

IF AT FIRST YOU DON'T SUCCEED, TRY, TRY CORE KNOWLEDGE! (First Grade Sayings and Phrases)

Grade Level or Special Area: First Grade

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Length of Unit: Ten lessons (approximately one hour each)

I. ABSTRACT

Children will memorize and comprehend the first grade Core Knowledge Sayings and Phrases by recognizing links between the phrases, and making connections to real life experiences, different genres of literature, history, and science topics. This unit offers teachers the opportunity to teach several of the Core Knowledge poems and stories simultaneously with the teachings of the sayings and phrases. Children will enjoy demonstrating their understanding of these phrases utilizing a variety of activities sure to address all learning styles, including: listening to text read aloud, class discussions, role-playing, various art projects, written response, and participation in a drama.

II. OVERVIEW

A. Concept Objectives

1. Children will understand that different cultures have sayings and phrases and proverbs.
2. Children will develop an awareness of the connections that sayings and phrases have to real life experiences.
3. Children will understand the connections between sayings and phrases to different areas of the curriculum.

B. Content from the *Core Knowledge Sequence*

1. First Grade Sayings and Phrases, page 26
 - a. Do unto others as you would have them do unto you.
 - b. Never put off till tomorrow what you can do today.
 - c. Practice makes perfect.
 - d. If at first you don't succeed, try, try again.
 - e. Land of nod
 - f. A.M. and P.M.
 - g. The more the merrier.
 - h. There's no place like home.
 - i. Let the cat out of the bag.
 - j. Fish out of water
 - k. Hit the nail on the head.
 - l. An apple a day keeps the doctor away.
 - m. Sour grapes
 - n. A wolf in sheep's clothing.
2. First Grade Poetry, page 24
 - a. *Hope*
 - b. *The Pasture*
 - c. *Rope Rhyme*
 - d. *The Wing*
 - e. *Thanksgiving Day*
 - f. *Wynken, Blynken, and Nod*
3. First Grade Fiction, page 25
 - a. *The Boy at the Dike*

- b. *Hansel and Gretel*
- c. *Medio Pollito*
- d. *Rumpelstiltskin*
- e. *The Wolf in Sheep's Clothing*
- f. *The Fox and the Grapes*
- g. Literary Terms: drama, actors and actresses, stage and audience
- 4. Kindergarten Stories, Sayings and Phrases, page 9-10
 - a. *The Little Red Hen*
 - b. Great oaks from little acorns grow.
 - c. The early bird catches the worm.
- 5. Core Knowledge Geography, page 27
 - a. *Spatial Sense*
- C. Skill Objectives
 - 1. Students will demonstrate active listening skills.
 - 2. Students will use background knowledge and context to construct meaning to literature. (Colorado State Language Arts Standard 1.1.B.4)
 - 3. Students will demonstrate retention of information by a retelling.
 - 4. Students will follow directions.
 - 5. Students will use prior knowledge to comprehend text. (Colorado State Language Arts Standard 1.6.E.)
 - 6. Students will make logical predictions. (Colorado State Language Arts Standard 1.1.A.4.)
 - 7. Students will write legibly. (Colorado State Language Arts Standard 1.3.E.)
Students will develop interpersonal skills and problem-solving capabilities through group interaction and artistic collaboration. (Colorado State Standard, #1 for Theatre)
 - 8. Students will develop respect for others in dramatic activities. (Colorado State Standard #1 for Theatre, First Grade)
 - 9. Retell in logical, sequential order including some detail and inference. (Colorado State Language Arts Standard 1.1.A.3)
 - 10. Students will make logical predictions. (Colorado State Reading Comprehension and Response Standard 1.1.A.4)
 - 11. Students will know and use correct spelling, punctuation, capitalization, grammar, and word usage to complete a variety of writing tasks. (Colorado State Spelling, Grammar, and Usage Standard 1.3.A)

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 - 1. Hirsch, Jr. E.D., Kett, Joseph F., and Trefil James. *The Dictionary of Cultural Literacy, What Every American Needs to Know, 2nd Edition, Revised and Updated*. Boston, Massachusetts: Houghton Mifflin Company, 1993. 0-395-95597-8.
 - 2. Collis, Harry. *101 American English Proverbs*. Lincolnwood, Illinois: Passport Books, 1992. 0-8442-5412-6.
 - 3. Ewart, Neil. *Everyday Phrases, Their Origins and Meanings*. New York, New York: Blandford Press, Ltd., 1983. 0-7137-1354-2.
 - 4. Vanoni, Marvin. *Great Expressions: How Our Favorite Words and Phrases Have Come to Mean What They Mean*. New York, New York: William Morrow and Company, Inc., 1989. 0-688-07990-3
 - 5. First grade poetry should be introduced prior to, integrated with, or taught simultaneously with this unit.

6. In *Materials* section for each lesson include “visual representation” of a saying or phrase, you can write it on a sentence strip, on the board, or a transparency, as long as all students can see the saying and phrase being discussed, and use the visual aid in any writing assignments connected to the lesson.
- B. For Students
1. Students should understand that words have literal and figurative meanings as taught with the sayings and phrases at the Kindergarten level.
 2. Students should be able to make connections between literature and real life experiences as taught in Kindergarten when children learn to discriminate between fantasy and realistic text, and fiction and nonfiction literature. Teacher should give examples as necessary using familiar stories.
 3. Students should have a basic understanding of character traits, including kindness, responsibility, trustworthiness, etc., as taught in the readings of Aesop’s Fables.

IV. RESOURCES

- A. Collis, Harry. *101 American English Proverbs*. Lincolnwood, Illinois: Passport Books, 1992. 0-8442-5412-6.(Teacher Background Knowledge)
- B. Ewart, Neil. *Everyday Phrases, Their Origins and Meanings*. New York, New York: Blandford Press, Ltd., 1983. 0-7137-1354-2. (Teacher Background Knowledge)
- C. Fraser, Betty. *First Things First, an Illustrated Collection on Sayings <Useful and Familiar for Children>*. USA: Harper and Row Publishers, 1990. 0-06-021854-1. (Lesson One)
- D. Gonzalez, Ralfka and Ruiz, Ana. *My First Book of Proverbs*. San Francisco, California: Children’s Book Press, 1995. 0-89239-134-0. (Culminating Activity)
- E. Hirsch, Jr. E.D., Kett, Joseph F., and Trefil James. *The Dictionary of Cultural Literacy, What Every American Needs to Know, 2nd Edition, Revised and Updated*. Boston, Massachusetts: Houghton Mifflin Company, 1993. 0-395-95597-8. (Teacher Background Knowledge)
- F. Hirsch, Jr. E.D.. *What Your Kindergartner Needs to Know (Revised Edition)*. New York, New York: Doubleday, 1996. 0-385-31841-3. (Lessons One-Three)
- G. Hirsch, Jr. E.D. *What Your First Grader Needs to Know (Revised Edition)*. New York, New York: Doubleday, 1997, 0-385-48119-5. (Lessons One-Ten)
- H. Holman, Rosemary. *Spanish Nuggets*. San Antonio, Texas: The Naylor Company, 1968. Library of Congress Catalogue Card No. 67-20596. (Culminating Activity)
- I. Kelen, Emery. *Proverbs of Many Nations*. New York, New York: Lothrop, Lee and Shepard, Co., Inc., 1966. Library of Congress Catalogue Card No. 66-17867. (Lessons Two and Three)
- J. Vanoni, Marvin. *Great Expressions: How Our Favorite Words and Phrases Have Come to Mean What They Mean*. New York, New York: William Morrow and Company, Inc., 1989. 0-688-07990-3. (Teacher Background Knowledge)

V. LESSONS

Lesson One: Review Kindergarten Phrases and Introduce First Grade Sayings/Phrases (one hour)

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Children will understand that different cultures have sayings and phrases and proverbs.
 - b. Children will develop an awareness of the connections that sayings and phrases have to real life experiences.

2. Lesson Content
 - a. Kindergarten Sayings and Phrases
 - b. Do unto others as you would have them do unto you.
 - c. *Medio Pollito*
 3. Skill Objective(s)
 - a. Students will demonstrate active listening skills.
 - b. Students will use background knowledge and context to construct meaning to literature. (Colorado State Language Arts Standard 1.1.B.4)
 - c. Students will demonstrate retention through a retelling.
 - d. Students will practice and exhibit gross motor coordination.
 - e. Students will follow directions.
 - f. Students will use prior knowledge to comprehend text. (Colorado State Language Arts Standard 1.6.E)
- B. *Materials*
1. *First Things First, an Illustrated Collection of Sayings*, Betty Fraser
 2. *What Your Kindergartner Needs to Know*
 3. *What Your First Grader Needs to Know* (refer to book for additional suggestions on explaining phrases)
 4. Coloring page of Medio Pollito weather vane (Appendix A)
 5. Visual representation of “Do unto others as you would have them do unto you.”
 6. Do unto others as you would have them do unto you illustration (Appendix B)
- C. *Key Vocabulary*
1. Literal – following the usual or exact meaning of a word or group of words
 2. Figurative – the opposite use of a literal word
 3. Weather Vane – a device used to indicate wind direction
 4. Folktale – a traditional story handed down from one generation to the next
 5. Hispanic – a person of Spanish or Latin-American descent
 6. Acorn – the nut of an oak tree
 7. Golden Rule – the rule of conduct that one should behave toward others as one would have others behave toward oneself
- D. *Procedures/Activities*
1. Refer to Key Vocabulary words above as needed throughout lesson.
 2. Begin by asking students if they recall any sayings and phrases from Kindergarten.
 3. Invite children to your designated reading area.
 4. Discuss the terms *sayings and phrases* as a review for returning students as well as an introduction to new students. Read *First Things First* to expose children to a variety of colorful, illustrated sayings and phrases, especially those who may be experiencing them for the first time.
 5. Briefly review sayings and phrases from *What Your Kindergarten Needs to Know*, pages 109-112.
 6. Tell students that you are going to read a story called *Medio Pollito*, from *What Your First Grader Needs to Know*, pgs. 74-76. Read the story and discuss the character of Medio Pollito.
 7. Ask students to retell portions of the story. Ask the following comprehension questions to see what was retained from the story.
 - a. How did Medio Pollito treat the water, the fire, and the wind? (*He was in a hurry to get to the city to see the king, so he wouldn't take the time to help clear the weeds from the water, to put sticks on the fire burning in the grass, or to free the wind from the tree branches.*)

