: Keep Your Fingers Crossed
P.	Appendix P:	Skit: Practice What You Preach
Q.	Appendix Q:	Skit: Two Heads are Better Than One
R.	Appendix R:	Skit: Turn Over a New Leaf
S.	Appendix S:	Skit: Where There's a Will There's a Way
T.	Appendix T:	Skit: You Can't Teach an Old Dog New Tricks
U.	Appendix U:	Story writing and drawing paper (Lesson One)
V.	Appendix V:	Sequence and Write an Adventure (Lesson Two)
W.	Appendix W:	Self Concept Quilt (Lesson Three)
X.	Appendix X:	Award Ribbon (Lesson Four)
Y.	Appendix Y:	Compare and Contrast (Lesson Five)
Z.	Appendix Z:	Senses Mini Book (Lesson Six)
AA.	Appendix AA:	My Favorite Insect (Lesson Seven)
BB.	Appendix BB:	A Visit from an Alien (Lesson Eight)
CC.	Appendix CC:	Prescription Pad (Lesson Nine)
DD.	Appendix DD:	Describe Feelings (Lesson Ten)
EE.	Appendix EE:	What Can It Be? (Lesson Eleven)
FF.	Appendix FF:	A Scary Story (Lesson Twelve)
GG.	Appendix GG:	Silly Sayings (Lesson Thirteen)
HH.	Appendix HH:	Tell Me How (Lesson Fourteen)
II.	Appendix II:	My Words of Wisdom (Lesson Fifteen)
JJ.	Appendix JJ:	At the Pond (Lesson Sixteen)
KK.	Appendix KK:	A Trip to the Zoo (Lesson Seventeen)
LL.	Appendix LL:	Finish the Saying
MM.	Appendix MM:	Rubric for evaluating the booklet
NN.	Appendix NN:	Extra lined paper

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## Appendix A

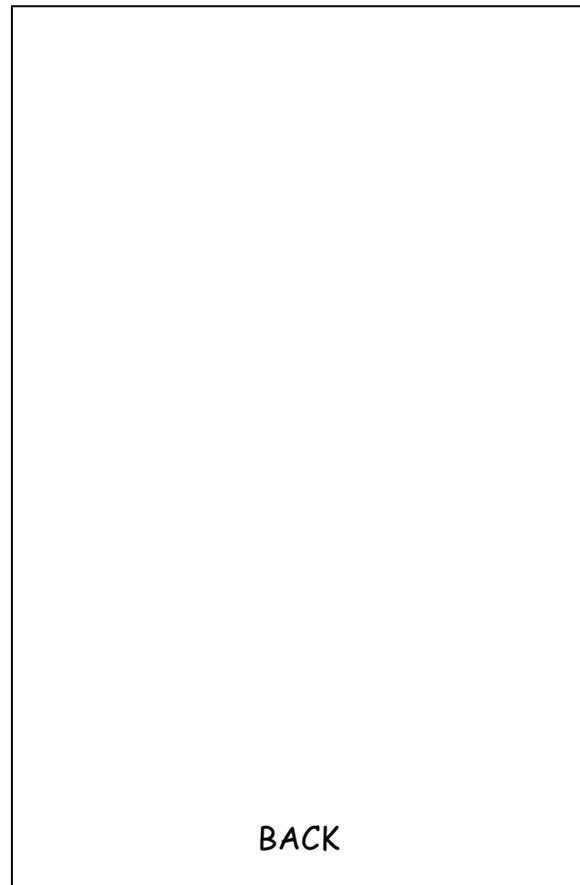
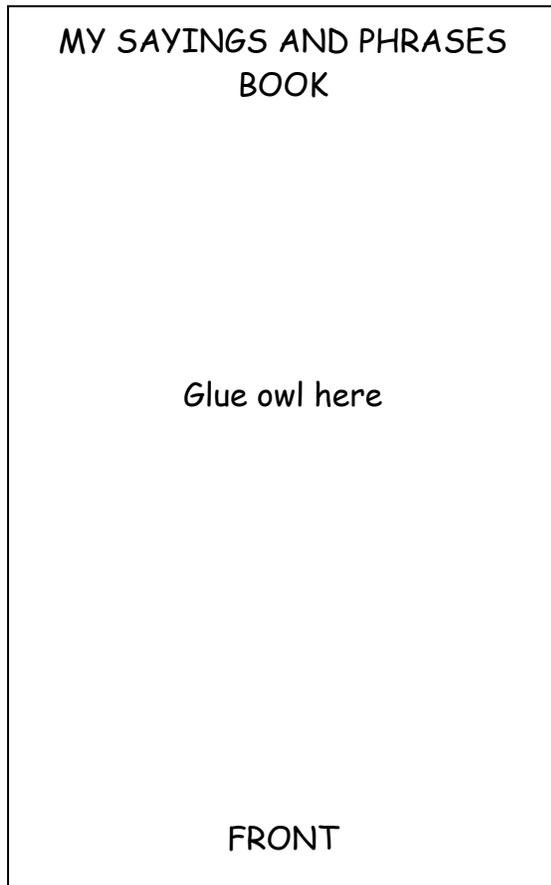
Here are the directions for making the sayings and phrases booklet.

Materials: 9" x 12" construction paper (two per student)

16 pages of Appendix C for each child

Sayings and Phrases title pasted at the top of the front cover.

Directions: Cut out the rectangle with the title and glue it at the top of the front cover on one of the 9" x 12" pieces of construction paper. Have students color the owl on Appendix B and cut it out. Glue the owl on the front cover. Laminate the front and back of the construction paper for each child. Trim. Insert the 16 pages for each child and attach a binder. The booklet will last the entire year.



# My Sayings and Phrases Book





**Appendix C, page 2**

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline, repeated across the page.

## Appendix D

# First Grade Sayings and Phrases Reference Guide

1. **Do unto others as you would have them do unto you** – treat others the way you want to be treated
2. **Never put off till tomorrow what you can do today** – don't procrastinate
3. **Practice makes perfect** – work hard at something
4. **If at first you don't succeed, try, try, again** – don't give up
5. **Land of nod** – dream land
6. **A.M. and P.M.** – morning and afternoon
7. **The more the merrier** – the more people the better
8. **There's no place like home** – glad to be back home
9. **Let the cat out of the bag** – give the answer before you should
10. **Fish out of water** – not sure of oneself
11. **Hit the nail on the head** – you have the correct answer
12. **An apple a day keeps the doctor away** – keeps you healthy
13. **Sour grapes** – unhappy
14. **A wolf in sheep's clothing.** – is not what you think it is

## Appendix E

### **Skit: Back to the Drawing Board**

Characters: Jonathon and Justin and the narrator

Setting: Narrator

Jonathon: Hey Justin, want to build a snow fort?

Justin: Yeah, sure! I'll help you!

Jonathon: Great! Let's build one where no one can destroy it.

Justin: Sounds like a great idea!

Narrator: Jonathon and Justin have been working on their fort for an hour. All of a sudden, two six grade boys come around the corner of the school and wreck their snow fort. Then they take off.

Jonathon: I'm going to tell the playground aid!

Justin: Yeah! Let's report those mean kids. I hope they get in big trouble.

Jonathon: I guess we need to start all over next recess don't we?

Justin: Yep. It looks like we're "Back to the Drawing Board."

## Appendix F

### **Skit: Better Late Than Never**

Characters: Jack, Luke and narrator

Setting: After school

Jack: Hi Luke! I'm going to see a movie tonight. It's called "Around the World in Eighty Days." It sure looks good. Want to go?

Luke: Sure! But I have a soccer game tonight. What time were you going? I'll ask my mom.

Jack: Probably the 5:00 showing.

Luke: Well, my soccer game gets over at 4:45. I'll try and make it. I'll meet you at the theater. Save me a seat.

Jack: Okay.

Narrator: Time passes quickly and Jack is waiting for Luke. Jack does not know Luke's game went into overtime. Soon the movie starts and Jack has given up on Luke.

Luke: (In a soft voice) Thanks Jack for saving me a seat. Did I miss anything?

Jack: Not really. I'm glad you made it though.

Luke: Hey, "Better Late Than Never."

Jack: And how!

## Appendix G

### **Skit: Cold Feet**

Characters: Ann, Kim and Narrator

Setting: Amusement Park

Ann: Oh, come on Kim. You'll love the rollercoaster! Please?

Kim: I don't know Ann; I really get scared of big rides.

Ann: Yeah, but this isn't as bad as the giant drop we went on!

Kim: Well, okay.

Narrator: Ann and Kim are standing in line for 15 minutes to get on the rollercoaster ride. Suddenly, Kim says...

Kim: I'm not feeling well. I'm going. I'll see ya at the end of the ride.

Ann: Well, suit yourself. But you know what you've got don't you? "Cold Feet" that's what.

Kim: Maybe another time. I'm just a little chicken right now. See ya!

## Appendix H

### **Skit: Don't Cry Over Spilled Milk**

Characters: Abby, Quinn and Narrator

Setting: At home

Quinn: Hey Abby. May I borrow your tape player? I want to listen to some classical music and mine is broken.

