

# SENSATIONAL SAYINGS

**Grade Level:** One

**Presented by:** Joy M. Ball and Jill Moss, Central Elementary, Sugar City, ID

**Length of Unit:** Throughout the year

## I. ABSTRACT

Familiar sayings and phrases come to life for children and are easily understood when taught through the use of music, movement and poetic verse. They are easily memorized and should be taught throughout the year.

## II. OVERVIEW

### A. Concept Objectives

1. When shown a visual prompt, students will recite from memory each of the ten familiar sayings included in the first grade CORE KNOWLEDGE sequence.
2. Students will demonstrate their understanding of each saying's meaning by matching ten picture prompts with their corresponding scenarios.
3. For each of the ten sayings, the children will participate in at least two music, movement, or poetic verse activities.

### B. Specific content from the Core Knowledge sequence to be covered

1. *An apple a day keeps the doctor away.*
2. *Do unto others as you would have them do unto you.*
3. *Hit the nail on the head.*
4. *If at first you don't succeed, try, try again.*
5. *Land of Nod*
6. *Let the cat out of the bag.*
7. *The more the merrier.*
8. *Never leave till tomorrow what you can do today.*
9. *Practice makes perfect.*
10. *There's no place like home.*

### C. Skills to be taught

1. Listening
2. Coordination
3. Cooperative learning and teamwork
4. Memory retention
5. Sequencing
6. Following directions

## III. BACKGROUND KNOWLEDGE

### A. For Teachers

1. Hirsch, Jr. E.D. *The Dictionary of Cultural Literacy*. Boston, Massachusetts: Houghton Mifflin Company, 1993, ISBN 0-395-65597-8
2. Hirsch, Jr. E.D. *What Your First Grader Needs To Know (Revised Edition)*. New York, New York: Doubleday, 1997, ISBN 0-385-48119-5

3. Terban, Marvin. *The Dictionary of Idioms*. New York, New York: Scholastic, 1996, ISBN 0-590-38157-1
- B. For Students
  1. Familiar sayings from *What Your Kindergartner Needs To Know*.
  2. Johnny Appleseed
  3. Familiar tunes
    - a. *Have You Ever Seen A Lassie*
    - b. *Twinkle, Twinkle, Little Star*
    - c. *Rock-A-Bye Baby*
    - d. *Mine Eyes Have Seen The Glory*
    - e. *Here We Go Round The Mulberry Bush*
    - f. *Oh, Dear What Can The Matter Be*
    - g. *Row, Row, Row Your Boat*

#### IV. RESOURCES

- A. "ARGUS: Posters For Education". Texas, Fall 1998 Catalog
- B. *Bambi* (Buena Vista Home Video). Walt Disney Company, 1992
- C. Birkenshaw, Lois and Walden, David. "Those Rumbling, Tumbling, Down-In-The-Stomach Junk Food Blues," *The Goat With The Bright Red Socks*, Berandol Music, Ltd., 1980
- D. Brady, Janeen. "Animal Fun," *Watch Me Sing*. Brite Enterprises, 1977
- E. *Children's Songbook*, Corporation of the President of the Church of Jesus Christ of Latter-day Saints, 1989
- F. Dallin, Leon. *Heritage Songster*. Wm. C. Brown Company, 1980
- G. Edge, Nellie. "The More We Get Together" and "Twinkle, Twinkle, Little Star." *Maximizing Language and Literacy Through The Magic Of Signing Songs*, Nellie Edge Seminars
- H. *Garden In The Sky Theme Packet*, The Learning Workshop, 1997
- I. Hirsch, Jr. E.D. *The Dictionary of Cultural Literacy*. Houghton Mifflin, 1993
- J. Hirsch, Jr. E.D. *What Your First Grader Needs To Know (Revised Edition)*. Doubleday, 1997
- K. Hutchins, Pat. *The Doorbell Rang*. Scholastic, 1986
- L. Jensen, Patsy. *Johnny Appleseed Goes A-Planting*. Troll, 1994
- M. Kellogg, Steven. *Johnny Appleseed*. Scholastic, 1988
- N. Lewison, Wendy C. *Going To Sleep On The Farm*. Trumpet, 1992
- O. *Louis Pasteur* video. Living History Productions Inc. Nest Entertainment Co. 1995
- P. *Music K-8: The Resource Magazine For Elementary And Middle School Music Teachers*. Plank Road Publishing Inc., Jan/Feb. 1996, Jan/Feb. 1997
- Q. Piper, Watty. *The Little Engine That Could*. Scholastic, 1961
- R. *Rain Forest Treasures* Cassette Tape, The Learning Workshop, 1995
- S. *Thomas Edison* video. Living History Productions Inc. Nest Entertainment Co. 1993
- T. *Wizard of Oz*, Warner Brothers Video, Mervyn LeRoy, 1939

#### V. SAYINGS

- A. **An Apple A Day Keeps The Doctor Away**
  1. Given a visual prompt, students will recite the saying "An apple a day keeps the doctor away."
  2. Materials

- a. Picture/Text chart of the saying and Picture/Text student sheet (Appendix A)
  - b. Music for “. . . Junk Food Blues” (See Birkenshaw in Resources)
  - c. Books about Johnny Appleseed.
  - d. Pillowcase costumes
  - e. Rhythm instruments and resonator bells
3. Key Vocabulary
- a. recite
  - b. “junk food blues”
4. Activities
- a. “What Does It Mean?”
    - (1) Display the saying chart and read it to the children.
    - (2) Explain to the students how doctors used to make house calls when people were ill. Taking good care of themselves through good health practices (rest, physical activity, immunizations, personal hygiene, nutritious eating habits) often prevented sickness, therefore, the doctor wouldn’t be needed as they were less likely to get sick. This same principle applies to us today.
    - (3) Discuss the nutritional value of apples.