- b. How then did the water, the fire, and the wind treat Medio Pollito? *(Because he would not help the water, fire or the wind, they would not help them. The water was making him wet in the pot, the fire was heating the water to cook him, and then the wind took him fast so he could hardly breathe, and lifted him up to the top of a church tower, and left him stuck on the steeple!)*
 - c. What could/should Medio Pollito have done to avoid this situation? *(He should have been kind and helped the water, the fire and the wind.)*
 - d. What kind of character traits does Medio Pollito exhibit? *(Kind, selfish, greedy)*
8. To ensure that students understand the challenges Medio Pollito experienced, have the children return to their seats as Medio Pollito. Explain to the children the importance of doing this activity safely.
- a. Instruct children to put one arm behind their back and grab ankle of corresponding side. (i.e. right hand grabs right ankle)
 - b. Children should also close corresponding eye. (i.e. right eye)
 - c. Upon designated signal, children will hop carefully back to their seats.
9. Children will complete coloring page of Medio Pollito (Appendix A).
10. While children are coloring this sheet, ask students to connect the story to a previously learned/reviewed phrase from Kindergarten.
11. As needed, direct the students to the phrase “Do until others as you would have them do unto you.” Explain that this phrase is often called “The Golden Rule.” Clarify that this is also a first grade phrase.
12. Ask children to give examples of ways people can follow the “Golden Rule.”
- E. *Assessment/Evaluation*
- 1. Have children draw and color an illustration of how they have followed the “Golden Rule”. (Appendix B) (Extension: Have students write a complete sentence explaining their illustration.)

Lesson Two: Review Two Sayings and Phrases and Compare with Ones from Different Countries, Predict and Write Endings to Five First Grade Phrases (one hour)

- A. *Daily Objectives*
- 1. Concept Objective(s)
 - a. Children will understand that different cultures have sayings and phrases and proverbs.
 - b. Children will develop an awareness of the connections sayings and phrases have to real life experiences.
 - 2. Lesson Content
 - a. Great oaks from little acorns grow. (Kindergarten Core Knowledge saying)
 - b. The early bird catches the worm. (Kindergarten Core Knowledge saying)
 - c. Geography: locating countries on a world map.
 - 3. Skill Objective(s)
 - a. Students will demonstrate active listening skills.
 - b. Students will use background knowledge and context to construct meaning to literature. (Colorado State Language Arts Standard 1.1.B.4)
 - c. Students will follow directions.
 - d. Students will use prior knowledge to comprehend text. (Colorado State Language Arts Standard 1.6.E.)
 - e. Students will make logical predictions. (Colorado State Language Arts Standard 1.1.A.4.)

- f. Students will write legibly. (Colorado State Language Arts Standard 1.3.E.)

B. *Materials*

1. *Proverbs from Many Nations*
2. *What Your First Grader Needs to Know* (refer to book for additional suggestions on explaining phrases)
3. World Map
4. Visual representation of “Great oaks from little acorns grow”
5. Visual representation of “The early bird catches the worm”
6. *Finish the Phrase* Worksheet (Appendix C)
7. Butcher/chart paper or overhead transparency to record students’ contributions (see Procedure #10.a)

C. *Key Vocabulary*

1. Tradition – unwritten body of beliefs, practices and customs handed down from generation to generation
2. Proverb – a short, traditional saying in common use
3. Cultures – a group of people that share traditions, customs, beliefs and a common lifestyle
4. Prediction – to forecast, foretell or guess

D. *Procedures/Activities*

1. Refer to Key Vocabulary words as necessary throughout the lesson.
2. Explain to children that people from different countries and cultures have *sayings and phrases* that correspond to the American *sayings and phrases*, and that Americans actually use phrases that came from other countries.
3. Tell children that you are going to review and read two of the previously learned phrases from Kindergarten.
4. Display the phrase “Great oaks from little acorns grow” so that all children can see it. Read the phrase and then have the children read it with you. Discuss.
5. Read and compare the proverb “Little strokes fell great oaks” from *Proverbs from Many Nations*, page 37, with previous phrase.
6. Explain that this proverb came from/originated in England.
7. Locate England on the map (connect to history lessons previously taught as appropriate).
8. Display the phrase “The early bird catches the worm” so that all children can see it. Read the phrase and then have the children read it with you. Discuss.
9. Read, discuss and compare the proverbs on page 30 from *Proverbs from Many Nations*, with the previously discussed American phrase. (i.e. The morning hour has gold in its mouth. (German) and Early to bed, early to rise, makes a man healthy, wealthy, and wise. (English))
10. Locate the corresponding countries on the world map (connect to previously taught history lessons as appropriate).
11. Advise children that they will now be given only half of some American phrases they will learn throughout the unit (or year). Children will then make predictions and offer the second half of the *saying or phrase*, trying to complete the phrase as accurately as possible.
 - a. Depending on when this unit is introduced, and student ability, the teacher can call on children and chart their responses on butcher paper or an overhead transparency (Appendix C), or children can write their responses independently on a worksheet (Appendix C). Responses will be collected, shared and stored until unit is completed.

- b. While some children will be inclined to be silly, explain to children that you want to see who knows the true phrase already. Also explain that they will complete these same phrases upon finishing the unit, to show improvement in their knowledge and understanding of common phrases.
- E. *Assessment/Evaluation*
- 1. Informal observation of child engagement and contributions to discussions and completion of phrases.
 - 2. Review of child's independent written response (Appendix C).

Lesson Three: “Never leave till tomorrow what you can do today” (one hour)

- A. *Daily Objectives*
- 1. Concept Objective(s)
 - a. Children will develop an awareness of the connections that sayings and phrases have to real life experiences.
 - b. Children will understand the connections between sayings and phrases to different areas of the curriculum.
 - 2. Lesson Content
 - a. Never leave till tomorrow what you can do today.
 - b. *The Little Red Hen*, a Kindergarten Core Knowledge story
 - c. *The Pasture*, a First Grade Core Knowledge poem
 - 3. Skill Objective(s)
 - a. Students will demonstrate active listening skills.
 - b. Students will use background knowledge and context to construct meaning to literature. (Colorado State Language Arts Standard 1.1.B.4)
 - c. Students will demonstrate retention of information by a retelling.
 - d. Students will follow directions.
 - e. Students will use prior knowledge to comprehend text. (Colorado State Language Arts Standard 1.6.E)
- B. *Materials*
- 1. *Proverbs of Many Nations* (pg. 38)
 - 2. *What Your First Grader Needs to Know* (refer to book for additional suggestions on explaining phrases)
 - 3. *What Your Kindergartner Needs to Know*
 - 4. World Map
 - 5. Visual Representation of “Never leave till tomorrow what you can do today”
 - 6. *The Pasture* activity page (if possible, enlarge on a copier from 8-1/2” x 11” to 11” x 14” paper to allow children ample room to illustrate)
- C. *Key Vocabulary*
- 1. Responsible – subject to being called upon to account or answer for something; accountable
 - 2. Endangered – means that there are not many left in the world and they are in danger of becoming extinct
 - 3. Extinct – that something no longer exists anywhere in the world
 - 4. Habitat – a place where an animal lives, eats, sleeps, makes its home, and has babies
 - 5. Destruction – the act of destroying, or state of being destroyed
 - 6. Chore – a small or routine task
- D. *Procedures/Activities*
- 1. Refer to Key Vocabulary words above as needed throughout lesson.
 - 2. Inform students that you are going to introduce a new saying/phrase today.
 - 3. Remind students that some phrases originated in other countries.