Abby: Sure, Quinn. But just remember, I like to have my things put back where they belong!

Quinn: Don't worry, Sis. I'll put it back where I found it.

Narrator: Meanwhile, Quinn is finished with the tape player and forgets to put it back where Abby wanted it. Abby yells...

Abby: Quinn!! Where is my tape player!! I asked you to put it back on my shelf! Now where is it?!

Quinn: Sorry, Abby. I just forgot.

Abby: I'm never letting you borrow anything of mine again!!

Quinn: Gosh, Abby. "Don't Cry Over Spilled Milk."

Abby: Just get it back to my room!

## Appendix I

### **Skits: Don't Judge a Book by its Cover**

Characters: Katie, Jenny and Narrator

Setting: Talking on the phone

Katie: Hey Jenny! Have you met the new girl in our class?

Jenny: Not yet, Katie. I wasn't at the school picnic last night so I didn't get to meet her. Is she nice?

Katie: Well, she's sort of nice. But I think she's a little snobby.

Jenny: Oh yea? What makes you think she is snobby?

Katie: Well, she had on that red outfit from the Gap that I want to get and plus she hung out with her mom the whole time!

Jenny: Maybe she's a little shy and doesn't know anyone?

Katie: Maybe, but I still think she is a snob.

Jenny: Katie, "You Can't Judge a Book by its Cover." You can't assume she is like that before you've had a chance to get to know her. Maybe you should invite her over to your house and get to know her?

Katie: Yea, I might do that. Will you come over too?

Jenny: Of course I will!

Narrator: The girls became great friends in the second grade that year.

## Appendix J

### **Skit: Easier Said Than Done**

Characters: Aaron, dad and Narrator

Setting: At a swim meet

Dad: Aaron, I'm cheering for you, buddy. Get out there and swim your hardest.

Aaron: I'll try dad. But I don't know if I have a chance. The other team has some really fast swimmers and I don't know if I can beat them.

Dad: I know son, but all you need to do is be sure you have a good start off the blocks and swim hard. Don't breathe as often either.

Aaron: Okay, okay. But remember, this is the IM (individual medley) and I swim all four strokes. I know I'll lose time on the breast stroke.

Dad: Just do your best. That's all you can do.

Narrator: Aaron has a fast start off the blocks and swims the butterfly and backstroke but loses time on the breaststroke. He really swam his hardest in the freestyle and came in 3<sup>rd</sup> place.

Dad: I'm proud of you son. You really worked hard.

Aaron: I know dad, but it's "Easier Said Than Done."

## Appendix K

### **Skit: Eaten Out of House and Home**

Characters: Jake, Mom and Narrator

Setting: Jake's house

Jake: Mom, are you home?

Mom: Yes, Jake, I'm out back pulling weeds.

Jake: Can I have some friends over to play with?

Mom: Well, I suppose. Just don't mess up the house, will you?

Jake: Thanks, Mom. They're already here. Can we have a snack?

Mom: There are Doritos in the cupboard you can have.

Jake: Thanks a lot Mom.

Narrator: Meanwhile, the boys went to the cupboard and found the Doritos. They also found lots of other great snacks too. So they ate and ate to their heart's content. When Mom walked in she said...

Mom: My, what has been happening here? I've been "Eaten Out of House and Home."

Jake: Sorry Mom, but we were really hungry.

Mom: That's okay; I'll just have to stock up on our weekly shopping trip.

## Appendix L

### **Skit: Get a Taste of Your Own Medicine**

Characters: Sally, Jane and Narrator

Setting: Jane's bedroom

Jane: You know Sally, every time I plan a party Kathy never helps. She just stands around and talks and talks and doesn't lift a finger to help.

Sally: I'm sorry to hear that. Is there anything I can do?

Jane: No, you've done enough for me. I wish Kathy could be as helpful as you are.

Narrator: By and by Kathy asks Jane and Sally for some help with a birthday party she was planning for one of their friends.

Jane: Boy, the nerve of that girl. She never helps me with my parties but she expects me to come to her rescue. I think I'm going to give her a "Taste of Her Own Medicine" and say no. I'll show her a thing or two.

Sally: Now Jane, that's a poor attitude. After all, her mother has been sick a long time and she has had to take charge with more responsibilities at home. Besides that, she's your friend.

Jane: You're right. I'm being too harsh and need to change my attitude. Friends don't treat each other that way.

## Appendix M

### **Skit: Get Up On the Wrong Side of Bed**

Characters: Paul and Matt

Setting: Paul's front yard

Matt: Hi Paul. How are you doing?

Paul: Terrible. I'm having a no good, horrible, very bad day.

Matt: Why is that?

Paul: I don't know. Things are just not going good for me today.

Matt: Do you want to play baseball?

Paul: Not really.

Matt: Do you want to practice kicking goals into the soccer net?

Paul: No, it doesn't sound fun.

Matt: How about riding bikes on the trails?

Paul: My bike isn't working right.

Matt: Well what do you want to do?

Paul: Just sit here.

Matt: What's the matter with you? Did you "Get up on the wrong side of bed?"

Paul: I guess I did. I'm sorry if I'm a little grumpy. Hey, are you up for some baseball?

## Appendix N

### **Skit: In Hot Water**

Characters: Blake, Carson and Narrator

Setting: Blake's garage

Blake: I have an idea. Let's take our dirt bikes out and ride them in the field.

Carson: No, Blake. We haven't asked Dad first. Remember, he says we must always get permission before we can ride the dirt bikes.

Blake: I know what he said, but he'll never know because he's not here and besides, we'll never tell him. He won't be home until late tonight.

Carson: I still don't feel right about it.

Blake: Aw, come on. It'll be fine.

Narrator: So Blake and Carson take the dirt bikes without permission and spend a good part of the afternoon riding their bikes. They didn't even see that Dad had gotten home earlier than he expected. So as Blake and Carson round the corner of the field they see Dad standing waiting for them.

Blake: Uh oh. We're "in hot water" now. Why is Dad home so early?

Carson: Don't know but I bet we're grounded for a month.

Blake: Yep, and it's my fault for talking you into this.

Carson: Well, I'm guilty for following along with your plan. All I can say is we're "in hot water" together. Let's go and apologize.

## Appendix O

### **Skit: Keep Your Fingers Crossed**

Characters: Mark, Tom and Narrator

Setting: Fishing on a lake

Mark: I sure hope I get a bite. I would just love to catch the big one.

Tom: You will, just be patient. Sometimes it takes a while until a fish comes along.

Mark: How did you get so lucky? You haven't been fishing very long at all.

Tom: Just luck I guess. Shhh, be quiet. You're scaring away the all fish. If you want to catch one, be quiet!

Mark: Okay, okay. Fine. Don't help me out.

Tom: Why don't you "keep your fingers crossed" and wait and see what happens?

Mark: How can I hold the fishing pole and cross my fingers at the same time?

Tom: I don't know. You figure it out. Just keep quiet and let me fish.

Narrator: Mark decides to give the finger crossing a try. After a half hour there is a slight tug on the line.

Mark: Tom, I think I got one.

Tom: Well, just don't sit there, reel it in.

Mark: Would you look at the size of that sucker. I guess when you "keep your fingers crossed" you really do get lucky.



## Appendix P

### **Skit: Practice What You Preach**

Characters: Sam, Jacob and Narrator

Setting: On the farm

Sam: I think for Mother's Day we should do something special for our mother. Don't you?

Jacob: Like what?

Sam: Well, like help her with something she needs done around the house. What do you think?

Jacob: I suppose. After all, she does a lot for us.

Sam: Exactly. So let's find out what we can do.

Narrator: Sam and Jacob talk with their mother and find out she would truly appreciate their help. So she gives them some work. After a time, Jacob notices that Sam has disappeared. No where to be found.

Jacob: Where can he be? He was the one who wanted to help. Now he's gone and I'm left to do it all. Sam, where are you?

Sam: Over here. I got distracted for awhile and was playing with the kittens.

Jacob: Sam, why don't you "practice what you preach" and do what you say you're going to do.

Sam: I just wanted to pet the kittens!

## Appendix Q

### **Skit: Two Heads Are Better Than One**

Characters: Kevin, Shawn and Narrator

Setting: The play room

Shawn: Let's get out the legos and build the mega space ship?

Kevin: Okay. But I think it might be a little hard to do.

Shawn: We can try it, and if we can't we'll make something else.

Kevin: All right. I'll get the legos from the closet.

Shawn: Do you want to bet we can't do it?

Kevin: We must at least try.

Narrator: Kevin and Shawn worked and worked for hours. Finally, the space lego ship was almost completed.

Shawn: You know Kevin? I really didn't think we would be able to make this.

Kevin: I knew if we worked together we could do it. Have you ever heard that "two heads are better than one?"

Shawn: Yeah, and I couldn't have done it without you.

## Appendix R

### **Skit: Turn Over a New Leaf**

Characters: Mary, Monique and Narrator

Setting: The hallway at school

Monique: I saw you Mary steal that out of Mandy's locker.

