

THE RHYTHM OF LIFE

Grade Level: Kindergarten

Presented by: Carolyn Bradley and Pamela Griffith, Serna Elementary, San Antonio, Texas

Length of Unit: 11 Lessons

I. ABSTRACT

Listen to the beat! There's rhythm everywhere! Kindergartners love the strong rhythms and pulses of stories, sayings, and poems. The musical elements of literary language inspire children to move, participate, and express themselves while developing rhyming and vocabulary skills. Using the Core Knowledge Sayings and Phrases in addition to recommended poetry, this unit serves as a framework for teaching many different language arts and music skills that are vital for emerging readers. Through movement, musical elements, listening, technology, and literature activities, this yearlong unit helps to develop the skills necessary for a solid foundation in reading success. Words and music ... the rhythm of life!

II. OVERVIEW

A. Concept Objectives

1. The learner will understand the usage and meanings of the Kindergarten sayings and phrases from the Core Knowledge sequence.
2. The learner will be introduced to a varied selection of poetry with strong rhyme and rhythm, will hear poetry read aloud, and will recite poetry.
3. The learner will understand the difference between rhyming and non-rhyming words.
4. The learner will sing, play, move and respond to the rhythms of literary language.

B. Content from *Core Knowledge Sequence*

- | | |
|---|---------|
| 1. Book and Print Awareness (all) | page 7 |
| 2. Phonemic Awareness (all) | page 7 |
| 3. Reading and Language Comprehension | page 8 |
| 4. Mother Goose and Other Traditional Poems | page 8 |
| 5. Other Poems, Old and New | page 9 |
| 6. Literary terms (all) | page 10 |
| 7. Saying and Phrases (all) | page 10 |
| 8. Elements of Music (all) | page 15 |
| 9. Listening and Understanding Music (all) | page 15 |

C. Skill Objectives (from Texas Essential Knowledge and Skills)

Reading/Language Arts

1. Participate in rhymes, songs, conversations, and discussions. (K.1.C)
2. Identify the musical elements of literary language such as its rhymes or repeated sounds. (K.1.F)
3. Use vocabulary to describe clearly ideas, feelings, and experiences. (K.4.B)
4. Retell a spoken message by summarizing or clarifying. (K.4.D)
5. Produce rhyming words and distinguish rhyming words from non-rhyming words. (K.6.C)
6. Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud. (K.8.B)
7. Participate actively (react, speculate, join in, read along) when predictable and patterned selections are read aloud. (K.10.B)
8. Respond through talk, movement, music, art, drama, and writing to a variety of stories and poems in ways that reflect understanding and interpretation. (K.10.C)
9. Understand literary forms by recognizing and distinguishing among types of text such as stories, poems, and information books. (K.11.D)

10. Connect his/her experiences with the life experiences, languages, customs, and culture of others. (K.13.A)

Music

1. Identify the difference between the speaking and singing voice. (K.1.A)
2. Identify the timbre of adult voices and instruments. (K.1.B)
3. Sing or play classroom instruments independently or in a group. (K.2.A)
4. Sing songs from diverse cultures and styles or play such songs on musical instruments. (K.2.B)
5. Sing songs and play musical games from different cultures. (K.3.A)
6. Identify simple relationships between music and other subjects. (K.3.B)
7. Identify steady beat in musical performances. (K.4.A)
8. Identify higher/lower, louder/softer, faster/slower, and same/different in musical performances. (K.4.B)

Physical Education

1. Apply movement concepts and principles to the learning and development of motor skills. (K.2.A, B)
2. State that rest and sleep are important in caring for the body. (K.4.C)
3. Respond appropriately to starting and stopping signals. (K.6.A)

Technology

1. Use data input skills appropriate to the task. (K.2.B, C, D)
2. Use a variety of strategies to acquire information from electronic resources, with appropriate supervision. (K.2.A, B)

III. BACKGROUND KNOWLEDGE

A. For Teachers:

1. Glazer, Tom, *The Mother Goose Songbook*, New York, Doubleday Publishing Co., 1990. ISBN 0-385-41474-9
2. Hirsch, E.D. ed., *What Your Kindergartener Needs to Know*, New York, Doubleday Publishing Co, 1996, ISBN 0-385-31841-3.
3. *Listen My Children: Poems for Kinder*, Charlottesville, VA, Core Knowledge Foundation, 2001. ISBN 1-890517-28-3
4. Opie, Iona and Peter, ed., *The Oxford Dictionary of Nursery Rhymes*, Oxford, Oxford University Press, 1991, ISBN 0-19-869111-4
5. Yolen, Jane, *Jane Yolen's Mother Goose Songbook*, Honesdale, PA, Boyds Mills Press, 1992. ISBN 1-878093-52-5

B. For Students:

1. Due to the wide range of developmental levels of children entering kindergarten, no background knowledge is required of the student at the beginning of this unit.

IV. RESOURCES

1. Visual of happy, smiling child (ren)
2. Piper, Watty, *The Little Engine That Could*, New York: Grosset & Dunlap, Inc., 1991. ISBN 0-448-40520-2
3. "Life is a Dance" from *Jelly Beans and Scramama Toast* by Lee Campbell-Towell
4. "Mind Your Manners" from *Music K-8 Magazine*, Wauwatosa, WI: Plank Road Publishing, Volume 13, Number 5, May / June 2003.
5. Seeger, Pete, *Abiyoyo*. New York: Macmillan Publishing Co, 1986. ISBN 0-02-781490-4
6. Imai, Miko, *Sebastian's Trumpet*. Cambridge, MA: Candlewick Press, 1995. ISBN 1-56402-359-1

7. Black line master of a trumpet (taken from *Musical Instruments K-8 Black line Masters*. New York: Macmillan/McGraw-Hill, 1988. ISBN 0-02-294480-X)
8. Appendix B – “Georgie Porgie” song and game instructions
9. Sommer, Carl, *The Ugly Caterpillar*. Houston, TX: Advance Publishing Co, 2000. ISBN 1-57537-058-1
10. Recording of “We Are Family” by the Pointer Sisters
11. Rhythm / lummi sticks
12. Video recording of The King and I or audio recording of *March of the Siamese Children*
13. TV/VCR
14. Puffy balls
15. Popsicle sticks
16. “Watch Me Grow” from *Makin’ Music* by Sheila Uselton
17. Krause, Robert, *Leo the Late Bloomer*, New York: Simon and Schuster, 1971. ISBN 0-671-66271-6
18. “Stoplight” from *Music K-8 Magazine*, Wauwatosa, WI: Plank Road Publishing, Volume 10, Number 5, May / June 2000.
19. Poulet, Virginia, *Blue Bug’s Safety Book*. Chicago: Children’s Press. 1973. ISBN: 0-516-03419-7
20. “Safety Song” from *Bears That Go Bump in the Night* by Lee Campbell-Towell
21. “Spiders” from *Any Turkey Can Tango* by Lee Campbell-Towell
22. “In the Hall of the Mountain King” (available from Core Knowledge’s Kinder CD set)
23. Class set of paper plates, 2 plates per student
24. “Rock-a-Bye My Baby Tonight” from *Makin’ Music* by Sheila Uselton
25. “Rise and Shine” from *Music K-8 Magazine*, Wauwatosa, WI: Plank Road Publishing, Volume 10, Number 1, September / October 1999.
26. Large piece of butcher paper
27. Crayons
28. Frazee, Marla, *Hush, Little Baby*, San Diego: Harcourt Brace, 1999. ISBN 0152047611
29. “Morning” by Grieg (available from Core Knowledge’s Kinder CD set)
30. Star Story from Macmillan/McGraw Hill’s *Share the Music*, 1995. Kinder Big Book and CD Set
31. Streamers or scarves
32. Wood, Audrey, *The Napping House*, New York: Harcourt Brace Jovanovich, 1984. ISBN 0-15-256708-9
33. “Variations on Twinkle, Twinkle, Little Star” by Mozart
34. Mack, Stan, *10 Bears in My Bed*. New York: Pantheon Books, 1974. ISBN 0-394-92902-0
35. “Count and Move” from *Music and Movement in the Classroom; Grades 1-2* by Steven Traugh, Huntington Beach, CA: Creative Teaching Press, 2000. Item Number CTP8017
36. “John Jacob Jingleheimer Schmidt” from *Music K-8 Magazine*, Wauwatosa, WI: Plank Road Publishing, Volume 9, Number 1, September/October 1998.
37. Hindley, Judy, *Soft and Noisy*, NY: Hyperion Books for Children, 1992. ISBN 1-56282-224-1
38. “Happy Musician” from *Razzmatazz & All That Jazz* by Joanne Brevia LaDeux and Betty Wilson

39. Visuals of instruments: flute, violin, trumpet, piano, drum (taken from *Musical Instruments K-8 Black line Masters*. New York: Macmillan/McGraw-Hill, 1988. ISBN 0-02-294480-X)
40. Wrist bells (or jingle bells or jingle taps)
41. Recording of “March of the Toys” by Herbert (available from Core Knowledge’s Kinder CD set)
42. “The Hokey Pokey” from Silver Burdett Ginn’s *The Music Connection*, Kinder CD set, 1995
43. Stuffed sheep or picture of sheep
44. Various un-pitched percussion instruments (ex: drum, triangle, guiro, woodblock, tambourine, maracas, etc...)
45. Rain stick
46. Siomades, Lorianne, *Three Little Kittens*. Honesdale, PA: Boyds Mills Press, 2000. ISBN 1-56397-845-8
47. Red scarf
48. Wolf mask (Rao, Anthony, *Wild Animal Punch-Out Masks*. New York: Dover Publications, 1986. ISBN 0-486-27653-8.)
49. 3 stuffed bears
50. 2 sided traffic light – red/green
51. Pig masks (Rao, Anthony, *Favorite Animal Punch-Out Masks*. New York: Dover Publications, 1986. ISBN 0-486-27654-6.)
52. Cooking pot
53. “It’s Raining’ Cats and Dogs” from *Any Turkey Can Tango* by Lee Campbell-Towell
54. “Baroompadoomp Man” ” from *Any Turkey Can Tango* by Lee Campbell-Towell
55. “Umbrella Song” ” from *Go Fish* by Lee Campbell-Towell
56. 19 dots (about 2” in diameter) made of construction paper or craft foam
57. Pocket chart
58. Eagle, Kin, *It’s Raining, It’s Pouring* Boston: Whispering Coyote Press, 1994. ISBN 1-879085-88-7
59. Barrett, Judi, *Cloudy With a Chance of Meatballs*. New York: Macmillan Publishing Co., 1978. ISBN 0-689-70749-5
60. Spier, Peter, *London Bridge is Falling Down*, Garden City, NY: Doubleday and Co. LCN 67-17695
61. Hand drums (Class set)
62. Candle
63. Lester, Helen, *Pookins Gets Her Way*. Boston: Houghton Mifflin, 1987 ISBN 0-395-42636-7
64. “Magic” wand
65. “Each of Us is a Flower” from Silver Burdett Ginn’s *The Music Connection*, Kinder CD set, 1995
66. Frank the Flower” ” from *Any Turkey Can Tango* by Lee Campbell-Towell
67. “Out in the Garden” ” from *Any Turkey Can Tango* by Lee Campbell-Towell
68. “Colors” from *Learning Basic Skills Through Music, Volume 1* by Hap Palmer
69. Drawing paper
70. Pencils
71. Hefty Zoo plates
72. Eagle, Kin, *Hey, Diddle Diddle*. Milwaukee, WI: Gareth Stevens Publishing, 1999. ISBN 0-8368-2485-7
73. Jeter, Jacky, *The Cat and the Fiddler*, NY: Parent’s Magazine Press, 1968 LCN 68-11654