4. Display the saying/phrase “Never leave till tomorrow what you can do today” so that it is visible to the entire class.
 5. Read the phrase and then have the children read it with you.
 6. Ask students if they have ever heard this saying/phrase before. Ask students if they know what it means. Explain and give examples as necessary.
 7. Explain to them that this particular phrase originated in Germany. (Locate Germany on a map with your class.)
 8. Tell the students that there is an American version of this phrase. Read the phrase “A stitch in time saves nine,” found on page 38 of *Proverbs of Many Nations*.
 9. Ask students if they have ever heard this saying/phrase before. Ask students if they know what it means.
 10. In addition, read the Norwegian version listed on page 38 to show that other countries have version of this phrase as well. Explain and give examples.
 11. Locate America and Norway on a world map.
 12. Explain to children that we are going to reread a story from Kindergarten that connect today’s phrase with a character trait demonstrated in the story of *Little Red Hen*.
 13. Read from *What Your Kindergartner Needs to Know* the story of *Little Red Hen*. Ask children to retell portions of the story. (*In this story, the Red Hen asks her friends to help her with various tasks. Not until she asks “Who will help me make the bread I made?” is anyone willing to help.*)
 14. Upon completion, discuss the story, as well as how sharing responsibilities allows everyone to reap the benefits.
 15. Ask students if they have any jobs at home that they need to perform. Discuss their various chores.
 16. Read from *What Your First Grader Needs to Know* the poem *The Pasture*, on page 21. Discuss the chores in this poem.
- E. *Assessment/Evaluation*
1. Have students complete sheet by drawing an illustration and writing four complete sentences or key words (depending on student ability) explaining something for which they are responsible. (Appendix D)

Lesson Four: “Practice makes perfect” and “If at first you don’t succeed...” (one hour)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Children will develop an awareness of the connection that sayings and phrases have to real life experiences.
 - b. Children will understand the connections between sayings and phrases to different areas of the curriculum.
 2. Lesson Content
 - a. Practice makes perfect.
 - b. If at first you don’t succeed, try, try again.
 - c. *Rope Rhyme*, a First Grade Core Knowledge poem
 - d. *The Swing*, a First Grade Core Knowledge poem
 3. Skill Objective(s)
 - a. Students will demonstrate active listening skills.
 - b. Students will use background knowledge and context to construct meaning to literature. (Colorado State Language Arts Standard 1.1.B.4)
 - c. Students demonstrate retention of information by a retelling.
 - d. Students will follow directions.

- e. Students will use prior knowledge to comprehend text. (Colorado State Language Arts Standard 1.6.E.)
- f. Students will write legibly. (Colorado State Language Arts Standard 1.3.E.)

B. *Materials*

- 1. *What Your First Grader Needs to Know* (refer to book for additional suggestions on explaining phrases)
- 2. Visual representation of Practice makes perfect.
- 3. Visual representation of If at first you don't succeed, try, try again.
- 4. Picture of a child swinging (optional)
- 5. Picture of children jumping rope (optional)
- 6. Pictures of children learning to do difficult tasks (optional)
- 7. Story paper (see Appendix E for example)
- 8. Butcher/chart paper (optional)

C. *Key Vocabulary*

- 1. Succeed – accomplish your purpose or goal in a satisfactory way
- 2. Perseverance – to keep trying in spite of difficulty or opposition

D. *Procedures/Activities*

- 1. Refer to Key Vocabulary words as necessary throughout lesson.
- 2. Display the phrase “Practice makes perfect” so that the entire class can see it.
- 3. Read the phrase and then have the children read it with you.
- 4. Ask the children to explain what the phrase means. (Guide discussion as necessary explaining that in order to be good at some things, we need to practice.)
- 5. Display the phrase “If at first you don't succeed, try, try again.”
- 6. Read the phrase and then have the children read it with you.
- 7. Ask the children to explain what the phrase means. (Guide discussion as necessary explaining that in order to be good at some things, we need to try over and over again.)
- 8. Read the poems from *What Your First Grader Needs to Know*: “*Rope Rhyme*” page 27 and “*The Swing*” page 23. Display visual aids if you have them. (More Core content covered in integrating poems with sayings!) Ask children to retell what they heard in the poems.
- 9. Ask comprehension questions: *Was it easy for you to learn to swing or jump rope? What did you do when you first tried to do these tasks and found out they were not as easy as they looked?*
- 10. Discuss relationship between the poems and the phrases.
- 11. Have the children offer examples of some other things they had to practice, or do over and over again in order to be successful. *Record a brief example on the board or butcher paper to assist children with proper spelling for writing assignment later in lesson.* (i.e. bike riding, swimming, piano, dance, etc.)
- 12. Make history connections to prior knowledge as appropriate. Columbus had to “try, try again” to get boats and money to fund his trip. England's first explorers and settlers were not successful in establishing colonies in America, but they did not quit, they kept trying. (*Note: If units have not yet been taught, then inform students that these sayings will be in evidence in future lessons in history. Make a note in your plans!*)
- 13. Make science connections to prior knowledge as appropriate. Thomas Edison is a great example of a man who had to keep trying and trying in order to invent the light bulb. (*Again if unit not yet taught, refer to note above.*)

E. *Assessment/Evaluation*

1. Instruct children that they will now be given the opportunity to draw a picture of them doing a task that they found was difficult and required practice, or the perseverance to “try, try again”. (Appendix E, or similar story paper) Depending on timing and student ability, have children either copy the corresponding phrase on the lines, or write a sentence describing their picture and their experience with the phrase using the words recorded on the board or butcher/chart paper for spelling support.

Lesson Five: “AM and PM” and “Land of Nod” (one hour)

A. Daily Objectives

1. Concept Objective(s)
 - a. Children will develop an awareness of the connections that sayings and phrases have to real life experiences.
 - b. Children will understand the connections between sayings and phrases to different areas of the curriculum.
2. Lesson Content
 - a. A.M. and P.M.
 - b. Land of Nod
 - c. *Wynken, Blynken, and Nod*, First Grade Core Knowledge poem
3. Skill Objective(s)
 - a. Students will demonstrate active listening skills.
 - b. Students will use background knowledge and context to construct meaning to literature. (Colorado State Language Arts Standard 1.1.B.4)
 - c. Students demonstrate retention of information by a retelling.
 - d. Students will follow directions.
 - e. Students will use prior knowledge to comprehend text. (Colorado State Language Arts Standard 1.6.E)

B. Materials

1. *What Your First Grader Needs to Know* (refer to book for additional suggestions on explaining phrases)
2. Clock
3. A.M./P.M. chart (create on butcher paper or write on board); two-column table with columns labeled “A.M.” and “P.M.” (see Procedure D.5.)
4. Land of Nod activity sheet (Appendix F)
5. Visual representation of the saying A.M. and P.M.
6. Visual representation of the saying Land of Nod

C. Key Vocabulary

1. Abbreviation – a shortened form or contraction, as of a word or phrase
2. Ruffled – to disturb or destroy the smoothness or regularity of something
3. Dew – moisture from air deposited as small drops on a cool surface between nightfall and morning; any beaded moisture
4. Herring – important food fish of the northern hemisphere
5. Cast – to throw with force; fling; hurl
6. Trundle-bed – a bed with a very low frame resting upon casters, so that it may be rolled under another bed
7. Misty – An aggregation of fine drops of water in the atmosphere, similar to but less dense than fog

D. Procedures/Activities

1. Refer to Key Vocabulary words as necessary throughout lesson.
2. Display A.M. and P.M. so that it is visible to the entire class.

3. Ask your students if they have ever seen either one of these before as well as if they know what they mean.
 4. Depending on whether your questions are answered or not, explain to the class that these are abbreviations for morning and afternoon.
 5. Demonstrate to the class with the use of a clock that twelve o'clock noon is when it changes from morning to afternoon.
 6. Display a chart with two columns; one column titled *A.M.* and the second column titled *P.M.*
 7. Ask the class to disclose things they do in the morning. (i.e. brush teeth, make bed, eat breakfast, go to school) Write these in the column titled *A.M.*
 8. Ask the class to disclose things they do in the afternoon/evening. (i.e. go home from school, eat dinner, play) Write these in the column titled *P.M.*
 9. Suggest *sleep* as an answer if it was not given but to also use as a lead into the saying "Land of Nod."
 10. Explain to the class that you have another saying to introduce.
 11. Ask students to think of how sleep would be connected to this new saying.
 12. Display the saying Land of Nod so that it is visible to the entire class. Read it have the children read it with you. Ask if anyone has ever heard of this saying before.
 13. Discuss the definition of this saying (*to be in the "land of nod" means to be asleep*).
 14. Ask students how they feel when they sleep and why it is important to sleep. (Depending on where you are in your year plan, this could be connected to the *Healthy Bodies* segment of *What Your First Grader Needs to Know*.)
 15. Invite children to your designated reading area to read *Wynken, Blynken, and Nod*.
 16. Following the reading, ask children to retell sections from the poem. Lead a discussion on dreams by inviting children to share their various dreams.
- E. *Assessment/Evaluation*
1. Have each student complete the *Land of Nod* sheet by drawing them self in bed and illustrating their favorite dream. (Appendix F)

Lesson Six: "The more the merrier" and "There's no place like home" (one hour)

- A. *Daily Objective*
1. Concept Objective(s)
 - a. Children will develop an awareness of the connections that sayings and phrases have to real life experiences
 - b. Children will understand the connections between sayings and phrases to different areas of the curriculum.
 2. Lesson Content
 - a. The more the merrier.
 - b. No place like home.
 - c. *Hope*, a First Grade Core poem
 - d. *Thanksgiving Day*, A First Grade Core Knowledge poem
 - e. *The Boy at the Dike*, a First Grade Core Knowledge story (optional)
 - f. *Hansel and Gretel*, a First Grade Core Knowledge story (optional)
 3. Skill Objective(s)
 - a. Students will demonstrate active listening skills.
 - b. Students will use background knowledge and context to construct meaning to literature. (Colorado State Language Arts Standard 1.1.B.4)
 - c. Students demonstrate retention of information by a retelling.

- d. Students will follow directions.
- e. Students will use prior knowledge to comprehend text. (Colorado State Language Arts Standard 1.6.E.)
- f. Students will write legibly. (Colorado State Language Arts Standard 1.3.E.).