Apples have very little fat, approximately 80 calories, contain vitamins A and C, have a low sodium content, and contain pectin which helps our body to digest food.
  - b. “Junk Food Blues”
    - (1) Teach the song “. . . *Junk Food Blues*. (Appendix C)
    - (2) Use pillowcase costumes for children to wear as they sing the song. Costumes are made by cutting holes in the sides and top of the pillowcase for child’s arms and head. Using permanent markers, draw pictures of the stomach and junk foods on the costumes.
    - (3) Discuss the effect of eating only junk food may have on our health.
  - c. “Apple, Apple”
    - (1) Teach *Apple, Apple, Apple, Apple* song by Jill Moss. (Appendix F)

Apple, apple, apple, apple, Growing on a tree.  
Apple, apple, apple, apple, You are good for me.
    - (2) Give children opportunities to create their own verses to this tune using other nutritious foods.
  - d. “Who Ate The Apple From The Apple Tree?”
    - (1) Adapted from *Who Took the Cookie From the Cookie Jar*.

“Who ate the apple from the apple tree?”  
“\_\_\_\_\_ ate the apple from the apple tree.”  
“Who, me?”    “Yes, you.”    “Couldn’t be.”    “Then who?”
  - e. “Have You Ever Had An Apple”
    - (1) Teach this song to the melody *Have You Ever Seen A Lassie?*  
*Have You Ever Had An Apple?* by Joy M. Ball and Jill Moss

Have you ever had an apple, an apple, an apple.  
Have you ever had an apple, and heard it go crunch?  
An apple a day keeps the doctor away.  
Have you ever had an apple and heard it go crunch?
  - f. “Johnny Appleseed”
    - (1) Read a book about Johnny Appleseed to the children.

Jensen, Patsy. *Johnny Appleseed Goes a Planting*, Troll Associates, 1994

Kellogg, Steven. *Johnny Appleseed*, Scholastic, 1988

- (2) Teach the following Johnny Appleseed song to the class.

*Johnny Appleseed* by Joy M. Ball and Jill Moss

(Sing to the tune of Row, Row, Row Your Boat)

“Johnny Appleseed planted apple trees,

Everywhere he went, Just for you and me.”

- g. “Apple snacks”

- (1) Applesauce, hot apple cider, apple cinnamon toast, apple fruit leather, apple butter, apple juice popsicles, baked caramel apples, apple crisp, apple pie, applesauce muffins, apple coleslaw, apple pancakes, dried apples

5. Evaluation

- a. Distribute copies of picture/text chart for students to color. (Save for portfolios.) While children color, show the picture prompt to each child individually. He/she recites the saying to the teacher. Record results.

**B. Do Unto Others As You Would Have Them Do Unto You**

1. Given a visual prompt students will recite the saying “Do unto others as you would have them do unto you.”
2. Materials
  - a. Picture/Text chart of the saying and Picture/Text student sheet (Appendix A)
  - b. *Kindness Costs Nothing* Poster (ARGUS Poster Company #94601)
  - c. Bible
  - d. *Bambi* video
  - e. Music for the songs: “*I Want To Be Kind To Everyone*,” “*Make New Friends*,” “*I’ll Walk With You*.”
  - f. *Music K-8: The Resource Magazine For Elementary...Music Teachers*, Jan/Feb ‘97
3. Key Vocabulary
  - a. harmony
  - b. “Golden Rule”
  - c. compliment
4. Activities
  - a. “What Does It Mean?”
    - (1) Display the saying chart and read it to the children.
    - (2) Ask the children if they have heard this saying before and what they think it means.
    - (3) Explain that this saying is known as the Golden Rule and that it comes from the Bible. Discuss how this rule can help us live together in harmony.
    - (4) Divide the children into groups to brainstorm lists of stories they have read this year in which the characters do or do not follow the Golden Rule.
  - b. “I Want To Be Kind To Everyone”
    - (1) Teach *Kindness Begins With Me* song (Appendix D)
  - c. “Role Playing”
    - (1) Assign children situations in which they role play the Golden Rule being applied as well as not being applied.
  - d. “Bambi”
    - (1) Show the segment from Disney’s *Bambi* where Thumper’s mother reminds

him about speaking kindly of others.

- e. "Make New Friends"
  - (1) Sing the old folk song *Make New Friends* (This can be sung as a round.)  
Make new friends, but keep the old. One is silver and the other gold.  
Silver shines and gold does, too. Keep them both, they will shine for you.  
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permission.

- f. "Kindness Costs Nothing"
    - (1) Display *Kindness Costs Nothing* poster.
    - (2) Assign children to write about an experience they have had where they showed kindness to someone else at no cost.
  - g. "I'll Walk With You"
    - (1) Teach the song *I'll Walk With You* (Appendix E).
  - h. "Compliment Circle"
    - (1) At the end of each day children sit in a circle and share compliments about each other. (You will be surprised how "tattling" diminishes as children look for the good in each other.)
5. Evaluation
- a. Distribute copies of picture/text chart for students to color. (Save for portfolios.) While children color, show the picture prompt to each child individually. He/she recites the saying to the teacher. Record results.

### C. Hit The Nail On The Head

1. Given a visual prompt students will recite the saying "hit the nail on the head."
2. Materials
  - a. Picture/Text chart of the saying and Picture/Text student sheet (Appendix A)
  - b. Hammer, nails, wood
3. Key Vocabulary
  - a. "head" of a nail
  - b. hand jive
4. Activities
  - a. "What Does It Mean?"
    - (1) Display the saying chart and read it to the children.
    - (2) Ask the students if they have ever heard this saying before, and under what circumstances it was used.
    - (3) Demonstrate for the class how a nail must be hit right on the head to make it go straight into the wood. Also show what happens when the nail is not hit correctly.
    - (4) Explain that when we say or do something just right, we have "hit the nail on the head".
  - b. "Role Playing"
    - (1) Read from page 104 in *What Your First Grader Needs To Know*. Call on several students to role play the situation.
    - (2) Children work in small groups to create, practice and perform their own skit depicting the meaning of *hit the nail on the head*.
  - c. "Zim Bam Boo"