Mary: So what? Nobody saw me. Besides, Mandy will never miss her lunch. She's too busy talking to everyone.

Monique: But it isn't your lunch and it doesn't belong to you.

Mary: Come on Monique. If you squeal on me I'll never be your friend again.

Monique: Well, fine. If that's the way you want to be, then good luck. I'm deciding right now our friendship is over. I can't be friends with someone who steals. It's wrong and you know it.

Narrator: So Monique broke up her friendship with Mary. They didn't talk to each other for weeks. Finally, Mary comes up to Monique.

Mary: I've missed not talking to you. I just want you to know that I have changed my ways and I'm not stealing anymore. I've decided to "turn over a new leaf."

Monique: I'm glad that you changed to your old self again. I hope you stay that way. Let's go have lunch.

## Appendix S

### **Skit: Where There's a Will There's a Way**

Characters: Karla, Mom and Narrator

Setting: The skating rink

Mom: Come on Karla, you can do it. Just try and balance yourself and take it slow. I'm right behind you.

Karla: I'm trying but I can't keep from wobbling.

Mom: Keep it steady now and follow me.

Narrator: Karla kept her balance and went very slow across the ice. She fell a few times, but she got right back up and tried it again and again.

Karla: See mom, I didn't fall that time. I'm getting better.

Mom: Why, yes you are. Good for you. I'm very proud of how you stuck with it and didn't give up.

Karla: I want to learn to skate so bad that I kept trying and trying until I could do it.

Mom: You sure did. And "where there's a will there's a way." You were determined to learn and you didn't give up. Good for you.

## Appendix T

### **Skit: You Can't Teach an Old Dog New Tricks**

Characters: Sarah, Mom and Narrator

Setting: Sarah's house

Sarah: Okay mom, now close your eyes. Don't open them until I tell you.

Mom: All right, I've got my eyes closed.

Sarah: Now, open them! Ta-da! Here is your birthday present. It's time you get yourself "wired."

Mom: Oh, a new cell phone. I've never had one of these before.

Sarah: I know mom, it's time you do. I'll show you how it works.

Narrator: Sarah shows her mom all the great features she can do with her phone. After a few months go by mom says...

Mom: You know Sarah, I'm having a hard time getting used to the cell phone. I can't seem to figure out how to get my voice mail, send text messages, and even use the calculator. It's all so confusing. I guess I'm not ready to be "wired" yet.

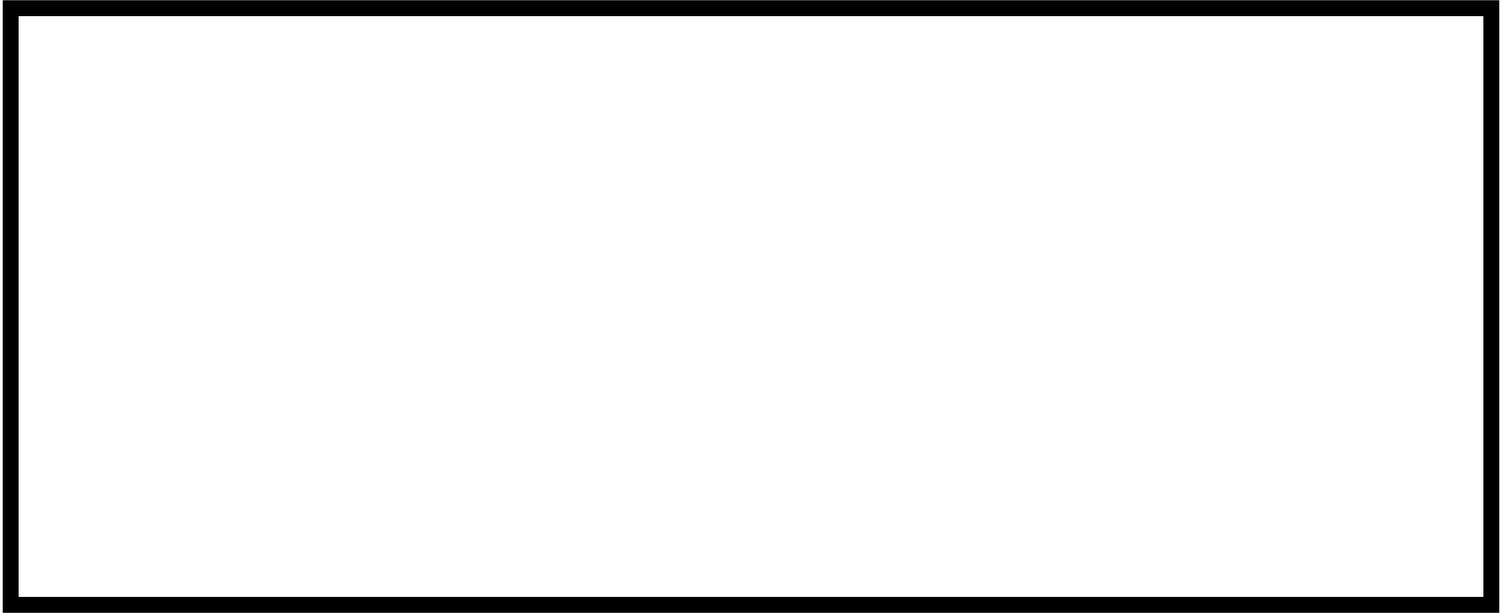
Sarah: Well, mom, have you spent time reading the directions?

Mom: Yes, and it is still confusing to me. I don't really have the time to mess with it.

Sarah: I think the real reason is "You can't teach an old dog new tricks."

# Appendix U

Name \_\_\_\_\_



Handwriting practice lines consisting of multiple sets of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line.

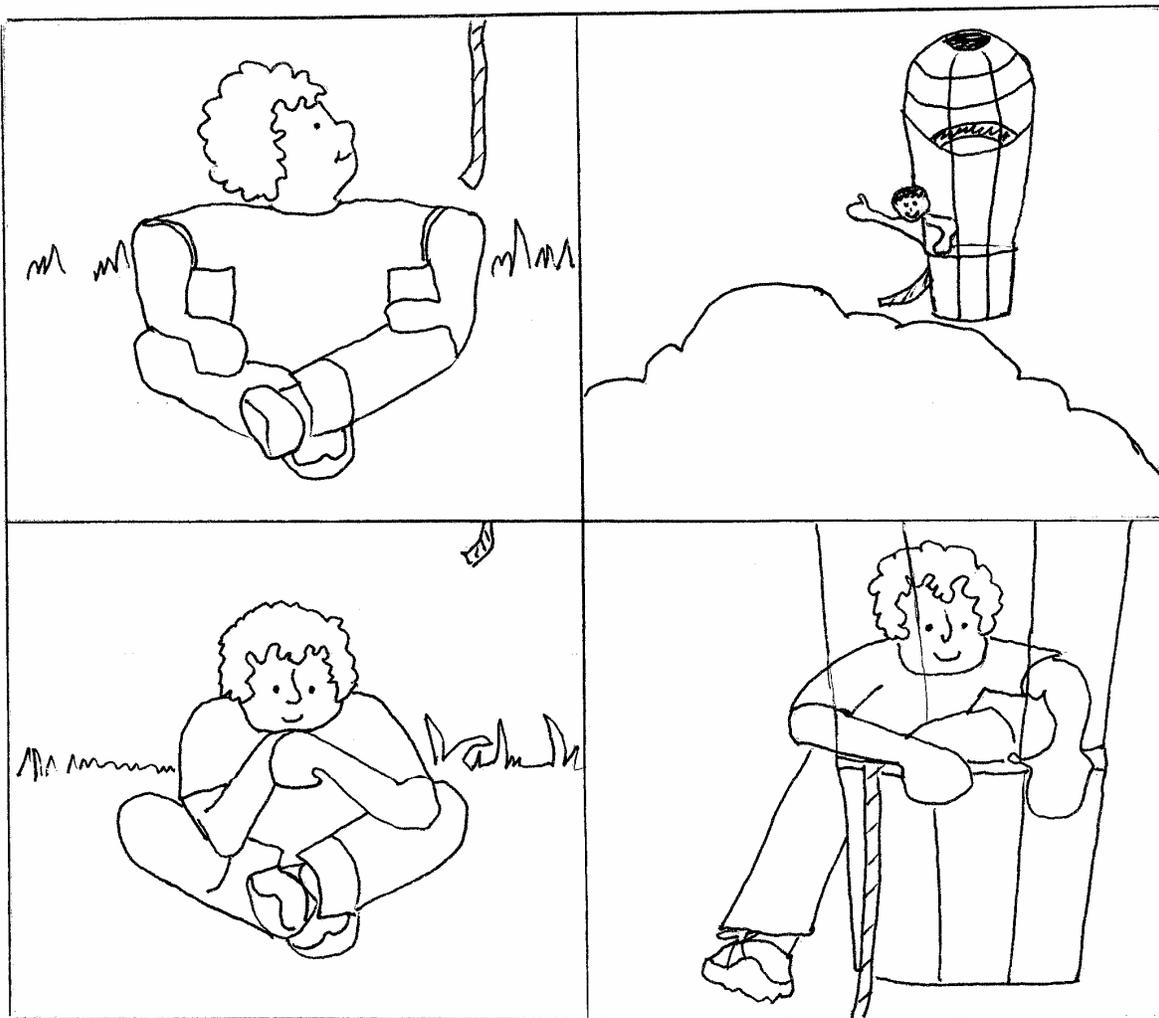
Appendix V

# Sequence and Write an Adventure

Name \_\_\_\_\_

Color each picture and cut out on the lines. Paste these pictures in order on another paper. Now write about each picture.