B. *Materials*

- 1. *What Your First Grader Needs to Know* (refer to book for additional suggestions on explaining phrases)
- 2. Visual representation of “The more the merrier”
- 3. Visual representation of “There’s no place like home”
- 4. Story Paper (see Appendix E)
- 5. Worksheet “There’s no place like home” (Appendix G) (also make a transparency, see Assessment/Evaluation section)

C. *Key Vocabulary*

- 1. Merrier – happier, more cheerful, more fun
- 2. Alone – single, solitary, being the only one
- 3. Lonely – sad because alone

D. *Procedures/Activities*

- 1. Refer to Key Vocabulary words as necessary throughout the lesson.
- 2. Display, where all children can see, the phrase “The more the merrier.” Read the phrase and then have the children read it with you.
- 3. Discuss the phrase and have children give examples of when having more people around makes an event more fun or merrier.
- 4. Tell the children you will be reading them a poem about Thanksgiving. Ask the children where they spend the holiday. Ask whom they spend the holiday with. Are there lots of people or just a small group.
- 5. Read the poem *Thanksgiving Day*, found on page 32 of *What Your First Grader Needs to Know*. (Again, integrating curriculum!)
- 6. Have several children retell parts of the poem. Ask the children if they have any questions about this story-poem.
- 7. Suggested comprehension questions to ask if this poem has not yet been taught.
 - a. Where is grandma’s house? (*on a farm on the other side of the woods or in the woods*)
 - b. What is the weather like? (*windy and cold*)
 - c. How does the sleigh move? (*the horse, a dapple gray, pulls it on runners over the snow*)
 - d. Why does it seem to the characters like they are going “extremely slow”? (*because they are excited and impatient to get to grandma’s house*)
 - e. Do you think that this poem connects to the saying “The more the merrier.”? (*As needed guide student to” yes”....because they are going to be with grandma and grandpa and maybe other family members*)
 - f. Ask the children to compare and contrast this poem and phrase to their own Thanksgiving celebrations.
- 8. Pass out story paper (Appendix E, or similar) and instruct the children to draw an illustration of an event in which they believe “more is merrier.” According to student ability, have students copy the phrase on the lines, or have them write one or more sentences describing their illustration.
- 9. Display, where all children can see, the phrase “There’s no place like home.” Read the phrase and then have the children read it with you.

10. Discuss this phrase and help the children connect this phrase to the poem *Thanksgiving Day*. (Lead the discussion to allow them to realize that however fun it may be to go to exciting places, it is always good to come home!)
 11. Read and discuss the poem *Hope* found on page 22 of *What Your First Grader Needs to Know*.
 12. Lead the children in a discussion comparing and contrasting being lonely and being alone. (i.e. sometimes it is fun to be alone to read or enjoy quiet time, but being lonely usually means someone is sad to be by themselves)
 13. Connect phrases to other Core stories as appropriate or as time permits. In the story *The Boy at the Dike*, found on page 41 of *What Your First Grader Needs to Know*, Peter was certainly happy to go home after a long night saving the town (and everyone's home)! In the story *Hansel and Gretel*, found on page 49 of *What Your First Grader Needs to Know*, were very excited to get home after their scary adventure in the woods. If these stories have not yet been covered, put a note in your plans to revisit the phrase "There's no place like home" to build this connection.
- E. *Assessment/Evaluation*
1. Hand out worksheet "There's no place like home.", Appendix G, and explain directions. Model, using transparency, and give examples as necessary. Brainstorm some ideas about places that are fun to visit and record on the board or paper to assist children in spelling when completing the worksheet.

Lesson Seven: Oops, who let the cat out of the bag? (one hour)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Children will develop and awareness of the connections that sayings and phrases have to real life experiences
 - b. Children will understand the connections between sayings and phrases to different areas of the curriculum.
 2. Lesson Content
 - a. Let the cat out of the bag.
 - b. *Rumpelstiltskin*, a First Grade Core Knowledge story
 3. Skill Objective(s)
 - a. Students will demonstrate active listening skills.
 - b. Students will use background knowledge and context to construct meaning to literature. (Colorado State Language Arts Standard 1.1.B.4)
 - c. Students demonstrate retention of information by a retelling.
 - d. Students will follow directions.
 - e. Students will use prior knowledge to comprehend text. (Colorado State Language Arts Standard 1.6.E.)
 - f. Students will write legibly. (Colorado State Language Arts Standard 1.3.E.).
- B. *Materials*
1. *What Your First Grader Needs to Know* (refer to book for additional suggestions on explaining phrases)
 2. *Cat Out of the Bag* Worksheet (Appendix H, two pages)
 3. Brown paper lunch sacks (optional, see Appendix H)
- C. *Key Vocabulary*
1. Good secrets – secrets that are meant to be a happy surprise for someone
 2. Bad secrets – secrets that should not be kept just because you are afraid of consequences for telling

3. Trust – a reliance on integrity, to believe in the safety and reliability of someone in a position of caring for another
 4. Integrity – of good character, honest
 5. Miller – one who works in a factory to grind or pulverize grain
 6. Talent – a particular aptitude for some special work, artistic endeavor, etc.
- D. *Procedures/Activities*
1. Refer to Key Vocabulary words as necessary throughout the lesson.
 2. Display, where all children can see, the phrase “Let the cat out of the bag.” Read the phrase and then have the children read it with you.
 3. Discuss the phrase and have children give examples of times it might be *bad* to “let the cat out of the bag.” Guide discussion as necessary to let children know not to tell about “special gifts”, “surprises”, etc (connect to history units as appropriate....Christmas, Channukah....gift exchanges are good secrets that should not be exposed...) **IMPORTANT TEACHABLE MOMENT**...make sure children know that they should NEVER keep “bad” secrets.....they should find a grown up they trust, one that makes them feel safe, and tell them about things that have made them uncomfortable or have been hurtful to them! That is a GREAT time to “let the cat out of the bag”!
 4. Read *Rumpelstiltskin*, found on page 90 of *What Your First Grader Needs to Know*. Prompt children to connect this phrase with the story. Have children retell about the scene in the forest. Lead them to realize how Rumpelstiltskin “let the cat out of the bag” when he was dancing in the forest singing around the fire, “no one can deny my claim, for Rumpelstiltskin is my name.”
 5. Pass out one “bag” and one cat to each child. (Appendix H, 2 pages)
 6. Instruct children on how to complete project, as indicated on Appendix H.
- E. *Assessment/Evaluation*
1. Informal observation of child participation in discussion of when it is not appropriate to “let the cat out of the bag” and times when it is important to “let the cat out of the bag.”

Lesson Eight: “Fish out of water” (one hour)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Children will develop an awareness of the connections that sayings and phrases have to real life experiences.
 - b. Children will understand the connections between sayings and phrases to different areas of the curriculum.
 2. Lesson Content
 - a. Fish out of water.
 - b. Literary Terms: drama, actors and actresses, stage and audience
 3. Skill Objective(s)
 - a. Students will demonstrate active listening skills.
 - b. Students will follow directions.
 - c. Students will use prior knowledge to comprehend text. (Colorado State Language Arts Standard 1.6.E)
 - d. Students will make logical predictions. (Colorado State Language Arts Standard 1.1.A.4)
 - e. Students will develop interpersonal skills and problem-solving capabilities through group interaction and artistic collaboration. (Colorado State Standard, #1 for Theatre)

- f. Students will develop respect for others in dramatic activities. (Colorado State Standard #1 for Theatre, First Grade)

B. *Materials*

1. Visual presentation of the saying Fish out of water
2. *What Your First Grader Needs to Know*
3. *Fish out of water* worksheet (Appendix I)
 - a. Prepare the materials in advance! Copy worksheet onto white cardstock (one per child) and have a volunteer cut a slit along dotted lines (two slits per sheet); slip one paperclip, downward in each slit so that child may slide their fish up underneath the paperclip; copy fish sheet and cut apart, each child gets one fish
 - b. Teacher should make a colorful example to show the children (Procedure #9)
4. Skits as chosen by teacher depending on student ability, time, etc. (see Assessment/Evaluation section)

C. *Key Vocabulary*

1. Uncomfortable – the feeling of being in pain, sad or distressed

D. *Procedures/Activities*

1. Ask students if they have ever been in a situation where they felt uncomfortable. (i.e. first day of school, first time playing a sport on a team) Allow time for children to respond.
2. Display the saying “Fish out of water” so that it is visible to the entire class.
3. Read the saying with your students and then have them read it with you. Ask children to explain what they think it means.
4. If the correct meaning is not disclosed, explain that people use this saying when someone is in a situation they are not familiar with, which in turn can make them feel uncomfortable, like the way a fish would feel if it was taken out of water.
5. Share with the students a personal situation, which made you feel like a *fish out of water*.
6. Explain to students that while all/most of us have had a time in which we felt uncomfortable, people are not the only ones that can feel like a fish out of water.
7. Ask your students how they think a polar bear would feel if he went on vacation to the beach. (*He would probably feel uncomfortable because his body is designed to live in cold weather rather than hot weather.*) (Show page 271 of *What Your First Grader Needs to Know*.) Make other connections to science and history units as appropriate. (i.e. new settlers in America, animals out of their habitats, etc.) (*Note: If units have not yet been taught, then inform students that these sayings will be in evidence in future lessons. Make a note in your plans to revisit sayings and phrases across the curriculum as necessary!*)
8. Show students a completed fish out of water project. Supply each child with one small fish (Appendix I).
9. Explain that just as a polar bear would feel uncomfortable away from his home, a fish would feel uncomfortable if it was to be taken away from his home. (Refer back to the saying There’s no place like home.)
10. Give instructions for completing activity: Children will color front side of fish, and cut out. They will then draw a sad face on the backside of the fish and color the back to match the front. Children will then add detail (castles, plants, water, fish, etc.) to their fish bowl. They can clip the small fish to show him “happy” in the bowl, or flip him over to show he is “sad” out of the water! (THEY LOVE THIS!)

