



UNIT 3: WIND AND WATER / WEEK 2

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, *Gilberto and the Wind*, chart paper, marker, picture cards: sailboat, clothespins

Open, Shut Them

Procedure:

- Sing the song, modeling the hand gestures.
- After singing, comment that the song tells us to do four different things with our hands: open, shut, clap, and creep (model as you name them). Say, “*We do a fifth thing too: When the song tells us, ‘but do not let them in,’ we put our hands **behind** our back.*”
- “*What else could we do with our hands at the end to not let them into our mouth?*” (hold hands up high; hold them to our sides; cross our arms in front of us...)

Ten Little Fingers

Procedure:

- Recite or read the poem and model the actions.

What Are You Wearing?

Procedure:

- Tell the children that they are going to sing the song about what they are wearing.
- Go around the circle using each child’s name and sing about what she or he is wearing (red shirt, brown pants, etc.).

Interesting-Sounding Words (*Gilberto and the Wind*)

Procedure:

- Say, “*The wind says something throughout the book. Listen for it as I read the first page.*” Ask the children to say the word/sound with you (“*You-ou-ou*”) after you say it.
- Then say, “*There is an interesting-sounding word on the last page too.*” Read it. Make the “Sh-sh-sh-sh” quite lengthy to bring it to the children’s attention.
- Ask if anyone knows the two letters we write together for the /sh/ sound. Then write sh-sh-sh-sh. Tell children that if they wanted someone to keep saying it for a long time, they would write even more sh’s in a line. (write a few more.)
- There are other words in *Gilberto and the Wind* that are interesting for a different reason.
- They are made by combining two words. Hold up the picture card of the *sailboat*. Tell children that *sailboat* is two words put together to make a new word—*sail* and *boat* to make *sailboat*. Show them the word on the picture card and read it slowly: *sail-boat*, underlining each part with your finger.
- Then show the picture card of the *clothespins* and ask the children to name it. Ask them which two words go together to make the word *clothespins*. Say *clothes...* to support children. Show the written word and read it in parts: *clothes---pins*, underlining each part with a finger.

Songs, Word Play, and Letters: Day 2

Materials: poetry posters

If Your Name Starts with [____], Snap Your Fingers

Procedure:

- Tell children, “*We are going to play the name game with sounds again, but this time with snapping your fingers instead of raising your hands.*” Tell children that when they hear a sound, they should think about their name. If it begins with that sound, they should snap their fingers.
- Tell children that many of them are just learning to snap their fingers, and that is okay.
- If children do not respond to the sound for their name, say, “*Sam, your name starts with /s/, so you can snap your fingers.*”

Raindrops

Procedure:

- Recite or read the poem model the motions.

Three Little Monkeys

Procedure:

- Recite the poem and use your fingers to keep track of the monkeys.

Boom! Bang!

Procedure:

- Read the title.
- Point to the *B* in *Boom* to call children’s attention to the first print clue you use in reading the word. Then, underline the rest of the word with a finger while reading it with the children. Do the same with the *B* in *Bang*.
- Recite the poem.
- Say, “*I can hear you saying some of the lines like ‘Boom, bang, boom, bang, and rumpety, lumpety, bump.’ This time, I will read the poem slower so that you can join in on the lines, ‘Zoom, zam, zoom, zam!’ and ‘Clippety, clappety, clump!’*”

If You’re Happy

Procedure:

- Sing the song as usual.
- Ask children to make up motions for other emotions such as sad, scared, or angry.

Songs, Word Play, and Letters: Day 3

Materials: letters: B, I, N, G, O and M, Z, N; *Over in the Meadow*

Bingo

Procedure:

- Say, “The first song we are singing today is ‘Bingo.’ I am going to put the letters we need to spell Bingo on the board.”
- As the letters B, I, N, G, and O are placed on the board, have the children name the letters.
- Sing the song as usual, removing one letter for each verse.
- When you finish, put B, I, N, G, and O back up. Say, “*You know these letters spell the word Bingo. Now, I am going to remove B and replace it with the letter M.*”
- Ask, “*What is the word now?*” Sound out the /m/ if necessary. Say, “Right! Mingo.”
- Substitute Z for M and then N for Z and ask the children to read the word created: (Zingo, Ningo).
- Remove the I and then two Ns (name each letter it is removed). This leaves G and O. Ask children if they know the new word (GO). Help by sounding /g/ for the G. Then remove the G, put up N, and ask what word it is (NO). Help by sounding the /n/ if needed.

The Wheels on the Bus

Procedure:

- Sing several familiar verses and lead children in doing actions.
- Then, say, “Now we are going to sing some new verses. First, we will sing, ‘The bees on the bus go buzz, buzz, buzz.’ Next, we will sing ‘The lights on the bus go blink, blink, blink.’”

Over in the Meadow

Procedure:

- Hold up the book and say, “We have read this book before, so you will remember that the title is....” (pause briefly) “Yes, *Over in the Meadow.*”
- Read the book, keeping the natural rhythm of the verse. Point to the animals and objects in the pictures as you read them in the text.

Songs, Word Play, and Letters: Day 4

Materials: *Rabbits and Raindrops*, 2 sets of uppercase letter cards

Come On and Join In the Game

Procedure:

- Sing the song as usual with "clapping," "sneezing," "yawning," and "jumping."
- Add "sitting" and "laughing" and ask the children to make up more.

Guess What Word I am Saying (*Rabbits and Raindrops*)

Procedure:

- Show the book and explain that some words from this book will be said in a funny way. Children must guess what the word is.
- Present each word by saying its onset first, followed by a slight pause, before saying its rime. For example: r- (pause) abbits. Acknowledge the word is *rabbits*.
- Continue by presenting: b-ee, sp-ider, l-awn, h-ops, cl-over, and l-eaves.
- Tell the children that they did a great job of listening and fixing the funny words.

Looby Loo

Procedure:

- Say something like, "Now we are going to sing a song that is fun to do together. We need to stand up and get in a circle first, then we will sing 'Looby Loo.'"
- Say, "First, we will sing 'put your right foot in,' and then, 'put your left foot in.'"
- Sing the two verses, doing the appropriate body movements. Then, add other verses.

If You Have the Matching Letter, Shout Its Name

Procedure:

- Pass one uppercase letter card to each child, making sure the letter is not the first letter in the child's name. Hold matches for each of the letters you passed out.
- Hold up one letter at a time from your set and say, "If you have the match for [lettername], shout its name."
- Continue until each child's letter has been called.

Songs, Word Play, and Letters: Day 5

Materials: poetry posters, prepare a chart of children’s names with W substituted for the first letter used to spell the child’s name (Josh/Wosh); uppercase letter cards (2 sets)

Willoughby, Wallaby, Woo

Procedure:

- While singing each child’s name, point to the W in the printed version of the name on the chart.

If You’re Happy

Procedure:

- Sing three verses (“clap hands”, “stomp feet”, and “shout hooray”).
- Sing the combination verse (“Do all three…”).

Raindrops

Procedure:

- Recite the poem with the motions. Talk about the weather. Ask children, “*What else other than rain falls from the sky?*”

The Itsy, Bitsy Spider

Procedure:

- Place your fingers in position and say, “*What song do you think we are going to sing next?*” Confirm by saying, “*Yes, we are singing the ‘The Itsy, Bitsy Spider’.*”