Where will he travel in the balloon?



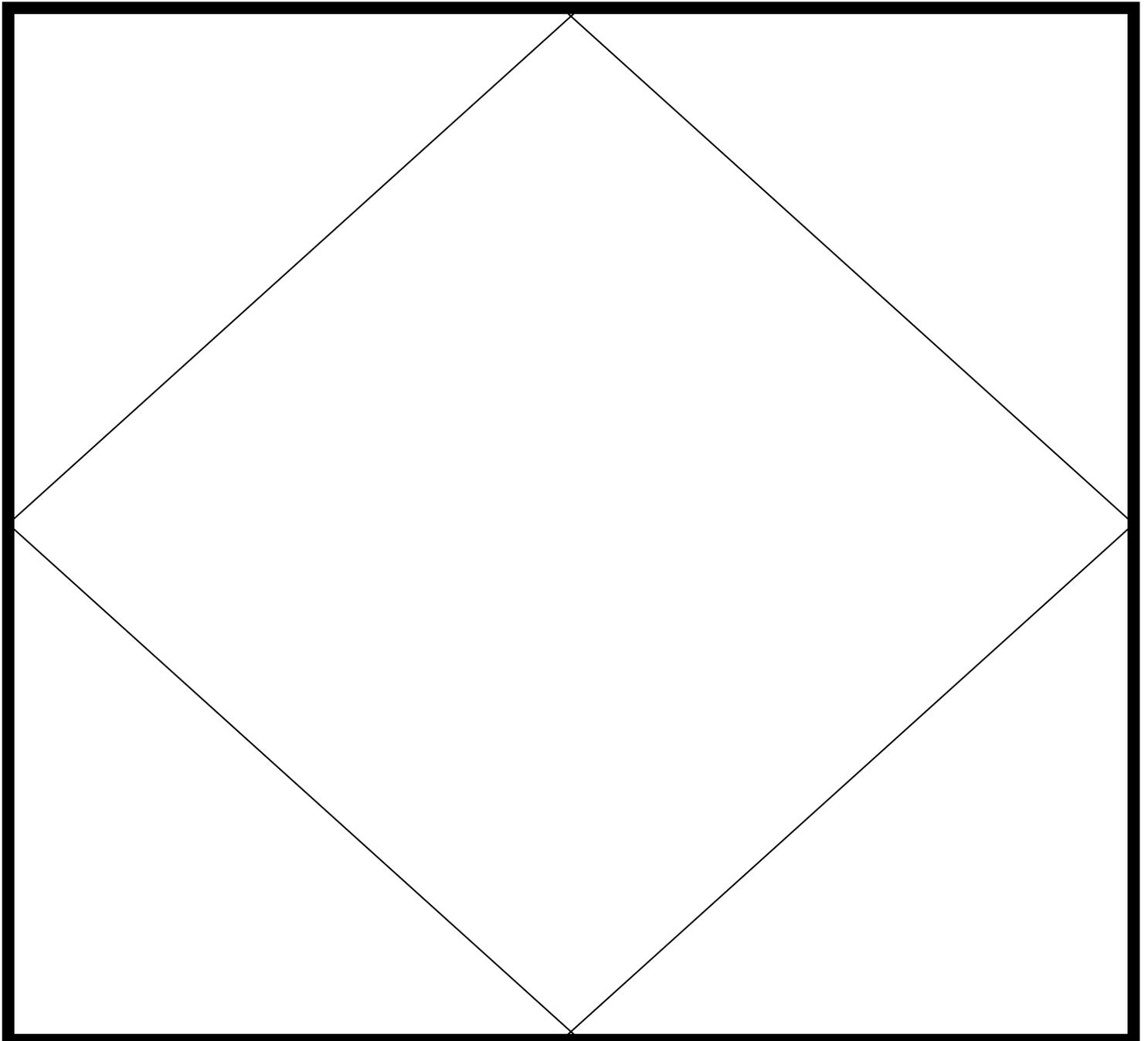
Appendix W

# Self Concept Quilt

Name \_\_\_\_\_

**Directions:**

Design a square or squares that tell about you. Draw a picture of you in the center and then draw what you like in the triangles.

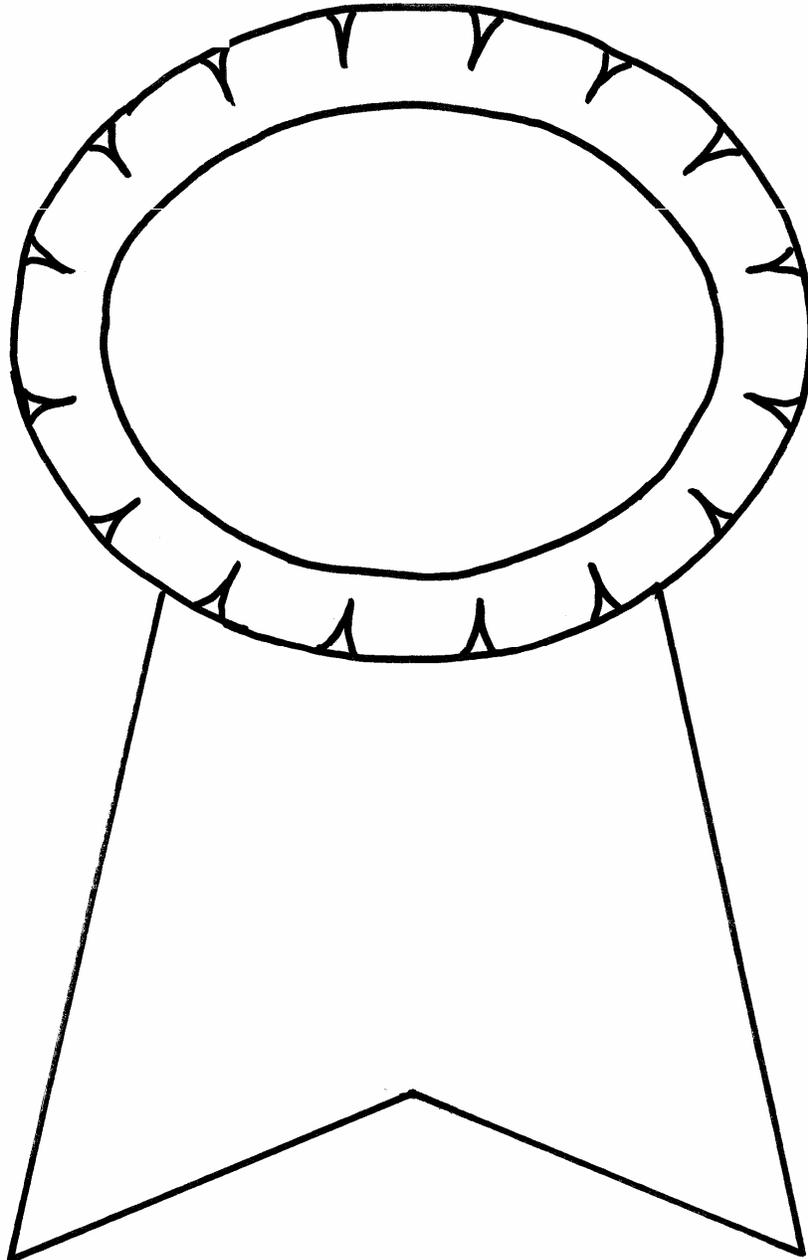


Appendix X

**Award Pattern**

Name \_\_\_\_\_

Name someone you would like to give an award. Put their name in the circle. On the ribbon, tell what is special about them. Cut it out and paste it on colored paper and trim it.