- (1) Teach the song *Zim Bam Boo* by Joy M. Ball (Sung to *Twinkle, Twinkle*)  
Zim Bam, Zim Bam, Zim Bam Bed. I hit the nail right on the head.  
Zim Bam, Zim Bam, Zim Bam Bay. I did something right today.  
Zim Bam, Zim Bam, Zim Bam Boo. You can hit the nail's head, too!
  - (2) *Zim Bam Boo* can also be taught as a hand jive and/or a circle dance.
  - d. "Dance"
    - (1) Teach the Hansel and Gretel Dance from the opera *Hansel and Gretel*. The actions of the dance are described in the words of the song. (Music and text found in *The Heritage Songster*. See Resources.)
    - (2) As the children learn each dance step correctly, hold up a large, straight nail and exclaim, "You did it right. You hit the nail on the head!"
  5. Evaluation
    - a. Distribute copies of picture/text chart for students to color. (Save for portfolios.) While children color, show the picture prompt to each child individually. He/she recites the saying to the teacher. Record results.
- D. If At First You Don't Succeed, Try, Try Again**
1. Given a visual prompt, students will recite the saying "If at first you don't succeed, try, try again.
  2. Materials
    - a. Picture/Text chart of the saying and Picture/Text student sheet (Appendix A)
    - b. *Music K-8: The Resource Magazine For Elementary . . . Music Teachers*
    - c. ARGUS Posters #62943, #62862, #34662
    - d. *The Little Engine That Could* book.
    - e. *Louis Pasteur* and *Thomas Edison* videos
  3. Key Vocabulary
    - a. family tree
    - b. selected vocabulary from the song *We Go for the Gold*
    - c. perseverance
  4. Activities
    - a. "What Does It Mean?"
      - (1) Display the saying chart and read it to the children.
      - (2) Ask the children if they have ever heard this saying before and what it means.
      - (3) Show the videos of Thomas Edison and/or Louis Pasteur. Discuss how their experiences relate to the saying "if at first you don't succeed, try, try again."
      - (4) Explain to the children that the saying means if we don't succeed at something the first time we try, we must try, try again.
    - b. "We Go For the Gold"
      - (1) Teach *We Go For The Gold* song. Stress the part of the song where the children sing "...and trying is winning."  
Our personal best. The most that we have to give.  
It's just what we'll give. It's just what we'll put into our game.  
Many will try. And **trying is winning**.  
The most of the moment is the effort. The effort of the gold.  
Our honor, our pride. Our deepest sincerity.  
We pull from inside. We put forth our own integrity.

And when we try, Our **trying is winning**.  
 The most of the moment is the effort. The effort of the gold!  
 We go for the gold! We go for the best we can!  
 We reach with our hearts! Our destiny's in our hands.  
 We give our most, our best, our brightest light!  
 We go for the gold!  
 Honor and pride. Dignity and truth.  
 These are the triumphs! The triumphs of reaching for the gold!

**We Go For The Gold! Teresa Jennings--Music K-8, Vol. 6, No. 3  
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c. "Write On!"

- (1) Display posters: *The only difference between failing and falling is whether or not you choose to get up; Stick to it, and you'll do it!; A mistake is a chance to try harder.*
- (2) Discuss the meaning of the phrases on the posters and how they relate to the saying "if at first you don't succeed, try, try again."
- (3) Students write about the accomplishments of someone in their family tree who rose above failure by having the courage to try, try again.
- (4) Students' writing for this activity could be done on apple-shaped paper and hung on the branches of a tree in the hallway. A title of "Try Again Family Tree" could be written on the tree trunk.

d. "The Little Engine That Could"

- (1) Read the story of *The Little Engine that Could*.
- (2) Discuss how this story substantiates the saying.

f. "Frog Poem" Anonymous

- (1) Read and discuss the following poem with the children.
 

Two frogs fell in a deep bowl. One was an optimistic soul,  
 But the other took the gloomy view.  
 "We shall drown," he cried without more adieu.  
 So with a last despairing cry He flung up his legs and said goodbye.  
 Quoth the other frog with a merry grin, "I can't get out, but I won't give  
 in;  
 I'll just swim around till my strength is spent,  
 Then will I die the more content."  
 Bravely he swam till it would seem His struggles began to churn the  
 cream.  
 On top of the butter at last he stopped.  
 And out of the bowl he gaily hopped.  
 What of the moral? 'Tis easily found:  
 If you can't hop out, keep swimming around.

5. Evaluation

- a. Distribute copies of picture/text chart for students to color. (Save for portfolios.) While children color, show the picture prompt to each child individually. He/she recites the saying to the teacher. Record results.

**E. Land Of Nod**

1. Given a visual prompt, students will recite the saying “Land of Nod.”
2. Materials
  - a. Picture/Text chart of the saying and Picture/Text student sheet (Appendix B)
  - b. Rhythm instruments and resonator bells
3. Key Vocabulary
  - a. sign language
  - b. pitched/unpitched instruments
4. Activities
  - a. “What Does It Mean?”
    - (1) Display the saying chart and read it to the children.
    - (2) Read the poem “Wynken, Blynken, and Nod” to the children. Discuss as a group how the words winking, blinking and nodding pertain to the poem as well as to the saying “Land of Nod.”
    - (3) Explain that when we are sleeping we are in the “Land of Nod.”
  - b. “Twinkle, Twinkle, Little Star”
    - (1) Teach the song using sign language.
  - c. “Are You Sleeping?”
    - (1) Teach the song.
    - (2) Children use musical instruments to accompany the song.
  - d. “Rock-a-bye Baby”
    - (1) Teach the following adaptation of the song *Rock-a-bye Baby*.

Rock-a-bye baby, in the tree top,  
When the wind blows, the cradle will rock.  
When the bough breaks, the cradle will fall,  
And into the Land of Nod you will fall.
  - e. “Animal Fun”
    - (1) Teach *Animal Fun* song. Words and music by Janeen Brady.  
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Fluffy little bunnies go hop, hop, hop.  
Playful little froggies go plop, plop, plop.  
Frisky little ponies go clop, clop, clop, But I must go to bed.  
Spiders in the garden go creep, creep, creep.  
Chickens in the barnyard go peep, peep, peep.  
Reindeer in the forest go leap, leap, leap, But I must go to bed.  
Monkeys and gorillas go thump, thump, thump.  
Big and scary elephants clump, clump, clump.  
Kangaroos and crickets go jump, jump, jump, But I must go to bed.
    - (2) Children dress in costumes and/or do actions to the song.
  - f. “Going to Sleep on the Farm”
    - (1) Read the book *Going to Sleep On The Farm* to the class.
    - (2) Listen to the tape at a listening center.
5. Evaluation
  - a. Distribute copies of picture/text chart for students to color. (Save for portfolios.) While children color, show the picture prompt to each child individually. He/she recites the saying to the teacher. Record results.

