



# 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

## Songs, Word Play, and Letters: Day 1

**Materials:** poetry posters, *Hooray, a Piñata!*, flannel board and pieces for “Down by the Bay” (add new pieces for new verses)

### Guess What Word I Am Saying (*Hooray, a Piñata!*)

Procedure:

- Say, “*The first thing we are going to do today is play a guessing game.*” Show the cover of the book and say, “*I have chosen some words from Hooray, a Piñata! that I am going to say in a different way.*”
- Say, “*Here’s the first word I’m going to say in an interesting way: /k/ (pause) –ake. Yes, cake! That’s the right way to say it. They had cake at the party.*”
- Say, “*Here’s another word: /l/ (pause) – eash. Right, leash! That’s what we put on a dog when we take him out for a walk, so it doesn’t run away.*”
- Say, “*Here’s one more word: /m/ (pause) – ash.*” Repeat, “*/m/ (pause) – ash. That’s right, mash, which means to squish something.*”

### The More We Get Together

Procedure:

- Say, “*The second thing we are going to do today is sing the song about friends called, ‘The More We Get Together.’*”
- Sing the song, as usual.

### Down by the Bay (Those Words Rhyme)

Procedure:

- Say, “*The third thing we are going to do is sing that silly song about the animals down by the bay. We will add some more new verses to the song today.*”
- Add a new verse or two (“*rat wearing a hat*”, “*snake holding a rake*”).
- When finished singing, place the *rat* and *hat* flannel pieces on the board and say, “*Rat and hat rhyme, /r/ -at, /h/ -at*” (emphasize the rhyming portion of the words). Choose one more pair of rhyming words from the song and do the same thing.

## Songs, Word Play, and Letters: Day 2

**Materials:** poetry posters; pocket chart, 2 sets of uppercase letters; pictures of or actual objects: *skillet, spoon, big bowl, and pancake turner*

### Head, Shoulders, Knees and Toes

Procedure:

- Say, *“Today we are going to start by singing the movement song, ‘Head, Shoulders, Knees, and Toes’.”*
- Sing the song as usual, touching the different body parts as you sing about them.
- After the first verse, leave out saying a body part each time (But continue to point to that part), until you do all the motions silently.

### Alphabet Memory Pocket Chart Game

Procedure:

- Say, *“We have played this game before; do you remember how to play?”*. Allow children to respond.
- Show an uppercase letter and then show its match. Remind children that there are uppercase letters in the pockets. Hand an uppercase letter to each child. Go around the circle giving each child a turn to choose a pocket and name the letter. If it matches the one the child holds, the child keeps it. If not, replace it and move on to the next child. Continue until all children have matched their letters.

### Mix A Pancake (Those Words Begin with the Same Sound):

Procedure:

- Show the poetry poster illustration and say, *“What do you think the last thing is that we are going to do today?”* Children will probably say “The Pancake Poem” or something similar. Confirm by reading the title as you underline it with your finger.
- If possible, show a *skillet, spoon, big bowl, and pancake turner* to the children.
- Recite the poem, lingering on the first sounds of the first words in lines to help children chime in with you.
- When finished say, *“I noticed that some of the words in this poem start with the same sound.”*
- *“Pot and pan both start with /p/: /p/, pot and /p/ pan. The words catch and can also begin with the same sound: /k/ catch and /k/ can. That’s so interesting that some words begin with the same sounds.”*

## Five Juicy Apples

Procedure:

- Display the poem. Read the title, underlining each word with your finger, as you read it.
- Recite the poem, using a different child's name in each verse. Hold up one hand with splayed fingers to count down from five to zero.
- If there is time, say the poem enough times to use everyone's name.

## Songs, Word Play, and Letters: Day 3

**Materials:** poetry posters; *Matthew and Tilly*, *Dandelion*; picture cards: bike, crayon, zebra, giraffe

### Can You Think of Words that Rhyme with \_\_\_\_? (Six Little Ducks):

Procedure:

- Tell children, "*Today, we are going to sing the song about the six little ducks.*"
- Sing the song with the children. Show how to put palms together, wiggling them back and forth, every time you sing "*wibble-wobble, wibble-wobble*".
- Say, "*Remember, some of the words in this song rhyme. Back and quack rhyme – they both have “ack” as their last part. Can you think of any other words that rhyme with back and quack?*" (be prepared with other ideas).

