

Preschool Poetry-Having Fun with Classic Poems

Special Area: Preschool, Level II

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Length of Unit: Six lessons (approximately 20 minutes each)

I. ABSTRACT

This unit utilizes six of the poems from the *Core Knowledge Preschool Sequence* to engage and teach children about poetry while gaining critical skills. Critical skill areas for Level II include Autonomy, Oral Language, Emerging Literacy, Mathematical Reasoning, and Scientific Reasoning and all are addressed in this unit. Other “supplemental” skill areas are addressed as well. This unit can be taught all at one time or used as separate lessons throughout the year.

II. OVERVIEW

A. Content from the *Core Knowledge Preschool Sequence*

1. Poems (page 44)
 - a. An Old Person From Ware
 - b. At The Seaside
 - c. Jack-O-Lantern
 - d. Raindrops
 - e. Singing Time
 - f. The Worm
2. Autonomy and Social Skills (page 17)
 - a. Draw a dimensional picture of a person.
3. Oral Language (page 29)
 - a. Identify outcomes and possible causes
 - b. (The following are NOT critical skills, they are supplemental)
 - c. After listening to an oral description, recreate the scene in pictures.
 - d. Assume a different role and express different possibilities.
4. Emerging Literacy (page 53)
 - a. Represent “in written form” people, objects or events.
 - b. Segment a spoken sentence into separate and distinct words.
5. Mathematical Reasoning (page 61)
 - a. Illustrate the concept of “put together” and “take away”.
6. Scientific Reasoning (page 83)
 - a. Observe, describe, and record some basic properties of water.
 - b. Observe, describe, and record an animal.
7. Visual Arts (page 96)
 - a. Create representational and nonrepresentational works, such as printing, painting, drawing, and sculpture.
8. Movement and Coordination (page 14)
 - a. Act out a nursery rhyme, poem, or fingerplay.

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. *Core Knowledge Preschool Sequence*

IV. PREREQUISITE PRIOR KNOWLEDGE FOR STUDENTS

A. Writing strokes (lines, circles, triangles, squares)

V. RESOURCES

- A. A copy of the CD, *Sing A Song of Seasons* by Rachel Buchman or a CD of ocean sound (Lesson Two)
- B. CD player (Lessons Two and Three)
- C. A copy of the CD *Spooky Favorites* by Music for Little People (Lesson Three)

VI. LESSONS

Lesson One: An Old Person From Ware-Edward Lear (approximately 20 minutes)

- A. *Daily Objective(s)*
 - 1. Children will draw a dimensional picture of a person.
 - 2. Children will act out the poem, An Old Person From Ware.
- B. *Grouping*
 - 1. Large group and small group
- C. *Materials and Preparation*
 - 1. Copy of Appendix B for each child
 - 2. Bear shaped chart paper (Appendix D) with poem written on it, use a different color for the line “Does it trot?”
 - 3. Crayons
 - 4. Picture of a bear carrying an old man (Appendix E)
- D. *Language of Instruction*
 - 1. Teacher: read
 - 2. Students: none
- E. *Procedures/Activities*
 - 1. Show picture of old person on a bear.
 - 2. Ask children to tell you what this picture shows (a bear, a person, someone riding on a bear etc...).
 - 3. Ask children to tell you a story about the picture. The story can be short, two or three sentences are fine.
 - 4. After children have given various versions of a possible story, read the poem by Edward Lear (Appendix B).
 - 5. Repeat it again and have children say as many words with you as they can.
 - 6. Talk about the word “trot”. Tell children that trot means that the horse would move a little quicker than walking but slower than running.
 - 7. Say the last line of the poem (He’s a moppsikon, floppsikon bear). Have children repeat it with you.
 - 8. Ask “Have you ever heard those words before? (No) Those words are called “nonsense words” because they are words that are made up.”
 - 9. Tell children that you are going to read the poem again and that you want them to listen for a question that was asked in the poem.
 - 10. Read the poem and emphasize the line “Does it trot?” by making sure your voice lilt up at the end to emphasize the question mark.
 - 11. Ask children to tell you what question they heard in the poem. (Does it trot?)
 - 12. Show children the question mark and tell them that they can always tell a sentence is a question if they see the question mark at the end.
 - 13. Say “What was the old person’s answer to the question?” (Certainly not) If the children have a hard time stating the answer to the question, read the line to them and then ask them again.
 - 14. Say “The question was, “Does it trot?” and the answer was “Certainly not!”.
 - 15. “Why was the answer “Certainly not!”? Lead children to the answer of “He’s a moppsikon, floppsikon bear”.
 - 16. Have children give different definitions of what they think those words mean.

17. Insert their definitions in place of the nonsense words. Ex: If a child says that the words mean “silly”, read the poem as “He’s a silly bear”. If a child says that the words mean “tired”, read the poem as “He’s a tired bear”.
 18. Read the poem the right way again, and include the poet’s name. Children should read along with you as much as possible.
 19. Divide children into two groups. Group one will complete the poem on Appendix B. Explain to the children that part of the poem is missing. Read the poem and have children say what is missing. They will then draw the pictures that are missing. (old person and bear)
 20. Group two will read additional related stories. I would suggest additional Core Knowledge stories such as Blueberries for Sal, Corduroy, Ask Mr. Bear, Brown Bear Brown Bear, and I Know an Old Lady.
 21. Switch groups and repeat activities.
- F. *Go A Little Further*
1. For children who have difficulty, simply read the poem and encourage the child to “read” along.
 2. For children who excel, have them read other poems by Edward Lear, pick their favorite, and draw a picture or act out the poem for the class.
- G. *Assessment/Evaluation*
1. Keep Appendix B, rebus story in child’s portfolio. Use Assessment questions to record child’s ability to draw a dimensional person either accurately or through other representations.