E. *Assessment/Evaluation*

1. To help students understand, first-hand, being uncomfortable in a situation, have students perform a skit to another class or a group of adults. If your school has a talent show, this would be a great opportunity to present it. Explain connection that this activity has to the saying. It is often difficult to get in front of people and make a presentation or act in a skit. (Again an opportunity to integrate curriculum, as drama is a Core requirement.)

Lesson Nine: “Hit the nail of the head” and “An apple a day keeps the doctor away” (one hour)

A. Daily Objectives

1. Concept Objective(s)
 - a. Children will develop an awareness of the connections that sayings and phrases have to real life experiences.
 - b. Children will understand the connections between sayings and phrases to different areas of the curriculum.
2. Lesson Content
 - a. Hit the nail on the head.
 - b. An apple a day keeps the doctor away.
3. Skill Objective(s)
 - a. Students will demonstrate active listening skills.
 - b. Students will follow directions.
 - c. Students will retell in logical, sequential order including some detail and inference. (Colorado State Language Arts Standard 1.1.A.3)
 - d. Students will make logical predictions. (Colorado State Reading Comprehension and Response Standard 1.1.A.4)

B. Materials

1. Visual representation of “Hit the nail on the head.”
2. Visual representation of “An apple a day keeps the doctor away.”
3. *What Your First Grader Needs to Know*
4. Wood blocks, nails and a hammer (or something similar, see Procedure 15)

C. Key Vocabulary

1. Miller – one who works in a factory to grind grain
2. Talent – a particular aptitude for some special work, artistic endeavor, etc.

D. Procedures/Activities

1. Refer to Key Vocabulary words above as needed throughout lesson.
2. Invite students over to your designated reading area.
3. Refer to key vocabulary words above as needed throughout the reading.
4. Review *Rumpelstiltskin*, previously read in Lesson Seven. (Page 90 in *What Your First Grader Needs to Know*.)
5. Lead a discussion about the story by having the students first retell the story.
6. Complete your discussion by asking how the queen was able to keep her child. (i.e. The queen was able to figure out the little man’s name.)
7. Display the saying “Hit the nail on the head” so that all students are able to see it.
8. Tell students that you have a new saying you would like to share with them.
9. Read the saying together.
10. Pose to students what they think this saying might mean.
11. After several responses, if need be, clarify the meaning, but in addition read from *What Your First Grader Needs to Know* the brief explanation on page 104.
12. Explain that people use this phrase when someone says or does something correctly.

13. Tell students that you are now going to play a game called “Hit the nail on the head.”
 14. Divide your class as you see appropriate.
 15. For each team you should have a block of wood with a nail already somewhat inserted. (You will have to judge what will work the best with your class – You could use tacks, short nails, multiple nails, plastic blocks/nails/hammer, mallet, etc...)
 16. Tell students that you will ask a student a question and if it is answered correctly, you will shout “YOU HIT THE NAIL ON THE HEAD!”
 17. Upon answering correctly, that student will then be allowed an opportunity to hit the nail into their designated block.
 18. The first team to hit their nail(s) completely in will be declared the winners.
 19. Tell students that you want them to think of a food that is healthy for their body. (i.e. carrots, oranges, pears, celery) (Make connection to science unit on healthy bodies, as appropriate. If unit has not yet been taught, make note in plans to revisit this phrase when teaching about staying healthy!)
 20. Upon completion of the game, redirect student attention to you.
 21. Tell students that you have another saying connected with the game you just played.
 22. Display the saying “An apple a day keeps the doctor away” so that all students are able to see it. Read it aloud and then have students read it with you.
 23. Ask students if they have ever heard this saying before.
 24. Ask students if they know what this saying means. Allow time for children to respond.
 25. After several responses, clarify the meaning reading the brief explanation from *What Your First Grader Needs to Know*, page 104.
 26. Reinforce the importance of eating healthy to stay healthy.
- E. *Assessment/Evaluation*
1. Use the game as an informal observation and evaluation to see ensure the children have an understanding of the saying.

Lesson Ten: “A wolf in sheep’s clothing” and “Sour grapes” (one hour)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Children will connect sayings and phrases to real life experiences
 - b. Children will make connections between sayings and phrases to different areas of the curriculum.
 2. Lesson Content
 - a. Wolf in sheep’s clothing
 - b. Sour grapes
 - c. *The Fox and the Grapes*, A First Grade Core Fable
 - d. *The Wolf in Sheep’s Clothing*, A First Grade Core Fable
 3. Skill Objective(s)
 - a. Students will demonstrate active listening skills.
 - b. Students will follow directions.
 - c. Students will make logical predictions. (Colorado State Reading Comprehension and Response Standard 1.1.A.4)
 - d. Students will write legibly. (Colorado State Writing Standard 1.3.E)
 - e. Students will know and use correct spelling, punctuation, capitalization, grammar, and word usage to complete a variety of writing tasks. (Colorado State Spelling, Grammar, and Usage Standard 1.3.A)

- B. *Materials*
1. Visual representation of A wolf in sheep’s clothing
 2. Visual representation of Sour grapes
 3. *What Your First Grader Needs to Know*
 4. Line drawing / picture of a wolf (*optional, See procedure #21, one per child*) (tip: the simpler the picture, the easier for young children to disguise with cotton)
 5. Cotton balls
- C. *Key Vocabulary*
1. Fable – a brief story embodying a moral, often with animals as the characters
 2. Sour – sharp, acid, or tart to the taste, like vinegar
 3. Vine – climbing plant bearing grapes
 4. Shepherd – person who tends sheep
 5. Moral – of or pertaining to character and behavior from the point of view of right and wrong
- D. *Procedures/Activities*
1. Refer to Key Vocabulary words above as needed throughout the lesson.
 2. Depending on whether you have, or have not, begun teaching about fables, ask students to define what a fable is, or ask if they know what a fable is.
 3. Ask students to either recall any fables you may have already read or any that they know of from other sources.
 4. Tell students that you have two new sayings you are going to introduce today and that both of them originated from fables.
 5. Read aloud the fable *The Fox and the Grapes*, on page 34 of *What Your First Grader Needs to Know*.
 6. Before disclosing the moral ask students to make predictions on what they think is the moral of the story. Allow time for students to respond.
 7. Read the moral from page 34 and lead class discussion.
 8. Display the saying “Sour grapes” so that it is visible to the entire class. Read it aloud and then have the students read it with you.
 9. Explain to students that this saying originated from the fable *The Fox and the Grapes*.
 10. Read the text from the purple box following the story, on page 34 of *What Your First Grader Needs to Know*, to explain how the saying is used.
 11. Ask students to come up with an example of how the saying “Sour grapes” could be used. Allow time for students to respond giving prompts as necessary.
 12. Tell students that you have another fable you would like to read to them.
 13. Read the fable *The Wolf in Sheep’s Clothing*, found on page 36 of *What Your First Grader Needs to Know*.
 14. Again, before disclosing the moral ask students to make predictions about what they think is the moral of the story. Allow time for students to respond.
 15. Read the moral to the students and discuss.
 16. Display the saying “A wolf in sheep’s clothing” so that it is visible to the entire class. Read the phrase and then have children read it with you.
 17. Explain to students that this saying originated from the fable *The Wolf in Sheep’s Clothing*.
 18. Read aloud the text from the purple box following the story, on page 36 of *What Your First Grader Needs to Know*, to explain how the saying is used.
 19. Ask students to come up with an example of how the saying “A wolf in sheep’s clothing” could be used. Allow time for students to respond. Guide children to the topic of strangers, etc. as necessary and appropriate.
 20. Tell students that you have an activity to go with “A wolf in sheep’s clothing.”

21. You may either hand out a picture of a wolf, or have students draw their own wolf. Children will then glue cotton on top of the picture to “disguise the wolf like a sheep.”
 22. As an extension, have students write a sentence and illustrate what it means to be “a wolf in sheep’s clothing.” (Appendix E)
- E. *Assessment/Evaluation*
1. Informal assessment based on class participation in discussions to see how well they understand these sayings/phrases, or formal assessment of their writing responses.

VI. CULMINATING ACTIVITY (~three hours, broken up over several days)

- A. To wrap up the unit, share the books, *Spanish Nuggets*, and *My First Book of Proverbs*, to allow children further enjoyment and promote additional understanding that different cultures have their own saying and phrases.
- B. Have students complete the *Sayings and Phrases* book. (Appendix J) Have books assembled in advance. (Give thought to laminating front and back cover as feasible.)
- C. Instructions for putting the books together:
 1. Copy the sheets provided in the Appendices. (Copy cover on card stock if available.)
 2. Cut the sheets in half and put in the chronological order as numbered. (i.e. front cover, explanation of sayings and phrases, then 1, 2, 3, etc.) Add a blank back cover (card stock if available)
 3. Staple them together with two staples on the left hand side.
- D. There are two ways you can use this tool, dependent on where you are in the year and student ability:
 1. Have students copy the saying/phrase at the bottom of the page and illustrate them demonstrating the phrase in an appropriate setting.
 4. Have students write a response at the bottom of the page demonstrating what they would do as an example of the saying/phrase and illustrate their sentence.
- E. Again have children complete worksheet “Finish the Phrase” originally completed in Lesson Two. Inform them that this is an assessment to see who remembers the correct way the phrase should read. They should not try to be silly.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Medio Pollito (Lesson One)
- B. Appendix B: Do unto others as you would have them do unto you (Lesson One)
- C. Appendix C: Finish the Phrase (Lesson Two)
- D. Appendix D: The Pasture – Responsibility Worksheet (Lesson Three)
- E. Appendix E: Story Paper (sample) (Lessons Four, Six, and Ten)
- F. Appendix F: Land of Nod (drawing and writing response) (Lesson Five)
- G. Appendix G: There’s no place like home (drawing and writing response) (Lesson Six)
- H. Appendix H: *Cat Out of the Bag* activity (Lesson Seven)
- I. Appendix I: Fish Out of Water (fish bowl) and Fish Sheet (eight fish per page-copy and cut apart)
- J. Appendix J: Sayings and Phrases Booklet (Culminating Activity)

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Medio Pollito (half chick)



Extension: Answer using at least one complete sentence.

