

The Kindergarten Book of Sayings

Grade: Kindergarten

Presented by: JoAnn Margo, Kindergarten Teacher, Birchwood Core Knowledge School, Duluth, MN

Length of Unit: 12 lessons, with 2 community presentations

I. ABSTRACT

The kindergarten sayings are explored and discussed, one in each lesson, with students illustrating a page in a book for most sayings showing themselves in a situation in their lives where the saying could be used. The sayings are also displayed as banners or posters in the room and used by the teacher when applicable.

This project begins in September (A place for everything and everything in its place) and ends in May (April showers bring May flowers). The book has most sayings written in rebus style allowing students to “read” their books when they might not remember what their pictures show. The books are displayed as works in progress in a winter Core Knowledge Museum, and again at the end of the year during a kindergarten authors’ autograph session.

II. OVERVIEW

A. Concept Objectives

1. Student will gain an understanding of a common saying and learn to use the saying as it applies to the students’ own life situations.

B. Content Objectives

1. Kindergarten sayings and phrases

C. Skill Objectives

1. Addressed in individual lessons.

III. BACKGROUND KNOWLEDGE

A. For Teachers:

What Your Kindergartner Needs to Know by E.D. Hirsch, Jr. pp.109-112.

B. For Students:

Mad as a Wet Hen and Other Funny Idioms by Marvin Terban.

IV. RESOURCES

A. What Your Kindergartner Needs to Know by E.D. Hirsch, Jr. pp.109-112.

B. Mad as a Wet Hen and Other Funny Idioms by Marvin Terban.

V. LESSONS

Lesson One: Do unto others as you would have them do unto you.

A. Objectives

1. *Lesson Content:* “Do unto others as you would have them do unto you”.
2. *Concept Objective:* Gain an understanding of a common saying and learn how to use the saying as it applies to the students’ own life situations.
3. *Skill Objective:* Apply the saying to real life situations through a discussion of past experiences and by practicing kind acts toward classmates to encourage kind actions by all students.

B. Materials

1. What Your Kindergartner Needs to Know by E.D. Hirsch, Jr. p.110.
2. Appendix 1

3. Markers
- C. *Background notes*
 1. What Your Kindergartner Needs to Know by E.D. Hirsch, Jr. p.110.
- D. *Key Vocabulary*
 1. Unto = on to
 2. “Would have” = would like
- E. *Procedures/Activities:*
 1. Teacher will recite the saying “Do unto others as you would have them do unto you”.
 2. Students will brainstorm the saying’s possible meaning.
 3. Students will listen to the teacher give the true meaning and origin of the saying (Hirsh, p. 110).
 4. Teacher will read an example of the saying (Hirsh, p. 110).
 5. Teacher will apply the saying to the teacher’s and students’ own lives, such as social situations between peers in the classroom or school situations using names of school workers and students.
 6. Students will discuss times in their own life where the saying applies.
 7. Students will discuss how to be a friend by listing kind things they can do for their friends and things they would like their friends to do to/for them.
 8. Students are assigned a friend to play with for a short free time. They are to remember all the kind things that their friend did for them.
 9. Students are gathered together to discuss acts of kindness during free time and apply them to the saying “Do unto others as you would have them do unto you”.
 10. Students will draw a picture to illustrate the saying on the cover of The Kindergarten Book of Sayings (Appendix 1), and write their names on the line. Save the covers.
 11. Teacher will display the saying as a poster or banner and refer to the saying when appropriate.
- F. *Evaluation/Assessment*
 1. Students are evaluated on the appropriateness of their responses during discussions, actions during free time, and the quality and appropriateness of the drawing on the book cover.

Lesson Two: A place for everything and everything in its place.