Lesson Two: At the Seaside-Robert Louis Stevenson (approximately 15 minutes)

- A. *Daily Objective(s)*
1. Children will act out the poem *At the Seaside*.
- B. *Grouping*
1. Large group
- C. *Materials and Preparation*
1. A copy of Appendix C for each child to take home
 2. A copy of the CD, *Sing A Song of Seasons* by Rachel Buchman or a CD of ocean sounds
 3. CD player
 4. A small pail and a shovel for each group of two children filled $\frac{3}{4}$ with sand
 5. Sand
 6. Water
 7. Blue food coloring
 8. Clear plastic cup for each group of two children filled with water
 9. Shovel and pail shaped chart paper (Appendix H) with poem written on it
- D. *Language of Instruction*
1. Teacher: none
 2. Student: none
- E. *Procedures/Activities*
1. Read the poem *At the Seaside* by Robert Louis Stevenson with the ocean sound CD or play the poem from *Sing A Song of Seasons*.
 2. Point out words that may be unfamiliar and give their meanings (sea- ocean, spade- shovel, shore-sandy part or beach).
 3. Read the poem again and have children act out each line.
 4. *As I was standing by the sea-* children will stand up tall pretending to look at the ocean. *A wooden spade they gave to me-* children will turn to one side and pretend to take a shovel from someone. *To dig the sandy shore-* children will

pretend to dig in the sand. *My holes were empty like a cup*- children will look in their pretend holes and shrug their shoulders. *In every hole the sea came up 'til it could come no more.*- children will look excited as the “water” pours into their pretend holes.

5. Pair children with a partner and have them sit with you in a circle. Give one partner the pail, and the other partner the shovel and a cup filled with blue tinted water.
 6. Tell the children that they are going to act out the poem again but this time they are really going to dig a hole when the poem says to. You may need to demonstrate the actions.
 7. Read the poem again. When you read the part *A wooden spade they gave to me* the child with the shovel will give it to the child with the pail.
 8. When you read the part *To dig the sandy shore*, the child with the pail and shovel will dig a hole in the sand.
 9. *My holes were empty like a cup*, both children will look into the pail and shrug their shoulders.
 10. *In every hole the sea came up 'til it could come no more*, child with the cup will pour the water slowly into the hole and watch it fill with water!
 11. Empty the wet sand into a large container and refill the pails with dry sand.
 12. Have children trade jobs and repeat the activity above.
 13. Send home a copy of the poem for each child (Appendix C).
- F. *Go A Little Further*
1. For children who have difficulty, focus on the hands on retelling of the story.
 2. For children who excel, have them recite the poem without acting it out.
- G. *Assessment/Evaluation*
1. Use Assessment question to record child's ability to ability to act out the poem.

Lesson Three: Jack-O-Lantern-Aileen Fisher (approximately 15 minutes)

- A. *Daily Objective(s)*
1. After listening to an oral description of *Jack O' Lantern*, children will recreate the scene in pictures.
 2. Children will create a representational work of a jack o' lantern by drawing.
- B. *Grouping*
1. Large group and small group
- C. *Materials and Preparation*
1. A copy of Appendix D for each child to take home
 2. A copy of the CD *Spooky Favorites* by Music for Little People
 3. CD player
 4. One orange paper bag for each child
 5. One sheet of yellow tissue paper for each child
 6. Scissors for the teacher
 7. Black markers
 8. Green construction paper or tagboard cut into lengthwise strips
 9. Stapler or tape
 10. Copy of the poem written on pumpkin shaped chart paper
- D. *Language of Instruction*
1. Teacher: describe
 2. Student: none
- E. *Procedures/Activities*
1. Play the poem / song, *Jack O' Lantern*, from the CD or read the poem to the children.

2. Tell children that a jack o' lantern is a pumpkin with a carved out face like you see on Halloween.
 3. Read or play the poem again, asking children to sing or recite along with you.
 4. (Note: I highly recommend using the song version as the children tend to remember better with music.)
 5. After the children have recited or sung the poem a few times, divide them into two groups.
 6. Group one will draw two pictures using Appendix M. On the top half, the children will draw the scene they hear described with verse one of the poem. Sample drawings would be a pumpkin with a face (basic), a pumpkin with face in a window(average), a pumpkin with a face in the window with the night represented with appropriate colors (advanced).
 7. On the bottom half, children will draw a picture of what they hear in verse two of the poem. Sample drawings would be a yellow pumpkin (basic), a yellow pumpkin on a vine (average), a yellow pumpkin on a vine and an additional picture of a jack o' lantern glowing (advanced).
 8. Keep these drawings for assessment.
 9. Group two will make the jack o' lantern craft.
 10. Give each child an orange bag and a black marker.
 11. Have children draw a face on their jack o' lantern using the markers. Give them examples of shapes to use such as triangles, squares, rectangles, and circles. If children cannot draw shapes on their own, give them shapes to trace around instead.
 12. Give each child a yellow tissue paper. Have them crunch it up while you cut out the face that they have drawn.
 13. After you have cut out the face, staple the green strip to the top. Have the children place their tissue paper in the bag to represent the candlelight shining,
- F. *Go A Little Further*
1. For children who have difficulty, emphasize a certain part of the first verse and tell them what to draw or give them cut outs of the different parts of the story and have them glue those on paper instead of drawing.
 2. For children who excel, encourage them to listen carefully to the poem and draw as much detail as possible.
- G. *Assessment/Evaluation*
1. Use Assessment to record results from Appendix M, children's ability to recreate a scene in pictures.