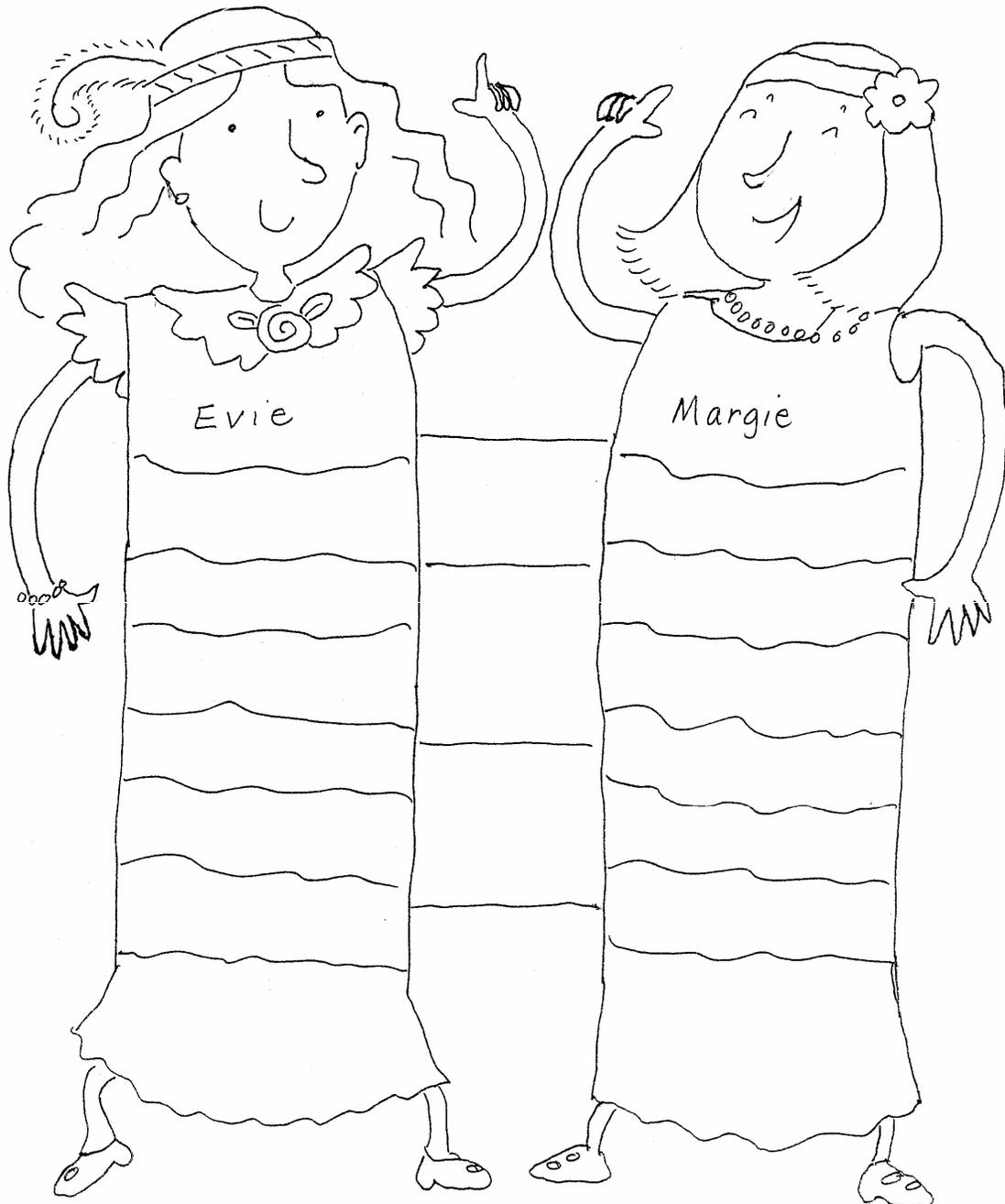


Appendix Y

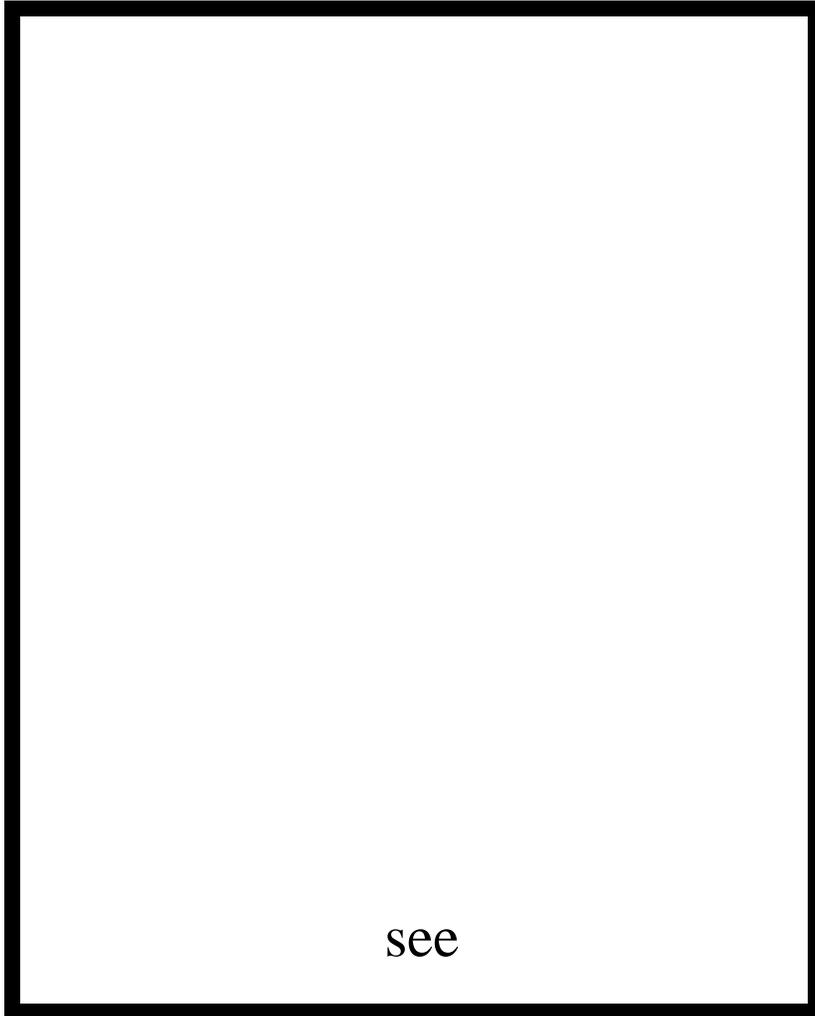
# Compare and Contrast

Name \_\_\_\_\_

One each girl's dress, describe what each girl was like in the story.  
Write how they were different on the lines between them.