74. "The Old Gray Cat" from Silver Burdett Ginn's *The Music Connection*, Kinder CD set, 1995
75. *Bugs and Daffy's Carnival of the Animals* video by Warner Brothers
76. Barracca, Debra & Sal, *The Adventures of Taxi Dog*, New York: Dial Books. 1990. ISBN 0-8037-0672-3
77. Frost, Helen, *Dogs*. Mankato, MN: Pebble Books, 2001. ISBN 0-7368-0656-3
78. Items for drama center: Dog puppet, cat puppet, bouquet of roses, umbrellas, men's shirt, candle, Popsicle sticks, school, lamb stuffed animal, fiddle
79. 2 stick horses

V. LESSONS – each mini-lesson is designed to last 30-35 minutes

Lesson One: Where there's a will, there's a way

A. *Daily Objectives*

1. Concept Objective(s)
 - a. The learner will understand the usage and meanings of the Kindergarten sayings and phrases from the Core Knowledge sequence.
 - b. The learner will be introduced to a varied selection of poetry with strong rhyme and rhythm, will hear poetry read aloud, and will recite poetry.
 - c. The learner will sing, play, move and respond to the rhythms of literary language.
2. Lesson Content
 - a. Reading and Language Comprehension page 8
 - b. Other Poems, Old and New page 9
 - c. Saying and Phrases page 10
 - d. Elements of Music page 15
3. Skill Objective(s)

Reading/Language Arts

 - a. Participate in rhymes, songs, conversations, and discussions. (K.1.C)
 - b. Use vocabulary to describe clearly ideas, feelings, and experiences. (K.4.B)
 - c. Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud. (K.8.B)
 - d. Participate actively (react, speculate, join in, read along) when predictable and patterned selections are read aloud. (K.10.B)
 - e. Respond through talk, movement, music, art, drama, and writing to a variety of stories and poems in ways that reflect understanding and interpretation. (K.10.C)
 - f. Connect his/her experiences with the life experiences, languages, customs, and culture of others. (K.13.A)

Music

 - a. Identify the difference between the speaking and singing voice. (K.1.A)
 - b. Sing or play classroom instruments independently or in a group. (K.2.A)
 - c. Identify simple relationships between music and other subjects. (K.3.B)

Physical Education

 - a. Apply movement concepts and principles to the learning and development of motor skills. (K.2.A, B)

B. *Materials*

1. Visual of happy, smiling child(ren). Picture can come from magazine or clip art.
2. *The Little Engine That Could*, by Watty Piper
3. "Life is a Dance" from *Jelly Beans and Scramama Toast* by Lee Campbell-Towell

- C. *Key Vocabulary*
1. Saying - a familiar expression
 2. Will – a desire to accomplish a task
- D. *Procedures/Activities*
- Mini Lesson: “Happy Thought”
1. Show visual of happy children. Discuss how we know the children are happy and describe things that make us happy. Echo poem, repeating as necessary. Add gestures to aid in memorization. EX: arms make a circle over head for “world,” arms make a circle in front for “full,” count on fingers for “number,” touch fore finger to temple for “think,” draw a smile on the face for “happy,” place imaginary crown on head for “kings.”
 2. Define vocabulary word *saying*, then have students echo the saying: “Where there’s a will, there’s a way.” Repeat echoes of saying several times. Paraphrase for students the meaning of the phrase (good descriptions found in *What Your Kindergartener Needs to Know*, pages 109-111) and echo saying again.
 3. Read *The Little Engine That Could* to illustrate the saying: After the story, make a human train, move and chant, “Where there’s a will there’s a way.”
 4. Partner chat: Tell about a time when you had something difficult to do but were willing to keep working so that there was a way to succeed. Students share their responses with the class.
 5. Sing “Life is a Dance” and repeat poem.
- E. *Assessment/Evaluation*
1. Elicit a response from each child to procedures #1 and #4. (Document using Appendix A)
 2. Continuous monitoring of participation, responses, and understanding of concepts.

Lesson Two: Do unto others as you would have them do unto you

A. Daily Objectives

1. Concept Objectives
 - a. The learner will understand the usage and meanings of the Kindergarten sayings and phrases from the Core Knowledge sequence.
 - b. The learner will be introduced to a varied selection of poetry with strong rhyme and rhythm, will hear poetry read aloud, and will recite poetry.
 - c. The learner will sing, play, move and respond to the rhythms of literary language.
2. Lesson Content
 - a. Reading and Language Comprehension page 8
 - b. Mother Goose and Other Traditional Poems page 8
 - c. Literary terms page 10
 - d. Saying and Phrases page 10
 - e. Elements of Music page 15
3. Skill Objectives

Reading/Language Arts

 - a. Participate in rhymes, songs, conversations, and discussions. (K.1.C)
 - b. Use vocabulary to describe clearly ideas, feelings, and experiences. (K.4.B)
 - c. Retell a spoken message by summarizing or clarifying. (K.4.D)
 - d. Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud. (K.8.B)
 - e. Participate actively (react, speculate, join in, read along) when predictable and patterned selections are read aloud. (K.10.B)

- f. Respond through talk, movement, music, art, drama, and writing to a variety of stories and poems in ways that reflect understanding and interpretation. (K.10.C)
- g. Connect his/her experiences with the life experiences, languages, customs, and culture of others. (K.13.A)

Music

- a. Identify the timbre of adult voices and instruments
- b. Sing or play classroom instruments independently or in a group (K.2.A)
- c. Sing songs and play musical games from different cultures (K.3.A)
- d. Identify simple relationships between music and other subjects (K.3.B)

Physical Education

- a. Apply movement concepts and principles to the learning and development of motor skills. (K.2.A, B)
- b. Respond appropriately to starting and stopping signals. (K.6.A)

B. *Materials*

1. "Mind Your Manners" from *Music K-8 Magazine*, Wauwatosa, WI: Plank Road Publishing, Volume 13, Number 5, May / June 2003.
2. Seeger, Pete. *Abiyoyo*. New York: Macmillan Publishing Co, 1986. ISBN 0-02-781490-4
3. Appendix A -- Checklist
4. Imai, Miko. *Sebastian's Trumpet*. Cambridge, MA: Candlewick Press, 1995. ISBN 1-56402-359-1
5. Black line master of a trumpet (taken from *Musical Instruments K-8 Black line Masters*. New York: Macmillan/McGraw-Hill, 1988. ISBN 0-02-294480-X
6. Appendix B – Georgie song and game instructions
7. Sommer, Carl. *The Ugly Caterpillar*. Houston, TX: Advance Publishing Co, 2000. ISBN 1-57537-058-1

C. *Key Vocabulary*

1. Forehead – the part of the face between the eyebrows and the hairline
2. Horrid – very, very bad

D. *Procedures/Activities*

1. Mini-Lesson: "There Was a Little Girl"
 - a. Echo poem several times, then discuss VERY GOOD behavior and HORRID behaviors. Discuss what it means to mind your manners and elicit responses from the children.
 - b. Echo chant of Golden Rule, using rhythm from song "Mind Your Manners." Explain that the saying is sometimes called the Golden Rule.
 - c. Sing "Mind Your Manners."
 - d. Read *Abiyoyo*, then have students partner chat the good and bad behaviors of the characters in the book. Students share their responses with the class.
 - e. Review poem and saying.
2. Mini-Lesson: "Little Boy Blue"
 - a. Sing "Mind Your Manners."
 - b. Echo poem and discuss the meaning of the poem, especially the importance of the little boy not doing his job. Also discuss the importance/purpose of the boy with the trumpet.
 - c. Read *Sebastian's Trumpet*, then students color a picture of a trumpet while listening to music of a trumpet playing.
 - d. Partner chat: Tell your partner the saying and explain it in your own words.
 - e. Review poem and saying.

3. Mini-Lesson: “Georgie Porgie”
 - a. Sing “Mind Your Manners.”
 - b. Echo poem, then discuss Georgie’s behavior. Students make predictions about why Georgie ran away. Students share predictions.
 - c. Practice singing poem (Appendix B), then follow steps in Appendix B for teaching the game. Play the Georgie Porgie game.
 - d. Sing, “Life is a Dance.” (review of Lesson 1.)
4. Mini –Lesson
 - a. Review previous saying: “Where there’s a will, there’s a way.” Students also recite “Happy Thought,” “Little Boy Blue,” “There Was A Little Girl” and sing “Georgie Porgie.”
 - b. Students pat their knees in a rhythm to recite saying: “Do unto others as you would have them do unto you.” Repeat.
 - c. Discuss scenarios:
 - * If you are with a friend and he has one cookie what do you want him to do? (SHARE) Use hand to make a reverse motion and say, “let’s turn it around.” So, if a friend is with you and you only have one cookie, what should you do? (SHARE)
 - Explain that this is called “The Golden Rule” and recite again.
 - * A friend is playing at your house, but it is time to go and there is a mess everywhere. What do you want your friend to do? (Help clean up before they leave.) Use hands to make a reverse motion and say, “let’s turn it around.” So, if you are playing at a friend’s house and it is time to go, what should you do? (Stay and help clean up.)
 - d. Read The Ugly Caterpillar. While reading, stop and talk about the characters’ behaviors related to the “Golden Rule.” Upon completion of the story, recite saying while patting knees in boy and girl groupings, observing for mastery.
 - e. Provide students a gold colored strip of paper to create a bookmark showing themselves using The Golden Rule.