Lesson Four: Raindrops-Aileen Fisher (approximately 20 minutes)

- A. *Daily Objective(s)*
1. Children will observe and describe some basic properties of water using the poem *Raindrops*.
 2. Children will assume a different role and express possibilities.
- B. *Grouping*
1. Whole group and small group
- C. *Materials and Preparation*
1. Copy of Appendix H for each student to take home
 2. Ice cube for each child
 3. Plug in tea kettle or hot plate and pot
 4. Clear plastic cup for each child
 5. Blow dryer
 6. A copy of Appendix M copied on yellow paper and cut out.

7. Red cape with six black circles glued on, any size
8. Blue butcher paper shaped like a raindrop, about 3 feet tall
9. Head band for each child
10. Two pipe cleaners for each child
11. Two small Styrofoam balls for each child (about 1")
12. Black markers
13. Books about raindrops and ladybugs
14. Ladybug shaped chart paper (Appendix N) with copy of poem
15. Hot chocolate packages for each child

D. *Language of Instruction*

1. Teacher: boil, freeze, heat, ice, steam, water
2. Student: water

E. *Procedures/Activities*

1. Instruct each of the children on how to make ladybug antennae.
2. Give each child two Styrofoam balls, a marker, and two pipe cleaners.
3. Have children color the balls and then stick them onto the pipe cleaners.
4. Give the children each a headband and show them how to wrap the end of the pipe cleaners around the headband to attach it.
5. Have the children put on their antennae and join you in a circle.
6. Ask the children "What insects do you know that have antennae?" (various answers)
7. Tell them that today, they are going to hear a poem about a ladybug.
8. Read the poem *Raindrops* one time alone and then again with the children.
9. Ask "Can you imagine if you walked outside and a raindrop as big as you fell from the sky?" "How would you feel?" (scared, worried etc...)
10. Choose two children from the circle. One will put on the "ladybug cape" and the other will hold the raindrop paper.
11. Tell the children that you will read the poem again and that you want the child playing the ladybug to think about what he/she would do when the giant raindrop (the other child) comes towards them.
12. Divide the children into two groups. Group one will read the poem again and different children will have the opportunity to play either the raindrop or the ladybug.
13. Group two will learn about frozen water (ice), water, and steam.
14. Give each child in group two an ice cube in a clear plastic cup. Ideally you can take them to the freezer to take out the ice cubes.
15. Ask the children if they know what ice is made of.
16. Tell them that they are going to let the ice melt, so that they can find out what the ice is made of.
17. Ask them for suggestions of how to melt the ice. (blow on it, put it in the sun, make it warm etc...)
18. Have them try as many of their suggestions as possible.
19. Tape the sun cut out on the blow dryer and use the blow dryer to melt the remainder of the ice.
20. Ask children to watch as the ice melts and have them tell you that the ice turned to water.
21. Tell them that now that they know what happens when water gets cold, you are going to show them what happens when water gets hot. Have children make predictions as to what they think will happen when you heat up the water.
22. Before you begin to heat up the water, switch groups and do the same activities.
23. After the second group has finished with the ice, call both groups together.

24. Pour the water from their cups into the teapot or pan and begin to heat. While children are waiting for the water to boil, have them look at ladybug and water books from the reading corner.
 25. When water begins to steam, have children join you near the teapot. Make sure to keep them about three feet away from the steam.
 26. Explain to them that when water gets cold it turns to ice but when it is heated up, it turns to steam.
 27. Explain that steam is water in a different form just as ice is water in a different form.
 28. Use the water from the teapot to make hot chocolate. Put an ice cube in each cup to cool it down.
- F. *Go A Little Further*
1. For students who have difficulty, focus on only one form of water instead of two.
 2. For students who excel, have them record what they observed with the water experiments.
- G. *Assessment/Evaluation*
1. Use Assessment question to record child's understanding of ice and steam.

Lesson Five: Singing Time-Rose Fyleman (approximately 20 minutes)

- A. *Daily Objective(s)*
1. Children will segment a sentence into separate and distinct words.
- B. *Grouping*
1. Whole group or Small group if class size is more than 11.
- C. *Materials and Preparation*
1. Music note shaped chart paper with the poem *Singing Time*. The word "sing" should be printed in red (Appendix P)
 2. Copy of Appendix K, copied onto different colored paper and cut into separate words
 3. Place the words from Appendix around the room
 4. If using small groups, have various poetry books available
 5. *Note: This activity also includes counting the number of words in each sentence. This is not a Core Knowledge skill but is a skill required by the Open Court Phonics program that is used in this classroom.*
- D. *Language of Instruction*
1. Teacher: word, clap
 2. Student: none
- E. *Procedures/Activities*
1. Read the poem *Singing Time* to the children pointing to each word as you read it.
 2. Show them the words in red and tell them that all the words in red say the same thing. They all say "sing".
 3. Now tell the children to pretend that they are a baby bird. Have them demonstrate how they would act and how they would sound (flapping wings, peeping, tweeting, etc...).
 4. Now tell them that you are going to read the poem again and that you want them to begin singing like a bird when they hear or see you point to the word "sing".
 5. Ask them how they will know when you are pointing to the word "sing". (It is written in red.) Review this if needed.
 6. Read the poem again and point to each word.
 7. When you come to the word "sing", give some sort of a visual cue to remind them to begin singing like a bird (ex: point to them, emphasize the word through body movement).