- A. *Objectives*
 1. *Lesson Content:* “A place for everything and everything in its place”.
 2. *Concept Objective:* Gain an understanding of a common saying and learn how to use the saying as it applies to the students’ own life situations.
 3. *Skill Objective:* Apply the saying to real life situations through a discussion of past experiences and by practicing putting things away in their proper places.
- B. *Materials*
 1. What Your Kindergartner Needs to Know by E.D. Hirsch, Jr. p.111.
- C. *Background notes*
 1. What Your Kindergartner Needs to Know by E.D. Hirsch, Jr. p.111.
 2. First used in the 19th century and still used today.
- D. *Key Vocabulary*
 1. Place = area or space
- E. *Procedures/Activities*
 1. Teacher will recite the saying “A place for everything and everything in its place”.
 2. Students will brainstorm the saying’s possible meaning.
 3. Students will listen to the teacher give the true meaning and origin of the saying

- (Hirsch, p. 111).
4. Teacher will read an example of the saying (Hirsch, p. 111).
 5. Teacher will apply the saying to a classroom situation where things were put away correctly in their places and were easily found by others and where things were not put away in their places and were hard to find or lost and not yet found.
 6. Students will discuss times in their own life where the saying applies.
 7. Students will imagine that they are in their own bedroom at home when everything is put away in its place. Then they are to imagine their bedroom when nothing is put away in its place. Discuss which way they like their room best and why.
 8. Teacher will display the saying as a poster or banner in the room and use the saying when appropriate.
- F. *Evaluation/Assessment*
1. Students are evaluated on the appropriateness of their responses during discussions.

Lesson Three: Practice makes perfect.

- A. *Objectives*
1. *Lesson Content:* “Practice makes perfect”.
 2. *Concept Objective:* Gain an understanding of a common saying and learn how to use the saying as it applies to the students’ own life situations.
 3. *Skill Objective:* Apply the saying to real life situations through a discussion of past experiences and by making a drawing of themselves practicing a skill that they became very good at.
- B. *Materials*
1. What Your Kindergartner Needs to Know by E.D. Hirsch, Jr. p.112.
 2. Appendix 2
 3. Markers
- C. *Background notes*
1. What Your Kindergartner Needs to Know by E.D. Hirsch, Jr. p.112.
- D. *Key Vocabulary*
1. Practice: Doing something over and over again to become better at it.
 2. Perfect: Very good! The best it can be.
- E. *Procedures/Activities:*
1. Teacher will recite the saying “Practice makes perfect”.
 2. Students will brainstorm the saying’s possible meaning.
 3. Students will listen to the teacher give the true meaning and origin of the saying (Hirsch, p. 112).
 4. Teacher will read an example of the saying (Hirsch, p. 112).
 5. Teacher will apply the saying to a life situation where (s)he did something over and over again until (s)he became very good at it.
 6. Students will discuss times in their own life where the saying applies.
 7. Students will discuss a skill they are working on in school that they would become better at if they practiced more, such as writing letters, recognizing letters, etc.
 8. Students will make a drawing on the rebus page (Appendix 2). Save the pages with the covers.
 9. Teacher will display the saying as a poster or banner and use the saying when appropriate.
- F. *Evaluation/Assessment*
1. Students are asked to read the saying to the teacher, and tell the story in the drawing as it applies to the saying.

Lesson Four: Where there's a will, there's a way.

- A. *Objectives*
 - 1. *Lesson Content:* "Where there's a will, there's a way".
 - 2. *Concept Objective:* Gain an understanding of a common saying and learn how to use the saying as it applies to the students' own life situations.
 - 3. *Skill Objective:* Apply the saying to real life situations through a discussion of past and present experiences.
- B. *Materials*
 - 1. What Your Kindergartner Needs to Know by E.D. Hirsch, p.112.
- C. *Background notes*
 - 1. What Your Kindergartner Needs to Know by E.D. Hirsch, p.112.
- D. *Key Vocabulary*
 - 1. Will = Really want
- E. *Procedures/Activities:*
 - 1. Teacher will recite the saying "Where there's a will, there's a way".
 - 2. Students will brainstorm the saying's possible meaning.
 - 3. Students will listen to the teacher give the true meaning of the saying (Hirsch, p. 112).
 - 4. Teacher will read an example of the saying (Hirsch, p. 112).
 - 5. Teacher will apply the saying to a personal experience where (s)he wanted something really badly, and found a way to get (do) it. Teacher may want to talk about something (s)he wants right now, and is trying to find the way to get it.
 - 6. Students will discuss times in their own life where the saying applies.
 - 7. Students will discuss possible ways of achieving things that they want badly right now.
 - 8. Teacher will display the saying as a poster or banner in the room and use the saying when appropriate.
- F. *Evaluation/Assessment*
 - 1. Students are evaluated on the appropriateness of their responses during discussions.