E. *Assessment/Evaluation*

1. Elicit a response from each child for “There Was a Little Girl” procedures a. (Manners) and d. (*Abiyoyo* behaviors).
2. Elicit a response from each child for “Georgie Porgie” procedure b. (prediction)
3. Evaluate student understanding and ability to apply The Golden Rule to their life experience by having them describe their picture to you. (mini-lesson 4e)

Lesson Three: Great oaks from little acorns grow

A *Daily Objectives*

1. Concept Objectives
 - a. The learner will understand the usage and meanings of the Kindergarten sayings and phrases from the Core Knowledge sequence.
 - b. The learner will be introduced to a varied selection of poetry with strong rhyme and rhythm, will hear poetry read aloud, and will recite poetry.
 - c. The learner will sing, play, move and respond to the rhythms of literary language.
2. Lesson Content
 - a. Book and Print Awareness page 7
 - b. Phonemic Awareness page 7
 - c. Reading and Language Comprehension page 8
 - d. Mother Goose and Other Traditional Poems page 8

- e. Other Poems, Old and New page 9
- f. Literary terms page 10
- g. Saying and Phrases page 10
- h. Elements of Music page 15
- i. Listening and Understanding Music page 15

3. Skill Objectives

Reading/Language Arts

- a. Participate in rhymes, songs, conversations, and discussions. (K.1.C)
- b. Use vocabulary to describe clearly ideas, feelings, and experiences. (K.4.B)
- c. Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud. (K.8.B)
- d. Participate actively (react, speculate, join in, read along) when predictable and patterned selections are read aloud. (K.10.B)
- e. Respond through talk, movement, music, art, drama, and writing to a variety of stories and poems in ways that reflect understanding and interpretation. (K.10.C)
- f. Connect his/her experiences with the life experiences, languages, customs, and culture of others. (K.13.A)

Music

- a. Sing or play classroom instruments independently or in a group. (K.2.A)
- b. Sing songs from diverse cultures and styles or play such songs on musical instruments. (K.2.B)
- c. Identify simple relationships between music and other subjects. (K.3.B)
- d. Identify steady beat in musical performances. (K.4.A)

Physical Education

- a. Apply movement concepts and principles to the learning and development of motor skills. (K.2.A, B)
- b. Respond appropriately to starting and stopping signals. (K.6.A)

Technology

- a. Use data input skills appropriate to the task. (K.2.B, C, D)
- b. Use a variety of strategies to acquire information from electronic resources, with appropriate supervision. (K.2.A, B)

B. *Materials*

1. "Watch Me Grow" from *Makin' Music* by Sheila Uselton
2. Recording of "We Are Family" by the Pointer Sisters
3. Rhythm / lummi sticks (available from most teacher supply stores or catalogs)
4. Video recording of The King and I or audio recording of "March of the Siamese Children" (available from Core Knowledge's Kinder CD set)
5. TV/VCR
6. FAMILY TREE sheet (Appendix C)
7. Krause, Robert, *Leo the Late Bloomer*, New York: Simon and Schuster, 1971. ISBN 0-671-66271-6

C. *Key Vocabulary*

1. Oak – a kind of tree that produces acorns
2. Acorn – the nut of an oak tree
3. Adult – fully developed and mature person, a grown-up

D. *Procedures/Activities*

1. Mini-Lesson

- a. Introduce saying "Great oaks from little acorns grow." Discuss what the saying means to the students.

- b. Sing, “Watch Me Grow.”
 - c. Partner chat: Tell one great thing that you can do right now, then one great thing you’d like to do when you grow up. Share answers with class.
 - d. Review saying.
2. Mini-Lesson: “The Old Woman Who Lived in a Shoe”
- a. Review saying, sing “Watch Me Grow.”
 - b. Students play the steady beat on rhythm sticks to the song “We Are Family,” then partner chat: Tell about your family. Share responses with class.
 - b. Watch video clip of “March of the Siamese Children” from The King and I, and discuss that family.
 - c. Review saying.
3. Mini-Lesson: Review previously covered sayings and poems.
- a. Ask students following questions: What are some of the things you can do now that you are five or six and are in kindergarten? Can you do everything an adult can do? What are some of the things an adult can do that you cannot? Why can’t you do those things? Will you ever be able to do those things? Who helps you as you grow up? (FAMILY)
 - b. Review saying: Great oaks from little acorns grow. Go over vocabulary and show students an acorn and a picture of an oak tree. Discuss meaning of saying relating it to prior discussion. Repeat saying several times using arm/hand motions for oaks and finger motions for acorns.
 - c. Read *Leo the Late Bloomer* by Robert Krause. Call attention to the pictures of Leo’s father.
 - d. Discuss how story goes with saying. Review importance of family in growing up and recall who makes up a family. Scribe titles of family members (Mom, Dad, Grandma, Grandpa) where children can see them. Using phonemic sounds, prompt students to spell the words aloud. Have students draw their family tree and label the members. (Appendix C)

E. *Assessment/Evaluation*

1. Elicit a response from each child in procedure 1c. (Partner chat)
2. Teacher observation of steady beat practice in procedure 2b.
3. Elicit a response from each child in procedure 3a. (Child and parent)
4. Evaluate letter formation in labels in procedure 3d.
5. Assess understanding of instructions in procedure 3d.

Centers: These centers are used to reinforce and evaluate mastery of the concepts taught in the previous three lessons. The centers include:

Books: Books used in above lessons

Art: Draw a picture about one of the sayings or poems.

Matching: shoe/kids, boy/ trumpet, ☺ girl/☹ girl, lips/crying face, world/crown, ½ ruler/ ½ ruler (Appendix D, Appendix H)

Listening: Taped recording of poems from the above lessons, students play with puffy balls while listening.

Clay: free creation

Technology: Kid Pix lesson. Teacher types “Great Oaks from Little Acorns Grow.” Children will draw tree. Children will save in their folder and print.

Music: Listen and move to unit songs, draw a picture to illustrate one saying of the learner’s choosing.

Lesson Four: Better safe than sorry

A. *Daily Objectives*

1. Concept Objectives

- a. The learner will understand the usage and meanings of the Kindergarten sayings and phrases from the Core Knowledge sequence.
- b. The learner will be introduced to a varied selection of poetry with strong rhyme and rhythm, will hear poetry read aloud, and will recite poetry.
- c. The learner will sing, play, move and respond to the rhythms of literary language.

2. Lesson Content

- | | |
|---|---------|
| a. Book and Print Awareness | page 7 |
| b. Reading and Language Comprehension | page 8 |
| c. Mother Goose and Other Traditional Poems | page 8 |
| d. Literary terms | page 10 |
| e. Saying and Phrases | page 10 |
| f. Elements of Music | page 15 |
| g. Listening and Understanding Music | page 15 |

3. Skill Objectives

Reading/Language Arts

- a. Participate in rhymes, songs, conversations, and discussions. (K.1.C)
- b. Use vocabulary to describe clearly ideas, feelings, and experiences. (K.4.B)
- c. Retell a spoken message by summarizing or clarifying. (K.4.D)
- d. Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud. (K.8.B)
- e. Participate actively (react, speculate, join in, read along) when predictable and patterned selections are read aloud. (K.10.B)
- f. Respond through talk, movement, music, art, drama, and writing to a variety of stories and poems in ways that reflect understanding and interpretation. (K.10.C)
- g. Understand literary forms by recognizing and distinguishing among types of text such as stories, poems, and information books. (K.11.D)
- h. Connect his/her experiences with the life experiences, languages, customs, and culture of others. (K.13.A)

Music

- a. Sing or play classroom instruments independently or in a group. (K.2.A)
- b. Sing songs and play musical games from different cultures. (K.3.A)
- c. Identify simple relationships between music and other subjects. (K.3.B)
- d. Identify steady beat in musical performances. (K.4.A)
- e. Identify higher/lower, louder/softer, faster/slower, and same/different in musical performances. (K.4.B)

Physical Education

- a. Apply movement concepts and principles to the learning and development of motor skills. (K.2.A, B)
- b. Respond appropriately to starting and stopping signals. (K.6.A)

Technology

- a. Use data input skills appropriate to the task. (K.2.B, C, D)
- b. Use a variety of strategies to acquire information from electronic resources, with appropriate supervision. (K.2.A, B)

B. *Materials*

1. "Stoplight" from *Music K-8 Magazine*, Wauwatosa, WI: Plank Road Publishing, Volume 10, Number 5, May / June 2000.
2. Poulet, Virginia, *Blue Bug's Safety Book*. Chicago: Children's Press. 1973. ISBN: 0-516-03419-7
3. "Safety Song" from *Bears That Go Bump in the Night* by Lee-Campbell-Towell

4. "Spiders" from *Any Turkey Can Tango* by Lee Campbell-Towell
 5. "In the Hall of the Mountain King" (available from Core Knowledge's Kinder CD set)
 6. Class set of paper plates, 2 plates per student
 7. Red scarf
 8. Wolf mask
 9. 3 stuffed bears
 10. 2 sided traffic light – red/green
 11. Pig masks
 12. Cooking pot
- C. *Key Vocabulary*
1. Dangerous - likely to do harm
 2. Tuffet – small padded stool
 3. Curds and whey – cottage cheese
- D. *Procedures/Activities*
1. Mini-Lesson: "Little Miss Muffett"
 - a. Echo poem.
 - b. Partner chat about things that are dangerous.
 - c. Listen to "Spiders." Discuss what they hear in the song.
 - d. Introduce saying: "Better safe than sorry."
 - e. Get in groups of 4 children to make an eight-legged spider.
 - f. Move and sing to "Spiders."
 - g. Review poem and saying.
 2. Mini-Lesson
 - a. Read *Blue Bug's Safety Book* and discuss how safety signs help us to be safe instead of sorry. Echo saying.
 - b. Sing "Stoplight" adding gestures to help with understanding.
 - c. Listen to "In the Hall of the Mountain King," students describe what the music sounds like to them.
 - d. Play music again, moving to the accelerating beat with paper plates.
 - e. Review saying.
 3. Mini-Lesson
 - a. Listen to "Safety Song" on tape. Teach students the chorus.
 - b. Hand out props. Students holding props will stand up and act out their part, based on the lyrics of "Safety Song."

Three Bears: 3 stuffed bears and a 2-sided traffic light, one side with a green light, one side with a red.

Little Red Riding Hood: Red scarf and wolf mask

Three Pigs: Pig masks, a cooking pot.

Continue dramatizations until all students have participated in one.
 - c. Sing song again and review saying.
- E. *Assessment/Evaluation*
1. Elicit a response from each child in procedure 1b. (Partner chat)
 2. Teacher observation of students' ability to match increasing beat, procedure 2d. (Moving with plates)
 3. Participation by every student, procedure 3b (Dramatization)

Lesson Five: The early bird gets the worm

A. *Daily Objectives*

1. Concept Objectives

- a. The learner will understand the usage and meanings of the Kindergarten sayings and phrases from the Core Knowledge sequence.
- b. The learner will be introduced to a varied selection of poetry with strong rhyme and rhythm, will hear poetry read aloud, and will recite poetry.
- c. The learner will sing, play, move and respond to the rhythms of literary language.

2. Lesson Content

- a. Book and Print Awareness page 7
- b. Reading and Language Comprehension page 8
- c. Mother Goose and Other Traditional Poems page 8
- d. Other Poems, Old and New page 9
- e. Literary terms page 10
- f. Saying and Phrases page 10
- g. Elements of Music page 15
- h. Listening and Understanding Music page 15

3. Skill Objectives

Reading/Language Arts

- a. Participate in rhymes, songs, conversations, and discussions. (K.1.C)
- b. Identify the musical elements of literary language such as its rhymes or repeated sounds. (K.1.F)
- c. Use vocabulary to describe clearly ideas, feelings, and experiences. (K.4.B)
- d. Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud. (K.8.B)
- e. Participate actively (react, speculate, join in, read along) when predictable and patterned selections are read aloud. (K.10.B)
- f. Respond through talk, movement, music, art, drama, and writing to a variety of stories and poems in ways that reflect understanding and interpretation. (K.10.C)
- g. Connect his/her experiences with the life experiences, languages, customs, and culture of others. (K.13.A)

Music

- a. Sing songs from diverse cultures and styles or play such songs on musical instruments. (K.2.B)
- b. Sing songs and play musical games from different cultures. (K.3.A)
- c. Identify simple relationships between music and other subjects. (K.3.B)
- d. Identify higher/lower, louder/softer, faster/slower, and same/different in musical performances. (K.4.B)

Physical Education

- a. Apply movement concepts and principles to the learning and development of motor skills. (K.2.A, B)
- b. State that rest and sleep are important in caring for the body. (K.4.C)

Technology

- a. Use data input skills appropriate to the task. (K.2.B, C, D)
- b. Use a variety of strategies to acquire information from electronic resources, with appropriate supervision. (K.2.A, B)