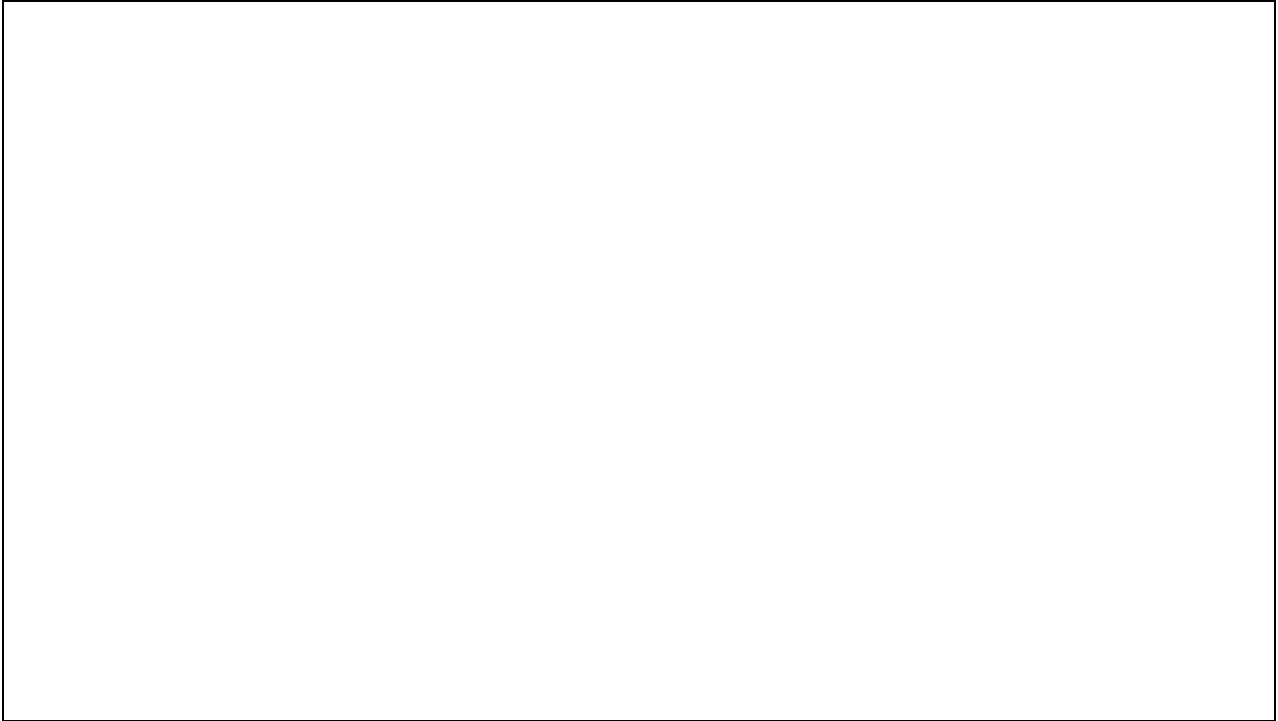
Why was Medio Pollito punished at the end of the story?

Appendix B

_____ Name _____ Date _____

Do unto others as you would have them do unto you.

This saying is known as the "Golden Rule". It means: treat people the way you would like to be treated".



Draw and color an illustration to show you understand its meaning.

Copy the saying on the lines below.

Extension: Write a sentence explaining how your picture illustrates how you follow the "golden rule".

Appendix C
Finish the Phrase

_____ Name _____ Date _____

Write the ending to the phrase, using what you know about life and phrases, so that they make sense.

1. Never put off till tomorrow _____
_____.

2. If at first you don't succeed, _____
_____.

3. There's no place like _____
_____.

4. Let the cat _____
_____.

5. An apple a day _____
_____.

Appendix D

___ Name _____ Date _____

Like in the Poem: *The Pasture*, I also have responsibilities.

Draw four pictures showing things that you do to demonstrate responsibility. Write a description below each picture to describe what you are doing that shows you are responsible.

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Appendix E

_____ Name _____ Date _____

(sample story paper)

Handwriting practice lines consisting of multiple sets of solid top and bottom lines with a dashed midline.

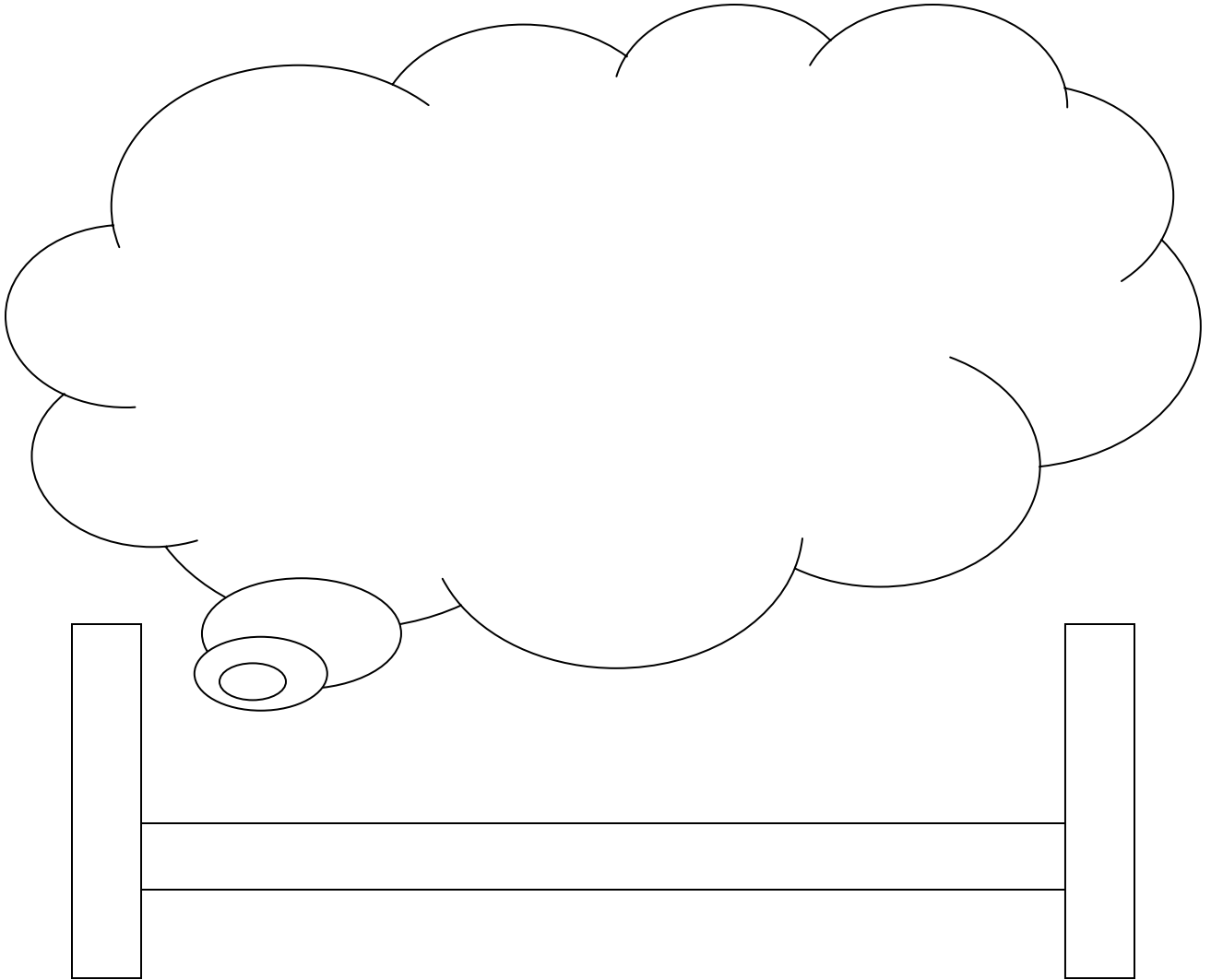
Appendix F

___ Name _____ Date _____

Land of Nod.

(to be in the "land of nod" means to be asleep)

Draw and color a picture of you in the "land of nod" dreaming your favorite dream!



Extension: 1. Write one or more sentences describing your favorite dream while in the "land of nod". Or 2. Write about your favorite place to sleep in the "land of nod".

Appendix G

_____ Name _____ Date _____

There's no place like home.

