Reading
For Meaning

FAIRY TALES AND RHYMES

Hartley T.M.

LEVEL 2

Reading For Meaning

Grade Level 3-4

INFERENTIAL COMPREHENSION is emphasized in this delightful program. Such skills as making inferences, predicting outcomes, drawing conclusions, and finding main ideas are taught. **Modifiable.**


```
3. Its fleece was white as snow.
   The word fleece means ____.
          a. its head
          b. its feet
          c. to run away
          d. its coat of wool
answer:
```

```
STUDENT: JOE
LESSON: SET H                  < 65% >

THERE ARE 26 FRAMES IN THE LESSON
INCLUDING 20 QUESTIONS.

STUDENT ATTEMPTED ALL 20.
STUDENT HAD 13 CORRECT ON 1ST TRY.

BREAKDOWN BY QUESTION TYPE:
   MAIN IDEA           1 OUT OF 3
   DETAIL              3 OUT OF 4
   INFERENCE           1 OUT OF 1
   SEQUENCE            4 OUT OF 4
   PRONOUNS            0 OUT OF 1
   WORD MEANING        4 OUT OF 7
```

About the Author—
Vera Gierman, B.S., M.A., E.D.S. has been working in the educational field for 34 years as a classroom teacher, Reading Specialist and Educational Supervisor; Curriculum Design and Early Childhood. She is a published author and an I/D/E/A Fellow with the Kittering Foundation.

Hartley
Courseware, Inc. T.M. DIMONDALE, MI 48821 (517) 646-6458

09-12 Reading for Meaning 2 Disk 1

Hartley ♥

©Apple 1979-1983
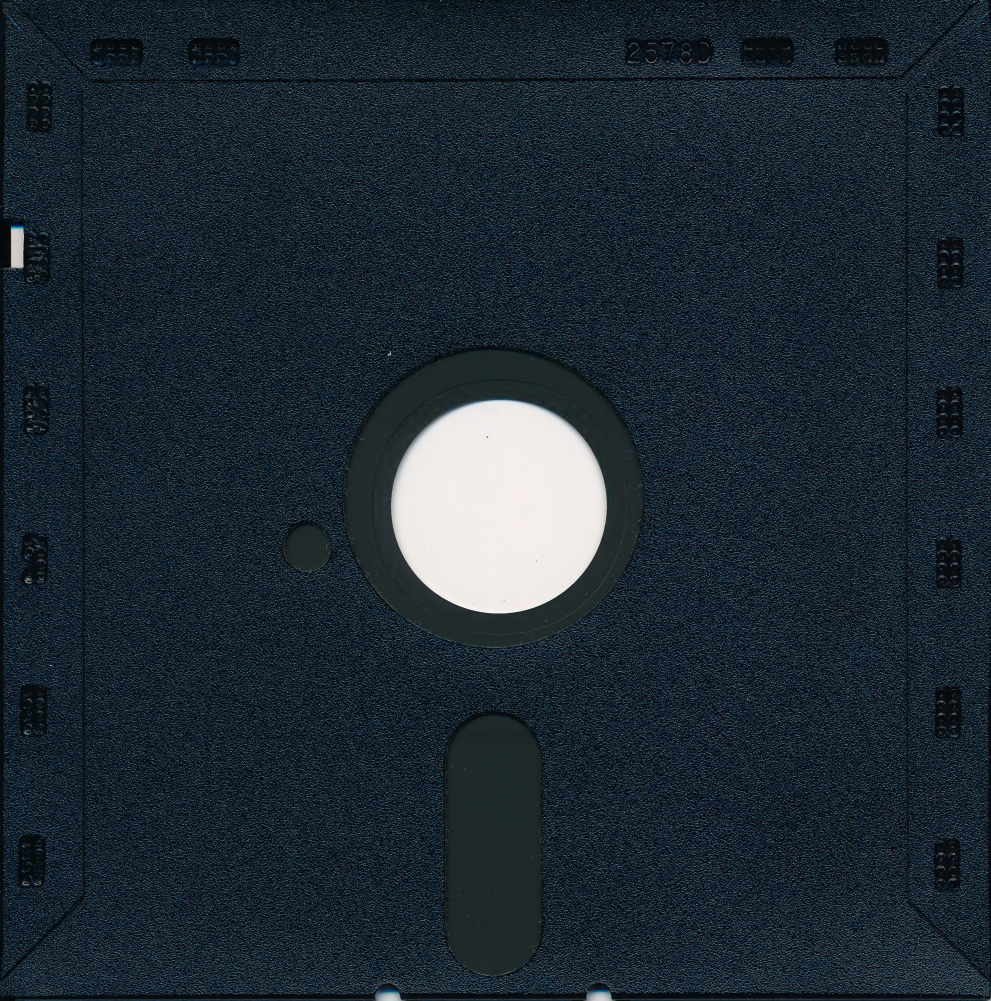Apple II+, IIe, IIc, IIGS

©1985 **Hartley Courseware, Inc.** Dimondale, MI 48821 (517) 646-6458

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09-12 **Reading for Meaning 2** Disk 2

