



UNIT 1: FAMILY / WEEK 2

Songs, Word Play, and Letters

Standard Connections:
ALL ELA (RF)
ELA.RL.4.4b
ELA.L.PK4.1a, 1b
ELA.L.PK4.2, 2d
ELA.L.PK4.4, 4a
ELA.L.PK4.5, 5a, 5b, 5c, 5d
ELA.L.PK4.6

Songs, Word Play, and Letters: Day 1

Materials: poetry poster, flannel board, flannel pieces for “Bingo” and “Down by the Bay”, children’s name cards written in standard form, uppercase alphabet cards that match the beginning letter in each child’s name

Bingo

Procedure:

- Say, “*The first song we are singing today is about a farmer and his dog.*”
- As you place the farmer and the dog on the flannel board, say, “*This is the farmer, and this is the farmer’s dog. The dog’s name is Bingo and these are the letters we use to write Bingo: B-I-N-G-O*” (As you place each letter on the flannel board, name it, and encourage children to join in). After the name is formed, name letters again, pointing to each one: *B-I-N-G-O*. Say, “*All of those letters, together, say, “BINGO.”*”
- Sing the verse through once, pointing to each letter as it is named.
- Turn the *B* over and sing the song a second time, clapping for *B* instead of saying the letter name. Continue turning one letter over, per verse, until the entire name is clapped. Sing the song slowly enough so children can follow along (coordinating clapping and singing is difficult, at first).
- It is helpful to put a picture of clapping hands on the back of each letter as a visual cue to clap rather than sing these letters’ names. For the first few times that you sing this song, you might also explain (before starting to sing each of the clap and sing verses), “*We clap here* (point to the clapping hand picture on the overturned card with letter *B* on the other side) *instead of saying ‘B’ and then we sing I-N-G-O. Okay, let’s start.*”

If Your Name Starts With [Name a Letter], Raise Your Hand

Procedure:

- Say, “*Do you remember the name game with the letters? We are going to play that game today.*” Hold up a letter and show it to the group. Say, “*If your name starts with [name letter], you raise your hand* (model). *Everyone will get a turn.*”
- Play one round of the game as usual. If a child whose name starts with a letter does not respond, find the child’s name card, point to the first letter, and say, “*Monica, your name starts with M, so you may raise your hand. The letter M is the first letter in your name.*”
- For the second round, you can vary the actions. Instead of raising their hand, they could pat their head. Model the change for them.



Time For Bed (Those Words Rhyme)

Procedure:

- Show children the cover of *Time for Bed*, read the title, underlining it with your finger.
- As you read each page, point to the picture of the baby animal named and follow the rhythm of the verse on each page. When you are finished reading, you might say, *“That book was about animal mothers trying to get their babies to go to sleep. I noticed that some words in the book rhyme-their last parts are the same.”*
- Turn back to appropriate pages and say, *Mouse and house rhyme, /m/ – /ouse/, /h/ - /ouse/ (segment /ouse/ in each word so children can hear the rime). They both have /ouse/ as their last part.”*
- Follow the same procedure for pup/up and deer/here. Then say, *“That’s interesting that words can have last part that sound the same.”*
- Say something like, *“The book we just read had a lot of rhyming words in it. The song we are singing next also has a lot of words that rhyme.”*

Down by the Bay

Procedure:

- Say, *“Now we are going to sing the song called ‘Down by the Bay’.”*
- Say, *“I am going to place the watermelons and the water right here, near the top of the flannel board (place flannel pieces on board as you name them). The first verse we are singing is about the whale with the polka dot tail, so I will place that piece right below the water in the bay.”*
- Sing the song, placing the appropriate flannel pieces on the board, one verse at a time. Remove the pieces for each verse before putting on the next one.
- Sing the song a second time if children respond enthusiastically the first time.