### I'm Thinking of \_\_\_\_ Word Clue Game (*Matthew and Tilly*, *Dandelion*):

Procedure:

- Show children *Matthew and Tilly* and *Dandelion*, and tell them they are going to play a clue game with words from these two books. Remind them to listen to all the clues, think about them, then raise their hand if they have an idea. After each word is guessed, show the picture card.
- For **bike**, use these clues: "*This is something you ride on that has two wheels. It also has handlebars.*" If children need another clue, use: "*It begins with /b/.*"
- For **crayon**, use these clues: "*You use these to color. They are not markers. In the story, Matthew broke a purple one that belonged to Tilly.*" If children need another clue, use: "*The word I'm thinking of begins with /k/.*"
- For **zebra**, use these clues: "*This is the name of an animal that has black and white stripes.*" If children don't guess based on these two clues, use this one: "*This animal's name begins with /z/.*"
- For **giraffe**, use these clues: "*This kind of animal has a very long neck and brown spots.*" If children don't guess based on these clues, give this one: "*In the story, Dandelion, this animal had a tea and taffy party.*" If the children need still another clue, use this one: "*This animal's name begins with /j/.*"

## If You're Happy:

### Procedure:

- 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 *Matthew and Tilly* and *Dandelion*. Examples: “*If you’re scared and you know it, act real **brave***”; “*If you’re embarrassed and you know it, **blush** a little*”.

## Songs, Word Play, and Letters: Day 4

**Materials:** poetry posters; uppercase letter cards (initial letters of each child’s name); pictures of or actual objects: *skillet, spoon, big bowl, and pancake turner*; flannel board and pieces for “Down by the Bay” (add new pieces for new verses)

## Head, Shoulders, Knees, and Toes

### Procedure:

- Say, “*The first song we are singing today is ‘Head, Shoulders, Knees, and Toes’. We need to stand for this song, so we can do the motions.*”
- Sing the song as usual, modeling the motions for the children.
- Sing it a second time, very slowly, and then a third time, very fast.
- When finished singing, you might say, “*This song is fun to sing, isn’t it? Everything is much more fun to do if you have a friend to do it with you. The second thing we are going to do today is play a game using our friends’ names.*”

## If Your Name Starts with (Name a Letter), Raise Your Hand:

### Procedure:

- Say, “*Today we are going to play the name game with letters, but we’re playing it in a new way using our friends’ names. This time I will hold up a letter, but if it’s the first letter in your name, don’t say anything. Instead, I will call on someone else, and he or she will identify whose name starts with that letter.*”
- Proceed with the game by holding up letter cards one at a time and calling on children.

### Mix a Pancake (Those Words Begin with the Same Sound):

#### Procedure:

- Show the poetry poster illustration and say, *“What do you think the last thing is that we are going to do today?”* Children will probably say *“The Pancake Poem”* or something similar. Confirm by reading the title as you underline it with your finger.
- If possible, show a *skillet, spoon, big bowl, and pancake turner* to the children.
- Recite the poem, lingering on the first sounds of the first words in lines to help children chime in with you.
- When finished say, *“I noticed that some of the words in this poem start with the same sound.”*
- *“Pot and pan both start with /p/: /p/, pot and /p/ pan. The words catch and can also begin with the same sound: /k/ catch and /k/ can. That’s so interesting that some words begin with the same sounds.”*

### Down by the Bay (Those Words Rhyme):

#### Procedure:

- Say, *“We are going to sing that silly song about the animals down by the bay. We will sing the new verses we added to the song.”*
- Sing the song, as usual, and add the new verses (*“rat wearing a hat”, “snake holding a rake”*).
- When finished singing, place the *rat* and *hat* flannel piece on the board and say, *“Rat and hat rhyme, /r/ -at, /h/ -at”* (emphasize the rhyming portion of the words). Choose one more pair of rhyming words from the song and do the same thing.

## Songs, Word Play, and Letters: Day 5

**Materials:** poetry posters, flannel board and pieces for “Five Green and Speckled Frogs” (two extra frogs)

### Five Green and Speckled Frogs:

#### Procedure:

- Say, “*Now we are going to sing the song about our friends, the five green and speckled frogs. They are in for a nice surprise today!*”
- Place the log, pool, and five frogs on the flannel board. Ask children to count with you as you place the frogs on the log. Then say, “*All five of our green and speckled frogs are here today, and two of their friends are coming to play with them in the cool, blue pool! If two more frogs are coming to play, how many frogs will we have to sing about today?*” Help children figure this out by starting with the “five” and then counting up by ones, as you say, “six, seven”; use fingers to keep track (raise one finger for “six” and a second finger for “seven.”). “*Today there are seven frogs at the pool!*”
- When you get down to four frogs in the song, remove two at once in the next verse to make the song go a bit faster. This also introduces one way to divide four into two groups of two each.
- Ask the children to count with you as you take the frogs off the flannel board and put them away.

### Let’s Clap Our Names Game:

#### Procedure:

- Say, “*Let’s play the clapping game again. I will say a name and clap its parts, then we will say the name together and clap its parts together.*” Model by using names of children who are not in the class (Joseph, Angela, Antonio). Say the name slowly, segmenting the syllables. Then, say the name again, this time clapping each syllable. Ask the children to clap each name with you. ***Do not count the syllables; the purpose is to hear the segmentation.***
- Continue the game, this time using children’s names in the class. (*Keep a record of the children’s names that are used, so that when the game is played again, each child will have a turn to hear their name.*)

### 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.
- Point out the ten fingers in the illustration, as you recite it once more.