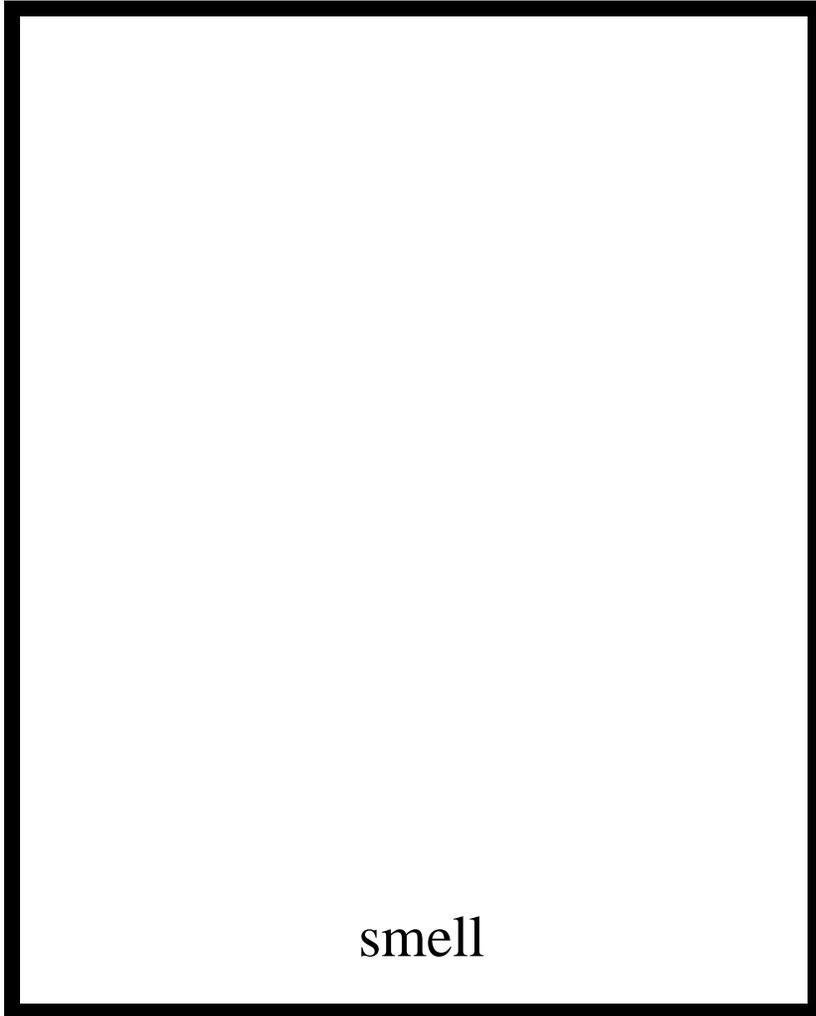
Name \_\_\_\_\_



These are my favorite things

to see 

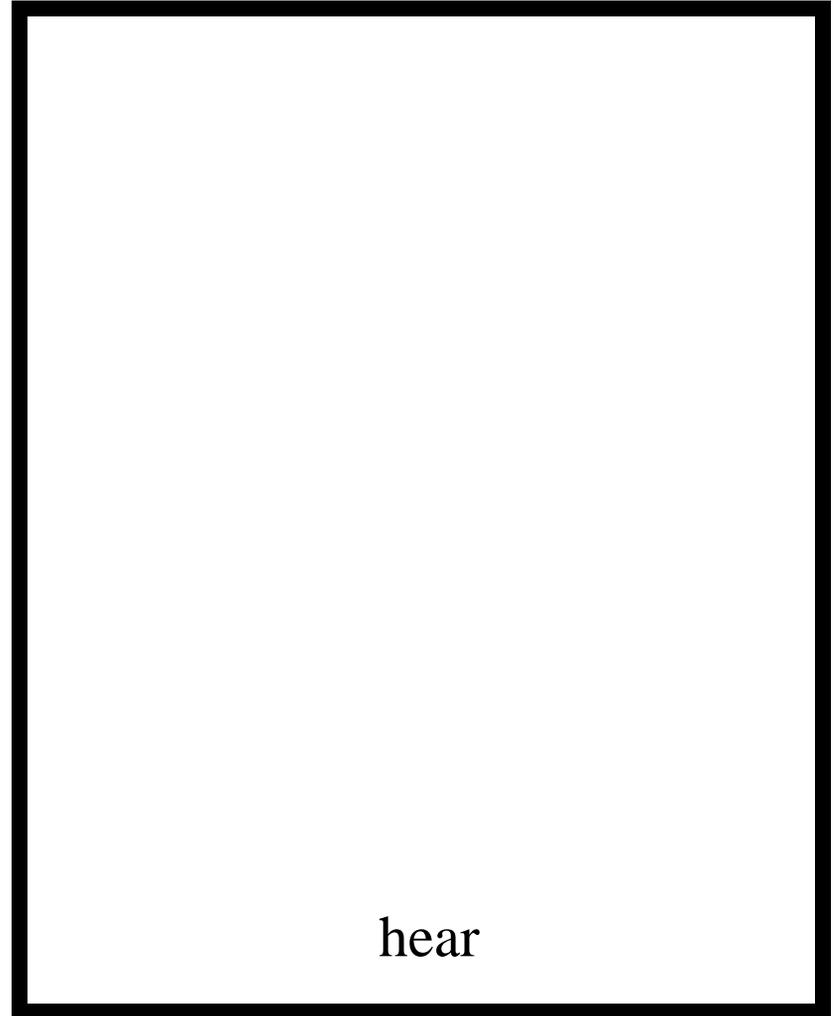
Name \_\_\_\_\_



smell

These are my favorite things

to smell 



hear

These are my favorite things

to hear 

Name \_\_\_\_\_

touch

These are my favorite things



to touch

taste

These are my favorite things



to taste

Appendix AA

Name \_\_\_\_\_

**Write about your favorite insect.**

**What does it look like? Where does it live?**

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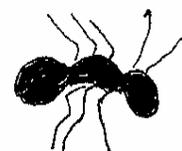
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Appendix BB

# A Visit from an Alien

Name \_\_\_\_\_

Today, as I was walking home from school, a spaceship landed right in front of me! An alien with yellow eyes like a cat and long spidery legs came out. "I am hungry," he said. "I have come to your planet in search of books to eat." "Books aren't food," I said. "That's the craziest thing I ever heard," said the alien. "I love a good book!" Right now I am craving a big fat dictionary." He started to walk towards me and...

Appendix CC

**Rx**

Write about yourself or someone who you think needs a taste of his or her own medicine. Write your name next to Doctor.

Doctor \_\_\_\_\_'s Prescription

for \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

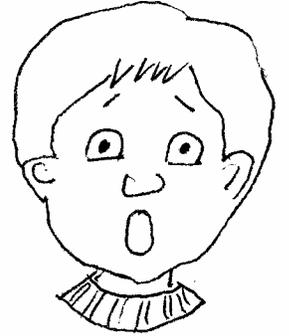
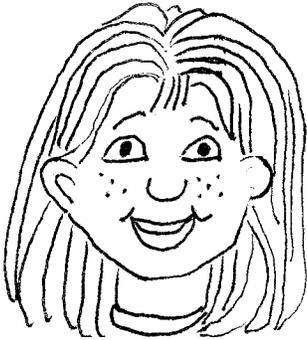
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Appendix DD

# Feelings



Copy and finish each sentence.

When I feel happy, I...

When I feel sad, I...

When I feel silly, I...

When I feel scared, I...

When I feel angry, I...

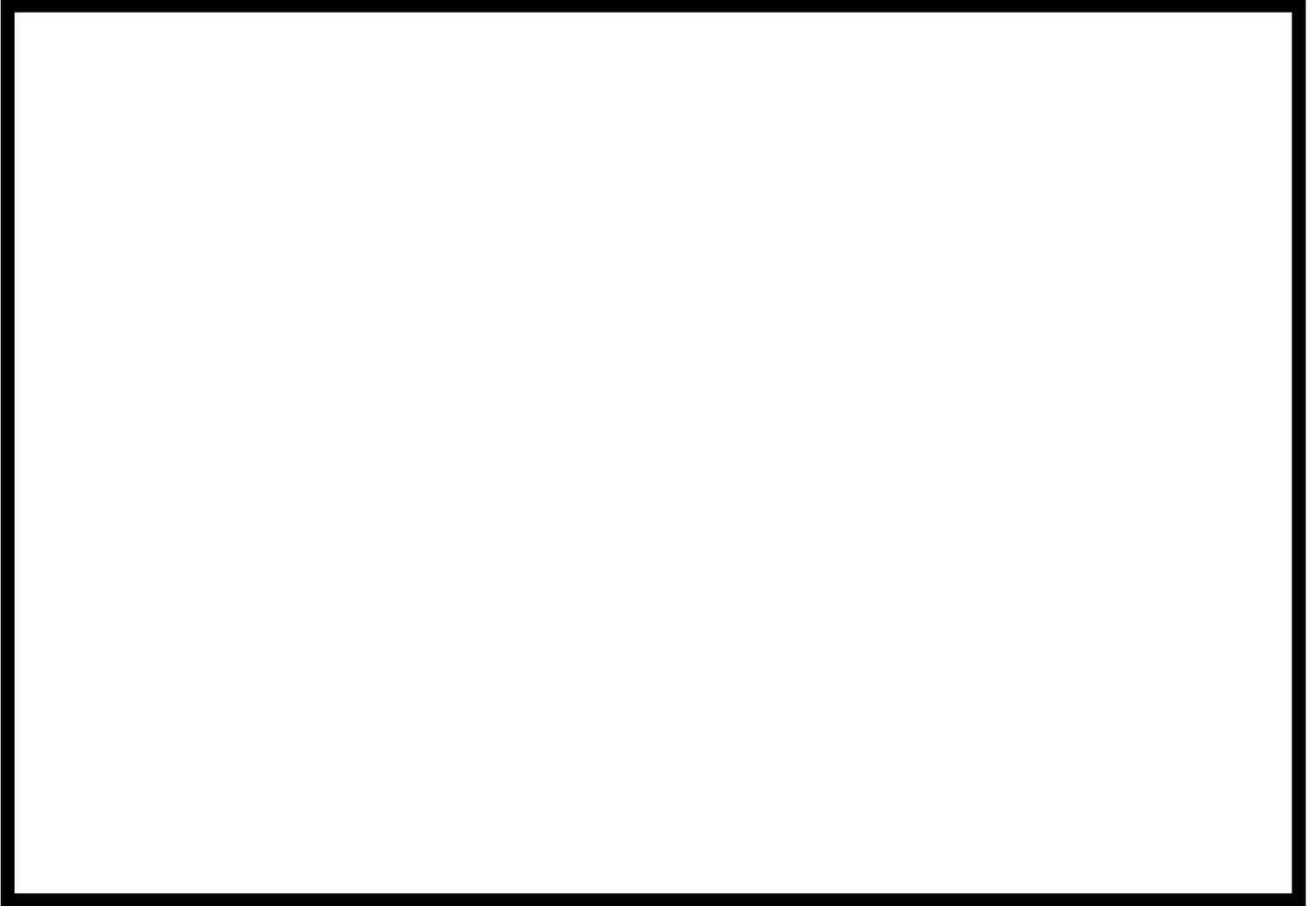
When I feel excited, I...

For fun...draw a picture of you doing something silly.



Appendix EE  
**What Can It Be?**

Name \_\_\_\_\_



Draw an imaginary object. Choose one of three, or create one of your own. Get a sheet of writing paper. Write a paragraph describing the object and how to use it.



**A robot with an unusual talent**

**An underwater apartment house for squid**

**A machine to make peanut butter and jelly sandwiches**

**A burglar-proof piggy bank**

Appendix FF

# A Scary Story

Name \_\_\_\_\_

Kids thought the Grove Street School was haunted for sure. Funny things happened there. One time all the crayons wrote only in black. Another time, a substitute teacher let out a terrible scream. An alien had appeared. The alien said, " \_\_\_\_\_." And then...