**F. Let The Cat Out Of The Bag**

1. Given a visual prompt, students will recite the saying “Let the cat out of the bag.”
2. Materials
  - a. Picture/Text chart of the saying and Picture/Text student sheet (Appendix B)
3. Key Vocabulary
  - a. buyer and seller
4. Activities
  - a. “What Does it Mean?”
    - (1) Display the saying chart and read it to the children.
    - (2) Use the following explanation as given in The Baltimore Curriculum Project found at [www.cstone.net/~bcp/](http://www.cstone.net/~bcp/):

“Tell the students that many years ago a person selling a small animal would put it in a bag when it was sold so that the buyer could carry it more easily. A young pig or chicken could be put in a bag. Explain that pigs and chickens were valuable animals to raise for food. Animals that were not eaten or used for work were not considered to be valuable. Tell the students that sometimes the person selling the pig or the chicken would try to trick the buyer. They would put a cat in the bag instead. Ask: “Do you think the buyer would be happy when he got home and found a cat instead of the pig or chicken he had purchased?” (No, a cat was not considered to be valuable.) Sometimes another person watching the sale might see the seller put a cat in the bag instead of the pig or the chicken. That person might open the bag and tell the buyer that he was being tricked. He would *let the cat out of the bag*.
    - (3) Explain to the students that when you tell something that was meant to be kept secret, you *let the cat out of the bag*.
  - b. “Hand Jive/Song”
    - (1) Repeat the words “Who let the cat out of the bag” over and over again. (Children love to make up their own hand jives.)

Example:  
Who let the cat out of the bag? Who let the cat out of the bag?  
Who let the cat out . . .out of the bag?  
Who let the cat out, Who let the cat out, Who let the cat out of the bag?
  - c. “Secret”
    - (1) Children sit in a circle on the floor. One child whispers a secret to the child sitting next to him. That child then whispers the secret to his neighbor. The process continues around the circle. The last person to hear the secret repeats it aloud. All the children then chant: “We let the cat out of the bag!”
  - d. “Scale Song”
    - (1) Teach the *Scale Song* (called such because the melody moves step by step up then down the scale). (Appendix F)

Children stand in a circle to sing. One child whispers to another as the song is sung. That child then whispers to the next child as verse two is sung. Continue these actions and singing verse two as you proceed around the circle. When the song gets back to the first child, children say: “We let the

cat out of the bag.”

5. Evaluation
  - a. Distribute copies of picture/text chart for students to color. (Save for portfolios.) While the children color, show the picture prompt to each child individually. He/she recites the saying to the teacher. Record results.

### G. The More The Merrier

1. Given a visual prompt, students will recite the saying “The more the merrier.”
2. Materials
  - a. Picture/Text chart of the saying and Picture/Text student sheet (Appendix B)
  - b. *The Doorbell Rang* book
  - c. *Rain Forest Treasures* tape from The Learning Workshop (See Bibliography)
3. Key Vocabulary
  - a. Circle of Friends
4. Activities
  - a. “What Does It Mean?”
    - (1) Display the saying chart and read it to the children.
    - (2) Ask the children if they know what the saying means, or if they have heard it before.
    - (3) Explain that this saying “is often used to welcome those who wish to participate in an activity but hesitate to join in uninvited.”
  - b. “The More We Get Together”
    - (1) Teach the song *The More We Get Together*. Sing using sign language.
  - c. “The Doorbell Rang”
    - (1) Read *The Doorbell Rang* by Pat Hutchins
    - (2) Act out the story using cookie cereal
    - (3) Discuss the correlation between this story and the saying *the more the merrier*.
  - d. “Circle of Friends”
    - (1) Teach the song *Circle of Friends* using the tape *Rain Forest Treasures* from The Learning Workshop.
 

Friendship makes the world go ‘round.  
It picks you up when you’re feeling down.  
You’re never lonely when a friend’s around.  
Friendship makes the world go ‘round.  
And around, and around.  
From within your circle of friends,  
You can reach out and bring someone else in.  
And your circle will grow. And your circle will grow.  
And your circle will grow.

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    - (2) After learning the song, “have your students divide into four groups, holding hands in a circle. As they sing the first line, *friendship makes the world go round*, students may skip around in a circle. When they come to the part, *reach out and bring someone else in*, the four circles combine to make two larger circles. The next time the song says to *reach out*, the two large circles combine to make one giant circle around the classroom. You may point

out that the circle may get even larger as they reach out to other classrooms or to children on the playground.” (*Garden In The Sky Theme Packet*)

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- e. “Ducklings In The Pond” (Adapted from Froggies on a Pad, *Quest International*)
- (1) Clear a large space in your classroom, or use the gym. Place carpet squares as lily pads on the floor. Choose a musical cassette or CD the children enjoy.
  - (2) Tell children that as the music is playing, all the ducklings can hop, skip or swim around the room. But when the music stops, everyone helps each other find a lily pad to touch. Even a finger will do. Since there will be several little ducklings on a pad, they’ll need to make room for one another. Practice this once.
  - (3) Remove a pad while the music is playing. When everyone is safely on a pad, start the music again. Keep taking away a pad each round until the pads are crowded---and the ducklings really have to cooperate. Can they all fit onto three pads? Two? One?
5. Evaluation
- a. Distribute copies of picture/text chart for students to color. (Save for portfolios.) While children color, show the picture prompt to each child individually. He/she recites the saying to the teacher. Record results.