8. After this activity, have the children go around the room and find one word.
 9. Bring them back to the group and tell them that you are going to look at the words they have and put them in order from part of the poem.
 10. When the child is in place, instruct them to put the word on the floor in front of them.
 11. Tap each child on the head as you say their word and have them clap as their head is tapped.
 12. Do this for each child.
 13. Tell them that the line they made is like a sentence. Ask “Do you all have the same words?” (no, some are the same, some are not)
 14. Say “We put our words in order to make a sentence.”
 15. “Let’s count how many words are in our sentence.” “When I tap you on the head again, I want you to clap as I say the number.”
 16. Begin with first child and say “one” as you tap them on the head and they clap. Continue for all children.
 17. “How many words are in our sentence?” (11)
 18. Have children sit down and ask them to think of a sentence. Remind them that it doesn’t have to be long.
 19. Take various examples and after each one, clap for each word while saying the word and count the number of words in the sentence while children clap with each word.
- F. *Go A Little Further*
1. For students who have difficulty, have them clap out a sentence that you give to them, keeping the sentence to three words.
 2. For students who excel, have them demonstrate counting each word by having them come up to the chart paper and pointing out each word.
- G. *Assessment/Evaluation*
1. Use Assessment question to record child’s ability to segment a sentence using clapping. (For Open Court, children will also need to be able to count the number of words in the sentence.)

Lesson Six: The Worm-Ralph Bergengren (approximately 15 minutes)

- A. *Daily Objective(s)*
1. Children will illustrate “put together” and “take away”.
 2. Children will identify outcomes and possible causes.
 3. Children will observe, record, and describe a worm.
- B. *Grouping*
1. Small group
- C. *Materials and Preparation*
1. Copies of Appendix G for half of class (six per child), cut and laminated
 2. Copy of the poem “*The Worm*” written on worm shaped chart paper (Appendix Q)
 3. Worm farm
 4. Journals
 5. Pencils
 6. Small paper plates for each child
- D. *Language of Instruction*
1. Teacher: put together, take away, how many, count
 2. Student: none
- E. *Procedures/Activities*
1. Read the poem *The Worm* to the class, pointing out each word as you read.

2. Ask “What was the boy thinking about eating in the poem?” (worms)
 3. “Did he actually eat one?” (No, he just touched his tongue on one.)
 4. “What do you think his mother would do or say if she saw him really eat a worm?” (Various answers)
 5. “What do you think would happen if the boy kept eating the worms?” (Various answers)
 6. “What do you think would happen if the boy actually ate some worms?” (He might get a stomach ache, feel sick, etc...)
 7. Divide the class into two groups. Group one will do the “Worm Math” game and Group Two will observe and journal about the worm farm in the classroom.
 8. Worm Math game: Give each child six worms (Appendix G).
 9. Give the children various scenarios to “put together” and “take away” worms.
 10. Example: “Let’s count how many worms you have in front of you.” (Six) “Let’s pretend that the boy wanted to eat two worms.” “Take two worms away from your group and put them on the paper plate for the boy to eat.” “Good, now how many worms did you take away?” (Two) “Right, you took two away so now how many are left in front of you?” (Four)
 11. Continue using the above example taking away one-five worms.
 12. Repeat the activity, except this time, have all the worms on the plate. Ask them to take one worm off the plate and put it in front of them. Have them add the remaining worms one at a time, counting how many they have “put together” after each addition.
 13. Switch groups and repeat activity.
- F. *Go A Little Further*
1. For students who have difficulty, only give them four worms to use or less.
 2. For students who excel, introduce the words “add and subtract” and have them work with students who have difficulty.
- G. *Assessment/Evaluations*
1. Use Assessment to record child’s ability to demonstrate put together and take away up to six objects.

VII. CULMINATING ACTIVITY

- A. Post all chart paper poems around the room and have children stand by the one that is their favorite.
- B. Graph the children to find out which poem children liked the most.
- C. Have children either act out, draw, or recite the poem that is their favorite. If they are unable to do so, have them tell you one of their favorite parts.

VIII. HANDOUTS/WORKSHEETS

- A. Appendix A: Assessment
- B. Appendix B: An Old Person From Ware Poem
- C. Appendix C: At the Seaside Poem
- D. Appendix D: Bear Pattern
- E. Appendix E: Old Man and Bear Pattern
- F. Appendix F: Jack O’Lantern Poem
- G. Appendix G: Math Worms
- H. Appendix H: Shovel and Pail Pattern
- I. Appendix I: Raindrops Poem
- J. Appendix J: Singing Time Poem
- K. Appendix K: Singing Time Word Cards
- L. Appendix L: The Worm Poem

- M. Appendix M: Sun Pattern
- N. Appendix N: Jack O'Lantern Assessment Page
- O. Appendix O: Ladybug Pattern
- P. Appendix P: Music Note Pattern
- Q. Appendix Q: Worm Pattern

IX. BIBLIOGRAPHY

- A. Core Knowledge Foundation, *Core Knowledge Preschool Sequence*. Charlottesville, VA; 2000 ISBN 1-8095/7-21-6
- B. *Spooky Favorites CD*. Redway, CA.: Music for Little People, 1999. ISBN 1-56628-210-1
- C. *Sing A Song of Seasons CD*. Cambridge, MA.: Rounder Records, 1997. ISBN 1-886767-97-1
- D. www.alphabet-soup.net
- E. www.nonsenselit.org/Lear
- F. www.earlyliterature.ecsd.net/rain.htm

Appendix A
Unit Assessment by Individual Poem

An Old Person From Ware

1. Child demonstrated ability to draw a person and bear. NY/P/C
or
2. Child demonstrated ability to draw a person and bear by using lines and shapes. NY/P/C

At the Seaside

1. Child demonstrated ability to act out the poem. NY/P/C

Jack O' Lantern

1. Child demonstrated ability to recreate the scene in drawings. NY/P/C
2. Child demonstrated ability to recreate the scene by manipulating props. NY/P/C