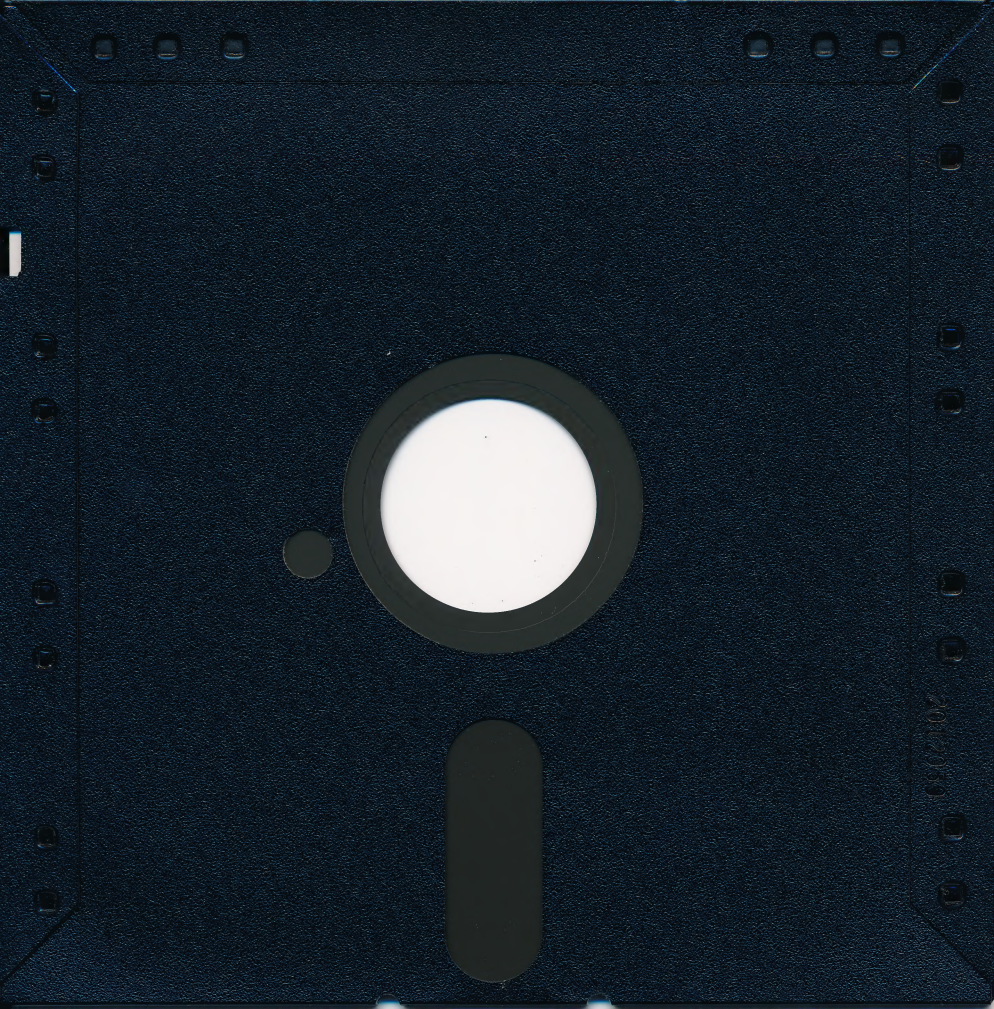# Hartley ♥

Apple II+, IIe, IIc, IIGS

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VERSION #_____

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NAME _____

ADDRESS _____

CITY _____

STATE _____ ZIP _____

IMPORTANT

PROGRAM NAME: _____

VERSION #: _____
(Boot your disk to see your version number.)

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Reading For Meaning
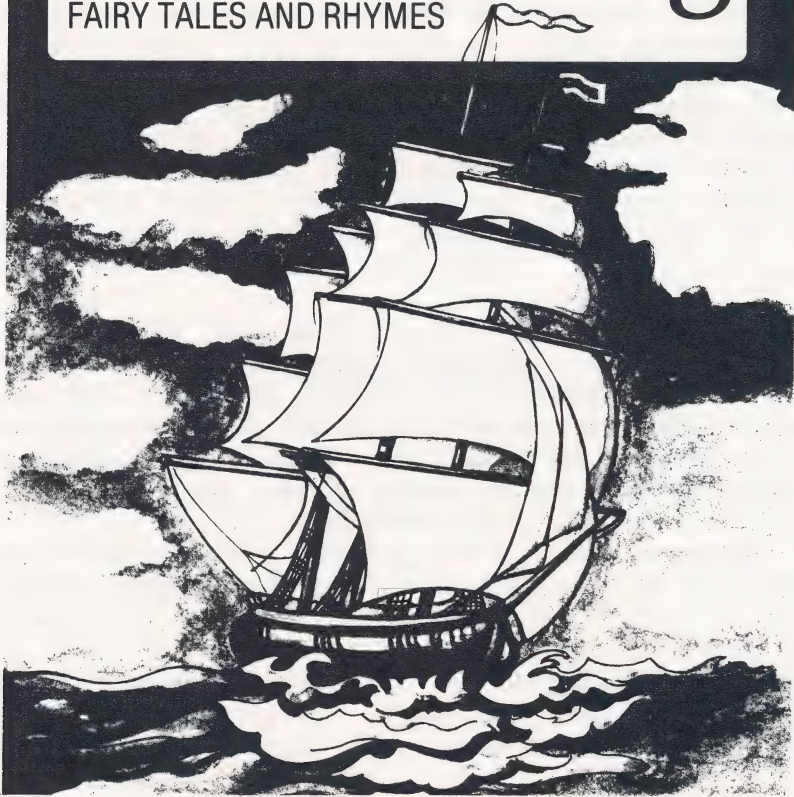
LEVEL 2

FAIRY TALES AND RHYMES

Hartley™

LEVEL 2
Reading
For Meaning
FAIRY TALES AND RHYMES

This Hartley program requires a 48K
*Apple II, II+, IIe, IIc, or IIGS, or
Franklin ACE 1000, and one disk drive.

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RUNNING THE PROGRAM

These disks will boot on a 3.3 Disk Operating System.

When running this program on the Apple IIe, IIc, or IIGS, the CAPS LOCK key must be down at all times; the LOCK key must be down on the Franklin ACE 1000.

Put the disk in Drive #1; close the small door. Turn on your computer. If you have an Apple II+, IIe, IIc, or IIGS, the disk will boot automatically when you turn on the computer.

If you have an Apple II - type PR#6 and press RETURN. The program will load into your computer and run automatically - don't type catalog!

The credits will vanish and this screen will appear:

```
Type your name
-


Press RETURN.
```
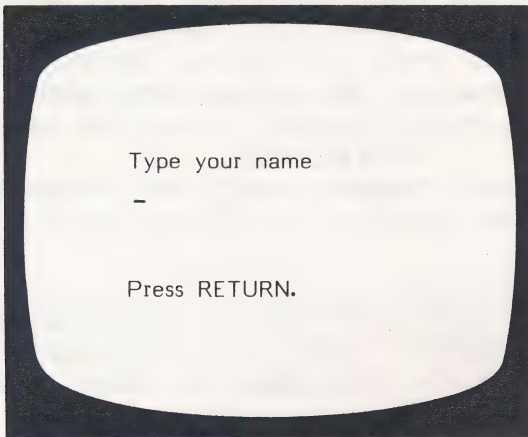
To run a lesson, you (or a student) would type your name and press **RETURN**.

The following screen allows you to select a 'Set' for the student. The sets on this disk are listed in the back of this booklet, along with enrichment activities which may be used in association with the nursery rhyme, as well as whether or not a tune is available for a particular rhyme.

```
Press SPACE BAR to move arrow.
Press <RETURN> after selecting lesson.

        -->   (1)   Set L   <--
              (2)   Set M
              (3)   Set N
              (4)   Set O
              (5)   Set P
              (6)   Set Q
```

After the set has been selected, the first screen of the nursery rhyme appears, complete with picture. The child is instructed to press RETURN whenever he/she has finished reading and wishes to go to the next part of the rhyme.

If there is a tune associated with the rhyme, and if there is sound with the lesson (a decision of the teacher-see page 21), by pressing **CTRL T** the tune will be played. The tune may be used by the teacher as a hint, if desired.

Any time a tune is playing, pressing **ESC** will cause it to stop. (Caution: Pressing **ESC** <u>again</u> will cause the lesson to end.)

After all the frames for the complete rhyme are shown, the first question appears:
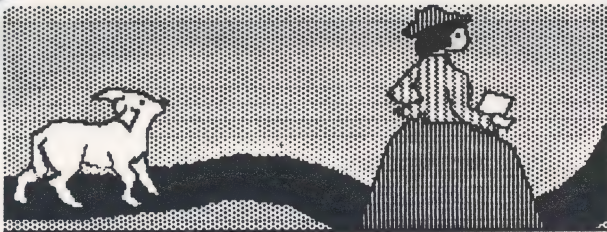
3. Its fleece was white as snow.
   The word fleece means ____.
   a. its head
   b. its feet
   c. to run away
   d. its coat of wool
answer:

If the student answers correctly, a reinforcer appears in a box within the picture.