Lesson Five: Look before you leap.

- A. *Objectives*
 - 1. *Lesson Content:* "Look before you leap".
 - 2. *Concept Objective:* Gain an understanding of a common saying and learn how to use the saying as it applies to the students' own life situations.
 - 3. *Skill Objective:* Apply the saying to real life situations through a discussion of past experiences and by making a drawing of themselves in a situation where they made a careful decision, or where they rushed into something too quickly.
- B. *Materials*
 - 1. What Your Kindergartner Needs to Know by E.D. Hirsch, Jr. p.111.
 - 2. Appendix 3
 - 3. Markers
- C. *Background notes*
 - 1. What Your Kindergartner Needs to Know by E.D. Hirsch, Jr. p.111.
- D. *Key Vocabulary*
 - 1. Leap: Jump.
- E. *Procedures/Activities*
 - 1. Teacher will recite the saying "Look before you leap".
 - 2. Students will brainstorm the saying's possible meaning.

3. Students will listen to the teacher give the true meaning of the saying (Hirsh, p. 111).
 4. Teacher will read an example of the saying (Hirsh, p. 111).
 5. Teacher will apply the saying to a life situation where (s)he made a decision too quickly and was sorry for it, or thought something through for a while and was glad (s)he didn't do it.
 6. Students will discuss times in their own life where the saying applies.
 7. Students will discuss a time in their lives when they made a decision too quickly and another time when they thought about something for a while and decided not to do it, and are glad that they thought it through!
 8. Students will make a drawing on the rebus page (Appendix 3). Assemble the books, appendix 1 - 11. The rest of the sayings have rebus pictures, so it is easy for children to know that they are making their drawing on the right page. If your order is different, please put them in the order that you will be teaching them to make it easier for the children to find the right page.
 9. Teacher will display the saying as a poster or banner and use the saying when appropriate.
- F. *Evaluation/Assessment*
1. Students are asked to read the saying to the teacher, and tell the story in the drawing as it applies to the saying.

Lesson Six: Great oaks from little acorns grow.

- A. *Objectives*
1. *Lesson Content:* "Great oaks from little acorns grow".
 2. *Concept Objective:* Gain an understanding of a common saying and learn how to use the saying as it applies to the students' own life situations.
 3. *Skill Objective:* Apply the saying to real life situations through a discussion of past experiences and by making a drawing of themselves practicing a skill that they became very good at.
- B. *Materials*
1. What Your Kindergartner Needs to Know by E.D. Hirsch, Jr. p.111.
 2. Appendix 4
 3. Markers
- C. *Background notes*
1. What Your Kindergartner Needs to Know by E.D. Hirsch, Jr. p.111.
- D. *Key Vocabulary*
1. Acorn = The nut of the oak tree that contains an oak seed.
 2. Oak = A very tall and strong tree.
- E. *Procedures/Activities*
1. Teacher will give each student an acorn or show a drawing or picture of an acorn.
 2. Teacher will recite the saying "Great oaks from little acorns grow".
 3. Students will brainstorm the saying's possible meaning.
 4. Students will listen to the teacher give the true meaning and of the saying (Hirsh, p. 111).
 5. Teacher will read an example of the saying (Hirsh, p. 111).
 6. Teacher will apply the saying to the students' lives by comparing them to the small acorn that they are holding. Just as the acorn is the promise of a great oak tree, a child is the promise of a grownup person that will do something great with their lives!
 7. Students will discuss the important things they would like to do (be) when they grow up.

8. Students will make a drawing on the rebus page (Appendix 4).
 9. Teacher will display the saying as a poster or banner and use the saying when appropriate.
- F. *Evaluation/Assessment*
1. Students are asked to read the saying to the teacher, and tell the story in the drawing as it applies to the saying.