#### H. Never Leave Till Tomorrow What You Can Do Today

1. Given a visual prompt, students will recite the saying “Never leave till tomorrow what you can do today”.
2. Materials
  - a. Picture/Text chart of the saying and Picture/Text student sheet (Appendix C)
  - b. ARGUS poster #62759 *The best time to study is between yesterday and tomorrow.*
  - c. Music for song *Quickly I’ll Obey* (Appendix D)
  - d. Rhythm instruments
3. Key Vocabulary
  - a. procrastinate
4. Activities
  - a. “What Does It Mean?”
    - (1) Display the saying chart and read it to the children.
    - (2) Ask the children if they know what the saying means.
    - (3) Ask “Why do families subscribe to a newspaper? How is the newspaper delivered? When is it delivered? Why do subscribers expect their paper to be delivered on time? What happens when there is a delay in the paper delivery? Discuss how the prompt delivery of a newspaper relates to the saying “*Never leave till tomorrow what you can do today.*”
  - b. “Hand Jive” by Joy M. Ball and Jill Moss
    - (1) Do it! Do it!----Today. Do it! Do it!----Today.  
Tomorrow’s too late, and yesterday’s gone. Do it! Do it!-----Today!
  - c. “Quickly I’ll Obey” (Appendix D)
    - (1) Teach the song *Quickly I’ll Obey* by Thelma J. Harrison  
(Variations: in the place of *mother*, sing teacher, best friend, etc)
  - d. “Never Leave Till Tomorrow”
    - (1) Teach the song *Never Leave Till Tomorrow* to the children. Use instruments.

Music: Mine Eyes Have Seen the Glory Words: Jill Moss and Joy Ball  
 Never leave till tomorrow what you can do today.  
 Never leave till tomorrow what you can do today.  
 Never leave till tomorrow what you can do today,  
 Don't procrastinate! Get started right away!  
 (Alternate ending: Don't procrastinate! Do the job today!)

- e. "The Best Time..."
  - (1) Display and read to the class the ARGUS poster: *The best time to study is between yesterday and tomorrow.*
  - (2) Discuss the meaning of the statement.
  - (3) Ask the students to name other words that could be substituted for the word "study." Write these words on the board, and together repeat the new sentence.
  - (4) Make a class big book in the shape of a clock. Each child writes his/her response to: "The best time to \_\_\_\_\_ is between yesterday and tomorrow."
- 5. Evaluation
  - a. Distribute copies of picture/text chart for students to color. (Save for portfolios.) While children color, show the picture prompt to each child individually. He/she recites the saying to the teacher. Record results.

#### I. Practice Makes Perfect

1. Given a visual prompt, students will recite the saying "Practice makes perfect."
2. Materials
  - a. Picture/Text chart of the saying and Picture/Text student sheet (Appendix B)
  - b. Rhythm instruments
3. Key Vocabulary
  - a. fame
4. Activities
  - a. "What Does It Mean?"
    - (1) Display the saying chart and read it to the children.
    - (2) Ask the children if they know what this saying means.
    - (3) Explain that people use this saying to mean that doing something over and over makes you good at it.
    - (4) Ask the students to share with the group things they think they are good at. Record their responses on a piece of paper or on the chalk board. Discuss how they feel they got to be good at doing those things. (They practiced it over and over again.)
  - b. "Perfection Pool"
    - (1) Review the children's responses regarding things they are good at doing.
    - (2) Provide students with an outline of a swimmer. Students color/paint the swimmer to look like them. On penmanship paper, cut in the same shape as the swimmer; students write: "I can \_\_\_\_\_ well because I practiced. Practice makes perfect." (Examples may include: ride my bike; swim; ski; do the dishes; tie my shoes; run; jump rope; play soccer).
    - (3) Staple the students' writing to their colored swimmer, and place on a bulletin board or hall display of an Olympic Swimming Pool. Make a banner to go

- with the display entitled “Perfection Pool.”
- c. “This Is The Way.....”
    - (1) Teach the song *This is the Way* to the children. Use rhythm instruments.  
Words: Joy Ball Music: Here We Go Round the Mulberry Bush  
This is the way we tie our shoes, Tie our shoes, tie our shoes.  
This is the way we tie our shoes, Practice makes perfect.  
(Substitute children’s responses from the “Perfection Pool” activity for the words “tie our shoes.”)
  - d. “Walk of Fame”
    - (1) Students determine something they are good at because they have practiced over and over again.
    - (2) Using colored chalk, students create a mural on the sidewalk illustrating their specialty. Other classes may then be invited to tour the “Walk of Fame.”
  - e. “Talent Extravaganza”
    - (1) Students present a talent show for their parents.
5. Evaluation
- a. Distribute copies of picture/text chart for students to color. (Save for portfolios.) While children color, show the picture prompt to each child individually. He/she recites the saying to the teacher. Record results.
- J. There’s No Place Like Home**
1. Given a visual prompt, students will recite the saying “There’s no place like home.”
  2. Materials
    - a. Picture/Text chart of the saying and Picture/Text student sheet (Appendix C)
    - b. Music for the songs *Home Sweet Home* and *A Happy Family* (Appendix F)
    - c. Rhythm instruments
  3. Key Vocabulary
    - a. Selected words from the song *Home Sweet Home*
  4. Activities
    - a. “What Does It Mean?”
      - (1) Display the saying chart and read it to the children.
      - (2) Ask the children if they have ever heard this saying before. What does it mean?
      - (3) Discuss the differences between the words *home* and *house*.  
A house is the physical structure we live in. A home is more than that. A home is where we want to be because we feel comfortable there. We are familiar with all the people who live in our home as well as those who live nearby. A home is a warm, loving place. It is fun to get to travel and go on trips, but *there’s no place like home*.
      - (4) Ask the students to name some things that make their homes the best places to be.
    - b. “Wizard of Oz”
      - (1) Show the segment of the Wizard of Oz where Dorothy clicks her shoes together and says: “There’s no place like home.”
      - (2) Why did Dorothy want to go home?
    - c. “My Favorite Vacation”
      - (1) Fold a 12 X 18 sheet of white drawing paper in half. On the left side children

illustrate a favorite family vacation spot. Under the picture they write,

“Going\_\_\_\_\_ is fun.” On the right hand side of the paper, the children draw a picture of themselves standing next to their home. Under that picture, the children print: “But. . . there’s no place like home.”

d. “Home, Sweet Home”

(1) Play a recording of the song “Home, Sweet Home” for the children to listen to. (The music is quite difficult with high pitches, above the voice range for first graders. You may or may not choose to teach the children the song. However, the verses can be read and discussed with the children.) Written by John Howard Payne (1791-1852), this song is perhaps the most renowned tribute to home.

e. “Home’s Where I Want To Be”

(1) Teach the song *Home’s Where I Want to Be.*” Use rhythm instruments.  
Music: Oh, Dear What Can The Matter Be    Words: Joy M. Ball  
Home, home, home’s where I want to be.  
Home, home, home’s where I want to be.  
Home, home, home’s where I want to be.  
There is no place like home.

f. “There Is No Place Like Home For Me”

(1) Teach the song *A Happy Family.* (Appendix F)  
(Adaptation: Change last line to say: “Home is the place I want to be.”  
Or: “There is no place like home for me.”)