B. *Materials*

- 1. “Rock-a-Bye My Baby Tonight” from *Makin’ Music* by Sheila Uselton
- 2. “Rise and Shine” from *Music K-8 Magazine*, Wauwatosa, WI: Plank Road Publishing, Volume 10, Number 1, September / October 1999.
- 3. Large piece of butcher paper
- 4. Crayons

5. Frazee, Marla, *Hush, Little Baby*, San Diego: Harcourt Brace, 1999. ISBN 0152047611
 6. "Morning" by Grieg (available from Core Knowledge's Kinder CD set)
 7. Star Story from Macmillan/McGraw Hill's *Share the Music*, 1995. Kinder Big Book and CD Set
 8. Streamers or scarves
 9. Wood, Audrey, *The Napping House*, New York: Harcourt Brace Jovanovich, 1984. ISBN 0-15-256708-9
 10. "Variations on Twinkle, Twinkle, Little Star" by Mozart
 11. Mack, Stan. *10 Bears in My Bed*. New York: Pantheon Books, 1974. ISBN 0-394-92902-0
- C. *Key Vocabulary*
1. Lullaby – a soothing song with which to put a child to sleep
 2. Opposite – altogether different
 3. Early – near the beginning of a period of time
- D. *Procedures/Activities*
1. Mini-Lesson: "Rock-a-Bye Baby"
 - a. Introduce saying "The early bird gets the worm." Discuss what the saying means to the students. (Use information from *What Your Kindergartener Needs to Know*, pp. 109-111)
 - b. Sing, "Rise and Shine."
 - c. Focus question: What does the word "lullaby" make you think about? Using a large piece of butcher paper, students should draw a lullaby mural to share their answers.
 - d. Sing traditional version of "Rock a Bye Baby," then free dance to "Rock a Bye My Baby Tonight." Discuss the things that are the same and different about the two songs.
 - e. Show book while singing song: "Hush, Little Baby."
 - f. Review saying.
 2. Mini-Lesson: "Time to Rise"
 - a. Review saying and song "Rise and Shine."
 - b. Chant poem.
 - c. Sing and play "Go In and Out the Window." Game is played in a circle, holding hands. One student moves in and out the window by walking under the joined hands in the circle. At the end of the song, that student chooses another student to walk with him. They join hands and go in and out the windows. Keep adding students until there is only one window left. If you choose to repeat the game, let the last window students go first through the new windows.
 - d. Listen to "Morning" by Grieg. Students draw a picture of their morning.
 3. Mini-Lesson: "Twinkle, Twinkle Little Star"
 - a. Sing song; then chant poem without singing. Sing again and ask: Can you think of another song you know that sounds the same as this one, but with different words? (ABC song)
 - b. Play recorded lesson: "Star Story," using Big Book for visuals
 - c. Students move to "Star and Starfish" – showing understanding of high sounds and low sounds.
 - d. Move with streamers or scarves to Mozart's "Variations on Twinkle."
 4. Mini-Lesson: "Early to Bed"
 - a. Play opposite game. Call out words and solicit the opposite word. Cold (Hot) Little (Big) Hard (Soft) Girl (Boy).

- b. Introduce the saying “the early bird gets the worm.” What is the opposite of early (Late)? Deduce the meaning of the saying by asking kids what the opposite is “the late bird doesn’t get the worm.” Does the bird want the worm? Why? So, is being early a good thing? Recite saying. Have students give examples of how being early or completing a task early is a good thing.
- c. Introduce *Early to Bed* poem. Recite poem several times using hand gestures for - bed/sleeping, rise/stretching, healthy/muscle man arms, wealthy/counting money, wise/pointing to head.
- d. Read the book, *The Napping House* by Audrey Wood, then discuss.
- e. Act out and sing song *Ten Bears in My Bed*.

E. *Assessment/Evaluation*

1. Check for understanding of LULLABY in procedure 1c (mural)
2. Check for understanding of MORNING in procedure 2d (artwork)
3. Observe understanding of HIGH and LOW sounds as exhibited by moving to the music in procedure 3b
4. Elicit a response from each child, procedure 4a (Opposites)

Centers: These centers are used to reinforce and evaluate mastery of the concepts taught in the previous two lessons. The centers include:

Books: Books used in above lessons.

Classification: Students sort pictures of daytime and nighttime, taken either from magazines or clip art.

Matching: girl/spider, bird/worm, sun/bed, diamond/star, safety patrol/stop sign, baby in a cradle/tree (Appendix E, Appendix K)

Listening: Safety Blue’s Alphabet with recorded directions.

Art: Using black construction paper and colored chalk, students draw a picture showing safety at school.

Technology: Kid Pix lesson. Children will type title of their choosing from list below

Rock a bye Baby

Time to Rise

Twinkle, Twinkle, Little Star

Children will draw a picture to illustrate the poem of their choice; they will save in their folder and print.

Music: Review 2 unit songs and listening selections.

Lesson Six: Practice makes perfect

A. *Daily Objectives*

1. Concept Objectives
 - a. The learner will understand the usage and meanings of the Kindergarten sayings and phrases from the Core Knowledge sequence.
 - b. The learner will be introduced to a varied selection of poetry with strong rhyme and rhythm, will hear poetry read aloud, and will recite poetry.
 - c. The learner will understand the difference between rhyming and non-rhyming words.
 - d. The learner will sing, play, move and respond to the rhythms of literary language.
2. Lesson Content
 - a. Book and Print Awareness page 7
 - b. Phonemic Awareness page 7
 - c. Reading and Language Comprehension page 8
 - d. Mother Goose and Other Traditional Poems page 8
 - f. Literary terms page 10
 - g. Saying and Phrases page 10
 - h. Elements of Music page 15
 - i. Listening and Understanding Music page 15

3. Skill Objectives

Reading/Language Arts

- a. Participate in rhymes, songs, conversations, and discussions. (K.1.C)
- b. Identify the musical elements of literary language such as its rhymes or repeated sounds. (K.1.F)
- c. Use vocabulary to describe clearly ideas, feelings, and experiences. (K.4.B)
- d. Retell a spoken message by summarizing or clarifying. (K.4.D)
- e. Produce rhyming words and distinguish rhyming words from non-rhyming words. (K.6.C)
- f. Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud. (K.8.B)
- g. Participate actively (react, speculate, join in, read along) when predictable and patterned selections are read aloud. (K.10.B)
- h. Respond through talk, movement, music, art, drama, and writing to a variety of stories and poems in ways that reflect understanding and interpretation. (K.10.C)
- i. Understand literary forms by recognizing and distinguishing among types of text such as stories, poems, and information books. (K.11.D)
- j. Connect his/her experiences with the life experiences, languages, customs, and culture of others. (K.13.A)

Music

- a. Identify the timbre of adult voices and instruments. (K.1.A)
- b. Sing or play classroom instruments independently or in a group. (K.2.A)
- c. Sing songs from diverse cultures and styles or play such songs on musical instruments. (K.2.B)
- d. Identify simple relationships between music and other subjects. (K.3.B)
- e. Identify steady beat in musical performances. (K.4.A)
- f. Identify higher/lower, louder/softer, faster/slower, and same/different in musical performances. (K.4.B)

Physical Education

- a. Apply movement concepts and principles to the learning and development of motor skills. (K.2.A, B)

B. *Materials*

1. "Count and Move" from *Music and Movement in the Classroom; Grades 1-2* by Steven Traugh, Huntington Beach, CA: Creative Teaching Press, 2000. Item Number CTP8017
2. "John Jacob Jingleheimer Schmidt" from *Music K-8 Magazine*, Wauwatosa, WI: Plank Road Publishing, Volume 9, Number 1, September/October 1998.
3. Hindley, Judy, *Soft and Noisy*, NY: Hyperion Books for Children, 1992. ISBN 1-56282-224-1
4. "Happy Musician" from *Razzmatazz & All That Jazz* by Joanne Brevia LaDeux and Betty Wilson
5. Visuals of instruments: flute, violin, trumpet, piano, drum
6. Wrist bells
7. Recording of "March of the Toys" by Herbert (available from Core Knowledge's Kinder CD set)
8. 2 stick horses

C. *Key Vocabulary*

1. Practice – to do something over and over to get better at it
2. Soul - the inside part of a person
3. Delve – to dig the ground
4. Maids – young women

D. *Procedures/Activities*

1. Mini-Lesson

- a. Sing “Count and Move”; discuss why this song is a bit difficult and how we need to practice to get better. Chant saying.
- b. Practice words to “John Jacob Jingleheimer Schmidt,” then sing song. Discuss loud and soft parts of song.
- c. Read *Soft and Noisy* and allow children to make loud and quiet sounds as mentioned in the book.

2. Mini-Lesson: “Old King Cole”

- a. Review saying, sing “Count and Move.”
- b. Chant poem “Old King Cole.”
- c. Discuss instruments: trumpet flute, violin, piano, drum; sing “Happy Musician”.
- d. Review saying and poem.

3. Mini-Lesson: “Ride a Cock Horse”

- a. Review saying and song “Count and Move.”
- b. Chant poem “Ride a Cock Horse.” Explain that a cockhorse is a stick horse.
- c. Set up an area in the room to represent Banbury Cross. (Perhaps place a steeple or a picture of a church.) Children run stick horse races to Banbury Cross.
- d. Students play wrist bells and dance to “March of the Toys.”

4. Mini-Lesson: “One, Two, Buckle My Shoe”

- a. Review saying. Ask, “What are some things you have to practice to make perfect?”
- b. Read aloud 1, 2 Buckle My Shoe demonstrating hand movements and having students echo.
- c. Read aloud first line of couplet. Have students complete second line of each phrase.
- d. Ask, “Do we have to practice to be perfect at this poem? To buckle or tie our shoes? To do something new we’ve never done before?”
- e. Discuss rhyming. What makes two words rhyme? Brain storm rhyming words with 2, 4, 6, 8, and 10 and lead students in creating new verses.
- f. Refer back to saying.

E. *Assessment/Evaluation*

1. Monitor and adjust students’ singing, procedure 1b.
2. Assess accuracy of instrument identification, procedure 2c.
3. Observation of mastery of song “Count and Move.”
4. Elicit a response from each student, procedure 5e.

Lesson Seven: A place for everything and everything in its place

A. *Daily Objectives*

1. Concept Objectives

- a. The learner will understand the usage and meanings of the Kindergarten sayings and phrases from the Core Knowledge sequence.
- b. The learner will be introduced to a varied selection of poetry with strong rhyme and rhythm, will hear poetry read aloud, and will recite poetry.
- c. The learner will sing, play, move and respond to the rhythms of literary language.