Lesson Seven: A dog is man's best friend.

- A. *Objectives*
1. *Lesson Content:* "A dog man's best friend".
 2. *Concept Objective:* Gain an understanding of a common saying and learn how to use the saying as it applies to the students' own life situations.
 3. *Skill Objective:* Apply the saying to real life situations through a discussion of pets, and by making a drawing.
- B. *Materials*
1. What Your Kindergartner Needs to Know by E.D. Hirsch, Jr. p.110.
 2. Appendix 5
 3. Markers
- C. *Background notes*
1. What Your Kindergartner Needs to Know by E.D. Hirsch, Jr. p.110.
- D. *Key Vocabulary*
1. Friend = Someone that you like and feel safe with, and who likes and feels safe with you.
- E. *Procedures/Activities:*
1. Teacher will recite the saying "A dog is man's best friend".
 2. Students will brainstorm the saying's possible meaning.
 3. Students will listen to the teacher give the true meaning of the saying (Hirsch, p. 110).
 4. Teacher will read an example of the saying (Hirsch, p. 110).
 5. Teacher will apply the saying to a life situation where (s)he had or knew a dog that was like a best friend.
 6. Students will discuss their own dogs and other pets that are like best friends.
 7. Students will make a drawing on the rebus page (Appendix 5).
 8. Teacher will display the saying as a poster or banner and use the saying when appropriate.
- F. *Evaluation/Assessment*
1. Students are asked to read the saying to the teacher, and tell the story in the drawing as it applies to the saying.

Lesson Eight: The early bird gets the worm.

- A. *Objectives*
1. *Lesson Content:* "The early bird gets the worm".
 2. *Concept Objective:* Gain an understanding of a common saying and learn how to use the saying as it applies to the students' own life situations.
 3. *Skill Objective:* Apply the saying to real life situations through a discussion, and by making a drawing.
- B. *Materials*
1. What Your Kindergartner Needs to Know by E.D. Hirsch, Jr. p.110.
 2. Appendix 6
 3. Markers

- C. *Background notes*
 1. What Your Kindergartner Needs to Know by E.D. Hirsch, Jr. p.110.
 2. Mad as a Wet Hen and Other Funny Idioms by Marvin Terban, p.12.
 3. First used in the early 1600's.
- D. *Key Vocabulary*
 1. Early = Before everyone else.
- E. *Procedures/Activities*
 1. Teacher will recite the saying "The early bird gets the worm".
 2. Students will brainstorm the saying's possible meaning.
 3. Students will listen to the teacher give the true meaning of the saying (Hirsh, p. 110).
 4. Teacher will read an example of the saying (Hirsh, p. 110).
 5. Teacher will apply the saying to a life situation where (s)he wanted something and went early to get it before everyone else.
 6. Students will discuss times when they wanted something, and went early, before others, to make sure they got it.
 7. Students will make a drawing on the rebus page (Appendix 6).
 8. Teacher will display the saying as a poster or banner and use the saying when appropriate.
 9. At this point in the school year, our school has a Core Knowledge Museum where work pertaining to Core topics from grades pre k - 6 made throughout the year are on display for parents and the community to tour during an evening, with other entertainment provided. I put the "Kindergarten Book of Sayings" on a table, with a sign that says "Work in Progress" so people know that we will be adding more drawings on the unfinished pages of the books. The sayings posters and banners from the room could be included to bring more attention to the display. Tour the museum as a class during the day, so any student not able to attend with family can still see the displays, especially everything made by the kindergarten class!
- F. *Evaluation/Assessment*
 1. Students are asked to read the saying to the teacher, and tell the story in the drawing as it applies to the saying.

Lesson Nine: It's raining cats and dogs.