Songs, Word Play, and Letters: Day 2

Materials: poetry poster for “Diddle, Diddle, Dumpling”; flannel board and flannel pieces for “Five Green and Speckled Frogs”; *Oonga Boonga/Crybaby*; picture card: tears

Five Green and Speckled Frogs

Procedure:

- Say, “We’re going to sing ‘Five Green and Speckled Frogs’ again today. Here is the speckled log that I am placing at the top of the flannel board. Help me count the frogs as I put them on the log. Here is the cool, blue pool. I am putting it over here, next to the log.”
- Sing the song, moving one frog at a time. Do the motion associated with “most delicious” and say, “glub, glub, glub”.
- Ask children to count the frogs with you as you remove them. Then say, “I will put the speckled log and the cool, blue pool with the frogs back; then we will know where they are when we want to sing this song again.”

Diddle, Diddle, Dumpling (Those Words Begin with the Same Sound)

Procedure:

- Display the poetry poster and tell children you are going to read the poem, “Diddle, Diddle, Dumpling”
- Read the poem slowly, but with rhythm and expression. Do not point to words or underline the lines of text. When you finish, say, *Diddle and dumpling begin with the same sound, /d/. Diddle /d/, dumpling /d/ (emphasize /d/ at the beginning of each word). Say, “Both words begin with/d/, and I think that is interesting”.*
- Point to the illustration and comment that it shows what happens in the poem. Read a line at a time, underlining it with your finger, and point out in the illustration where that part of the poem is depicted.
- After reviewing the lines of the poem and connecting each one with a part of the illustration, recite the poem again, inviting children to chime in.

Can You Think of Words That Begin With the Same Sound As _____? (*Oonga Boonga/Crybaby*)

Procedure:

- Show the book and say, “You will remember that we read *Oonga Boonga/Crybaby*” at story time. Now, we are going to play a game using a word from the story.”



- Say, “*This is a thinking game. I will say a word, and you will try to think of other words that start with the same sound. Let’s start with tears (Show the picture card). The baby in the story cried a lot of tears. Tears starts with /t/, and so do toe and to: /t/ toe, /t/ top.*”
- Ask children if they have an idea for another word that starts with /t/ like in *tears*. Few, if any, children may think of words this first time of playing. The teacher provides additional words to model how this is done. For example, after giving children a chance to offer a word, suggest a word (toy, tongue, tiny), and say, “*I think toy starts like tears, with /t/. Tongue starts like tears, too: /t/, /t/, tongue.*”

Hands

Procedure:

- Say, “*Next, we are going to learn a poem about our hands. In fact, the name of the poem is “Hands.” We all need to stand up for this poem.* Recite the poem slowly once. Do all the motions, pausing briefly between lines to allow children to follow along.
- Then say, “*This poem was about our hands. Now we are going to sing a song about other parts of our body. We need to stay standing for this song.*”

Head, Shoulders, Knees, and Toes

Procedure:

- Say something like, “*The name of this song is “Head, Shoulders, Knees, and Toes.” We are going to use our hands to tap the parts of our body that we are singing about.*”
- Sing slowly and model the motions.
- Sing the song a second time, a little faster, continuing to model the motions.



Songs, Word Play, and Letters: Day 3

Materials: poetry poster for “Stand Up”; flannel board, flannel pieces for “Old MacDonald” (chick, duck, cow, turkey, pig), and “Bingo”; (BINGO letters or chart); *Time for Bed*

Bingo

Procedure:

- Say, “*The first song we are going to sing today is about a farmer's dog. I am going to put the farmer, right here, at the top of the flannel board. Now, I am going to put the dog right beside the farmer. Continue—I bet you remember the name of the farmer's dog. Confirm by saying, Yes, that's right. The dog's name is Bingo.*”
- As you place the letters for Bingo's name on the flannel board, name each one. You might say, “*The first letter we need is a B. The second letter in Bingo's name is an I. I am going to place the I right after the B. Now we have B-I (point to each letter every time you name it).*”
- Continue in this way until you have all the letters to spell BINGO on the board.
- Point to the letters in BINGO when singing that part. Continue singing all the verses, clapping for letters as they are turned over, one at a time. When finished, remove the dog and letters (tell children to say the name of each letter with you as you remove them), but leave the farmer on the board. Say, “*I am going to leave the farmer on the board because now we are going to sing a song about another farmer.*”