When the child is answering the questions, he/she can, at any time, press the ← and back-up to the rhyme before answering. The computer will then return the student to the appropriate frame in the lesson. This 'back-up' feature is a Design Option controlled by the teacher (see page 12).

If the student gets all the questions correct on the first try for a particular rhyme, and there is sound and an associated tune, it will be played for him/her while the rhyme is displayed.

If the student answers a question incorrectly, a message similar to the following will appear:

Sorry,
try again.

Press RETURN.

3. Its <u>fleece</u> was white as snow.
   The word <u>fleece</u> means _____.
   a. its head
   b. its feet
   c. to run away
   d. its coat of wool
   answer: e··

The incorrect answer is crossed out and the question is presented again (another Design Option giving the student a second chance). If incorrect a second time, the correct answer is shown.
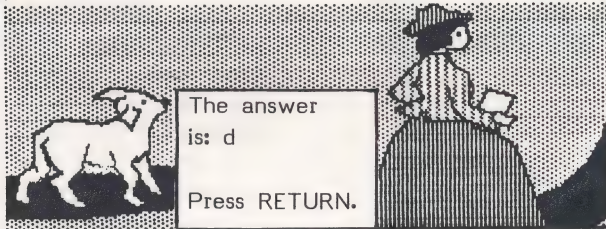
The answer
is: d

Press RETURN.

3. Its <u>fleece</u> was white as snow.
   The word <u>fleece</u> means _____.
   a. its head
   b. its feet
   c. to run away
   d. its coat of wool
   answer: ·b··

When the student has completed the lesson, a summary will be shown indicating the number correct out of the number attempted.
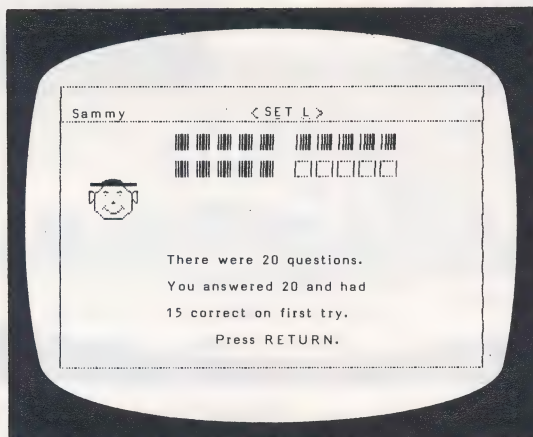
This same information, in more detail, is entered in the student's file in Student Planning (see pages 16-21).

The student is instructed to "Press **RETURN.**" The computer will then return to the "Type your name" frame ready for another student or another lesson.

TEACHER'S MENU

The lessons on this disk are for the student. There are also programs for the teacher. These programs allow the teacher to **modify** the student lessons on the disk.

The Teacher's MENU is accessed by typing **MENU** (instead of a name) when this frame appears:

```
Type  your  name


Press  RETURN.
```
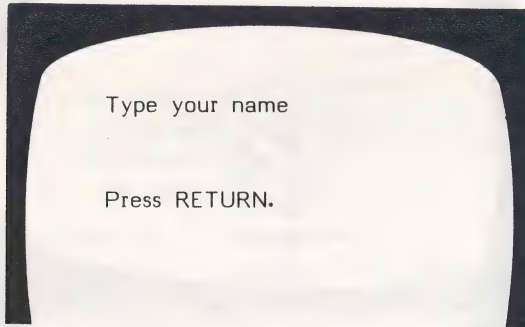
The following menu will be shown:

```
        <29 FREE SECTORS>

  DO YOU WANT TO:

      1 - CHANGE A LESSON
      2 - STUDENT PLANNING
      3 - RUN LESSONS
      4 - CATALOG DISK
      5 - SOUND ON/OFF
      6 - PRINT A LESSON

  WHICH?
```
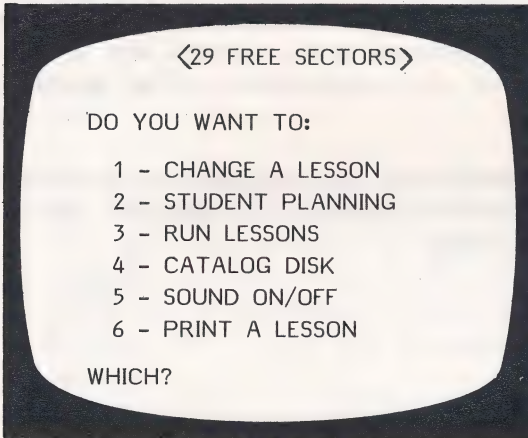
This will tell you how much space is available.

The following pages describe exactly how to use each of these programs on the Teacher's MENU.

1 - CHANGE A LESSON

If you wish to change any of the lessons, select option 1 from the MENU and press **RETURN**. This screen will appear. You must indicate the lesson to be changed.

```
SELECT ONE:
    --> SET L <--
        SET M
        SET N
        SET O
        SET P
        SET Q
```
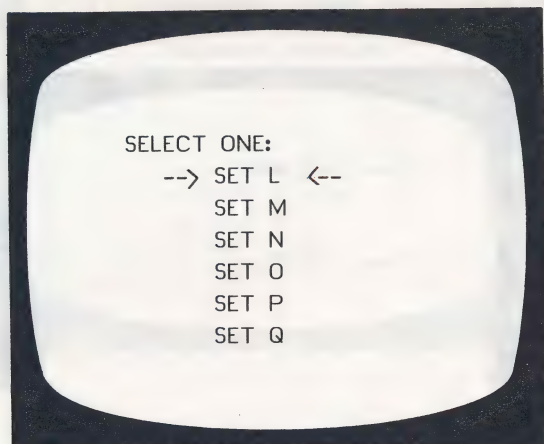
You can change <u>only</u> the textual content in the lessons. You can rewrite the questions and answers and frames that contain the rhyme or information. The graphics are <u>not</u> changeable.

After indicating the lesson to be changed, it is loaded into the computer. The first screen will show the rhyme, but with the picture missing.