- A. *Objectives*
 1. *Lesson Content:* "It's raining cats and dogs"
 2. *Concept Objective:* Gain an understanding of a common saying and learn how to use the saying as it applies to the students' own life situations.
 3. *Skill Objective:* Apply the saying to real life situations through a discussion, and by making a drawing.
- B. *Materials*
 1. What Your Kindergartner Needs to Know by E.D. Hirsch, Jr. p.111.
 2. Appendix 7
 3. Markers
- C. *Background notes*
 1. What Your Kindergartner Needs to Know by E.D. Hirsch, Jr. p.111.
 2. Mad as a Wet Hen and Other Funny Idioms by Marvin Terban, p.9.
"In old England, there were big holes in the roads. There were also many cats and dogs running around loose. During a heavy rainstorm the holes would fill with water. The cats and dogs sometimes fell into them. So people joked that it was 'raining cats and dogs.'"
- D. *Key Vocabulary*

1. Raining = Water from the clouds falling to Earth.
- E. *Procedures/Activities*
1. Teacher will recite the saying “It’s raining cats and dogs”.
 2. Students will brainstorm the saying’s possible meaning.
 3. Students will listen to the teacher give the true meaning of the saying (Hirsh, 111).
 4. Teacher will read an example of the saying (Hirsh, p. 111).
 5. Teacher will give the origin of the saying (Terban, p. 9.)
 6. Teacher will apply the saying to a life situation where (s)he was caught in a heavy rain.
 7. Students will discuss times when they were caught in heavy rainstorms.
 8. Students will make a drawing on the rebus page (Appendix 7) of themselves in a heavy rainstorm.
 9. Teacher will display the saying as a poster or banner and use the saying when appropriate.
- F. *Evaluation/Assessment*
1. Students are asked to read the saying to the teacher, and tell the story in the drawing as it applies to the saying.

Lesson Ten: April showers bring May flowers.

- A. *Objectives*
1. *Lesson Content:* “April showers bring May flowers”
 2. *Concept Objective:* Gain an understanding of a common saying and learn how to use the saying as it applies to the students’ own life situations.
 3. *Skill Objective:* Apply the saying to real life situations through a discussion, and by making a drawing.
- B. *Materials*
1. What Your Kindergartner Needs to Know by E.D. Hirsch, Jr. p.109.
 2. Appendix 8
 3. Markers
- C. *Background notes*
1. What Your Kindergartner Needs to Know by E.D. Hirsch, Jr. p.109.
- D. *Key Vocabulary*
1. Showers = A short spring rain.
- E. *Procedures/Activities*
1. Teacher will recite the saying “April showers bring May flowers”.
 2. Students will brainstorm the saying’s possible meaning.
 3. Students will listen to the teacher give the true meaning of the saying (Hirsh, p. 109).
 4. Teacher will read an example of the saying (Hirsh, p. 109).
 5. Teacher will apply the saying to a life situation where something unpleasant caused something good to happen to him/her.
 6. Students will discuss times when something unpleasant caused something good to happen to them.
 7. Students will make a drawing on the rebus page (Appendix 8) of themselves where something unpleasant caused something good to happen to them.
 8. Teacher will display the saying as a poster or banner and use the saying when appropriate.
- F. *Evaluation/Assessment*
1. Students are asked to read the saying to the teacher, and tell the story in the drawing as it applies to the saying.

Lesson Eleven: Better safe than sorry.

- A. *Objectives*
 - 1. *Lesson Content:* “Better safe than sorry”.
 - 2. *Concept Objective:* Gain an understanding of a common saying and learn how to use the saying as it applies to the students’ own life situations.
 - 3. *Skill Objective:* Apply the saying to real life situations through a discussion, and by making a drawing.
- B. *Materials*
 - 1. What Your Kindergartner Needs to Know by E.D. Hirsch, Jr. p.109.
 - 2. Appendix 9
 - 3. Markers
- C. *Background notes*
 - 1. What Your Kindergartner Needs to Know by E.D. Hirsch, Jr. p.109.
- D. *Key Vocabulary*
 - 1. Safe = Not in any danger.
 - 2. Sorry = Not wanting something to be as it is.
- E. *Procedures/Activities*
 - 1. Teacher will recite the saying “Better safe than sorry”.
 - 2. Students will brainstorm the saying’s possible meaning.
 - 3. Students will listen to the teacher give the true meaning of the saying (Hirsh, p. 109).
 - 4. Teacher will read an example of the saying (Hirsh, p. 109).
 - 5. Teacher will apply the saying to life situations where (s)he made choices that were good and safe and choices that were not good and the teacher was sorry.
 - 6. Students will discuss times when they did/did not make a bad choice.
 - 7. Students will make a drawing on the rebus page (Appendix 9) of themselves making a safe choice.
 - 8. Teacher will display the saying as a poster or banner and use the saying when appropriate.
- F. *Evaluation/Assessment*
 - 1. Students are asked to read the saying to the teacher, and tell the story in the drawing as it applies to the saying.