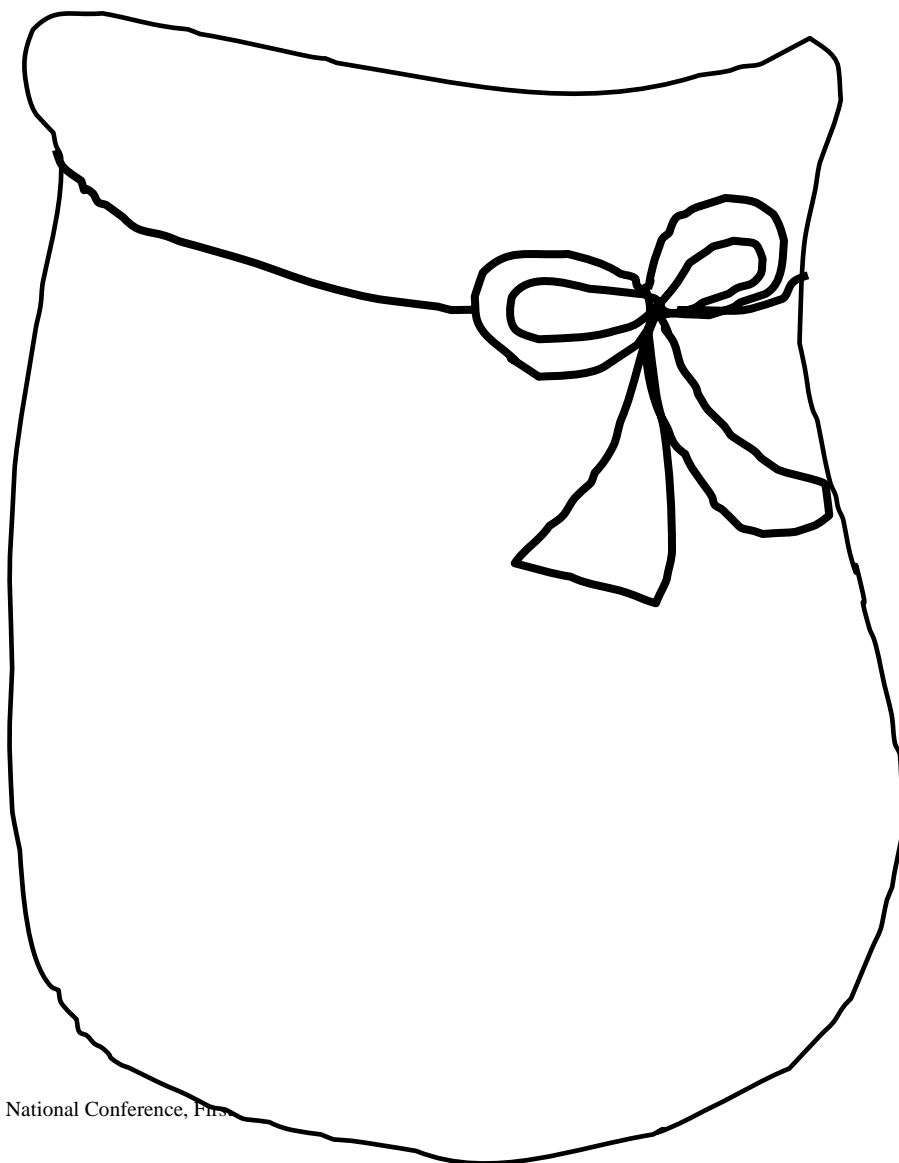
Fill in the blank and draw and color a picture to go with this sentence.
Going to _____ is fun.....

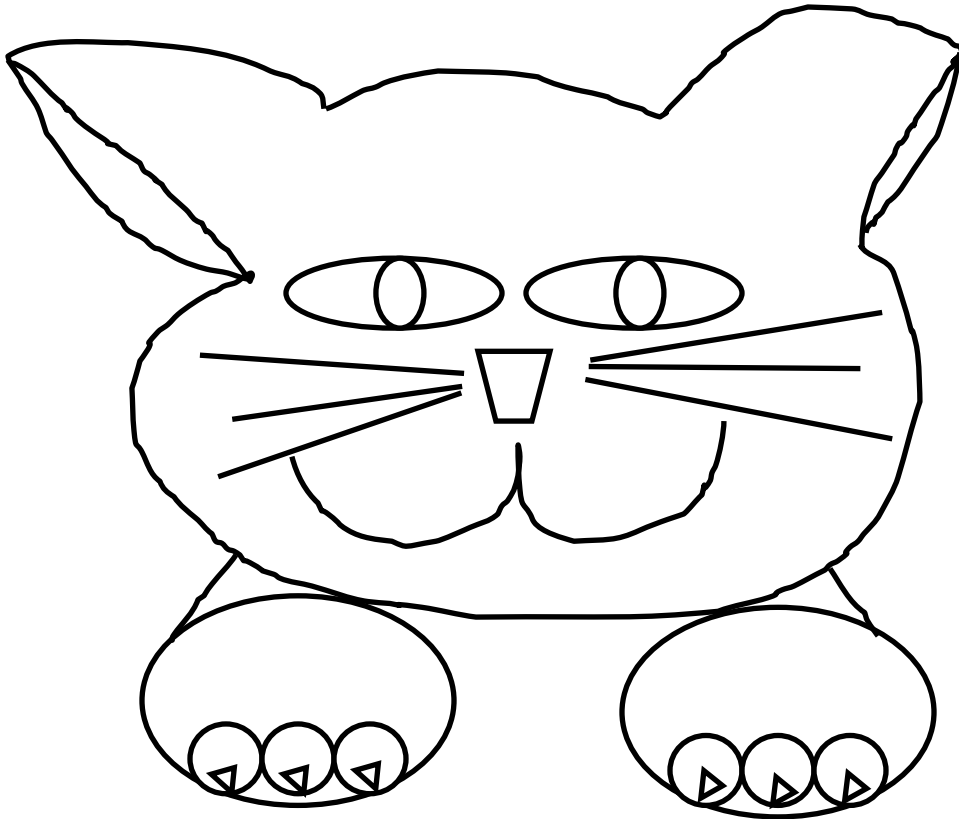
But.....there's no place like home.
Draw and color a picture of your house.

Copy the phrase: **"There's no place like home."**

"Don't let the cat out of the bag!"

1. Copy the bag onto brown construction paper. (enlarge as necessary) Or simply use a regular brown paper lunch bag. (see item #6 below)
2. Copy the cat's upper body onto white copy paper or construction paper. (enlarge as necessary)
3. Have children brainstorm times when they should follow the saying "Don't let the cat out of the bag!" (i.e. birthdays, Christmas, surprise parties, special events, etc....)
4. List the events on the board or chart paper.
5. Children will color the cat and cut it out.
6. They will then cut out the "brown paper sack". They should glue the cat to the front of the paper sack to make it appear that the cat is "in" the bag, peeking out. (Or simply have students glue the cat's upper body to the top of a regular brown paper lunch bag.)
7. Depending on student ability, have students list some times they should follow the phrase "Don't let the cat out of the bag!" on the back of their construction paper bag, or have them write them on penmanship paper and drop them into the paper lunch sack.