5. Evaluation

- a. Distribute copies of picture/text chart for students to color. (Save for portfolios.) While children color, show the picture prompt to each child individually. He/she recites the saying to the teacher. Record results.

## VI. CULMINATING ACTIVITY

### A. “SENSATIONAL SAYINGS” PROGRAM PERFORMED FOR PARENTS.

1. Materials

- a. Picture/Text charts of each individual saying (Appendices A-C)  
b. Costumes  
c. Music/Tapes/Rhythm Instruments

2. Program Text

a. **Introduction**

Welcome to our sensational show,  
Our knowledge we want to display.  
You’ll think we’re all exceptionally smart  
When idioms and proverbs we say.  
They’re more than just words--we know what they mean.  
So sit back now and enjoy.  
We’ll recite, sing, and even dance,  
As our talents we will employ.

b. **An apple a day keeps the doctor away.**

- (1) Years ago if folks got sick, The doctor would come that day.

- He'd open up his medicine bag, And for awhile he'd stay.  
Today we know good rules of health, Exercise, rest and play.  
And if we eat an apple a day, It may keep the doctor away.
- (2) "Those Rumbling, Tumbling, Down In The Stomach Junk Food Blues"
- c. **Do unto others as you would have them do unto you.**
- (1) If someone says mean words to me, I will not say them, too.  
Or if my friend says "You can't play!", I'd never hit or 'stew.'  
Instead I'd think of the Bible, And its proverb, oh, so true.  
Treat other people the very same way that **you** would want them to treat you.
- (2) "I'll Walk With You"
- d. **Hit the nail on the head.**
- (1) (Child A holds a picture of an umbrella. The top part of the umbrella is upside down and held to the paper with Velcro. As child B talks, he/she turns the umbrella right side up.)  
Child A: "I'm drawing a picture, It's raining, you see.  
But something's not right. My friend said:"  
Child B: "I love the colors. But look up here.  
Try turning it this way instead."  
Child A: "That's perfect! Now it looks just right!  
You've hit the nail on the head!"
- (2) "Zim Bam Boo"
- e. **If at first you don't succeed, try, try again.**
- (1) Thomas Edison's idea for light, Came to him in a flash.  
But making it work took many attempts, Some plans were thrown in the trash.  
He surely stuck with it and didn't give up. His example should be our creed.  
This lesson he taught: To try, try again, If at first we don't succeed.
- (2) "We Go For The Gold"
- f. **Land of Nod.**
- (1) "Wynken, Blynken and Nod one night, Sailed off in a wooden shoe,-----  
Sailed on a river of crystal light, Into a sea of dew."  
Wynken and Blynken are my little eyes, And Nod is my little head.  
And the dreams I dream in the land of Nod, Are dreamed while I sleep in my bed.
- (2) "Twinkle, Twinkle Little Star/Are You Sleeping?"
- g. **Let the cat out of the bag.**
- (1) Child A to Child B: "I have a secret, don't you tell.  
Johnny threw a nickel in the wishing well."  
Child B to Child A: "Don't you worry, I'll never say  
What you saw Johnny do today."  
Child B to Child C: "I have a secret, don't you tell.  
Johnny threw a nickel in the wishing well."  
Child C to Child B: "Don't you worry, I'll never say  
What you saw Johnny do today."

Child B to Child A: "I have a secret, don't you tell.  
Johnny threw a nickel in the wishing well."  
Child A to Child B: "Oh, my goodness! Your tongue does wag.  
You let the cat out of the bag!"

(2) "Scale Song"

h. **The more the merrier.**

(1) Children A and B have backs together looking in opposite directions. Child A is holding a bat, child B is holding a softball.

A & B: "I'm all alone, what can I do, Won't someone come to play?"

A: "I've got a bat, What fun is that?"

B: "Who'll catch my ball today?"

A & B: "I wish a friend would come along."  
(Children back up into each other.)

A: "Oh, Hi!"

B: "I'm glad it's you!"

A: "Let's go find a bunch of kids, More that just a few.

B: "Mom always says "The more the merrier,"  
And now I know that's true."

A & B: "It's so much fun at work or play,  
When there's not just me and you."

(2) "Circle of Friends"

i. **Never leave till tomorrow what you can do today.**

(1) When I am asked to do a task, So quickly I'll obey.  
I won't leave till tomorrow, What I can do today.

(2) "Never Leave Till Tomorrow"

j. **Practice makes perfect.**

(1) Learning to write didn't come overnight. And tying my shoe took awhile.  
I practiced and practiced and practiced some more,  
Till perfection made me smile.

(2) "This Is The Way We . . ."

k. **There's no place like home.**

(1) I love to go on family trips, Disneyland was great!  
Old Faithful geyser in Yellowstone, Was really worth the wait.  
Sights and sounds and thrills and fun, From desert to ocean foam.  
But after it all, I love to return To that wonderful place called home.

(2) "Home's Where I Want To Be"

l. **Conclusion**

You've heard us recite sensational sayings,  
As idioms or proverbs they're known.  
Thoughts and ideas to help us each day,  
From now--past when we are grown.  
How to be healthy, kind, and on time,  
Procrastinators we'll never be.  
We will persevere, as we try, try again,  
And never a secret set free.