Raindrops

1. When asked "What happens to water when it gets cold?", child gives an appropriate answer. (freezes, gets hard) NY/P/C
2. When asked "What happens to water when it gets very hot?", child gives an appropriate answer. (steams, disappears) NY/P/C

Singing Time

1. Child demonstrates the ability to clap out a 3-5 word sentence. NY/P/C
2. Child can point to separate words in a given sentence from a book. NY/P/C

The Worm

1. Child demonstrated ability to take away correct number of worms when asked. NY/P/C
2. Child demonstrated ability to put together correct number of worms when asked. NY/P/C

Appendix B



An Old Person From Ware
By Edward Lear

There was an old person from Ware
Who rode on the back of a bear.
When they'd ask "Does it trot?"
He's say "Certainly not! He's a moppsikon, flopsikon bear!"

Rebus Version
(completed by students)

There was an _____ from Ware

Who rode on the back of a

When they'd ask "Does it trot?"
He'd say "Certainly not!
He's a moppsikon, flopsikon bear!"

Appendix C

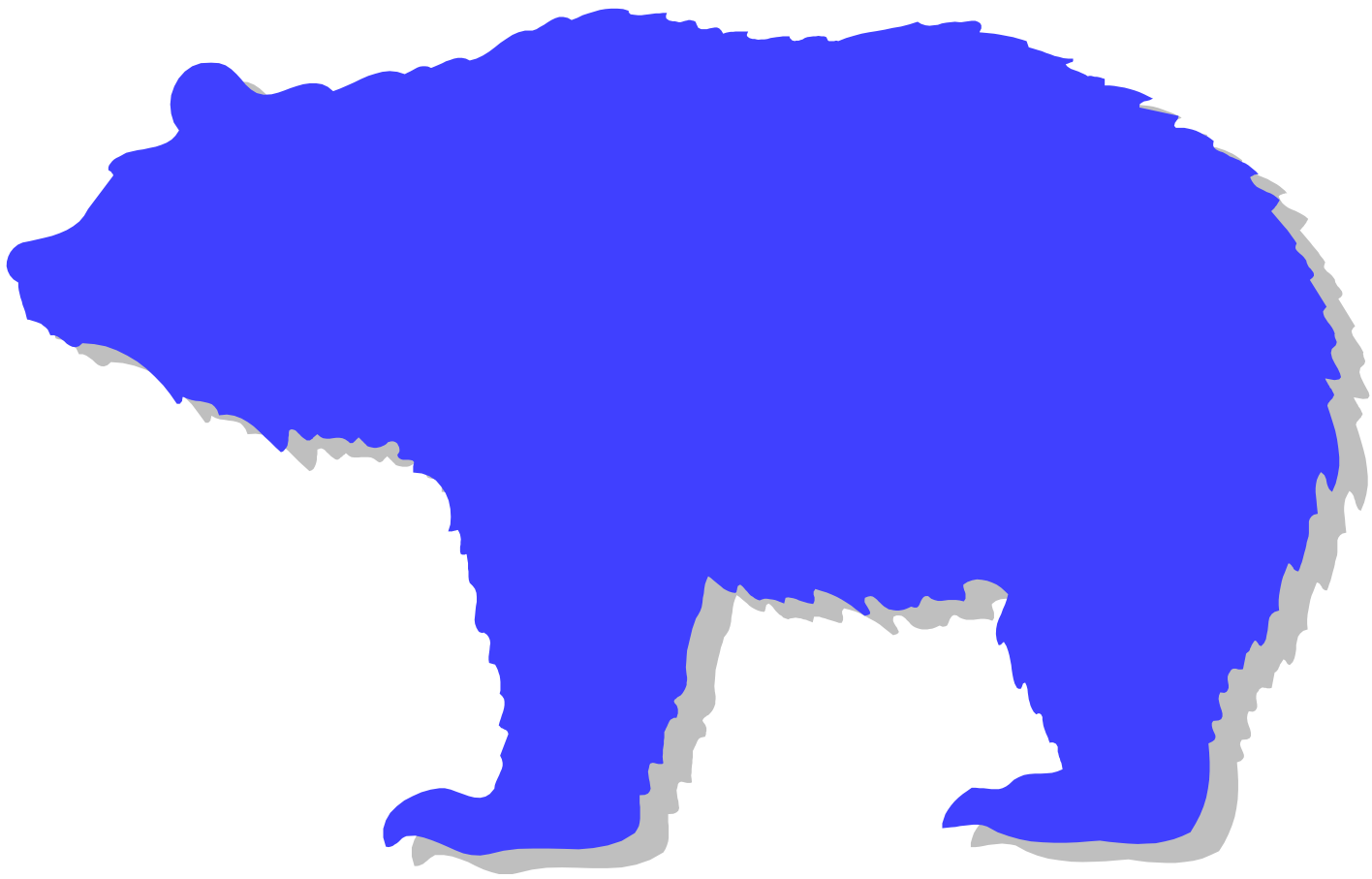
At The Seaside By Robert Louis Stevenson

When I was standing by the sea
A wooden spade they gave to me
To dig the sandy shore.