2. Lesson Content

- a. Reading and Language Comprehension page 8
- b. Mother Goose and Other Traditional Poems page 8

- c. Literary terms page 10
- d. Saying and Phrases page 10
- e. Elements of Music page 15
- f. Listening and Understanding Music page 15

3. Skill Objectives

Reading/Language Arts

- a. Participate in rhymes, songs, conversations, and discussions. (K.1.C)
- b. Identify the musical elements of literary language such as its rhymes or repeated sounds. (K.1.F)
- c. Use vocabulary to describe clearly ideas, feelings, and experiences. (K.4.B)
- d. Retell a spoken message by summarizing or clarifying. (K.4.D)
- e. Produce rhyming words and distinguish rhyming words from non-rhyming words. (K.6.C)
- f. Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud. (K.8.B)
- g. Participate actively (react, speculate, join in, read along) when predictable and patterned selections are read aloud. (K.10.B)
- h. Respond through talk, movement, music, art, drama, and writing to a variety of stories and poems in ways that reflect understanding and interpretation. (K.10.C)
- i. Understand literary forms by recognizing and distinguishing among types of text such as stories, poems, and information books. (K.11.D)
- j. Connect his/her experiences with the life experiences, languages, customs, and culture of others. (K.13.A)

Music

- a. Identify the difference between the speaking and singing voice. (K.1.A)
- b. Identify the timbre of adult voices and instruments. (K.1.B)
- c. Sing or play classroom instruments independently or in a group. (K.2.A)
- d. Sing songs and play musical games from different cultures. (K.3.A)
- e. Identify simple relationships between music and other subjects. (K.3.B)
- f. Identify higher/lower, louder/softer, faster/slower, and same/different in musical performances. (K.4.B)

Physical Education

- a. Apply movement concepts and principles to the learning and development of motor skills. (K.2.A, B)

B. *Materials*

- 1. “The Hokey Pokey” from Silver Burdett Ginn’s *The Music Connection*, Kinder CD set, 1995
- 2. Stuffed sheep or picture of sheep
- 3. Various un-pitched percussion instruments or pictures of instruments if no instruments are available.
- 4. Rain stick
- 5. *Three Little Kittens*

C. *Key Vocabulary*

- 1. Striking - to hit an instruments with something, like a stick or a mallet
- 2. Scraping - to swipe a stick or mallet across an instrument
- 3. Hitting - to tap an instrument with your hand or fingers
- 4. Shaking - to wave an instrument in the air to make sound

D. *Procedures/Activities*

- 1. Mini-Lesson: “Little Bo Peep”
 - a. Chant saying, sing and move to “The Hokey Pokey”. Discuss meaning of saying.

- b. Say and sing poem and relate to meaning of phrase.
 - c. Discuss LOUD and QUIET. Students give examples of things that are LOUD and things that are QUIET.
 - d. Play Find the Sheep game. Works like Hot/Cold game. One student hides a sheep picture or stuffed animal while another student (the searcher) hides around the corner. The searcher re-enters the room. Students sing the poem, singing it louder when the searcher gets close to the sheep, quieter when the searcher gets farther away. When the searcher finds the sheep, he gets to pick the next searcher and hide the sheep. Play continues as time allows.
 - e. Review saying.
2. Mini-Lesson
- a. Review saying and song “The Hokey Pokey”
 - b. Inductive lesson (sorting activity) – Un-pitched Percussion
Gather together lots of different instruments (or pictures of instruments) and have the students sort them. Guide the sorting to be based on how the instrument is played: striking, scraping, hitting, and shaking. All students should have an opportunity to play at least one instrument (or have a turn at sorting activity).
 - c. Review saying again.
3. Mini-Lesson: “The Three Little Kittens”
- a. Read through poem using book.
 - b. Make headband with cat ears. Place students in groups and allow them practice acting out the poem. Each group performs for whole group.
- E. *Assessment/Evaluation*
- 1. Observe procedure 1d.
 - 2. Elicit a response from every child, procedure 2b.
 - 3. Observe procedure 2b.

Lesson Eight: Raining cats and dogs

A. Daily Objectives

- 1. Concept Objectives
 - a. The learner will understand the usage and meanings of the Kindergarten sayings and phrases from the Core Knowledge sequence.
 - b. The learner will be introduced to a varied selection of poetry with strong rhyme and rhythm, will hear poetry read aloud, and will recite poetry.
 - c. The learner will understand the difference between rhyming and non-rhyming words.
 - d. The learner will sing, play, move and respond to the rhythms of literary language.
- 2. Lesson Content
 - a. Book and Print Awareness page 7
 - b. Phonemic Awareness page 7
 - c. Reading and Language Comprehension page 8
 - d. Mother Goose and Other Traditional Poems page 8
 - e. Other Poems, Old and New page 9
 - f. Literary terms page 10
 - g. Saying and Phrases page 10
 - h. Elements of Music page 15
 - i. Listening and Understanding Music page 15
- 3. Skill Objectives
Reading/Language Arts

- a. Participate in rhymes, songs, conversations, and discussions. (K.1.C)
- b. Identify the musical elements of literary language such as its rhymes or repeated sounds. (K.1.F)
- c. Use vocabulary to describe clearly ideas, feelings, and experiences. (K.4.B)
- d. Retell a spoken message by summarizing or clarifying. (K.4.D)
- e. Produce rhyming words and distinguish rhyming words from non-rhyming words. (K.6.C)
- f. Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud. (K.8.B)
- g. Participate actively (react, speculate, join in, read along) when predictable and patterned selections are read aloud. (K.10.B)
- h. Respond through talk, movement, music, art, drama, and writing to a variety of stories and poems in ways that reflect understanding and interpretation. (K.10.C)
- i. Connect his/her experiences with the life experiences, languages, customs, and culture of others. (K.13.A)

Music

- a. Identify the difference between the speaking and singing voice. (K.1.A)
- b. Sing or play classroom instruments independently or in a group. (K.2.A)
- c. Sing songs and play musical games from different cultures. (K.3.A)
- d. Identify simple relationships between music and other subjects. (K.3.B)
- e. Identify steady beat in musical performances. (K.4.A)
- f. Identify higher/lower, louder/softer, faster/slower, and same/different in musical performances. (K.4.B)

Physical Education

- a. Apply movement concepts and principles to the learning and development of motor skills. (K.2.A, B)
- b. Respond appropriately to starting and stopping signals. (K.6.A)

Technology

- a. Use data input skills appropriate to the task. (K.2.B, C, D)
- b. Use a variety of strategies to acquire information from electronic resources, with appropriate supervision. (K.2.A, B)

B. *Materials*

1. “It’s Rainin’ Cats and Dogs” from *Any Turkey Can Tango* by Lee Campbell-Towell
2. “Baroompadoomp Man” ” from *Any Turkey Can Tango* by Lee Campbell-Towell
3. “Umbrella Song” ” from *Go Fish* by Lee Campbell-Towell
4. 19 dots, approx. 2: in diameter, made from construction paper or craft foam.
5. Pocket chart
6. Rain stick
7. *It’s Raining, It’s Pouring* by Kin Eagle
8. *Cloudy With a Chance of Meatballs*

C. *Key Vocabulary*

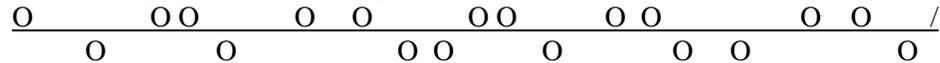
1. None needed

D. *Procedures/Activities*

1. Mini-Lesson
 - a. Chant saying, sing song of same title by Lee Campbell-Towell.
 - b. Discuss HIGH and LOW as described in the song, with movements to demonstrate. Sing “Baroompadoomp Man” to reinforce HIGH and LOW.
 - c. Sing “Raining Cats and Dogs” again, focusing on the rhyming words. Make a list of the rhyming words in the song.
 - d. Sing “Can’t Spell Hippopotamus” and discuss the rhyming words in that song, discuss why some words rhyme and others don’t rhyme.

- e. Review saying.
- 2. Mini-Lesson:
 - a. Review saying and song “Rainin’ Cats and Dogs.”
 - b. Review “Can’t Spell Hippopotamus” (link back practicing idea to saying “Practice Makes Perfect.”)
 - c. Sing “This Old Man” and discuss rhyming words from song.
 - d. Move to the song “Umbrella Song” by Lee Campbell-Towell.
- 3. Mini-Lesson: “Rain, Rain, Go Away”
 - a. Sing poem, discuss HIGH and LOW sounds in the tune. Use visual cues to aid in understanding of this concept. Place a horizontal line on the wall, the use large dots to show whether the sound occurs above the line or below the line.

Rain, rain, go a-way. Come a-gain another day. Little Johnnie wants to play.



- b. Students sit in a circle. One student is chosen to go to the center of the circle to play the rain stick. Students sing the poem as the rain stick is played. At the end of the poem, the student in the center holds out the rain stick in front of one person in the circle. That student must sing back, “I want to play”, following the pattern of the melody in the song. Then that student gets the rain stick and moves to the center of the circle. Play continues.
- c. Sing “Row, Row, Row Your Boat”, discussing how sometimes lots of rain causes streets to flood and a boat may be needed.
- 4. Mini Lesson “It’s Raining, It’s Pouring”
 - a. Discuss saying. Show book, “It’s Raining, It’s Pouring,” as teacher recites the poem. Introduce the tune and sing song several times.
 - b. Read book “Cloudy with a Chance of Meatballs.”
 - c. Read poem “April Rain Song” and discuss the imagery. Conclude with art activity, draw what you wish would rain from the sky. Example: chocolate, cookies, money.

E. *Assessment/Evaluation*

- 1. Informal assessment on students’ ability to articulate rhyming words, procedures 1c and 2c.
- 2. Evaluate individual students’ ability to match pitch (high/ low) procedure 2b.
- 3. Evaluate student understanding based on their illustration.

Centers: These centers are used to reinforce and evaluate mastery of the concepts taught in the previous three lessons. The centers include:

Books: Books used in above lessons.

Rhyming: place numbers 1 – 10 on a piece of paper. Provide various items or pictures of things that rhyme with the number words. The students place the items on the numbers with which they rhyme. (Appendix F)

Listening: Guided listening to poems, play with Popsicle sticks.

Matching: cat/dog, king/violin, horse/bells, rain/sun shepherd/sheep, words spelled out for log/hog (Appendix G, Appendix K)

Classifying: Create a T-chart on butcher paper, labeling one side loud, the other side quiet. Have students draw pictures on the correct side of things that make loud or quiet sounds.

Technology: Microsoft Word lesson. Children will type words to “Rain, Rain Go Away.” Children will insert picture of rain or clouds. Children will save in their folder and print.