Old MacDonald Had a Farm

Procedure:

- Say, “*This farmer doesn't have a dog named Bingo, as far as I know. He does have a lot of other animals, though. I am going to put the animals down here (place the flannel pieces in a line, in the lower area of flannel board), and then I'll move them one by one up here to the top of the flannel board as we sing about them. Let's do the duck first, and then we'll do the cow second.*”
- Sing two verses and then say, for example, “*Now we need third animal.*” Continue in the same way, using the words *fourth* and *fifth* in relation to animals you sing next.
- Ask children to name each animal with you as you remove it from the flannel board and put it away.

Time For Bed (Chiming in with Rhyming Words)

Procedure:

- Read the title of the book, underlining the words with your finger. Tell children the author and illustrator's names, running your finger under the words as you read them.
- Remind children that this is a book about baby animals that need to go to sleep.
- You might say, “*Maybe you have trouble going to sleep sometimes, just like the baby animals. Or maybe you don't want to stop playing and go to bed.*”



- Say, “*I am going to read the book again, and this time you can say some of the words with me. Some of the words in this book rhyme—their last parts sound the same. Mouse and house rhyme—they both have /ouse/ as their last part. A lot of other words in this book also rhyme.*”
- As you read the book a second time, slow down as you reach the last word on each page to let the children chime in with the word, as you read it. Prompt recall by holding onto the first sound longer than you normally would. As children begin to chime in, say the rest of the word with them.

Stand Up

Procedure:

- Say, “*We are going to recite the poem “Stand Up,” next, so we all need to stand.*” Recite the poem slowly enough so children can follow along as you model the motions.
- Show children the poetry poster and talk about the illustrations, referring to lines of text, as appropriate. Then, recite the poem and motions a second time, without pointing to the text.
- Then say, for example, “*In this poem we moved different parts of our body. Next, we are going to recite another poem and do different things with just our hands.*”

Songs, Word Play, and Letters: Day 4

Materials: *Over in the Meadow*, *Oonga Boonga/Crybaby*, *Peter’s Chair*; picture cards: cradle, harmonica, highchair; flannel board and flannel pieces for “Five Green and Speckled Frogs”

Itsy, Bitsy Spider

Procedure:

- Place your fingers in position to start the song, and ask the children if they remember what song starts with their fingers positioned like this.
- Sing the song, leading the children in the motions. Sing the song a second time, going a little faster.

Five Little Ducks

Procedure:

- Tell children you are going to teach them a new song called “Five Little Ducks.”
- Hold up one hand, splaying fingers. Sing the song slowly, using hand motions to show hills and the quacking. Put one finger down every time one less duck comes back. After the first verse or two, ask children to join in on the hand motions and “*Quack, quack, quack.*”
- You might say, “*I am sure mother duck must have been very happy when all her little ducks came back home again! We will sing this fun song again another day.*”



Over in the Meadow (Those Words Rhyme!)

Procedure:

- Read the book's title, running your finger under the words as you read them. Point to the name the author/illustrator as you read it. Read the book, keeping the natural rhythm of the verse. Point to pictures of the animals and other objects as they are named in the text.
- After reading the book, tell children you are going to reread some pages and talk about some of the words that rhyme. Read the first page. Say, *Sun and one rhyme- they both have /un/ as their last part.* After reading the fish page, say, *Blue and two rhyme, don't they? They both have /oo/ as their last part.* Proceed similarly with another page or two.