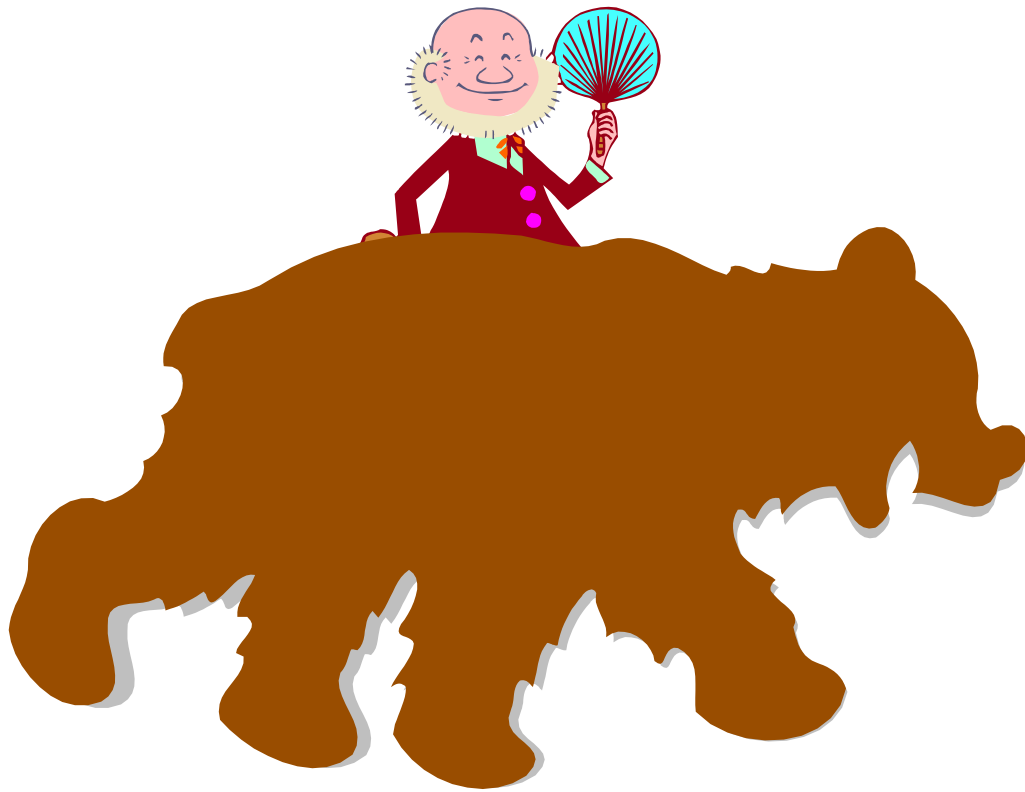
My holes were empty like a cup
In every hole the sea came up
'Til it could come no more.



Appendix D
Bear Pattern
(enlarge as needed)



Appendix E



Appendix F

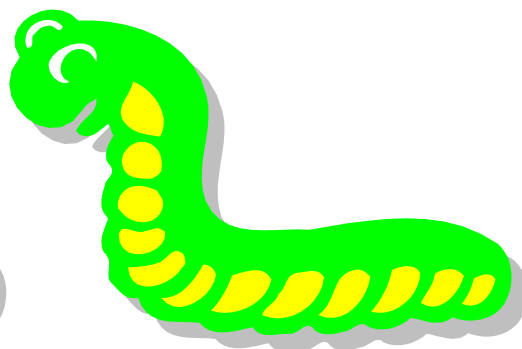
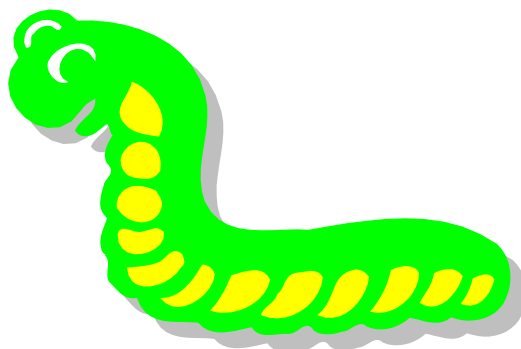
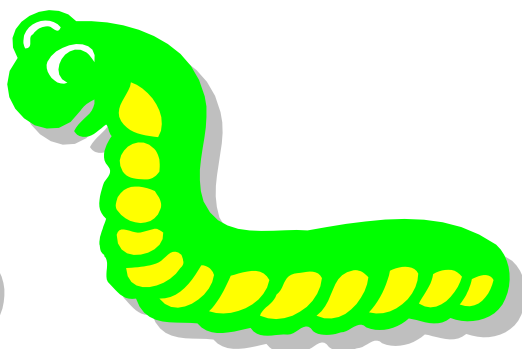
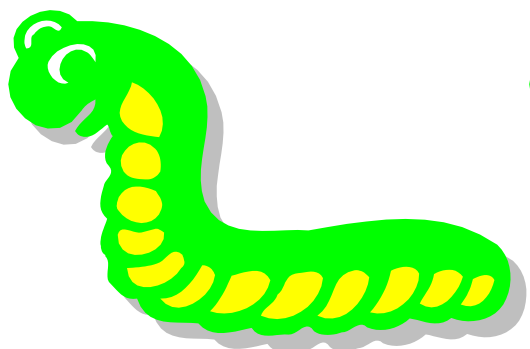
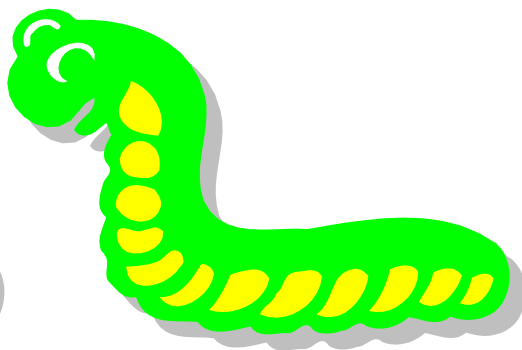
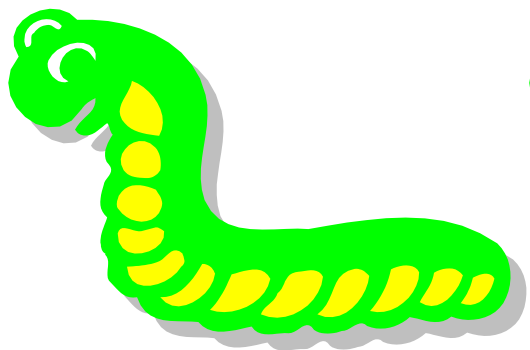
Jack O' Lantern
By Aileen Fisher



Jack O' Lantern, Jack O' Lantern
You are such a funny sight.
As you sit there in the window,
Looking out at the night.