Mary's Lamb

```
Mary had a little lamb.
  Little lamb, little lamb.
Mary had a little lamb,
  Its fleece was white as snow.
answer:%    (press return)
```
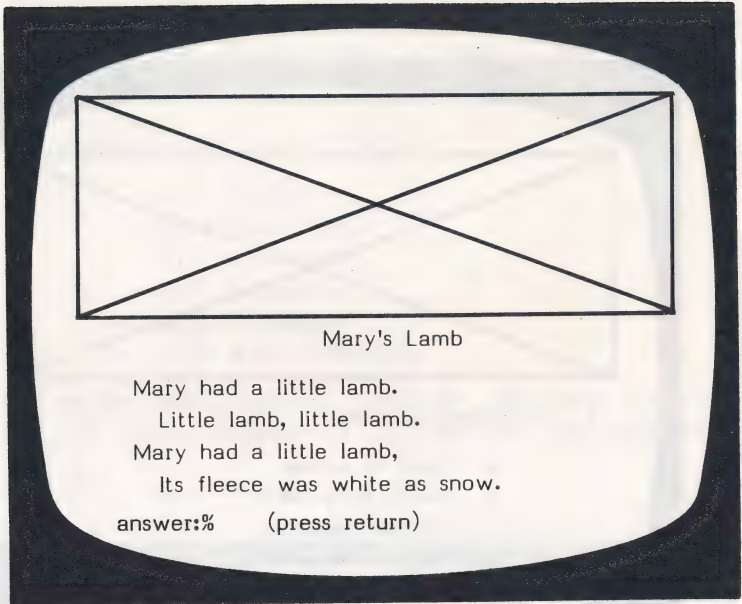
The **%** sign in this frame indicates that no answer is required.   The student will only see a Press RETURN message.

You can advance quickly through the screens by using the �straightarrow .

> **To capitalize a letter,** press the ⌃ just <u>before</u>
> the word to be capitalized. To make a _
> in a question, use the **@** sign. You can also
> <u>underline</u> a word.   The underline mode is switched
> on or off by pressing the number sign (**#**).
> Experiment a little and see how easy it all
> is!

9

The question frames are presented:


```
   1.  This rhyme is about _____.

           a.  going to school
           b.  Mary's little lamb
           c.  children laughing
           d.  children at school
answer:bm
```
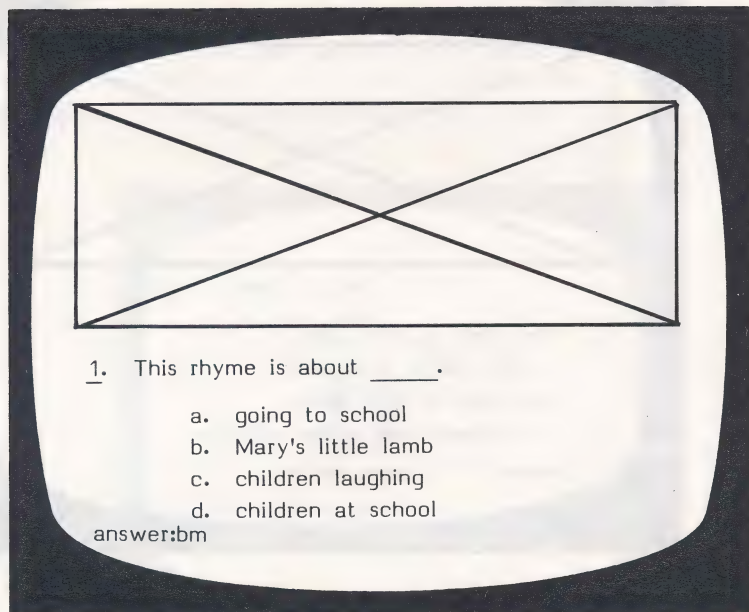
You can simply 'type over' the information on the screen to change the question and/or choices. If you wish the student's name to appear as one of the choices, just enter one of the possible answers as 'n/'.
In the frame, it will look like this:

    1. This rhyme is about _____.
        a. going to school
        b. Mary's little lamb
        c. n/ laughing
        d. children at school

When it is presented to the student, Sarah:

        a. going to school
        b. Mary's little lamb
        c. Sarah laughing
        d. children at school

The children really like that "personal touch"!

10

Since Student Planning (recordkeeping) keeps track of how many questions there are in each of six categories and how many the student had correct, the question frames must be coded <u>as to which category it belongs.</u>

The six categories are:

> (d) Detail
> (m) Main Idea
> (i) Inference
> (s) Sequence
> (p) Pronouns
> (w) Word Meaning

When you enter the correct answer for the question you wrote, it must appear as it does in the following frame:

1. This rhyme is about _____.

    a. going to school
    b. Mary's little lamb
    c. children laughing
    d. children at school
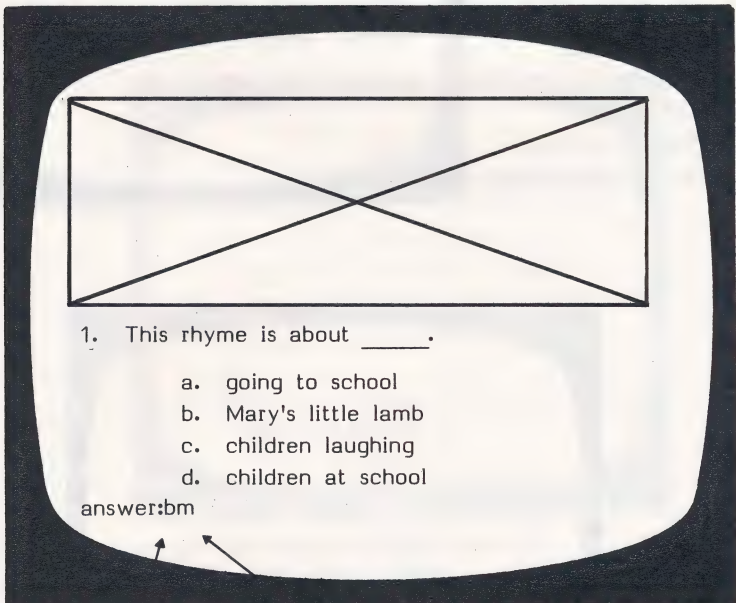
answer:bm

The **b** indicates the correct answer.

The **m** stands for **main idea** indicating the category.

When you have made all the changes you wish to make in the lesson, just type **END** on the first line of the next frame. (It will not disrupt the frame at all when the lesson is run!)

You will then be presented with the **Design Options.**

Design Options

The first frame appears:

If you answer
N, the student
will not be
able to review
the rhyme while
answering questions.

```
           DESIGN OPTIONS
           ‾‾‾‾‾‾ ‾‾‾‾‾‾‾

DO YOU WANT THE STUDENT TO BE
ABLE TO 'BACK-UP' AT ANY TIME
AND SEE THE NURSERY RHYME AGAIN
BEFORE ANSWERING THE QUESTIONS?

ENTER 'Y' OR 'N' ==>   Y
```

```
           DESIGN OPTIONS
           ‾‾‾‾‾‾ ‾‾‾‾‾‾‾

HOW MANY TRIES WOULD YOU LIKE
TO GIVE THE STUDENT BEFORE THE
CORRECT ANSWER IS DISPLAYED?

ENTER A NUMBER FROM 1 TO 9  ==>  2
```
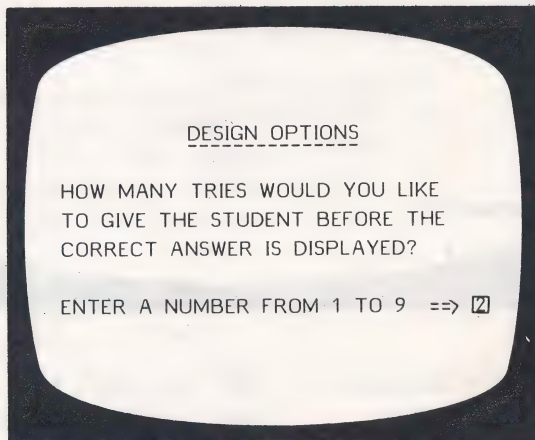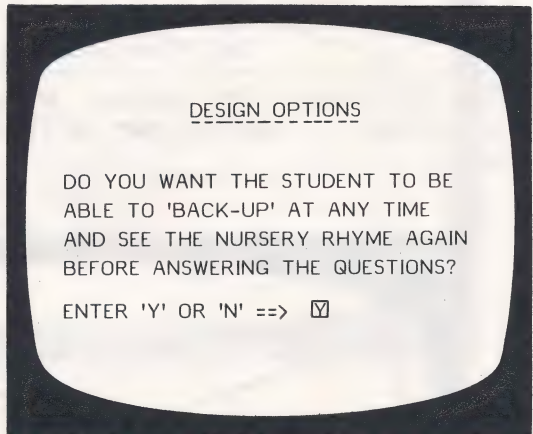
STUDENT SAFEGUARDS

IF THE STUDENT IS DOING POORLY,
THE LESSON WILL TERMINATE IF HE/SHE
HAS LESS THAN ◪0% ON THE
FIRST TRY.

(ENTER A NUMBER FROM 1 TO 49)

The next question relates to the above decision.

STUDENT SAFEGUARDS

EVEN IF THE STUDENT IS DOING
POORLY, AT LEAST ▢0 FRAMES
WILL BE PRESENTED BEFORE THE
LESSON IS TERMINATED.

(ENTER A NUMBER FROM 1 TO 25)

You will need to skip at least some frames. If you
don't, the lesson will terminate on the first frame
if there is an error (0% being below any % that you
set in the previous step).

```
        STUDENT SAFEGUARDS
        --------------------

IF A STUDENT IS DOING WELL, THE
LESSON WILL TERMINATE AFTER ☑5
CONSECUTIVE CORRECT ANSWERS
ON THE FIRST TRY.


(ENTER A NUMBER FROM 1 TO 25)
```

If there is a variety of skills taught or reviewed in one lesson, you may want the student to complete all the work no matter how well he/she does on the first 10. If so, change to 25, or the number of frames in the lesson.

The student safe-guards do not apply to this or the next question. The author assumed the teacher would want all missed items reviewed.

```
             DESIGN OPTIONS
             --------------

AFTER THE STUDENT HAS GONE THROUGH
ALL THE FRAMES IN A LESSON, DO YOU
WANT THE QUESTIONS HE/SHE MISSED TO
BE PRESENTED AGAIN?

ENTER 'Y' OR 'N'  ==>  ☑
```

```
          DESIGN  OPTIONS
          -------------------

WHEN  THE  QUESTIONS  ARE  PRESENTED
AGAIN,  HOW  MANY  TRIES  WOULD  YOU
LIKE  TO  GIVE  THE  STUDENT  BEFORE
THE  CORRECT  ANSWER  IS  DISPLAYED?

ENTER  A  NUMBER  FROM  1  TO  9   ==>   []
```
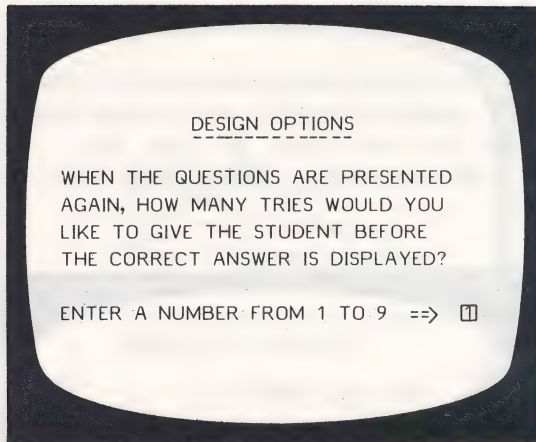
After all the Design Options have been set, you will
be asked if you want to:

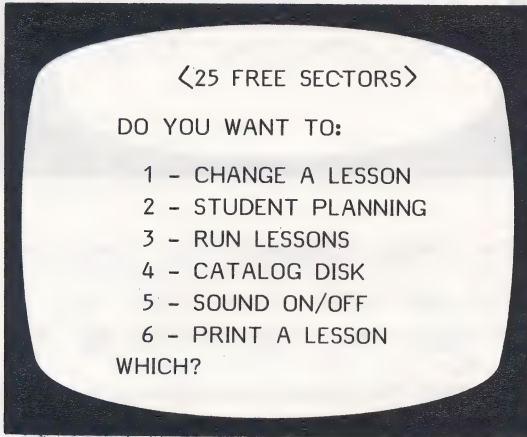<div align="center">SAVE THIS LESSON? (Y/N)</div>

If you type **Y,** the changes you made will be incorporated
into the lessons on the disk. If you type **N,** the lessons
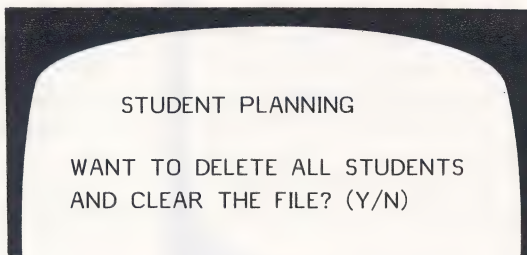will be saved in their original form with no changes.

You will then be returned to the Teacher's MENU.

2 - STUDENT PLANNING

This is the recordkeeping portion of the program.
As a student works through a lesson, the errors that
he/she makes are recorded in this file. To see this
file, bring up the Teacher's MENU and select **2 - Student
Planning.**

```
          <25 FREE SECTORS>

DO YOU WANT TO:

     1 - CHANGE A LESSON
     2 - STUDENT PLANNING
     3 - RUN LESSONS
     4 - CATALOG DISK
     5 - SOUND ON/OFF
     6 - PRINT A LESSON
WHICH?
```

The first frame to appear is:

```
       STUDENT PLANNING

  WANT TO DELETE ALL STUDENTS
  AND CLEAR THE FILE? (Y/N)
```