## A Sheet of Silly Sayings

Name \_\_\_\_\_

Choose a describing word and a naming word that begin with the same sound as the words in bold type.

Example: a **bunch** of bouncing babies

1. a **bunch** of \_\_\_\_\_
2. a **gang** of \_\_\_\_\_
3. a **flock** of \_\_\_\_\_
4. a **mob** of \_\_\_\_\_
5. a **group** of \_\_\_\_\_
6. a **herd** of \_\_\_\_\_
7. a **crowd** of \_\_\_\_\_
8. a **throng** of \_\_\_\_\_
9. a **gathering** of \_\_\_\_\_
10. a **mass** of \_\_\_\_\_
11. a **bouquet** of \_\_\_\_\_
12. a **bevy** of \_\_\_\_\_

## My 235 Double Word Warps

### A

**arf-arf aye-aye argy-argy achey-breaky**

### B

**big-wig brain-drain Bobo boo-boo boo-hoo beddy-beddy blah-blah  
bunko-junko bon-bon boing-boing bing-bang-boom Boogie-woogie  
bow-wow baa-baa Bozo boob-tube beep-beep bye-bye**

### C

**chop-chop cuddly-wuddly chit-chat chitter-chatter crink'em-crank'em  
choo-choo clank-clank cling-clang clippity-cloppity clip-clop click-clack  
comfy-domfy chirp-chirp cheep-cheep cluck-cluck cling-clang  
ching-ching come-come clap-trap**

### D

**Ding-a-ling ding-dong dilly-dally doo-dad dum-dum dodo drip-drop**

### E

**eentsy-beentsy eager-beaver eeka-freaka**

### F

**Fiddle-faddle flim-flam fancy-schmancy flip-flop fender-bender  
Fuzzy-wuzzy fuddy-duddy frou-frou fat-cat fie-fie**

**G**

**Gaga go-go goody-goody gimmee-gimmee gobble-gobble  
Georgie-Porgie**

**H**

**Hub-bub helter-skelter hocus-pocus howdy-doody holy-moly hodge-  
podge hush-hush herky-jerky humdrum hee-hee higgledy-piggledy  
Hip-hop hoo-doo heebie-jeebies harum-scarum hubba-bubba  
Hugger-mugger hobnob handy-dandy hurdy-gurdy hurly-burly  
Hippy-dippy hoity-toity hot-shot honk-honk huggy-huggy hippity-  
Hoppity ha-ha hee-haw heyday hokey-pokey hanky-panky ho-ho  
Hunca-Munca Henny-Penny Humpty-Dumpty**

**I**

**Itty-bitty**

**J**

**Jibber-jabber jim-jams jeepers-creepers jingle-jangle jelly-belly  
Jet-set**

**K**

**Knock'em-sock'em knick-knack koochie-koochie-koo kissy-kissy**

**L**

**Lippity-loppity Lulu lookie-lookie Let's-do-si-do loosey-goosey  
Lovey-dovey lucky-ducky local-yokel**

Appendix GG, page 4

**M**

**Mumbo-jumbo meow-meow mish-mash my-my mish-mosh  
muu-muu,pu,pu!**

**N**

**No-no nitty-gritty nit-wit night-night never-never namby-pamby**

**O**

**Okey-dokey ooey-gooney-goo**

**P**

**Pitter-patter palsy-walsies phone-baloney pell-mell Papa pit-a-patter  
Pop-top putt-putt pooh-pooh pooper-scooper pow-wow, kowtow!  
Peg-leg paw-paw**

**Q**

**Quibble-quabble quack-quack**

**R**

**Razzle-dazzle rub-a-dub-tub razzmatazz rootin'-tootin' roly-poly  
Rag-tag riff-raff ringy-dingy ring-a-ding ring-a-ting rumble-tumble  
Rink-a-dink-a-doo rah-rah rinky-dinky rickety-rackety rick-rack  
Rag-bag root-a-toot Rodger-dodger**

**S**

**silly-willy splish-splash shh-shh snip-snap squish-squash slam-bam  
super-duper so-so shoulda-coulda-woulda, betta-hadda-oughta ship-shape  
sump-pump see-saw shilly-shally**

Appendix GG, page 5

**T**

**Tut-tut topsy-turvy tutti-frutti tick-tock teeter-totter tip-top  
ticky-tacky teeny-tiny teenie-weenie turkey-lurkey tom-tom  
tootsie-wootsie tittle-tattle tee-hee-hee tum-tum ta-ta tweet-tweet  
tie-dye**

**U**

**Uh-oh! Uh-huh**

**V**

**Vroom-vroom voodoo**

**W**

**Willy-nilly wah-wah walla-walla wacko-wacko wowie-zowie  
Wibble-wobble woolly-bully wigwam woo-woo woof-woof wing-ding**

**Y**

**Yoo-hoo yak-yak yuk-yuk-yuk yo-yo yum-yum yummy-yummy  
Ying-yang**

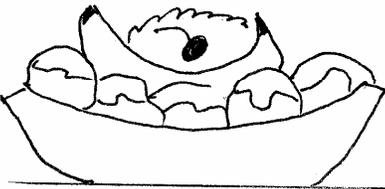
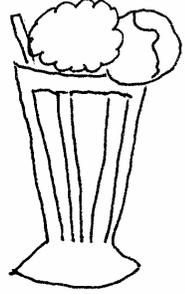
**Z**

**Zip-zap zoom-zoom zig-zag zing-zang zoot-suit**

# Tell Me How

Name \_\_\_\_\_

Cut the titles apart. Paste each to a sheet of writing paper. Write directions on how to do each activity. Don't leave out any steps!

			
How to Change a Light Bulb			
			
How to Brush Your Teeth			
			
How to Polish Your Shoes			
			
How to Make _____ (your favorite dessert)			

## **Mashed Potatoes**

### **INGREDIENTS**

**2 pounds of potatoes (Yukon Gold are a favorite)**

**½ teaspoon of salt**

**½ stick (4 tablespoons) of butter**

**½ cup of milk (heated)**

**A sprinkle of nutmeg**

### **DIRECTIONS**

**Peel the potatoes and cut them into equal-sized cubes.**

**Put the potatoes in a pan, cover with cold water, and add the salt.**

**Bring the water to a boil, reduce the heat, and simmer until the potatoes are tender.**

**Drain the potatoes in a colander.**

**Return the potatoes to pan and heat for one minute to dry.**

**Turn off heat and stir the potatoes with a wooden spoon.**

**Mash with a masher.**

**Add the butter.**

**Add the hot milk.**

**Stir until smooth with the wooden spoon.**

**Add a sprinkle of nutmeg for good luck.**

**ENJOY!!**



Dear Big Bad Wolf,  
Everyone thinks you're the bad guy.  
Here's what you could do to have more friends:

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# My Words of Wisdom



by \_\_\_\_\_



Dear Cinderella,  
I see you are very sad. Here's what you should  
do:

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Dear Goldilocks,  
I have some suggestions for you:

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Dear Little Red Riding Hood,  
If I were you, I would:

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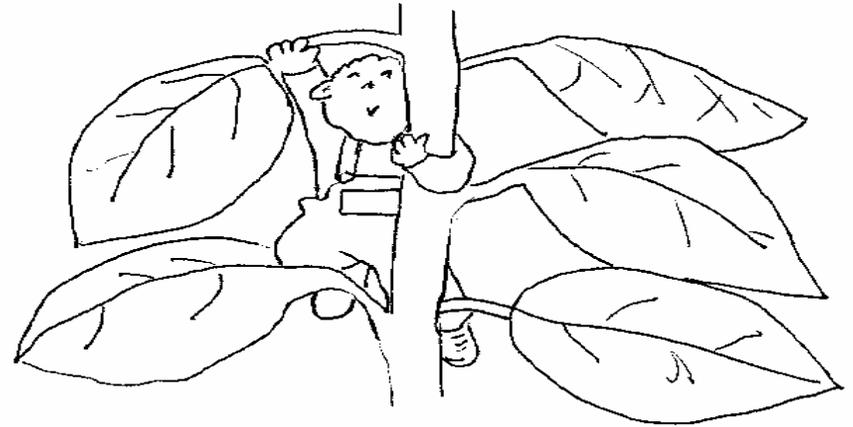
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Dear Jack,  
If I were you, I would:

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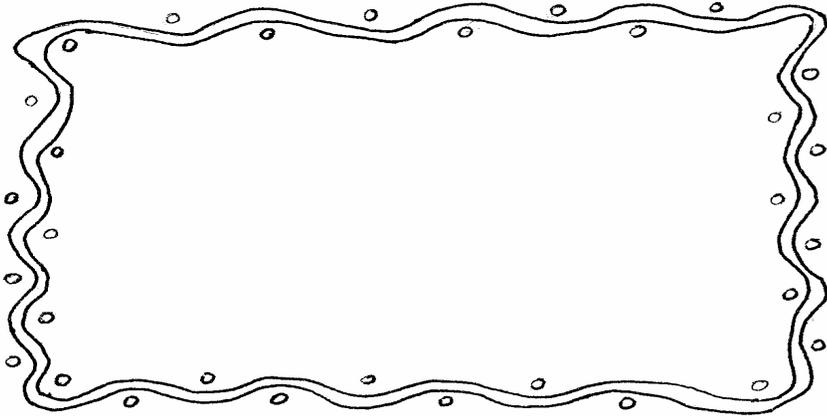
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Dear \_\_\_\_\_,