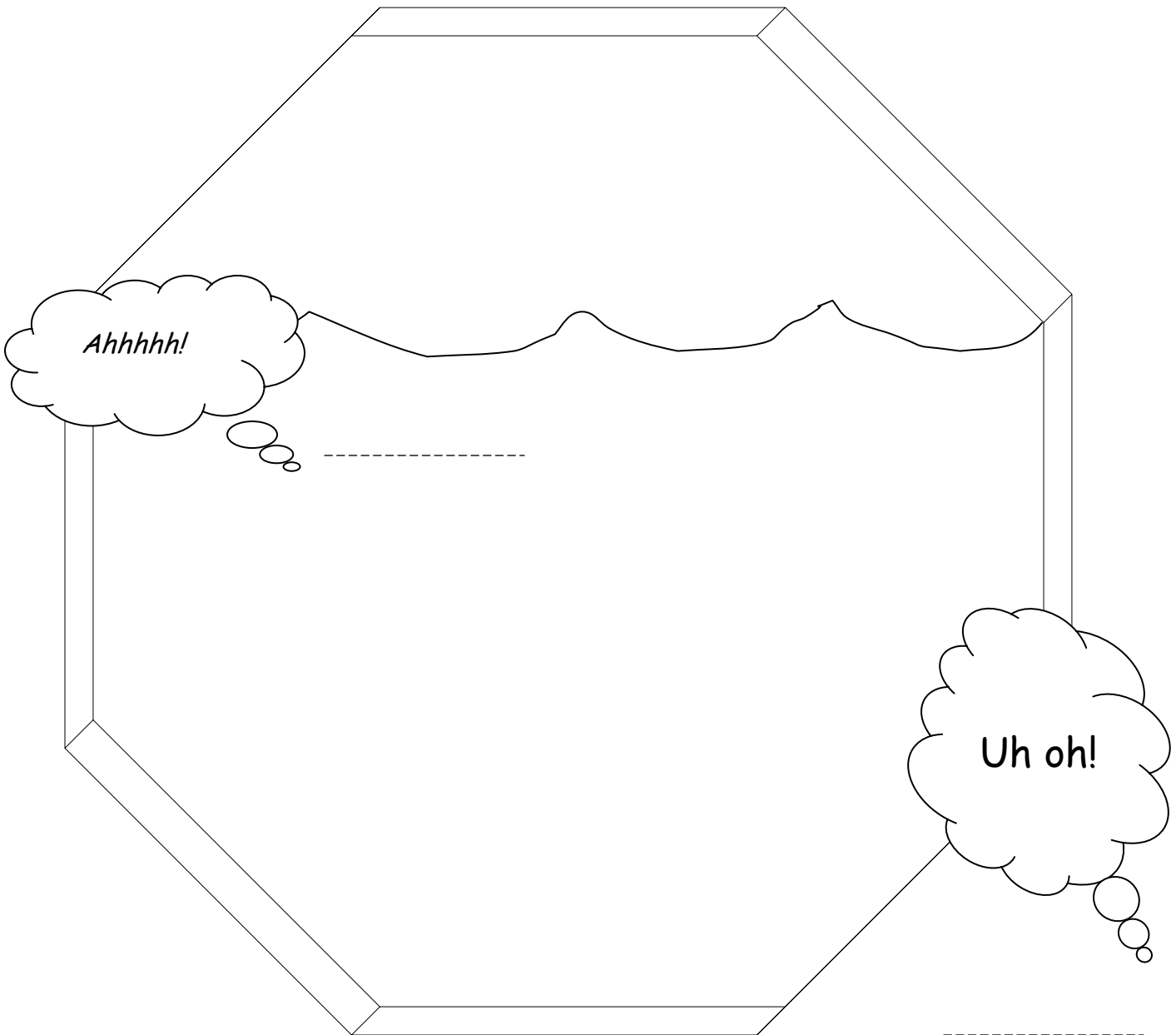




Appendix I, page 1

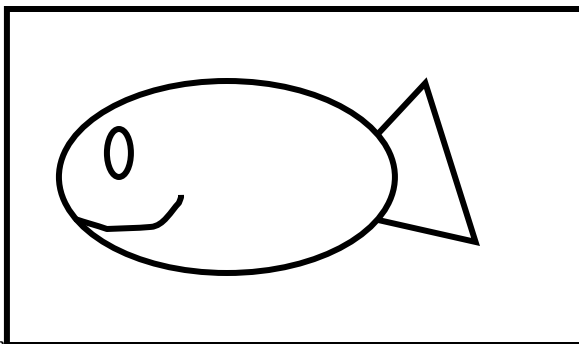
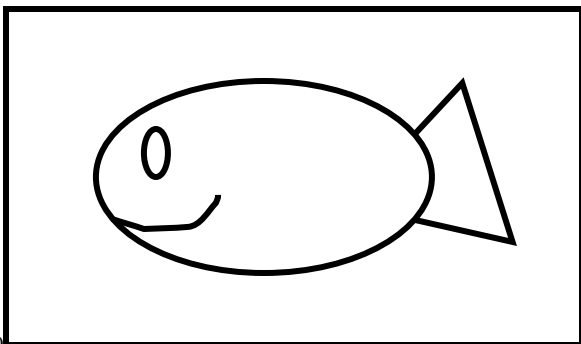
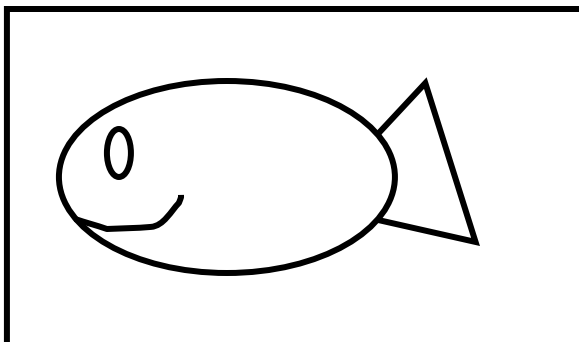
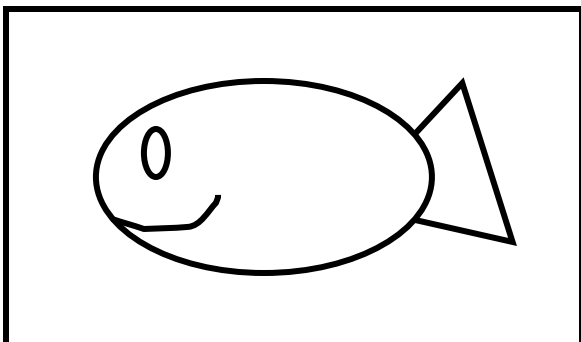
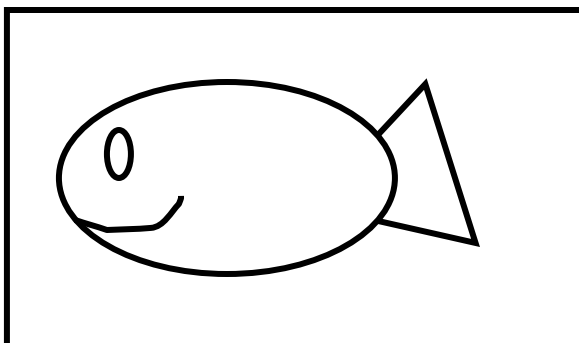
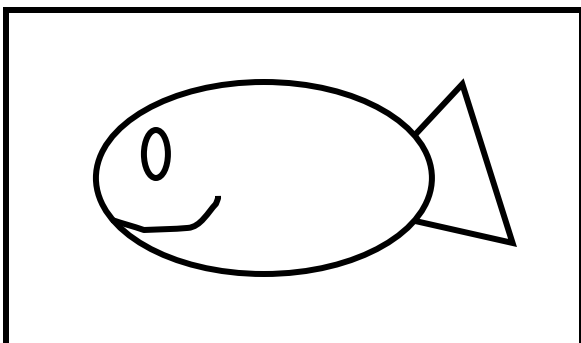
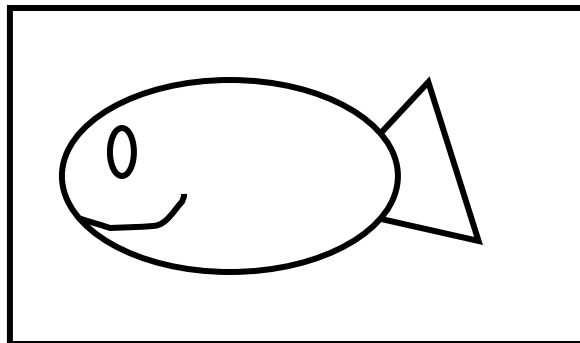
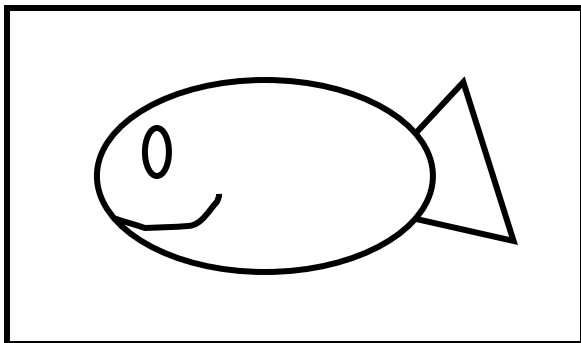
___ Name _____ Date _____

"A fish out of water" means that someone is uncomfortable. They might be somewhere that is unfamiliar or different. Maybe they have been asked to do something that is difficult for them. When your fish is in the water it is happy. When it is out of the water, he is sad!



Appendix I, page 2

Copy and cut out squares so that each child has one fish for their fishbowl. They will draw a sad face on the back after they cut out fish, and color to match the front side! They can slip the fish under the paper clip in the fishbowl, smiley face up. They slide it sad face up under the clip that is "out of water".



Do unto others as you would have them do unto you. 1

This saying is known as the "Golden Rule". It means: treat people the way you would like to be treated.

Practice makes perfect. 2

This means: do something over and over again until you are very good at it. Actually: "Perfect practices makes perfect."

Land of Nod.

3

To be in the "Land of Nod" means to be asleep.

An apple a day keeps the doctor away.

4

People use this saying to mean eating apples or other nutritious foods help to keep you healthy.

If at first you don't succeed, try, try again.

6

This saying means: don't give up; keep trying.

There's no place like home.

5

People use this saying to mean that travel may be fun, but home is the best place of all!

The more the merrier.

7

This means that the more people who join in and take part, the more fun it can be!

Let the cat out of the bag.

8

If you "let the cat out of the bag," you tell something good that was meant to be kept a secret. Bad secrets should never be kept from loved ones.

Never leave till tomorrow what you can do today.

10

This saying means: don't put off things you know you have to do. Do them and then have fun!

Hit the nail on the head.

9

This means that you have said or done something just right!

Sour grapes.

12

When people cannot get what they want, they sometimes tell themselves that what they want is no good anyway.

A wolf in sheep's clothing.

11

People use this phrase to describe someone who appears harmless or friendly, but who is really dangerous or untrustworthy. Also, if you pretend to be what you are not, you might get caught!

Sayings and Phrases



Illustrated by:

Familiar Sayings

Every culture has phrases and proverbs that make no sense when carried over literally into another culture. To say, for example, that someone has “let the cat out of the bag” has nothing to do with setting free a captured kitty. Nor—thank goodness—does it ever literally “rain cats and dogs”!

The Core Knowledge Sequence has chosen to introduce first graders to a selection of sayings that are likely to have some connections to the child’s world of experience.

We have collected the Core Knowledge Sequence “Sayings and Phrases” for your child to share and discuss with family and friends. Enjoy!

Copied from “What Your First Grader Needs to Know”, edited by E.D. Hirsch, Jr., pg. 103.

Fish out of water.

This means that someone is uncomfortable in a situation that is unfamiliar or different than what they are used to. Maybe they have been asked to do something that is difficult for them.