Music: Instrument Booklet – students will color pictures of the instruments from Lesson 2 in “Practice Makes Perfect” (trumpet, flute, violin, piano, drum). Visuals of instruments: flute, violin, trumpet, piano, drum (taken from *Musical Instruments K-8 Black line Masters*. New York: Macmillan/McGraw-Hill, 1988. ISBN 0-02-294480-X)

Lesson Nine: Look before you leap

A. Daily Objectives

1. Concept Objectives
 - a. The learner will understand the usage and meanings of the Kindergarten sayings and phrases from the Core Knowledge sequence.
 - b. The learner will be introduced to a varied selection of poetry with strong rhyme and rhythm, will hear poetry read aloud, and will recite poetry.
 - d. The learner will understand the difference between rhyming and non-rhyming words.
 - e. The learner will sing, play, move and respond to the rhythms of literary language.
2. Lesson Content
 - a. Book and Print Awareness page 7
 - b. Reading and Language Comprehension page 8
 - c. Mother Goose and Other Traditional Poems page 8
 - d. Literary terms page 10
 - e. Saying and Phrases page 10
 - f. Elements of Music page 15

3. Skill Objectives

Reading/Language Arts

- a. Participate in rhymes, songs, conversations, and discussions. (K.1.C)
- b. Identify the musical elements of literary language such as its rhymes or repeated sounds. (K.1.F)
- c. Use vocabulary to describe clearly ideas, feelings, and experience. (K.4.B)
- d. Retell a spoken message by summarizing or clarifying. (K.4.D)
- e. Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud. (K.8.B)
- f. Participate actively (react, speculate, join in, read along) when predictable and patterned selections are read aloud. (K.10.B)
- g. Respond through talk, movement, music, art, drama, and writing to a variety of stories and poems in ways that reflect understanding and interpretation. (K.10.C)
- h. Understand literary forms by recognizing and distinguishing among types of text such as stories, poems, and information books. (K.11.D)
- i. Connect his/her experiences with the life experiences, languages, customs, and culture of others. (K.13.A)

Music

- a. Sing songs from diverse cultures and styles or play such songs on musical instruments. (K.2.B)
- b. Sing songs and play musical games from different cultures. (K.3.A)
- c. Identify simple relationships between music and other subjects. (K.3.B)
- d. Identify higher/lower, louder/softer, faster/slower, and same/different in musical performances. (K.4.B)

Physical Education

- a. Apply movement concepts and principles to the learning and development of motor skills. (K.2.A, B)

B. Materials

1. Spier, Peter, *London Bridge is Falling Down*, Garden City, NY: Doubleday and Co. LCN 67-17695
2. Hand drums (Class set)
3. Candle

4. Lester, Helen, *Pookins Gets Her Way*. Boston: Houghton Mifflin, 1987 ISBN 0-395-42636-7
 5. “Magic” wand
- C. *Key Vocabulary*
1. Leap – to jump over something
 2. Nimble – quick, light, agile in movement
- D. *Procedures/Activities*
1. Mini-Lesson: “Jack Be Nimble”
 - a. Chant saying and discuss meaning Define “leap.”
 - b. Chant poem “Jack Be Nimble” and discuss history of poem.
 - c. Chant poem, patting the rhythm of the words on legs.
 - d. Transfer rhythm to hand drums – take turns jumping over a candle while playing the drums.
 2. Mini-Lesson: “London Bridge”
 - a. Read Peter Spiers’ London Bridge and discuss all of the materials that were used in building the bridge. Discuss how the saying might apply to the building of the bridge.
 - b. Sing poem and play traditional London Bridge game.
 3. Mini-Lesson:
 - a. Review saying and its meaning. Discuss cause and effect and illustrate with teacher and student examples.
 - b. Pre-story questions: What does it mean to get your way? Do you like getting your way? Do you always get your way? What do you do if you don’t get your way?
 - c. Read story, *Pookins Gets Her Way*. Discuss Pookins behavior. Tell me about Pookins. Is Pookins the kind of girl you would want for a friend? Why or why not? Do you think Pookins really learned her lesson?
 - d. Fill in the cause and effect chart as a whole group, identifying what actions (causes) led to certain events (effects) from the story.
 - e. Play “Wishing Charades.” Pick one student to be “it.” That student whispers their “wish” to teacher. Teacher waves wand. Student acts out wish and other students guess what student wished to be. Continue play, allowing each student a turn to wish.
- E. *Assessment/Evaluation*
1. Monitor patting and drum playing rhythms, adjust as needed. Procedure 1c/d
 2. Evaluate singing and game playing, procedure 2c (London Bridge)
 3. Elicit a response from every student, procedures 3b, 3c, 3d.

Lesson Ten: April showers bring May flowers

A. Daily Objectives

1. Concept Objectives
 - a. The learner will understand the usage and meanings of the Kindergarten sayings and phrases from the Core Knowledge sequence.
 - b. The learner will be introduced to a varied selection of poetry with strong rhyme and rhythm, will hear poetry read aloud, and will recite poetry.
 - c. The learner will understand the difference between rhyming and non-rhyming words.
 - d. The learner will sing, play, move and respond to the rhythms of literary language.
2. Lesson Content
 - a. Phonemic Awareness page 7
 - b. Reading and Language Comprehension page 8

- c. Mother Goose and Other Traditional Poems page 8
- d. Other Poems, Old and New page 9
- e. Literary terms page 10
- f. Saying and Phrases page 10
- g. Elements of Music page 15

3. Skill Objectives

Reading/Language Arts

- a. Participate in rhymes, songs, conversations, and discussions. (K.1.C)
- b. Identify the musical elements of literary language such as its rhymes or repeated sounds. (K.1.F)
- c. Use vocabulary to describe clearly ideas, feelings, and experiences. (K.4.B)
- d. Retell a spoken message by summarizing or clarifying. (K.4.D)
- e. Produce rhyming words and distinguish rhyming words from non-rhyming words. (K.6.C)
- f. Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud. (K.8.B)
- g. Participate actively (react, speculate, join in, read along) when predictable and patterned selections are read aloud. (K.10.B)
- h. Respond through talk, movement, music, art, drama, and writing to a variety of stories and poems in ways that reflect understanding and interpretation. (K.10.C)
- i. Understand literary forms by recognizing and distinguishing among types of text such as stories, poems, and information books. (K.11.D)
- j. Connect his/her experiences with the life experiences, languages, customs, and culture of others. (K.13.A)

Music

- a. Identify the timbre of adult voices and instruments. (K.1.B)
- b. Sing or play classroom instruments independently or in a group. (K.2.A)
- c. Sing songs and play musical games from different cultures. (K.3.A)
- d. Identify simple relationships between music and other subjects. (K.3.B)
- e. Identify steady beat in musical performances. (K.4.A)

Physical Education

- a. Apply movement concepts and principles to the learning and development of motor skills. (K.2.A, B)

B. *Materials*

- 1. “Each of Us is a Flower” from Silver Burdett Ginn’s *The Music Connection*, Kinder CD set, 1995
- 2. “Frank the Flower” ” from *Any Turkey Can Tango* by Lee Campbell-Towell
- 3. “Out in the Garden” ” from *Any Turkey Can Tango* by Lee Campbell-Towell
- 4. “Colors” from *Learning Basic Skills Through Music, Volume 1* by Hap Palmer
- 5. Drawing paper
- 6. Crayons
- 7. Pencils

C. *Key Vocabulary*

- 1. Shower – a short rainstorm

D. *Procedures/Activities*

- 1. Mini-Lesson: “Tommy”
 - a. Chant saying and sing “Each of Us is a Flower.”
 - b. Read poem “Tommy” and sing “Frank the Flower” Discuss life cycle of plants. Students dramatize life cycle while singing song.
 - c. Sing and play “Here We Go ‘Round the Mulberry Bush.”
 - d. Review saying.

2. Mini-Lesson: “Roses are Red”
 - a. Review saying and song “Each of Us is a Flower.”
 - b. Sing and move to “Out in the Garden,” following instructions in the song for walking, jumping, and dancing.
 - c. Chant poem, try to write new verses using other flowers.
 - d. Sing and move to “Colors” by Hap Palmer.
 3. Mini-Lesson: “Rain”
 - a. Review the saying and both its figurative and literal meanings.
 - b. Read the poem. Have students echo.
 - c. Discuss author Robert Louis Stevenson’s life and tie it to the saying. Find information at <http://www.kirjasto.sci.fi/rlsteven.htm> or other sites.
 - d. Have students draw a picture of what they do to make themselves feel better when they are sad, sick, or angry.
 - e. Bind pictures together in a book entitled “Happy Thoughts,” tying back to first poem of the year.
 - f. Teach poem “Ring around the Rosie” and play game.
- E. *Assessment/Evaluation*
1. Monitor student understanding of life cycle while performing “Frank the Flower.” Procedure 1b.
 2. Assess listening skills as students listen and follow directions in “Colors.” Procedure 2d.
 3. Check for understanding through artwork.

Lesson Eleven: A dog is man’s best friend

A. Daily Objectives

1. Concept Objectives
 - a. The learner will understand the usage and meanings of the Kindergarten sayings and phrases from the Core Knowledge sequence.
 - b. The learner will be introduced to a varied selection of poetry with strong rhyme and rhythm, will hear poetry read aloud, and will recite poetry.
 - c. The learner will understand the difference between rhyming and non-rhyming words.
 - d. The learner will sing, play, move and respond to the rhythms of literary language.
2. Lesson Content
 - a. Book and Print Awareness page 7
 - b. Phonemic Awareness page 7
 - c. Reading and Language Comprehension page 8
 - d. Mother Goose and Other Traditional Poems page 8
 - e. Other Poems, Old and New page 9
 - f. Literary terms page 10
 - g. Saying and Phrases page 10
 - h. Elements of Music page 15
 - i. Listening and Understanding Music page 15
3. Skill Objectives

Reading/Language Arts

 - a. Participate in rhymes, songs, conversations, and discussions. (K.1.C)
 - b. Identify the musical elements of literary language such as its rhymes or repeated sounds. (K.1.F)

- c. Use vocabulary to describe clearly ideas, feelings, and experiences. (K.4.B)
- d. Retell a spoken message by summarizing or clarifying. (K.4.D)
- e. Produce rhyming words and distinguish rhyming words from non-rhyming words. (K.6.C)
- f. Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud. (K.8.B)
- g. Participate actively (react, speculate, join in, read along) when predictable and patterned selections are read aloud. (K.10.B)
- h. Respond through talk, movement, music, art, drama, and writing to a variety of stories and poems in ways that reflect understanding and interpretation. (K.10.C)
- i. Understand literary forms by recognizing and distinguishing among types of text such as stories, poems, and information books. (K.11.D)

Music

- a. Sing or play classroom instruments independently or in a group. (K.2.A)
- a. Sing songs and play musical games from different cultures. (K.3.A)
- b. Identify simple relationships between music and other subjects. (K.3.B)
- c. Identify steady beat in musical performances. (K.4.A)
- d. Identify higher/lower, louder/softer, faster/slower, and same/different in musical performances. (K.4.B)

Physical Education

- a. Apply movement concepts and principles to the learning and development of motor skills. (K.2.A, B)
- b. Respond appropriately to starting and stopping signals. (K.6.A)

Technology

- a. Use data input skills appropriate to the task. (K.2.B, C, D)
- b. Use a variety of strategies to acquire information from electronic resources, with appropriate supervision. (K.2.A, B)

B. *Materials*

1. Hefty Zoo plates
2. Hand drums (class set)
3. Eagle, Kin, *Hey, Diddle Diddle*, Milwaukee, WI: Gareth Stevens Publishing, 1999. ISBN 0-8368-2485-7
4. Jeter, Jacky, *The Cat and the Fiddler*, NY: Parent's Magazine Press, 1968 LCN 68-11654
5. "The Old Gray Cat" from Silver Burdett Ginn's *The Music Connection*, Kinder CD set, 1995
6. Bugs and Daffy's Carnival of the Animals video by Warner Brothers
7. Barracca, Debra & Sal, *The Adventures of Taxi Dog*, New York: Dial Books. 1990. ISBN 0-8037-0672-3
8. Frost, Helen, *Dogs*. Mankato, MN: Pebble Books, 2001
9. Fiction/Non-fiction signs
10. Items for drama center: Dog puppet, cat puppet, bouquet of roses, umbrellas, men's shirt, candle, Popsicle sticks, school, lamb stuffed animal, fiddle

C. *Key Vocabulary*

1. Fiction – story that has been made up.
2. Nonfiction – books that contain facts.
3. Fact – something that is true and can be proven.