Type **N** if you want to <u>see</u> the file; **Y** if you want
to complete <u>erase all student results</u>. Press **RETURN.**
If you typed **N**, indicating you would like to see the
file and <u>not</u> erase it, the following frame will appear:

```
YOU HAVE 7 STUDENTS IN FILE.
THERE IS ROOM FOR 43 MORE.

DO YOU WANT TO:
   1 - SEE ALL STUDENTS
   2 - SEE SOME STUDENTS
   3 - PRINT STUDENT SUMMARY
   4 - DELETE ALL STUDENTS
   5 - DELETE INDIVIDUAL STUDENTS
   6 - GO BACK TO MENU
WHICH?
```
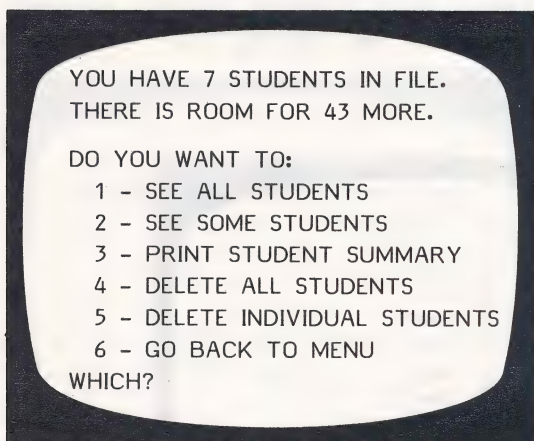
This is the Student Planning Menu. If you choose **1-SEE ALL STUDENTS,** the computer asks:

ARE YOU USING A PRINTER? (Y/N)

If **Y**, it will ask for the slot number. It will usually be **1** or **2.** If you're not sure, turn off your computer, take off the cover and check the location of your printer card. After indicating the slot number, all student records will be printed.
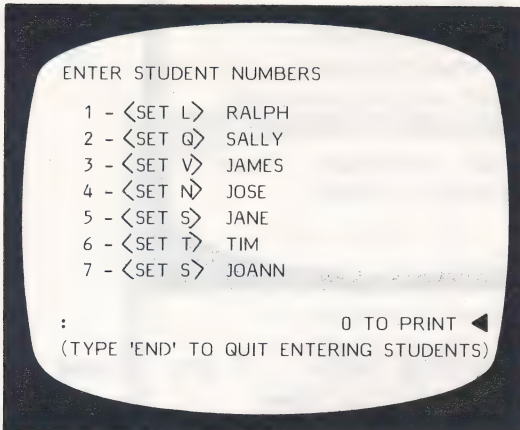
If you're not using a printer, or are but only wish to view the records, answer **N;** the results will be displayed on the screen. Scrolling of results is under control of the teacher.

If you want to see just some of the students, select

2 - SEE SOME STUDENTS and press **RETURN.**

This frame appears:

```
NOTE THE NUMBER TO THE LEFT OF
THE STUDENT(S) YOU WISH TO PRINT
OR DISPLAY.
```
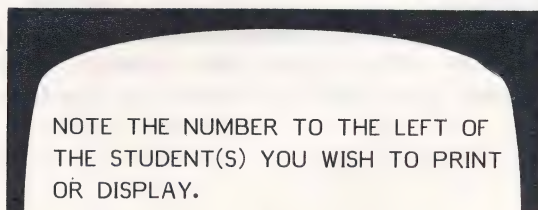
As you select the students whose records you want to view, you will be typing just the <u>number</u> of the student, not the name.

```
ENTER STUDENT NUMBERS
   1 - ⟨SET L⟩  RALPH
   2 - ⟨SET Q⟩  SALLY
   3 - ⟨SET V⟩  JAMES
   4 - ⟨SET N⟩  JOSE
   5 - ⟨SET S⟩  JANE
   6 - ⟨SET T⟩  TIM
   7 - ⟨SET S⟩  JOANN

   :                   0 TO PRINT ◄
   (TYPE 'END' TO QUIT ENTERING STUDENTS)
```

The computer keeps a running tally on the <u>total number</u> of students you have selected.

Type the number of a student you wish to see and press **RETURN**. For example: If you type **1**, the lesson name and student name will appear at the bottom of the frame. This is a check. Press **RETURN** if that is the student you wish to see; press **N** if you don't wish to see that particular student's records.

```
   1 -   ⟨SET L⟩   RALPH   Y

                           0 TO PRINT
       (TYPE 'END' TO QUIT ENTERING STUDENTS)
```
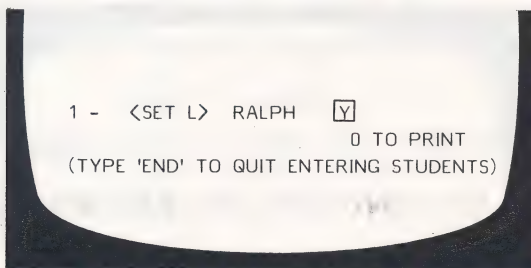
Continue selecting students whose records you want to review. After entering all the students whose records you wish to see, type **END** (in place of another number).
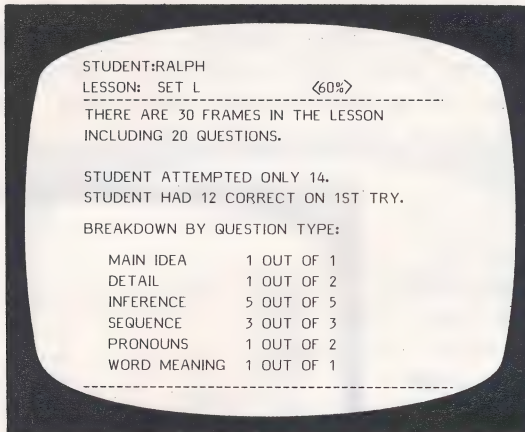
The following frame will appear:

ARE YOU USING A PRINTER?(Y/N)
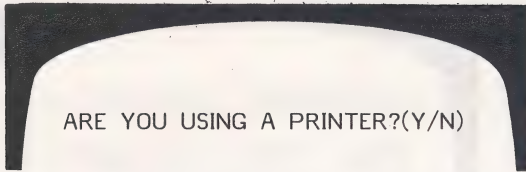
If you type **N,** the records will come up on your monitor. If you type **Y,** you will be asked:

WHICH SLOT?

It will usually be **1** or **2.** If you're not sure, check under the cover for the location of your printer card. The printout or display will be in the followng format:

```
STUDENT:RALPH
LESSON:  SET L              <60%>
----------------------------------------
THERE ARE 30 FRAMES IN THE LESSON
INCLUDING 20 QUESTIONS.

STUDENT ATTEMPTED ONLY 14.
STUDENT HAD 12 CORRECT ON 1ST TRY.

BREAKDOWN BY QUESTION TYPE:

    MAIN IDEA      1 OUT OF 1
    DETAIL         1 OUT OF 2
    INFERENCE      5 OUT OF 5
    SEQUENCE       3 OUT OF 3
    PRONOUNS       1 OUT OF 2
    WORD MEANING   1 OUT OF 1
----------------------------------------
```