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3



Dear Hansel and Gretel,  
Next time you're lost in the woods,

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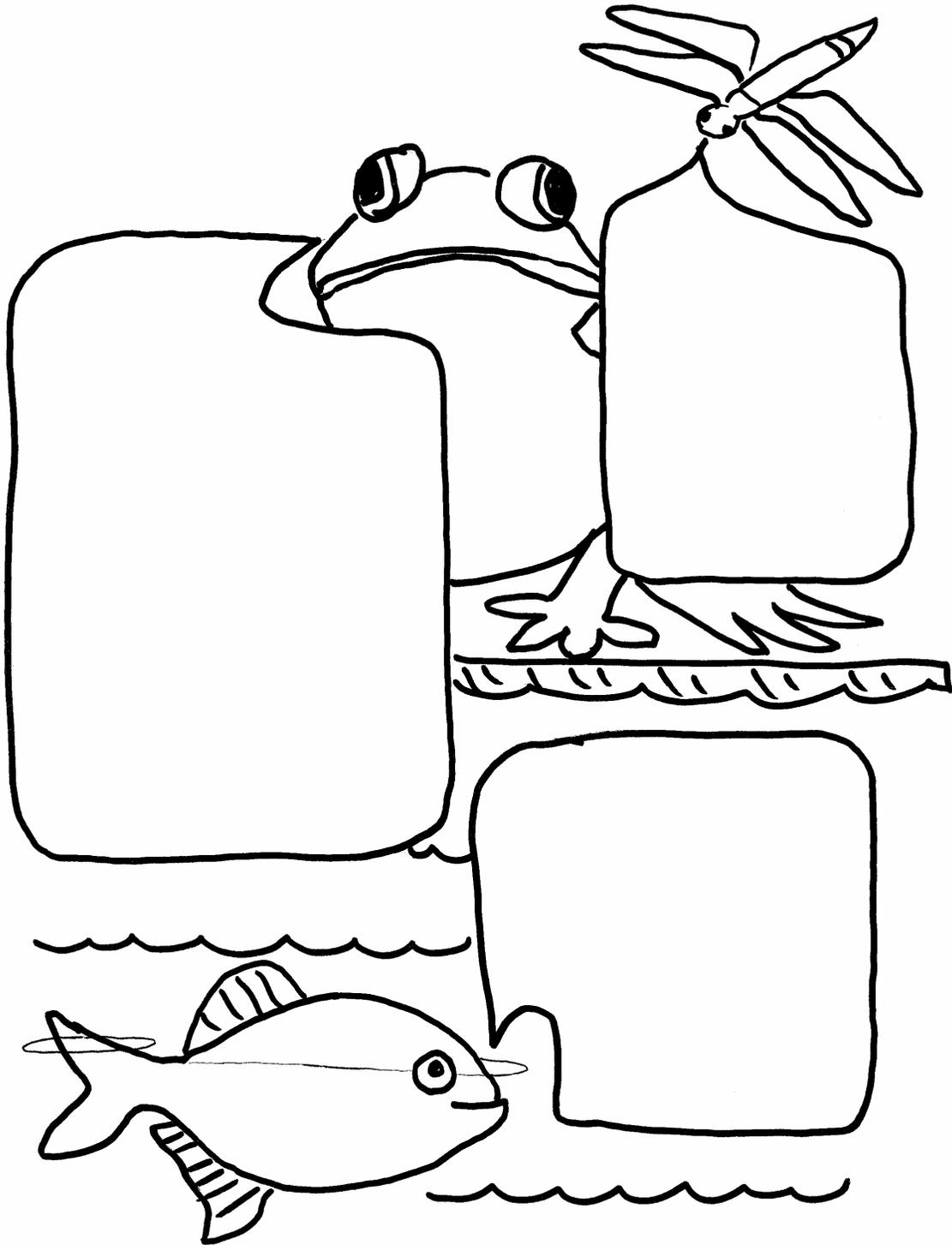
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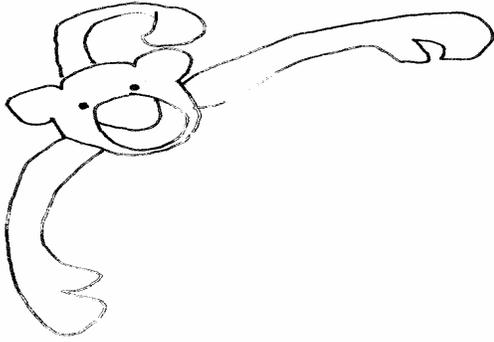
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Appendix JJ

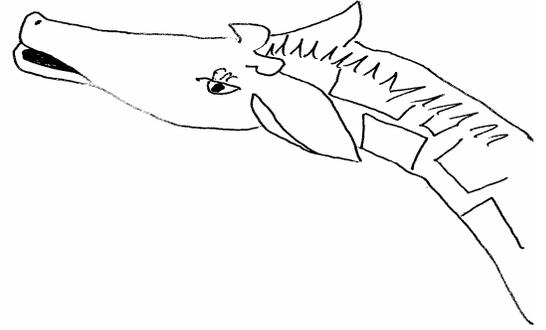
At the Pond

What are these characters saying?





Appendix KK



## A Trip to the Zoo

Write two words to describe each animal. Finish the sentence telling what the animal is doing. Be sure to check for punctuation.

Example: A striped, frisky zebra was resting under the trees.

1. That \_\_\_\_\_, \_\_\_\_\_ elephant \_\_\_\_\_  
\_\_\_\_\_.
2. Some \_\_\_\_\_, \_\_\_\_\_ giraffe \_\_\_\_\_  
\_\_\_\_\_.
3. The \_\_\_\_\_, \_\_\_\_\_ boa constrictor \_\_\_\_\_  
\_\_\_\_\_.
4. Two \_\_\_\_\_, \_\_\_\_\_ monkeys \_\_\_\_\_  
\_\_\_\_\_.
5. The \_\_\_\_\_, \_\_\_\_\_ ostrich \_\_\_\_\_  
\_\_\_\_\_.
6. Will that \_\_\_\_\_, \_\_\_\_\_ crocodile \_\_\_\_\_  
\_\_\_\_\_?
7. Can a \_\_\_\_\_, \_\_\_\_\_ gorilla \_\_\_\_\_  
\_\_\_\_\_?
8. The \_\_\_\_\_, \_\_\_\_\_ lion \_\_\_\_\_  
\_\_\_\_\_.



## Finish the Sayings and Phrases

Name \_\_\_\_\_

Write the endings to the sayings and phrases. How many do you remember?

1. **Don't cry over** \_\_\_\_\_

2. **Keep your** \_\_\_\_\_

3. **Two heads** \_\_\_\_\_

4. **Back to the** \_\_\_\_\_

5. **Eaten out of** \_\_\_\_\_

6. **Better late** \_\_\_\_\_

7. **Get a taste of** \_\_\_\_\_

8. **Practice what** \_\_\_\_\_

9. **You can't teach** \_\_\_\_\_

\_\_\_\_\_

10. **Where there's a will** \_\_\_\_\_

\_\_\_\_\_

11. **Cold** \_\_\_\_\_

Appendix LL, page 2

12. **Don't judge** \_\_\_\_\_

\_\_\_\_\_

13. **Easier** \_\_\_\_\_

14. **Get up** \_\_\_\_\_

15. **In hot** \_\_\_\_\_

16. **Turn over** \_\_\_\_\_

**Appendix MM**

Name \_\_\_\_\_

## Sayings and Phrases Rubric for Complete Booklet

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Spelling</b>	Spelling is correct on all 16 entries	Spelling is correct on 13-15 entries	Spelling is correct On 10-12 entries	Spelling is correct on 1-9 entries
<b>Drawing the Meaning</b>	Drawing is correct on all 16 entries	Drawing is correct on 13-15 entries	Drawing is correct on 10-12 entries	Drawing is correct on 1-9 entries
<b>Entry</b>	Entry correct on all 16	Entry correct on 13-15	Entry correct on 10-12	Entry correct on 1-9
<b>Complete Sentence</b>	All 16 entries are complete sentences	13-15 entries have complete sentences	10-12 entries have complete sentences	1-9 entries have complete sentences
<b>Color</b>	All 16 entries are colored appropriately and have detail	13-15 entries are colored appropriately and have detail	10-12 entries are colored appropriately and have detail	1-9 entries are colored appropriately and have detail

Total Points Earned: \_\_\_\_\_

- Point Values:
- 20 points = Excellent (3)
  - 15-19 points = Satisfactory (2)
  - 14-10 points = Emergent (1)
  - 10-1 points = Needs More Time



## Appendix NN