D. *Procedures/Activities*

1. Mini-Lesson: "Mary Had a Little Lamb"

- a. Chant saying and sing “How Much is that Doggie in the Window?”
 - b. Sing “Bingo” and “Old MacDonald”, using Hefty Zoo Plates for the animals on the farm.
 - c. Sing poem, add hand drums on the steady beat. (If no hand drums are available, pat steady beat on legs or clap steady beat.)
2. Mini-Lesson: “Hey, Diddle Diddle”
 - a. Review saying and song “How Much is that Doggie...?”
 - b. Read book “Hey Diddle Diddle.” After reading, recite poem, using book illustrations to remind of the proper words.
 - c. Read *The Cat and the Fiddler*.
 - d. Sing “The Old Gray Cat” and dramatize actions. Discuss places where we move fast and slow, parts that are loud and quiet.
 - e. Review saying.
 3. Mini Lesson
 - a. Review saying and meaning. Discuss the difference between fiction and nonfiction books.
 - b. Discuss that stories can also be written in rhyme. Read *The Adventures of Taxi Dog*. Identify the rhyming words in the story.
 - c. Ask students to give facts about dogs. Read book *Dogs*.
 - d. Using clip art, make a two-sided sign by having students color in pictures, one side representing fiction, the other nonfiction. (Appendix H)
 - e. Teacher calls out statements and students hold up appropriate side of their sign.

E. Assessment/Evaluation

1. Assess steady beat activity for mastery. Procedure 1c
2. Evaluate dramatization activity (Procedure 2e) for evidence of fast/slow and loud/soft discrimination.
3. Teacher monitors correct responses to fiction/non-fiction. Procedure 3d.

Centers: These centers are used to reinforce and evaluate mastery of the concepts taught in the previous three lessons. The centers include:

Books: Books used in above lessons.

Art: Draw a picture about one of the sayings or poems.

Matching: boy/candle, bridge/bricks, rain/flowers, lamb/school, cat/fiddle, dog/man. (Appendix I, Appendix K)

Sorting: Place pictures on correct side of a T-chart labeled Fiction/Nonfiction. (Appendix J)

Drama: Dog puppet, cat puppet, bouquet of roses, umbrellas, men’s shirt, candle, Popsicle sticks, school, lamb stuffed animal, fiddle.

Listening: Guided listening to poems/sayings, play with puffy balls.

Technology: Microsoft Word lesson. Children will pick favorite animal and type the name of the animal in large letters. Children will insert 2 pictures of this animal. Children will save in their folder and print.

Music: Carnival of the Animals video.

VI. CULMINATING ACTIVITY

Centers are the culminating activities for the end of each section. See above lessons.

VII. HANDOUTS/STUDENT WORKSHEETS

- A. Checklist – Lessons 1 through 3
- B. Georgie Porgie song and game instructions
- C. Family Tree
- D. Matching Center 1
- E. Matching Center 2

- F. Rhyming Center
- G. Matching Center 3
- H. Fiction/Non-fiction sign, Answers for Appendix D
- I. Matching Center 4
- J. Fiction/Non-fiction Sorting
- K. Answers for Appendices E, G, and I

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1992. ISBN 1-878093-52-5

Appendix B
"Georgie Porgie" song and game

Georgie Porgie Song

Griffith

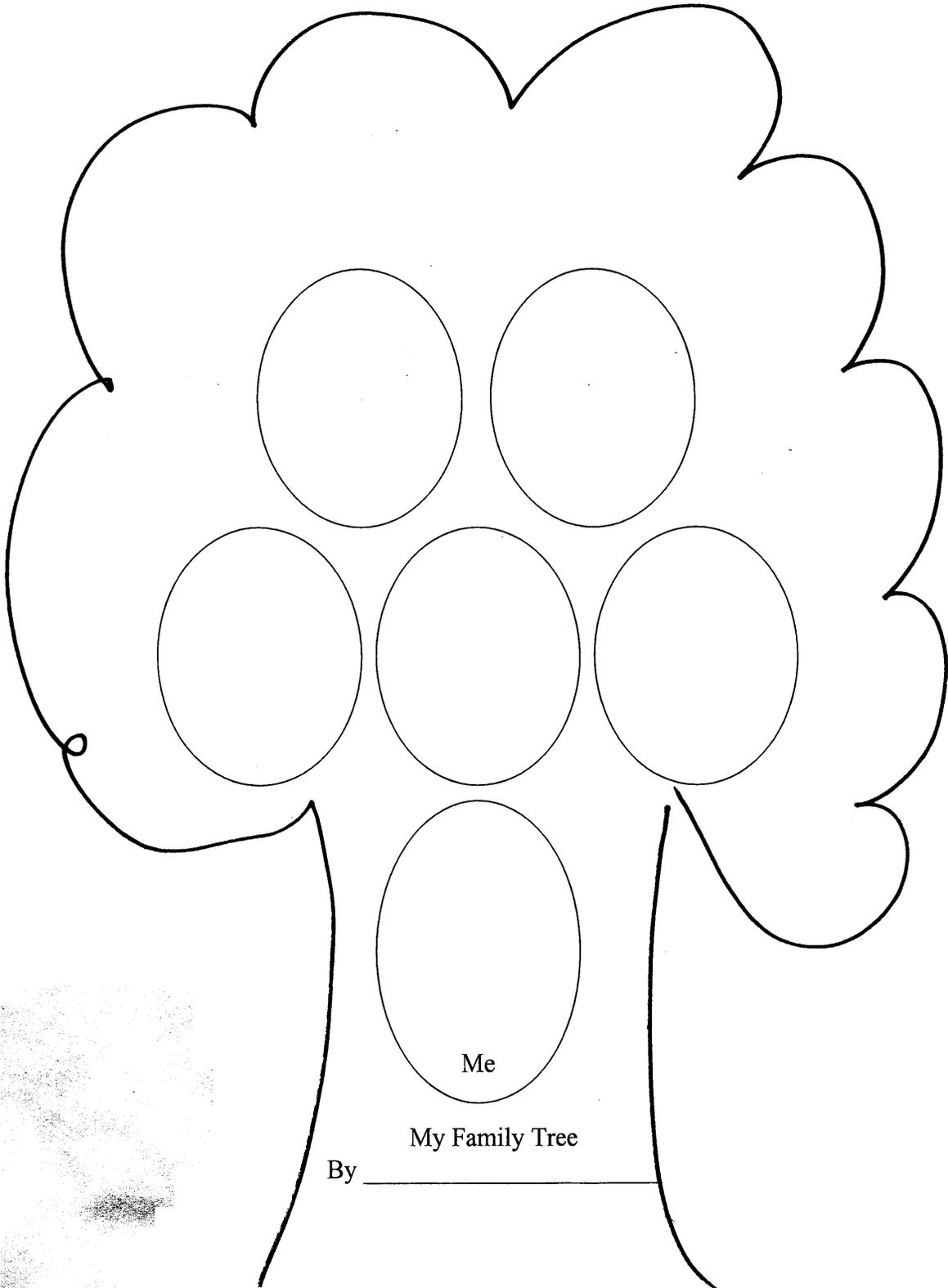
Geor-gie Por-gie pud-ding and pie,
Kissed the girls and made them cry.
When the boys came out to play
Geor-gie Por-gi ran a-way.

The image shows four staves of handwritten musical notation in 4/4 time. Each staff begins with a treble clef and a 4/4 time signature. The notes are simple, using quarter and eighth notes. The lyrics are written below the notes. The first staff ends with a double bar line and repeat dots. The second and third staves also end with double bar lines and repeat dots. The fourth staff ends with a double bar line and repeat dots. Below the fourth staff are three empty staves.

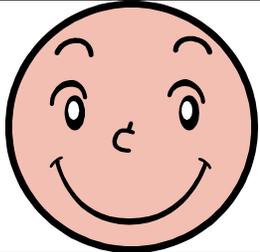
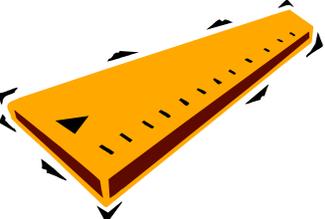
How to play the game:

- Students sit in a circle.
- Choose one student to begin walking around the outside of the circle while students sing "Georgie Porgie" song.
- On the word "away," the student who is walking gently taps someone on the head and begins to run around the circle. He is attempting to get back to the empty spot in the circle before he gets caught by the person whose head he tapped.
- Game continues as time allows.

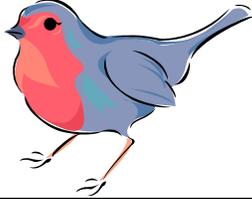
Appendix C
Family Tree



Appendix D
Matching Center 1

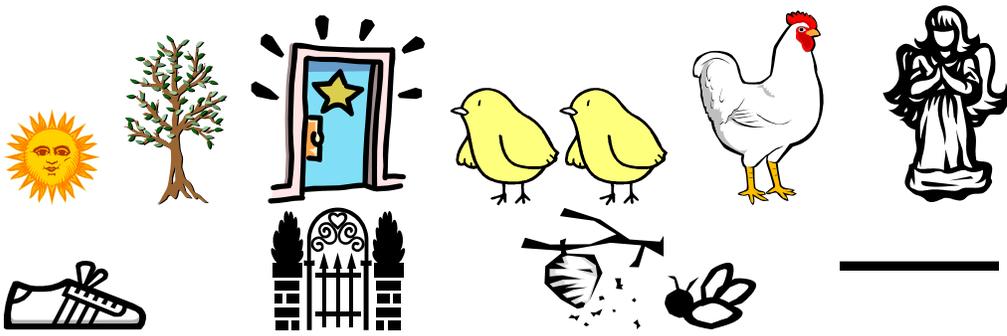
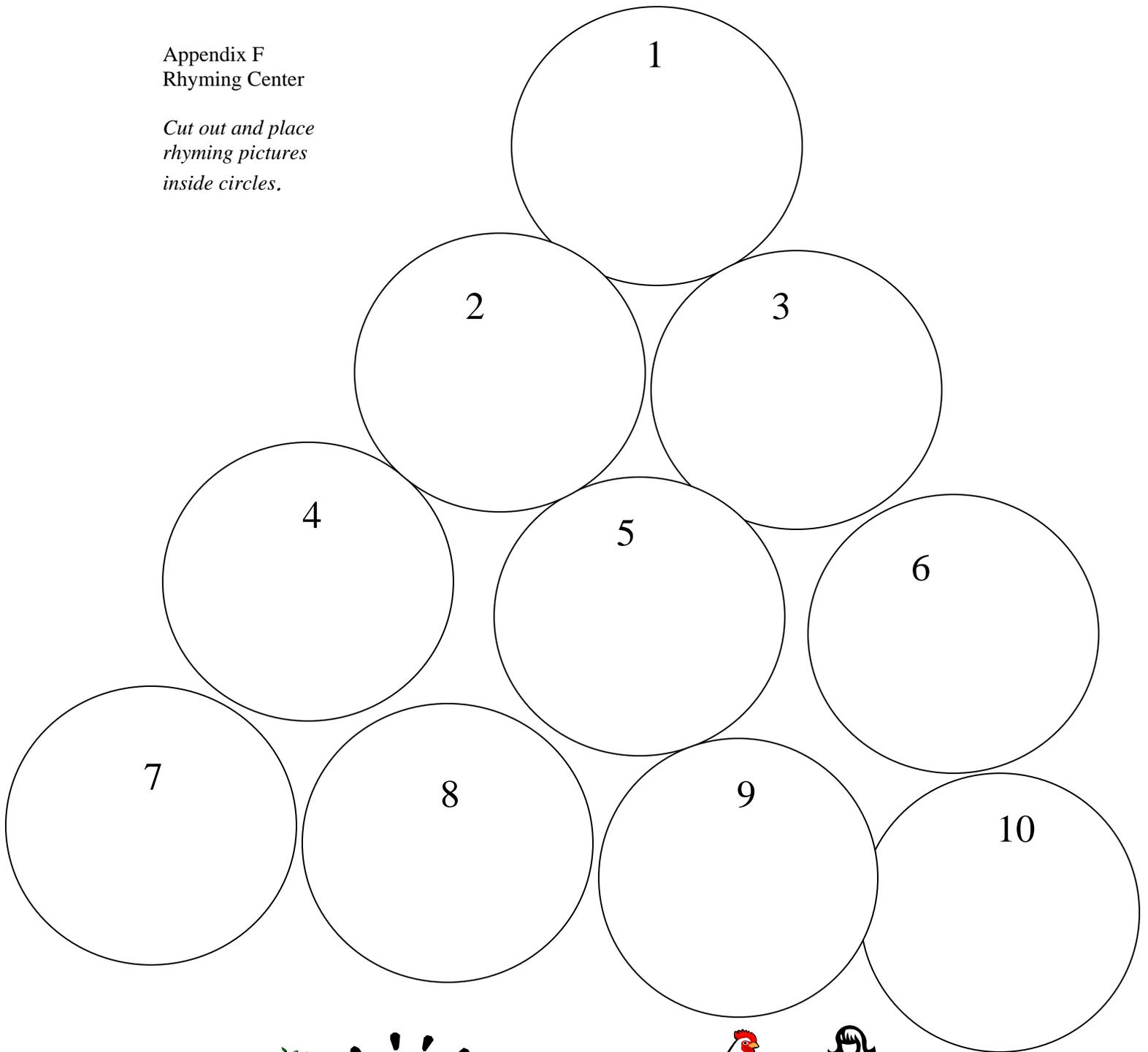
	