After all information is displayed, you will be asked:

```
WANT TO DELETE ALL STUDENTS
AND CLEAR THE FILE? (Y/N)
```
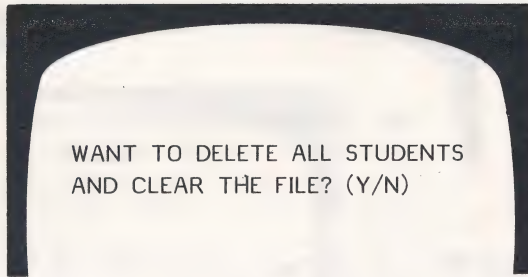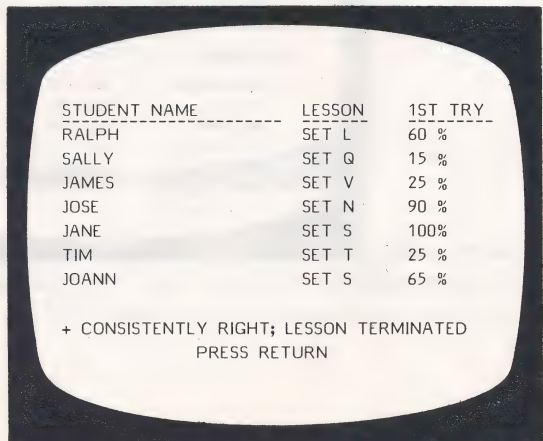
This allows you to make room for other records. It is not necessary to delete <u>all</u> the student records; you can delete individual student records. (See page 21.)

The **ESC** key may be pressed at any time to terminate display or printout of student records. A maximum of **50 student records** can be stored in this file before it must be emptied.

3 – PRINT STUDENT SUMMARY

This option from the Student Planning Menu allows you to see or print out a summary of records for the entire group of students who have used the disk. The summary is in the following format:

The printout of the summary will also include the number correct out of the number of questions.

```
STUDENT NAME          LESSON      1ST TRY
RALPH                 SET L        60 %
SALLY                 SET Q        15 %
JAMES                 SET V        25 %
JOSE                  SET N        90 %
JANE                  SET S       100%
TIM                   SET T        25 %
JOANN                 SET S        65 %

+ CONSISTENTLY RIGHT; LESSON TERMINATED
              PRESS RETURN
```

4 - DELETE ALL STUDENTS

If you want to clear all your student records, use this option.

5 - DELETE INDIVIDUAL STUDENTS

A number of teachers have asked for this option. This is most valuable when several teachers are using the same disk. This allows you to print the records of just a few of your students and then erase only those selected records from the file. The procedure is the same as **2 - See some students** from the Student Planning Menu. Other options from the Teacher's MENU are:
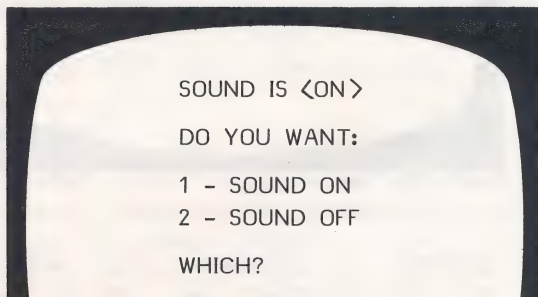
3 - RUN LESSONS

See pages 2-6 for an explanation of how to run lessons.

4 - CATALOG DISK

This file holds the list of all lessons on the disk.

5 - SOUND ON/OFF
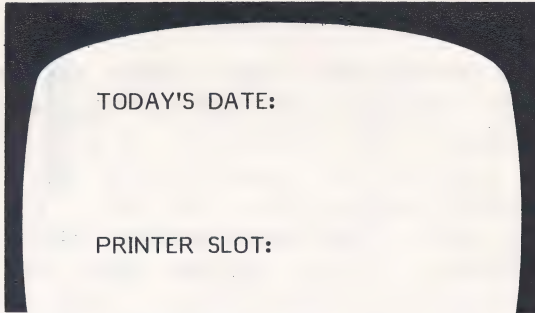
Sound is a feature made optional due to the request of many teachers.

```
SOUND IS <ON>

DO YOU WANT:

1 - SOUND ON
2 - SOUND OFF

WHICH?
```

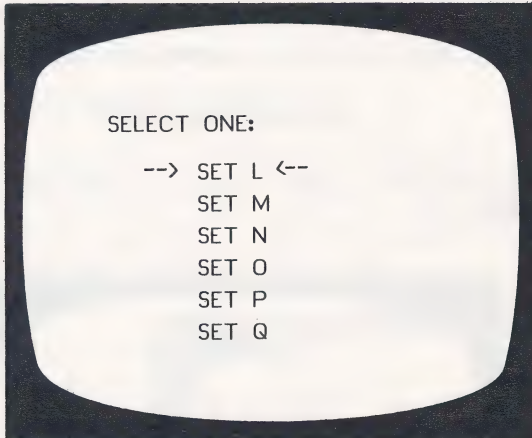After making your selection, you will be returned to the Teacher's MENU.

6 - PRINT LESSONS

This feature allows you to print out a list of any of the lessons on this disk. The first screen to appear is:

```
     TODAY'S DATE:


Then-     PRINTER SLOT:
```

You will then be shown the menu of Sets. Choose the lesson you wish printed.

```
     SELECT ONE:
          --> SET L <--
              SET M
              SET N
              SET O
              SET P
              SET Q
```

When the printout is completed, you will be asked if you want to print another one. If you reply **Y**, you will again be shown the menu of Sets. If **N**, you will be returned to the Teacher's MENU.

T = A tune is available with the rhyme.

SET L

T <u>Mary's Lamb</u>

There is more to this rhyme. Can you find a copy
with more verses?

Find other poems about lambs. If you like to draw
or sketch, you could illustrate each one and put
your drawings into a scrapbook.

T <u>Are You Sleeping?</u>

This rhyme says, "Morning bells are ringing." Where
are the bells? Make a picture to show where you
think they are.

T <u>Hey Diddle Diddle</u>

Can you make a four-part movie about this rhyme?

<u>Handy Pandy</u>

Draw a picture of the grocer's shop. What good
sweets can you put in the window? Make a candy-
stripe awning that stands out away from the window
of the shop. It can be glued at the top with stiff
cardboard at each side to hold it out.

T <u>Jack Be Nimble</u>

To be nimble means to do something quickly and in
a lively way. Draw a picture of something you can
do that must be done nimbly.

SET M

<u>Old Woman</u>

To save energy, some people are building houses
that are partly underground. Can you make a
picture of a house like that?

23

T Little Boy Blue

>Draw a picture of Little Boy Blue under the haystack.
>Write a sentence to go under your picture.

T Oats, Peas, Beans, and Barley Grow

>Plant some seeds in a cup, and watch them grow.

T The Crooked Sixpence

>Make a picture showing all the crooked things named
>in this rhyme. Label your picture.

T Mother, May I Go Out to Swim?

>Make some pictures of the places people can swim.
>Write some safety rules that swimmers should follow.

SET N

T Eensie Weensie Spider

>Read about spiders. How are they different
>from bugs?
>
>Can you draw a beautiful spider web?
>Have you ever heard the story Charlotte's Web
>by E.B. White? Ask someone to read it to you
>or perhaps you can read it yourself.