You were once a yellow pumpkin
Growing on a sturdy vine.
Now you are a Jack O' Lantern
See the candlelight shine!

Appendix G
Math Worms



Appendix H

Shovel and Pail Shape for Chart Paper

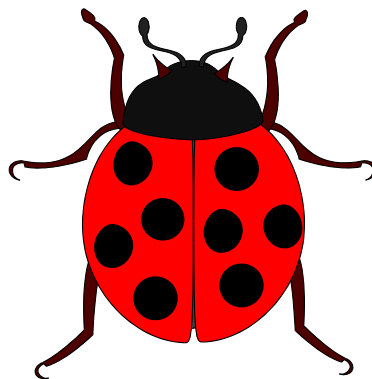


Appendix I

Raindrops By Aileen Fisher

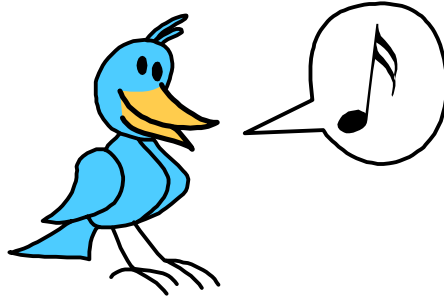
How brave a ladybug must be!
Each drop of rain is as big as she.

Can you imagine what you would do
If raindrops fell as big as you?



Appendix J

Singing Time By Rose Fyleman



I wake in the morning early
And always, the very first thing,
I poke out my head and I sit up in bed
And I sing and I sing and I sing."

Appendix K

Singing Time Activity Cards

I poke out my head

and I sit up in bed

and I sing and I sing

and I sing.

Appendix L

The Worm By Ralph Bergengren

When the earth is turned in spring
The worms are fat as anything.

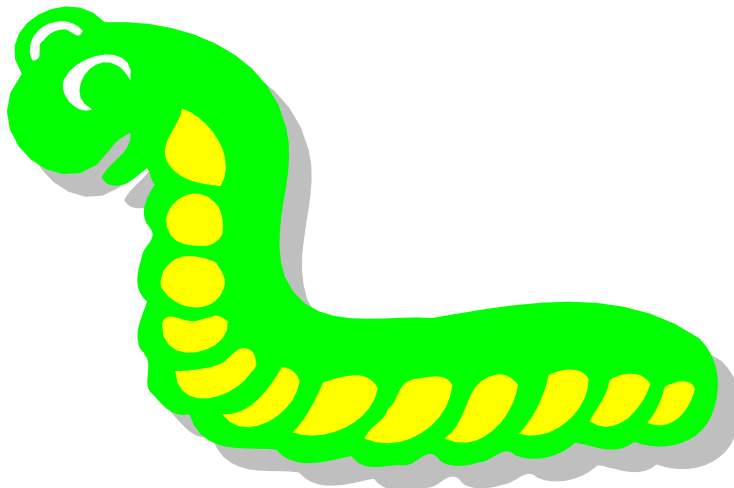
And birds come flying all around
To eat the worms right off the ground.

They like the worms just as much as I
Like bread and milk and apple pie.

And once, when I was very young,
I put a worm right on my tongue.

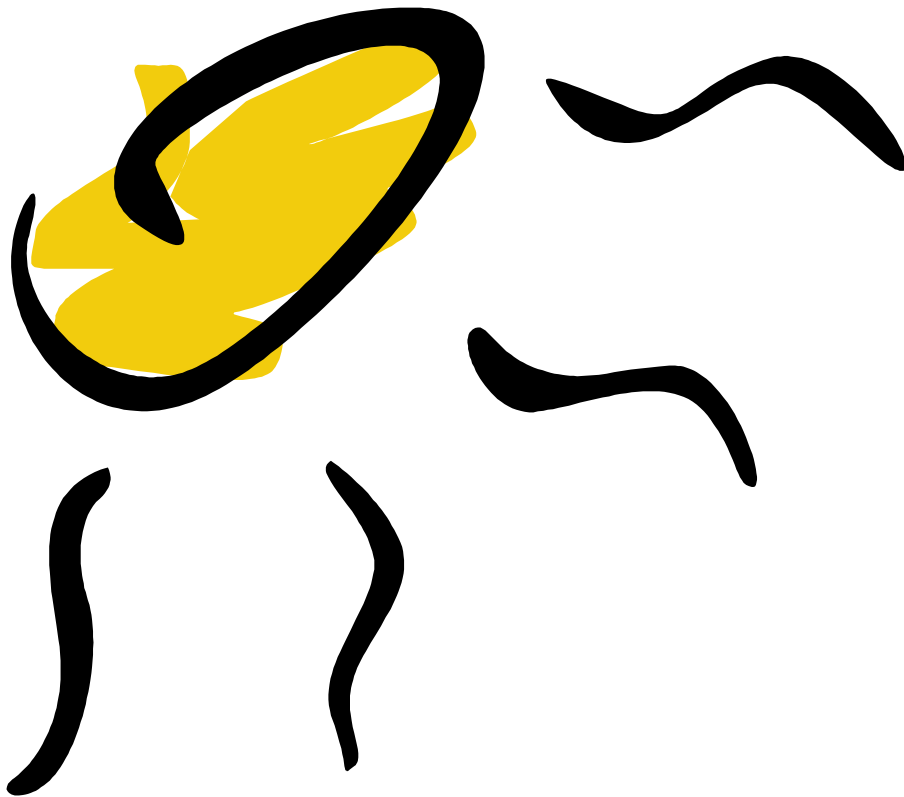
I didn't like the taste a bit,
And so I didn't swallow it.

