



Songs, Word Play, and Letters

Standard Connection:
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; VA.CN10.1.PK

Songs, Word Play, and Letters: Day 1

Materials: poetry posters; flannel board and pieces for “Five Green and Speckled Frogs”; “Five Juicy Apples”; and “Diddle, Diddle, Dumpling”; uppercase letter cards, children’s name cards (conventional spelling)

If You’re Happy

Procedure:

- Say, “The first song we are going to sing today is ‘If You’re Happy’. We are going to need to use our legs and feet to make the motions, so let’s all stand up.”
- Sing four verses using clapping hands, stamping feet, tapping toes, and shouting, “Hooray!”.

Five Juicy Apples

Procedure:

- Tell children the second thing you are going to do today is learn a new poem called “Five Juicy Apples.” Have five apples nearby to count with the children. (Or count the flannel board pieces)
- Recite the poem without referring to it on the poetry poster. Use children’s names in each of the verses.
- Recite the poem a second time, using five different children’s names. Then tell the children, “We will recite this poem again tomorrow, and anyone whose name was not used today will have his or her name used then.” (Make a list of children’s names and cross off as children get turns, starting on the first day)

If Your Name Starts With (Name A Letter), Raise Your Hand

Procedure:

- Say, “Next, we’re going to play the name game. I will hold up a letter (hold up a letter). If your name begins with the letter, I usually tell you to raise your hand. But today, you can touch your ear instead of raising your hand. This is a new way to play this game.”
- Play one round of the game. For children who do not respond when the first letter of their name is called, hold up their name card and point to the letter at the beginning. Say, “Nancy, your name (point to N) begins with N, so you may touch your ear.”

Diddle, Diddle, Dumpling

Procedure:

- Say, “Now, we are going to recite a poem we have done several times before, so it is a familiar one. This poem is called ‘Diddle, Diddle, Dumpling’.”
- Place flannel pieces on the board to make the scene for the poem.
- Recite the poem once. Point to the appropriate parts of the flannel board scene as you proceed.
- Pause before saying the words, on and off, to give children a chance to chime in.
- Show the illustration on the poetry poster. Point to the socks and shoes and comment about the positioning of the shoes (one is off, the other is on).

Five Little Ducks

Procedure:

- Say, *“I am going to give you a hint about the last song we are going to sing today. It has a hand motion like this (with four fingers together, move them up and down to touch your thumb), and we say, “Quack, quack, quack”, while we do that. What is the song that you think we’re going to sing next?”*
- Sing song with the motions.

Songs, Word Play, and Letters: Day 2

Materials: poetry posters, flannel board and pieces for “Down by the Bay” (watermelons, waves, snake, cake, frog, dog, bear, comb) and for “Five Juicy Apples”; a real apple

Down by the Bay

Procedure:

- Sing the song with “a dog kissing a frog,” the “snake eating a cake,” and “a bear combing his hair,” placing the appropriate flannel pieces on the board for each verse. Remove pieces for each verse after singing it before putting pieces on for the new one.
- Sing a new verse, using body gestures to portray new action words (“fly” and “tie” or “cow” and “bow”).
- Say something like, *“I’ll bet those animals had a lot of fun down by the bay! Well, now we are going to have fun singing a song about joining in on a game.”*

Come On and Join In the Game

Procedure:

- Say, *“This song is a new one - one we have not sung before. The name of the song is ‘Come On and Join In the Game.’”*
- Sing the first verse and model the motions (clapping).
- Ask children to join in singing the first verse with you.
- Say, *“Now let’s add a verse about sneezing.”* Sing, model, then ask children to sing with you.
- Continue adding verses (jumping, sitting, laughing).

Five Juicy Apples (Chiming in with Rhyming Words)

Procedure:

- Display the poem. Hold up a real apple and say, *“Remember the poem we learned yesterday, called ‘Five Juicy Apples’? We’re going to recite that poem again today.”*
- Place the five flannel apples on the flannel board or use splayed fingers to count down from five to zero to prompt children to hold up a hand in the same way. Proceed as usual, using different children’s names from the ones used yesterday and crossing names off the list.
- Make sure everyone has had a turn to have their name used.
- As you recite the poem the second time, linger on the first sound of the second word in rhyming pairs (**store/four**; **be/three**; **through/two**; **pair/there**) so that children can chime in with the rest of the word.