I'm Thinking Of _____ Clue Game (*Peter's Chair*)

Procedure:

- Show children the book and read the title. Explain that you will play a game using some words from this story.
- You might say, *"I will give you some clues so you can guess a word I am thinking of from the story. Listen carefully to the clues and when you have an idea, raise your hand."*
- For *cradle*, use these clues: *This is a bed that a tiny baby sleeps in. When Peter was a baby, his parents rocked him in one of these.* If the children do not guess the word based on these clues, give this one: *The name of this kind of baby bed starts with /k/.*
- For *highchair*, use these clues: *A baby sits in one of these when she eats dinner. This piece of baby furniture has very long legs,* If children need another clue, use this one: *the name of this piece of baby furniture begins with /h/.*
- After the children guess each word, show the picture card and explain the word again. For example, you might say, *"This is the cradle, the kind of bed for a very young baby. It has rockers (point to) so parents can rock the baby to sleep."*

Five Green and Speckled Frogs

Procedure:

- Tell children you are going to sing "Five Green and Speckled Frogs" next.
- Say, *"First, I am going to put the speckled log at the top of the flannel board. Now let's count our speckled frogs to make sure they are all here today (count frogs as you place them on the log). The last thing we need is the cool, blue pool, I will put it right here, beside the speckled log."*
- Sing the song slowly enough for children to keep up. When done, ask the children to count the frogs with you as you remove them from the board. Then say, *"Now I am going to put the frogs, the speckled log and the cool, blue pool back in the bag, so that next time we sing this song we will know right where to find them."*



Songs, Word Play, and Letters: Day 5

Materials: poetry posters for “Ten Little Fingers” and “Diddle, Diddle, Dumpling”; flannel board, flannel pieces for “Down by the Bay”; easel, markers; *Oonga Boonga/Crybaby* and *Peter’s Chair*

Down by the Bay

Procedure:

- Tell children the first song you are singing today is “Down by the Bay.”
- Place the appropriate flannel piece on the board before you sing each verse. Remove the piece for each verse before putting on the piece for the next verse.
- After you have finished singing the song, put the first two flannel pieces back up (snake, cake) and say, “*Snake and cake rhyme; they both have /ake/ as their last part.* Say the words again, segmenting the /ake/ in each word so children can clearly hear the rime. Proceed the same way for the other rhyming words.

Interesting-Sounding Words (*Oonga Boonga/Crybaby and Peter’s Chair*)

Procedure:

- Show children the covers of the two books and read the titles aloud. Say, “*These books have some interesting-sounding words in them. We are going to talk about some of those words.*”
- Flip through *Oonga Boonga* and read these words and phrases out loud: *harmonica, oonga boonga, bunka wunka.* **Or** Flip through *Crybaby* and read these words and phrases out loud: *bark; hush; p-e-e-u-u-w-w; waaa.*
- Comment on each of the words as you read them and have children say them with you.
- Do the same with *Peter’s Chair*, using the word *muttered, fussing, crash,* and *shhhh.* Compare the loud word “*crash*” with the quiet word “*shhhh.*”
- Write the words *shhh* and *crash* on the easel. Isolate each sound in *crash* and name the letter(s) you use to represent each sound, as you say these out loud before writing them. Be sure to say s-h together quickly, as the letters that together represent the /sh/ sound, rather than naming each separately, with a pause in between their names.
- Point out that *shhh* starts with /sh/, while *crash* ends with /sh/, and that this sound is written with *sh*—the two letters together. Say /sh/ and write sh with several *shhhh* (*shhhh*) to indicate that you are saying the word for an extended time, as you would if you said “*Shhhhhh.*”

If You're Happy

Procedure:

- You might say, “*Next, we are going to sing a song we have sung before called “If You’re Happy”*”. Sing the first two verses (“*clap your hands*”, “*stomp your feet*”) as usual.
- You can add verses using interesting-sounding words from *Oonga Boonga/Crybaby* and *Peter’s Chair*. Examples: *If you’re sad and you know it, cry, “Waaa!”*; *If someone’s noisy and you know it, whisper, “Shhh!”*

Ten Little Fingers

Procedure:

- Show children the poetry poster. Underline the title of the poem with your finger as you read it.
- Recite the poem, modeling the motions.

Diddle, Diddle, Dumpling

Procedure:

- Tell children you are going to recite the poem “*Diddle, Diddle, Dumpling,*” a poem they have recited before.
- Recite the poem with the children, without referring to the poetry poster.
- Then show the poetry poster and talk about the illustration, referring to the text, and then back to the illustration. Help make it clear that the text, the words of the poem, not the illustration, carries the specific message.
- Recite the poem again with children.