But oh, it makes my Mother squirm
Because she thinks I ate that worm!

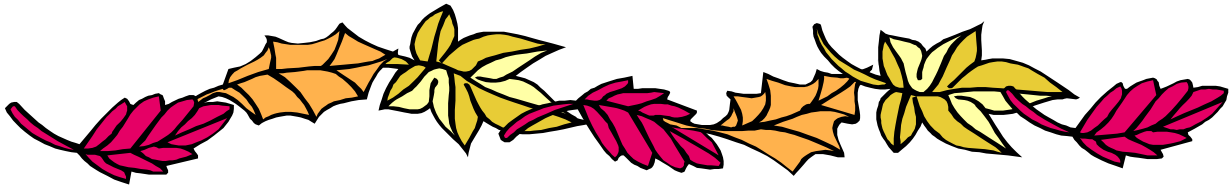


Appendix M

Sun Cut Out for Raindrops

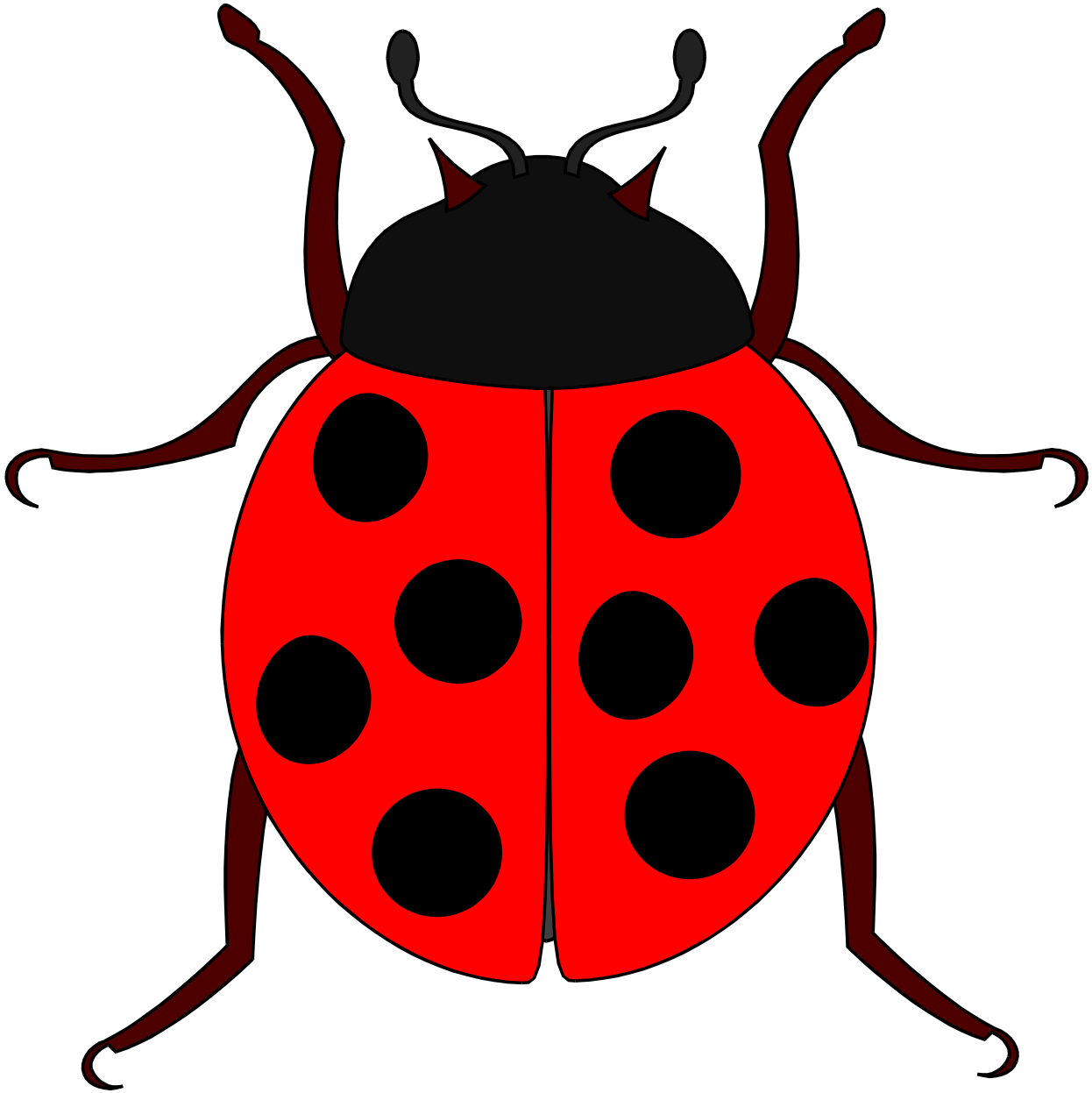


Appendix N
Jack O' Lantern Assessment Page



Appendix O

Ladybug Shape for Chart Paper



Appendix P

Music Note for Chart Paper



Appendix Q

Worm for Chart Paper