If You're Happy (Those Words Begin with the Same Sound)

Procedure:

- Tell children the next song they will sing is “If You're Happy.”
- Lead children in singing two verses of the song, as usual, using “clap hands” and “tap toes” as the motions.
- After singing two verses, stop and say, “*I noticed that some of the words in that song begin with the same sounds. HAPPY and HANDS have the same sound at the beginning: /h/ happy and /h/ hand (segment the /h/ in each word). TAP and TOES also have the same sound at the beginning: /t/ tap and /t/ toes (segment the /t/ in each word). That's interesting, isn't it? Some words begin with the same sound!*”

Let's Clap Our Names

Procedure:

- Say, “*Now we are going to play a clapping game. First, I will say a name and clap its parts, and then we'll say the name together and clap its parts together.*”
- Model the game first, using names that are not any of the children in the class (Priscilla, Anthony, Thomas).
- First, say the name slowly, segmenting the syllables. Then, say the name again, this time clapping with each syllable.
- Ask the children to clap each name with you.
- *Do not count the syllables; the purpose is to **hear** the segmentation.*

Songs, Word Play, and Letters: Day 3

Materials: poetry posters, flannel board and pieces for “Down by the Bay” (watermelons, waves, snake, cake, frog, dog, mouse, house), *Hush!*

Five Little Ducks (Chiming in with Rhyming Words)

Procedure:

- Say, “*The first song we will sing today is ‘Five Little ...’ (Pause to let children chime in, and make quacking sounds to give them a hint) ... Ducks!*”
- Sing the song, using hand motions to show the hills and the quacking. Sing the song again, but this time, linger briefly on the first sound of the second word of a rhyming pair (**day/away**; **quack/back**) so children can chime in on these words.
- Say something like, “*The mother duck in this song had to make a loud quacking noise to call her little ducks back home. In the story I will read to you next, a human mother is trying to make some animals keep quiet, so her baby can sleep.*”

HUSH!

Procedure:

- Show the cover of *HUSH!* Read the title while underlining the letters as you pronounce the word. Read the name of the author and illustrator.
- Read the book once, keeping the natural rhythm of the verse.
- Point to the pictures to identify objects named.

Down by the Bay

Procedure:

- Say something like, *"We just heard a story that was kind of funny and now we are going to sing a funny song about those silly animals that are down by the bay!"*
- Sing the song as usual.
- Say, *"That song is a lot of fun to sing, isn't it? The next song we are singing is fun, too! We need to stand up to sing this one."*
- Say, *"You know this next song. Let's stand up to sing."*

Head, Shoulders, Knees, and Toes

Procedure:

- Tell children the name of the song is "Head, Shoulders, Knees, and Toes."
- Sing the song as usual, touching the different body parts as you sing about them, except substitute *chin* for *mouth*. Jut out your chin when you name it.
- When finished, say something like, *"We just used our hands to touch different parts of our body. Now we are going to play a game and use our hands for clapping."*

Let's Clap Our Names

Procedure:

- Tell children, *"Now we are going to play the clapping game we played yesterday."*
- Say, *"First, I say a name and clap its parts. Then, we'll say the name and clap its parts together."*
- Go around the circle saying a child's name slowly, breaking it into syllables; then say the name again, clapping once for each syllable. Ask children to join in clapping each name with you.
- Remind children to listen to the name you say before starting to clap.
- *Do not count the syllables; the purpose is to **hear** the segmentation.*

Songs, Word Play, and Letters: Day 4

Materials: (optional) toy bus/picture of a bus, poetry posters, flannel board and pieces for "Old MacDonald Had a Farm" (chick, duck, cow, horse, goat, pig, sheep), children's name cards, uppercase letter cards representing the first letter in children's names

The Wheels on the Bus

Procedure:

- Tell children, *"The first thing we will do today is sing a song."*
 - (Optional) Hold up the toy bus and ask, *"What song do you think we are going to sing?"* Confirm by saying, *"Yes, the first song is 'The Wheels on the Bus'."* Point out the driver and the front and back of the bus.
- Then, sing verses the children already know, leading them in the appropriate actions.
- Introduce additional verses by singing and modeling the motions.

Five Little Owls in an Old Elm Tree

Procedure:

- Say, *“The second thing we are doing today is reciting a poem about some little owls in an old elm tree.”*
- Recite the poem to the children. Then, show them the poetry poster illustration. Say, *“Here are the little owls. Let’s count them.”* Point as you recite the number words with the children.
- Recite the poem again, this time pointing to the appropriate pictures in the illustration (blinking and winking). Look at the illustration again and ask children how many owls are not winking or blinking.

Come On and Join In the Game

Procedure:

- Tell children, *“The third thing we are going to do is sing a song we have sung only once before called, ‘Come On and Join In the Game’.”* Sing the first two verses (“clapping” and “sneezing”) slowly. Model the motions.
- Then, ask children to stand up because they are going to sing another verse that has a jumping action. Sing the jumping verse of the song (*“jump high with me”*). Invite children to sit back down again.
- Say, *“That jumping made me tired. Did it make you tired, too? Lots of times when we are tired, we yawn and stretch (model); so let’s **yawn** and **stretch** in the last verses.”* Proceed with singing the last two verses, substituting **yawn** for **sit** and **stretch** for **laugh**.