Wee Willie Winkie

>Look in a health book. Find out how much sleep
>you need each night. Keep a chart for a week
>to show the time you go to bed and the time
>you get up. How many hours are you sleeping
>each night?

T London Bridge

>Build a bridge. You may use blocks, tinkertoys,
>or even toothpicks. Think about what you must do
>to make it strong. Could something go across
>your bridge?

To the Rain

Can you find out what makes it rain? Write some sentences about rain.

T I Love Little Pussy

Make a poster showing all the things a person should do to care for a pet. You may use magazine pictures or draw your own. Write a short sentence for each picture.

SET O

Little Bird

Make a list of all the birds you see near your house. Make a picture of one. Write some sentences about it.

T Aunt Rhody

What is a mill? Why were mills built by streams? Write the answers to these questions in complete sentences.

Draw a picture of a waterwheel by a mill.

T Old Mother Hubbard

Find a copy of Old Mother Hubbard that has the rest of the verses.

If you like to make movies or books, make one using all the parts of the rhyme.

T Mistress Mary, Quite Contrary

Many Mother Goose rhymes use the name Mary. Choose your favorite rhyme using that name, and draw a picture to illustrate it.

T Lucy Locket

Draw pictures of things or clothes with pockets. Label your pictures. The word pocket is used with other words. Sometimes it changes the meaning of the other words. Draw pictures to illustrate these words. Write a sentence under each picture.

pocket battleship
pocket book
pocketknife
pocket rat

SET P

T Row, Row, Row Your Boat

Make a model of a boat or canoe out of paper or clay. Can you put someone in it?

T Hush, Little Baby

Tape record some songs or sounds of different kinds of birds. You may have to wait until nesting time to hear a song. Many birds are very quiet and only sing at certain times.

T Bobby Shaftoe

Draw a picture showing how Bobby Shaftoe went to sea. Write a sentence that tells where he is going.

Little Betty Blue

Write some sentences to tell where you think Little Betty Blue is going.

Take a color walk. How many things can you see that are blue? Write them down, or draw a picture and color them blue.

T Little Tommy Tinker

Where do you think Tommy Tinker was when he sat on a clinker? Make a picture to show how this could happen.

26

SET Q

T Hickory Dickory Dock

Make a picture of a grandfather clock.

T Georgie Porgie

Do you know someone who likes to tease? Write
a sentence that tells what this person does to tease.
Then write a sentence that tells what you could
do to stop the teasing.

Lock and Key

Write some pairs of words that go together like
lock and key.

T Pease Porridge Hot

Do you know other rhymes you can play with a
friend? Take another rhyme you like and make up
some hand motions with a friend.

T Humpty Dumpty

Think about Humpty Dumpty. If a King lost the
power to keep everything always the same, would
he try very hard to get it back? Could Humpty
Dumpty be some power lost by the King, that he
could not get back, no matter how hard he tried?

Paint a picture of Humpty Dumpty sitting on the wall.

SET R

1, 2, 3, 4, 5

Draw a picture of this rhyme. Make up a counting rhyme like this one. Make four sentence strips with one line of the rhyme on each strip. Then see how fast you can put them in the right order.

The Little Boy

Find out about owls. Are there different kinds of owls? Where do they live? If you like to draw or sketch, make some pictures to show how the different owls look.

T Pussy Cat, Pussy Cat

Find the city of London on a globe or a map of the world. Write the name of the country, and the name of the river on which this important city of the world is located.

T The North Wind Doth Blow

Find a bird book and read about robins. Do they always fly South in the winter?

Write some sentences that tell what you know about robins.

You can make a bird to fly like a paper airplane, or you can tie a string to it and run with it. Use a piece of paper 9 x 12 inches. Fold it in the middle, so your bird will be 6 x 9. Draw the tail, the wings, the head, and the beak, keeping the fold at the bottom. You may color your bird, and fold back the wings.

T This Little Pig

Make a picture of the five little pigs. Make up a rhyme that could be used as a finger play or a toe play.

28

SET S

T Robin Redbreast

Have you ever watched a cat stalk a bird? Write about how the cat moves. Sometimes people put a metal ring around the trunk of a tree to keep cats from getting to the birds' nests.

I Had a Little Doggie

Read about how to train dogs.

Draw a picture of the doggie in the rhyme. Give the doggie a name, and write a sentence under the picture.

T One, Two, Buckle My Shoe

Make up your own rhyme about counting.

Make a collection of counting rhymes.

The Balloon

Find out how high hot air balloons can go.

Can you find out when and where the first hot ait balloons were launched?

T Sing a Song of Sixpence

Make a list of countries that still have kings and queens.

SET T

T Cock-A-Doodle Doo

Make a book or movie strip about this rhyme. Write the line or lines under each picture you make.

Wind

Find out how high hot air balloons can go.

Can you find out when and where the first hot air balloons were launched?

T Pat-A-Cake

> Trace around cookie cutters, or draw your own shapes for small cakes or cookies. Then decorate each one as you might a real cake or cookie. If you want, cut them out and hang them on a small branch to make a cookie tree.

> Use clay to make a pat-a-cake. Be sure to mark it with a "B."

T Girls and Boys Come Out to Play

> Draw a picture of the moon when it is as bright as day.

> Check a calendar to find out the date of the full moon this month. Draw the phases of the moon as they are shown on the calendar. Label your pictures.

T Curly Locks

> Draw a picture of Curly Locks eating strawberries and cream.

SET U

T Polly Put the Kettle On

> Draw a picture of the visitors having tea.

Just Like Me

> Act out this rhyme for some friends. You will need two people to act it out. Another person could read each line as the two people do the actions.

T To Market, To Market

> Find more rhymes about pigs.

> Draw a picture of a market.

Man in the Wilderness

> Draw three or four pictures to illustrate this rhyme. Number the pictures on the back to show the correct order. When they are finished, you and a friend

can take turns putting them in order. When you are
finished playing with them, you can staple them
together to make a book. Be sure you have the
number one picture on top, with the others in order
after that.

T The Mulberry Bush

Find out all you can about a mulberry bush. Is it
a bush or a tree? Write some sentences about it.

SET V

T Oh, Where, Oh, Where Has My Little Dog Gone?

Make a poster to tell about a lost dog. Include a
picture of the dog.

Old Woman, Old Woman

Find out how far it is to the moon. What would
seventeen times that far be?

Jeremiah Obadiah

Write names you have heard or read that make a
rhyme like Jeremiah Obadiah.

If All the Seas Were One Sea

Make a great man, a great axe, a great tree, and
a great sea. You may use any materials you have
to do this.

T The Muffin Man

Draw a picture of the muffin man's house in Drury
Lane. Put flowers in boxes or around the house. Put
a sign on his house so people know they can get
muffins there.

After you have colored it very brightly, use a very
thin blue or green paint over the entire
picture. If your paint is thin enough and the colors
in your picture are very bright, they will show through
the paint. Test it out before you begin to paint on
your picture.

CREDITS

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