Lesson Twelve: My favorite saying is . . .

- A. *Objectives*
 - 1. *Lesson Content:* Review of all sayings in their books.
 - 2. *Concept Objective:* Gain a greater understanding of common sayings and review meanings in preparation for the authors’ autograph session where people will be asking them questions about their books.
 - 3. *Skill Objective:* Review the sayings by choral reading, discussing meanings and their drawings. Choose a favorite saying and copy the words.
- B. *Materials*
 - 1. What Your Kindergartner Needs to Know by E.D. Hirsch, Jr. p.109 - 112.
 - 2. Appendix 11
 - 3. Pencil
- C. *Background notes*
 - 1. What Your Kindergartner Needs to Know by E.D. Hirsch, Jr. p.109 - 112.
- D. *Key Vocabulary*
 - Review lessons I - VI for vocabulary.
- E. *Procedures/Activities*

1. Teacher will recite the sayings, one at a time, children will choral read each saying after the teacher.
 2. Students will review the sayings meaning.
 3. Students will discuss the drawings they made as they relates to each saying.
 4. Students will find their favorite saying and discuss why they like it best.
 5. Students will copy the words of their favorite saying on the last page of the book (Appendix 12).
- F. *Evaluation/Assessment*
1. Students are assessed for understanding by the appropriateness of responses during discussion and the quality of work copying the words from the rebus page to the last page of the book. Students are asked to read their favorite saying to the teacher.

VI. CULMINATING ACTIVITY

Invite parents and staff to attend a “Kindergarten Authors’ Autograph Session”. Make autograph books with a cover (Appendix 12) and blank pages for visitors to use to collect the children’s autographs because they are the authors! I used the school library and arranged the tables in two rows down the sides of the room. Children were positioned with backs against the wall, with the table in front of them, their own books spread out on the table facing the visitors. Each child had their sayings book along with other books they had authored. People talked to the authors and asked them questions about their books. There was another table set up in the library with books made by the whole class. There were also tables set up with activity sheets for parents to take home and use during the summer. I positioned parent volunteers at the door to hand out the autograph books, asking families to only take one book. This activity was done on the last day of school in connection with a graduation ceremony and snack following the autograph session.

VII. HANDOUTS/WORKSHEETS

See attached:

Cover: The Kindergarten Book of Sayings

Practice makes perfect

Look before you leap

Great oaks from little acorns grow

A dog is man’s best friend

The early bird gets the worm

It’s raining cats and dogs

April showers bring May flowers

Better safe than sorry

Other sayings I know

My favorite saying is . . .

Autograph book, cover

VIII. BIBLIOGRAPHY

Hirsch, Jr. E.D. What Your Kindergartner Needs to Know. New York: Dell Publishing, 1996, ISBN 0-385-31841-3.

Terban, M. Mad as a Wet Hen and Other Funny Idioms. New York: Houghton Mifflin Co., 1987, ISBN 0-89919-478-8.

The Kindergarten
Book of Sayings

by



Practice makes perfect.



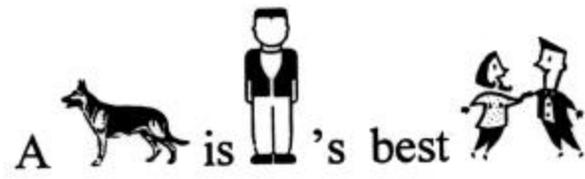
before you



Look **before** you leap.