If Your Name Starts with (Name a letter), Raise Your Hand

Procedure:

- Tell children, *“The fourth thing we will do today is play the name game we have played before. I hold up a letter and you usually raise your hand if your name begins with that letter. Today, though, I want you to blink your eyes like the little owl in our poem.”* Hold up a letter and proceed as usual, except say, “Blink your eyes.”
- Play one round of the game. For children who do not respond when the first letter of their name is called, hold up their name card and point to the first letter. Tell them they may blink their eyes. For example, say, *“Nancy, your name (point to N) begins with N, so you can blink your eyes, too!”*
- Make sure everyone has a turn.

Old MacDonald Had a Farm

Procedure:

- Tell children, *“The fifth and last thing we will do today is sing a song we already know.”*
- Say, *“I wonder if Old MacDonald had any apple trees on his farm! I know some animals like to eat apples. We haven’t sung ‘Old MacDonald’ for a while, so let’s sing it now! I’m going to put the animals on the flannel board that are on the farm today, and you can name them with me as I do.”* Place animals and name them, one at a time, on the flannel board.
- After animals are placed, tell children you will sing about the animals in their order on the board. Point to each one and say, *“The cow first, the duck second, the horse third, the goat fourth”* (or whatever animals are up).
- Be sure to use the ordinal numbers when pointing to the animals to help children learn ordinal words. Remove animals from the board one at a time after you’ve finished singing about all of them, and ask children to name them again, as you remove them.

Songs, Word Play, and Letters: Day 5

Materials: poetry posters, flannel board and pieces for “Five Green and Speckled Frogs”, *HUSH!*, *The Little Red Hen (Makes a Pizza)*

Five Green and Speckled Frogs

Procedure:

- As you place flannel pieces on the board, ask children if they know what song they are going to sing. Instead of putting all five up on the flannel board, keep one frog in your hand.
- Then say, *“We are singing about the five green frogs, but unfortunately, one frog is sick today, so he can’t come out and play on the speckled log or in the cool, blue pool with the rest of his frog friends. Say, “So, what do you think the song should be called today?”* Lead the children to understand that the song would be called *“Four Green and Speckled Frogs.”*
- Sing the song, using only four flannel pieces, and sing, *“Four green and speckled frogs...”* in the first verse.
- Continue as usual.

Come On and Join In the Game

Procedure:

- Tell children, *“Next, we are going to sing ‘Come On and Join In the Game.’”* Sing the first two verses (“clapping” and “sneezing”) slowly and model the motions.
- Then, stand up and ask the children to stand up, too. Sing a third verse (*“jump high with me”*), and then a fourth verse (*“bow low like me”*). Model the motions as you sing. Go slowly so all children are able to keep up.
- After singing, say, *“We made a lot of noise singing that song, didn’t we? Now, we need to sit down and be very, very quiet for the book I am reading next.”*

HUSH!

Procedure:

- Show the cover of the book and say, “*We have read this story before, so you know the title is...* (pause for children to respond). Confirm by underlining the word with your finger as you read the word.
- Read the book, keeping the natural rhythm of the verse. Point to the pictures to identify objects named.
- As you read, linger on the first sound in the second word of the pair of rhyming words to signal children to chime in with you (**peeping/sleeping**, **cry/nearby**, **creeping/sleeping**, **beeping/sleeping**, **leaping/sleeping**, **sweeping/sleeping**, **still/sill**, **breeze/trees**).

If Your Name Starts with (First Sound in a Child’s Name), Raise Your Hand

Procedure:

- Tell children, “*The next thing we are going to do is play the game with your names. I will say a letter sound, and if your name starts with that sound, you raise your hand. Let’s pretend that someone named Tilly is in our class. I will say, “If your name starts with /t/, raise your hand. Tilly would raise her hand because the first sound in Tilly’s name is /t/, /t/, Tilly/.”*
- Say, “*Now I am going to say some sounds that I know are at the beginning of your names. When I say a sound, think about your own name. If it begins with the sound I say, then raise your hand. I’ll help you if you need help. Everyone will get a turn.*”
- Proceed with the game, using the first sounds found in children’s names. Hang on to the sound long enough to give children time to compare it to their name.
- If a child does not respond, say something like, “*Mary, your name begins with /m/. Mary, /m/, so you can raise your hand.*” (Stress the /m/ sound in her name to provide very explicit help.)

Open, Shut Them

Procedure:

- Say, “*Next, we are going to sing the song, ‘Open, Shut Them’.*”
- Sing the song with the children as before, modeling the hand motions.

Guess What Word I’m Saying [*The Little Red Hen (Makes a Pizza)*]

Procedure:

- Hold up the book and say, “*We have had fun reading this book, *The Little Red Hen (Makes a Pizza)*. Today, I am going to say some words that are in the book in a funny way; a way that is not quite right. I want you to say the words the right way. For example, if I say, ‘lit – (pause) – tle’, you would say ‘little’.*” Do one or two more sample word parts to help children understand the task.
- Repeat with *Tasty: ta – (pause) – sty*, • *Lovely: love – (pause) – ly* • *Morning: morn – (pause) – ing* • *Window: win – (pause) – dow* • *Olives: ol – (pause) – ives*.
- You can also add any other two-syllable words from the story that you would like to add.