





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

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

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

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

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

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



him about speaking kindly of others.

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

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

### C. Hit The Nail On The Head

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





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

Rock-a-bye baby, in the tree top,  
When the wind blows, the cradle will rock.  
When the bough breaks, the cradle will fall,  
And into the Land of Nod you will fall.
  - e. “Animal Fun”
    - (1) Teach *Animal Fun* song. Words and music by Janeen Brady.  
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Used by permission.)**

Fluffy little bunnies go hop, hop, hop.  
Playful little froggies go plop, plop, plop.  
Frisky little ponies go clop, clop, clop, But I must go to bed.  
Spiders in the garden go creep, creep, creep.  
Chickens in the barnyard go peep, peep, peep.  
Reindeer in the forest go leap, leap, leap, But I must go to bed.  
Monkeys and gorillas go thump, thump, thump.  
Big and scary elephants clump, clump, clump.  
Kangaroos and crickets go jump, jump, jump, But I must go to bed.
    - (2) Children dress in costumes and/or do actions to the song.
  - f. “Going to Sleep on the Farm”
    - (1) Read the book *Going to Sleep On The Farm* to the class.
    - (2) Listen to the tape at a listening center.
5. Evaluation
  - a. Distribute copies of picture/text chart for students to color. (Save for portfolios.) While children color, show the picture prompt to each child individually. He/she recites the saying to the teacher. Record results.





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

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

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

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

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

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

#### **I. Practice Makes Perfect**

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

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

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

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

d. “Home, Sweet Home”

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

e. “Home’s Where I Want To Be”

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

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

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

5. Evaluation

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

## VI. CULMINATING ACTIVITY

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

1. Materials

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

2. Program Text

a. **Introduction**

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

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

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

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

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

(2) "Scale Song"

h. **The more the merrier.**

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

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

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

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

A & B: "I wish a friend would come along."

(Children back up into each other.)

A: "Oh, Hi!"

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

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

B: "Mom always says "The more the merrier,"

And now I know that's true."

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

(2) "Circle of Friends"

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

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

(2) "Never Leave Till Tomorrow"

j. **Practice makes perfect.**

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

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

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

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

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

l. **Conclusion**

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

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

## B. FINAL REVIEW/EVALUATION ACTIVITIES

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

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

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

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

## VII. HANDOUTS/WORKSHEETS

See attached appendices.

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