Great  from little  grow

Great oaks from little acorns
grow



A dog is man's best friend.

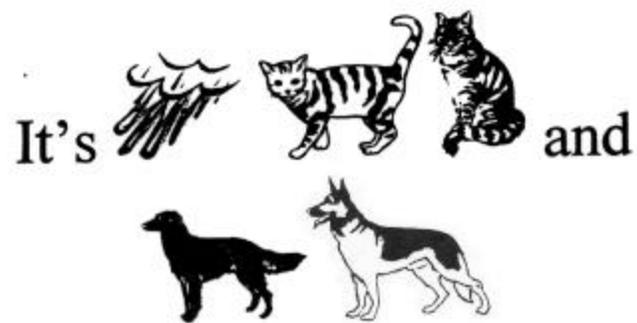
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The early  gets the 

◡

The early bird gets the worm.

◡



It's raining cats and dogs.

April   bring May 

April showers bring May flowers.

Better  than 

Better safe than sorry

Other sayings I know:

Where there's a will,
There's a way.

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

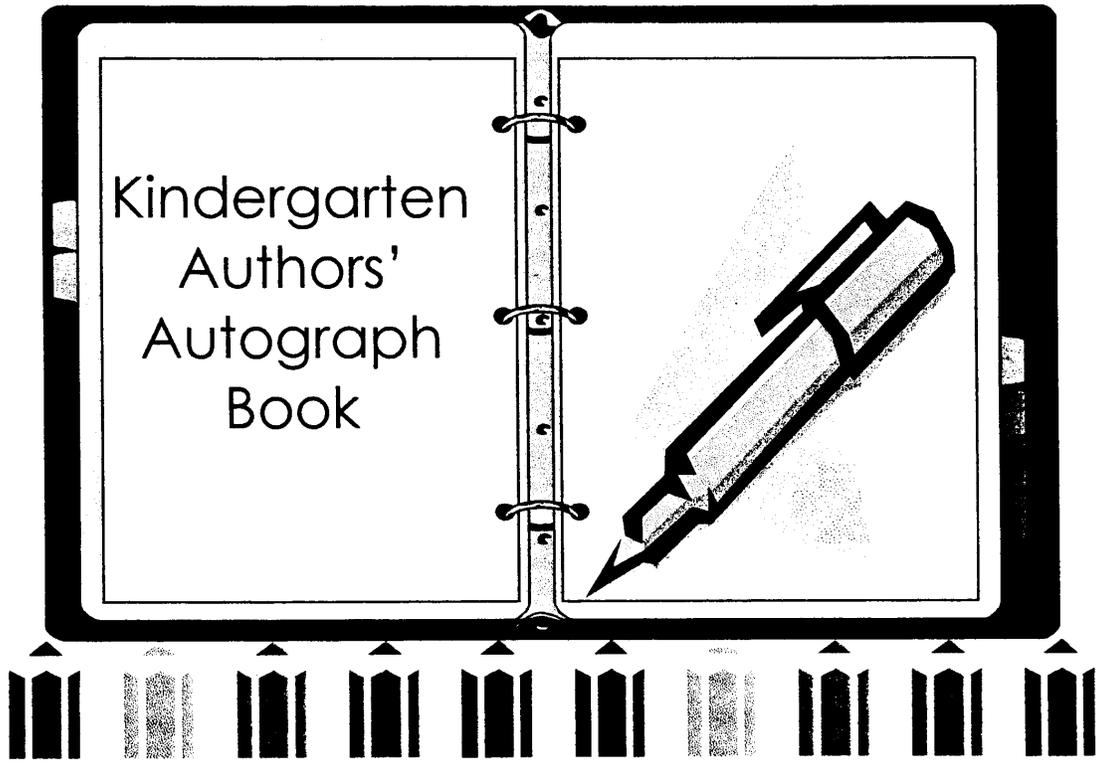
A place for everything and
everything in its place.

Ask me to tell you what they
Mean.



My favorite saying is:





Kindergarten
Authors'
Autograph
Book