	
	
	
	
	

Appendix E
Matching Center 2

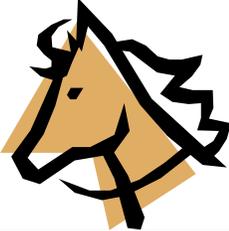
	
	
	
	
	
	

Appendix F
Rhyming Center

*Cut out and place
rhyming pictures
inside circles.*

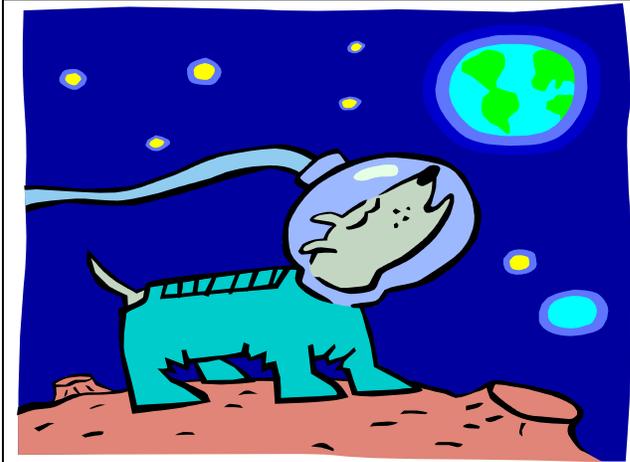


Appendix G
Matching Center 3

	
	
	
	
log	
	

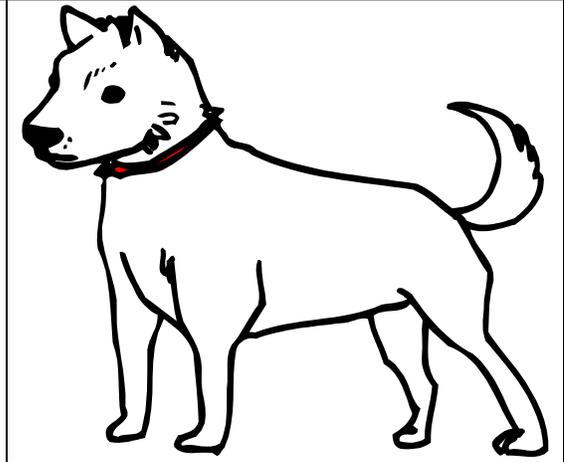
Appendix H
 Fiction/Non-Fiction Sign
 Answers to Appendix D

FICTION



Not Real - - Make Believe

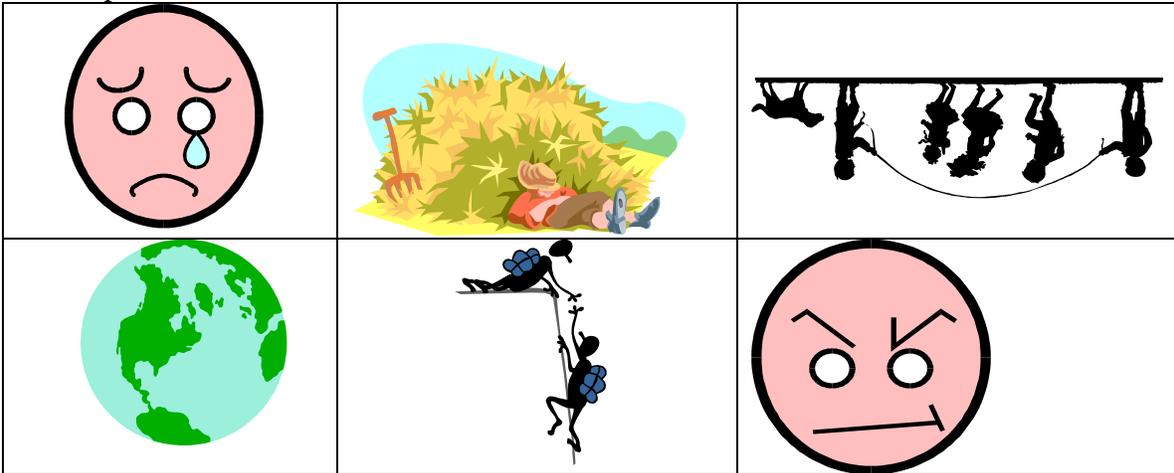
NONFICTION



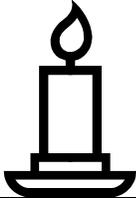
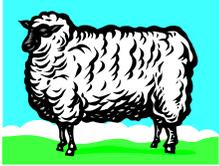
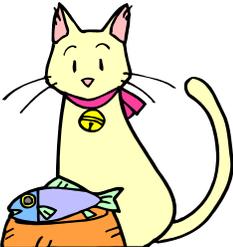
Real- - Information

Matching answers for Appendix D

Cut out pictures. Place in snack baggies. Place baggies and chart in center for students to complete.



Appendix I
Matching Center 4

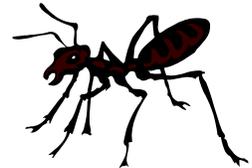
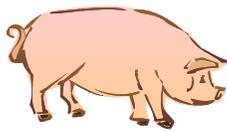
	
	
	
	
	
	

Appendix J
Fiction / Non-fiction Sorting

NONFICTION (REAL)

FICTION (Not REAL)

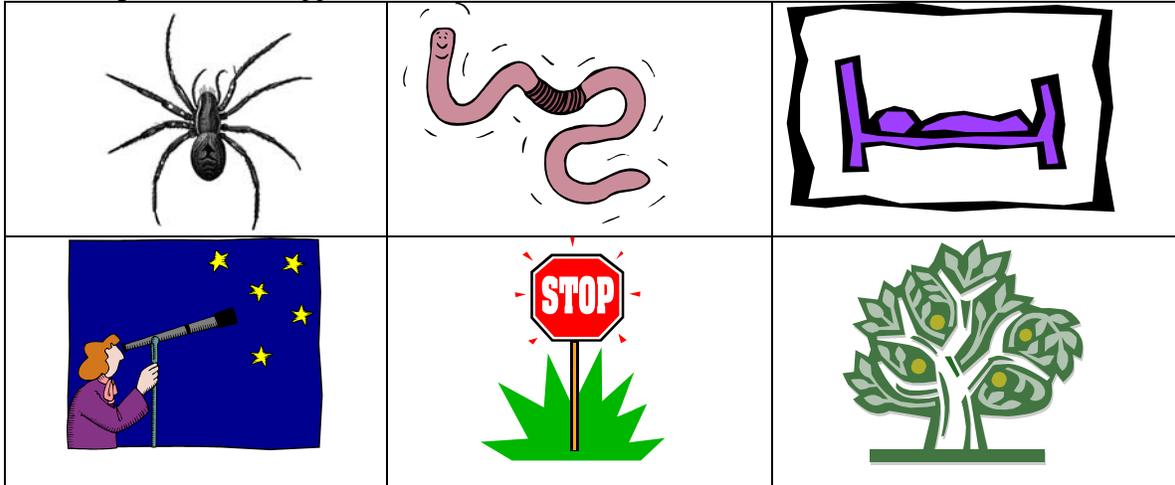
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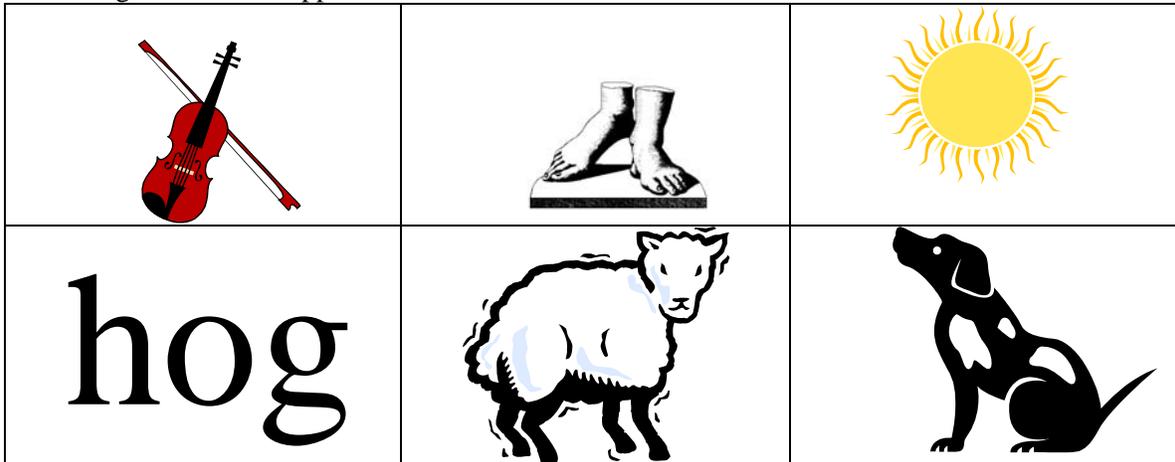
Appendix K
 Answers for Appendices E, G, and I

Cut out pictures. Place in snack baggies. Place baggies and chart in center for students to complete.

Matching answers for Appendix E



Matching answers for Appendix G



Matching answers for Appendix I