We're right! We've hit the nail on the head  
When our circle of friends we increase.  
Most important of all is our home sweet home.  
Our love for our families won't cease.

## B. FINAL REVIEW/EVALUATION ACTIVITIES

1. "Picture Identification" (Appendix G)
2. "Saying Scenarios"
  - a. Using the same pictures provided for "Picture Identification" activity (Appendix G), teacher reads the following scenarios. Child writes responses as directed by the teacher. Record results.
    - (1) When she came home from school, Julie asked her mom for a snack. A plate of sliced apples was placed on the table. Julie frowned. "Not again," she said. "It's good for you," replied Mom. *Write a number 1 below the picture that goes with this story. (An apple a day keeps the doctor away.)*
    - (2) "Daniel, stop stepping on Jeremy's crayons," said Mrs. Johnson. "Would you like Jeremy to break your crayons?" *Write a number 2 below the picture that goes with this story. (Do unto others as you would have them do unto you.)*
    - (3) It was Halloween and Jenny's costume just didn't look right. "I know something is missing, but I can't figure it out," said Jenny. "Why don't you try adding some straw under the hat," suggested Bob. "Great!" said Jenny. "You are right!" *Write a number 3 below the picture that goes with this story. (Hit the nail on the head.)*
    - (4) Amy wanted to be in the play. When she tried out for the part of the fairy princess, someone else was chosen. Instead of giving up and being sad, Amy tried out for another part. *Write a number 4 below the picture that goes with this story. (If at first you don't succeed, try, try again.)*
    - (5) "I can't go to sleep," Paul said to his mom. "It's too noisy with all the crickets and mosquitoes. I wish we'd have stayed home instead of going camping." "Close your eyes and I'll sing you a camp son," said Mom. She began to hum a favorite family tune, and it wasn't long until Paul was fast asleep. *Write a number 5 below the picture that goes with this story. (Land of Nod.)*
    - (6) Jordyn had a box with a special gift for her teacher. Harold promised not to tell, so she told him the secret. But as soon as he got in the room, Harold blurted out to Mrs. Gordon what was in the box. *Write a number 6 below the picture that goes with this story. (Let the cat out of the bag.)*
    - (7) Marty and Jim went out to play soccer. It wasn't much fun with only the two of them. Soon, however, all the boys from their class came running to join them. "Now we'll really have fun!" exclaimed Marty. *Write a number 7 below the picture that goes with this story. (The more the merrier.)*
    - (8) "I want to leave the dishes and do them in the morning," said Jaxon. "No,"

replied Shelley. "It's better to do them now." *Write a number 8 below the picture that goes with this story. (Never leave till tomorrow what you can do today.)*

- (9) "I practiced this piece yesterday," said Jilian. "Do I have to play it again?" she asked her piano teacher. "Yes, Jilian. By playing this music over and over, you will learn it well," said Mrs. Furness. *Write a number 9 below the picture that goes with this story. (Practice makes perfect.)*
- (10) "Going with dad on the cattle round-up was really fun," said Grant. "I found steers in the forest, slept on the ground, watched shooting stars, and ate food cooked over the camp fire." "Yes," said Joey. "We did have a great time. But I'm glad to be back home." *Write a number 10 below the picture that goes with this story. (There's no place like home.)*

3. "Sen-say-tional Memory Game"
- a. Using the graphics from the picture/text cards, create a memory/matching game. Each time a card is revealed, the saying is recited. When a match is made, the meaning of the saying is stated.
4. "Severed Sentences"
- a. Write each saying on a different colored sentence strip. Cut the words apart. Students reassemble the cards, read the saying orally, and state the meaning.
5. "Fishing For Sayings"
- a. Duplicate the graphics from Appendices A,B,C. Make double copies of each. Mount on poster board and laminate. Students play "Fish"---asking for a particular saying. When a "book" (match) is made, the student explains the meaning of the saying.

## VII. HANDOUTS/WORKSHEETS

See attached appendices.

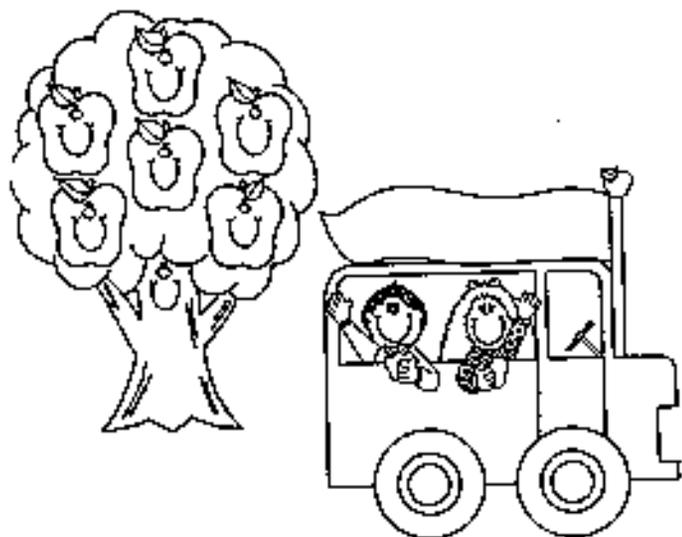
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## APPENDIX A

**An apple a day keeps the doctor away.**



People use this saying to mean that eating apples helps keep you healthy.

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



This saying is called the Golden Rule. People use it to mean: treat people as you would like to be treated yourself. It comes from the Bible.

**Hit the nail on the head.**



When someone says that you "hit the nail on the head," they mean that you have said or done something just right.

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



People use this saying to mean: don't give up; keep trying.

## APPENDIX B

### Land of Nod



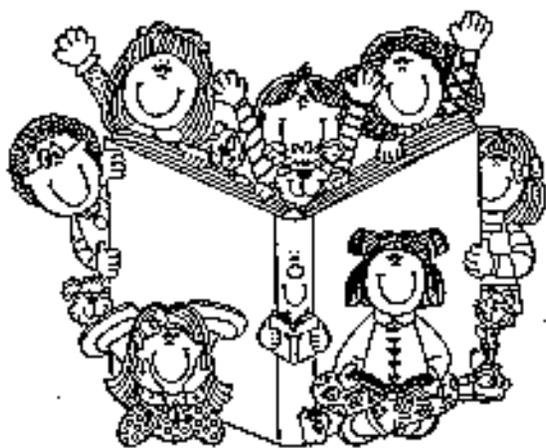
To be in the "land of Nod" means to be asleep.

### Let the cat out of the bag.



If you "let the cat out of the bag," you tell something that was meant to be a secret.

### The more the merrier.



People use this saying to welcome newcomers to a group. They say this because it means: the more people who take part, the more fun it can be.

### Practice makes perfect.



People use this saying to mean: doing something over and over makes you good at it.

## APPENDIX C

Never leave till tomorrow  
what you can do today.



### DO IT TODAY

People use this saying to mean: don't  
put off things you have to do.

There's no place like home.



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

### THOSE RUMBLING, TUMBLING, DOWN-IN-THE-STOMACH, JUNK FOOD BLUES

*C7*

1. Ham - bur - gers, hot - dogs, a coke and fries, your stom - ach's in for a

*F7*

big sur - prise. Chips and a choco - late bar I love that junk.

*C7* *G* *A*

Su - gar - coat - ed bob - ble gum, a great big jump. What'll my sto - mach say to this?

*F* *C7* *rit.* *molto rit.*

Let me tell you now I've got those rum - bling tum - bling down in the sto - mach junk food blues.

2. Donuts and cupcakes, milk shakes and pop,  
My poor, poor stomach is shouting "Stop!"  
Cookies and candy and an ice cream cone,  
I love all this stuff but I'm starting to groan.  
(What'll my stomach say .....

3. Butterscotch and pizza-flavored marshmallows,  
The pain is so awful it goes down to my toes.  
Popicles and lollipops and fudge are fun,  
But when they're all inside you, the "fun" has just begun.  
(What'll my stomach say .....

## APPENDIX D

# Kindness Begins with Me

Simply  $\text{♩} = 69-68$  (Conduct two beats to a measure.)

Musical score for "Kindness Begins with Me" in 4/4 time. The score consists of two systems of a vocal line and a bass line. The first system has a vocal line with lyrics "I want to be kind to ev - 'ry-one, For that is right, you see. So I" and a bass line. The second system has a vocal line with lyrics "say to my-self, 'Re - mem - ber this: Kind-ness be-gins with me.'" and a bass line. Chord symbols are placed above the vocal line: F, F, Gm, C7, F in the first system; Gm, C7, F in the second system. A "slower" marking is present above the final measure of the second system's bass line.

Words and music: Clara W. McMaster, b. 1904. © 1969 LDS Used by permission.

# Quickly I'll Obey

Cheerfully  $\text{♩} = 66-69$

Musical score for "Quickly I'll Obey" in 4/4 time. The score consists of two systems of a vocal line and a bass line. The first system has a vocal line with two verses of lyrics: "1. When my moth - er calls me, Quick - ly I'll o - bey. 2. When my fa - ther calls me, Quick - ly I'll o - bey. I" and a bass line. The second system has a vocal line with lyrics "want to do just what is best Each and ev - 'ry day." and a bass line. Chord symbols are placed above the vocal line: C, D7, G, D7, G in the first system; C, D7, G, C, D7, G in the second system.

Words: Thelma J. Harrison,  
Music: Russian folk tune.  
Words copyright © 1969 LDS.

Used by permission.

# APPENDIX E

## I'll Walk with You



Copyright 1935-1936

If you don't walk as most people do,  
 Some peo-ple walk a - way from you, but I won't I won't I'll  
 you don't talk as most peo-ple do, Some peo-ple talk and laugh at you, but  
 I won't I won't I'll walk with you, I'll walk with you, I'll walk with you, that's  
 I won't I won't I'll walk with you, I'll walk with you, I'll walk with you, that's

how I'll show my love for you. Je - sus walked a -  
 way from men. He gave his love to ev - ery - one. So I will I will  
 Je - sus blessed all he could see, then turned and said, "Come, (o) - low with me." And  
 I will I will I will I will I'll walk with you, I'll  
 I'll walk with you, that's how I'll show my love for you.

Music: Carl Lynn Francis, A. 7285, © 1937 LGS  
 Lyric: Fred W. Fisher, A. 7285, © 1937 LGS

Used by permission.

Jan 1935

## APPENDIX F

# A Happy Family

Brightly  $\text{♩} = 72-80$

1. I love moth-er\*; she loves me. We love dad-dy\*, yes sir-ree;  
 2. I love sis-ter\*; she loves me. We love broth-er\*, yes sir-ree;

He loves us, and so you see, We are a hap-py fam-i-ly.

\*Alternate words: grandma, grandpa; names of boys and girls

Words and music: Mavisette Renstrom, 1889-1956

Words and music from *Merrily We Sing*, copyright © 1948, 1975 Pioneer Music Press, Inc. Used by permission.

Arr. © 1969 LDS. Used by permission.

## Apple, Apple, Apple, Apple

Apple, apple, apple, apple, growing on a tree.  
 Apple, apple, apple, apple, you are good for me.

## Scale Song

I've got a secret I want you to know (Secret)  
 I bought a present for  
 little Susie Snow, went to the toy shop what a sur-prise.  
 Found a baby dolly that laughs and cries, don't tell any one you'll  
 spoil my sur-prise.  
 (her)

## APPENDIX G

NAME \_\_\_\_\_

DATE \_\_\_\_\_

Directions: (Teacher read aloud to students.)

Write an A below the picture that shows "An apple a day keeps the doctor away".

Write a B below the picture that shows "Do unto others as you would have them do unto you".

Write a C below the picture that shows "Hit the nail on the head".

Write a D below the picture that shows "If at first you don't succeed, try, try again".

Write an E below the picture that shows "Land of Nod".

Write an F below the picture that shows "Let the cat out of the bag."

Write a G below the picture that shows "The more the merrier".

Write an H below the picture that shows "Practice makes perfect".

Write an I below the picture that shows "Never leave till tomorrow what you can do today".

Write a J below the picture that shows "There's no place like home".

