



UNIT 3: WIND & WATER / WEEK 3

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: *Bringing the Rain to Kapiti Plain*, poetry poster

Bringing the Rain to Kapiti Plain

Procedure:

- Read the book while keeping the natural rhythm of the verse. Point to the pictures to identify the objects being named.

Looby Loo

Procedure:

- Stand up and ask children to stand, too. Tell them they are going to sing “Looby Loo.”
- Sing the song with body movements once. Go slowly enough for the children to sing along.

Cloud

Procedure:

- Recite or read the poem.

Songs, Word Play, and Letters: Day 2

Materials: poetry poster, *Rabbits and Raindrops*, flannel board and pieces for “Old MacDonald”: chick, duck, cow, turkey, plus one or two more

Interesting-Sounding Words (*Rabbits and Raindrops*)

Procedure:

- Show the book cover and tell the children they will find some interesting-sounding words.
- Encourage children to help recall words as you flip through the pages.
- Pronounce each word clearly, saying syllables slowly and with varying intonation. Have children repeat each word. The focus is not on cutting syllables apart but on the interesting sounds and how it feels to say them.
- Say, “*Grasshopper is an interesting word to say. I like the way my lips and tongue feel when I say it. Let’s say it together...grass-hop-per.*”
- Do the same for *waterproof* (wa-ter-proof). Point out that it is a long word with many different sounds.
- Do the same for *honeybees* (hon-ee-bees)
- Ask children if there are other words that they think sound interesting. Accept words the children offer and find something to say about the sound in each one.

Old MacDonald Had a Farm

Procedure:

- Put the flannel pieces up as usual with one or two new ones.
- Sing with the children, pointing to the animals.

I'm a Little Teapot

Procedure:

- Sing the song as usual, leading the children in the motions.

Ten Little Fingers

Procedure:

- Recite the poem as usual, with the motions.
- After reciting the poem, pair children sitting next to one another. Ask them to face one another, raise hands that are directly opposite, and place palms together to match all five fingers.

Songs, Word Play, and Letters: Day 3

Materials: *Rabbits and Raindrops*, poetry poster

Can You Think of Words that Rhyme with _____? (*Rabbits and Raindrops*)

Procedure:

- Tell children they will play a rhyming game with some words from *Rabbits and Raindrops*.
- Turn to the page where the baby rabbits climb out of their nest. Remind children that this is the page where the babies first climb out of their nest or their home.
- Say, "**Rest** rhymes with **nest**. Can you think of other words that rhyme with **nest**?"
- Tell children to raise their hands if they have an idea. Offer words to any that the children think of (**best, guest, pest**). Children are new at this and need to hear examples. Accept nonsense words that rhyme.
- Repeat with the word **green** (**bean, mean, lean, queen**).

The Itsy, Bitsy Spider

Procedure:

- Sing the song with the motions.

Boom! Bang!

Procedure:

- Recite the poem.
- Point to and read two lines (“Zoom, zam...” and “Clippety, clappety, clump!”). Run a finger under the print while reading the lines.
- Say, “All of the words in the first line start with /z/.” Then say the words slowly, emphasizing /z/. Then say, “All the words in the second line start with /k/ and /l/.” Say these words slowly, emphasizing /k/ and /l/.
- Then say, “Let’s do those two interesting parts together.”
- If the children are still engaged, recite the poem again.

Head, Shoulders, Knees, and Toes

Procedure:

- Sing the song as usual, touching different body parts as you sing.
- After singing, point out the knee on your body and bend it. If someone is wearing a dress or shorts point out the knee, so children can see it well.
- Sing the song a second time, humming as you touch each body part.

Apples and Bananas

Procedure:

- Sing slowly enough so that the children can sing along with you.

Songs, Word Play, and Letters: Day 4

Materials: poetry posters, *Rabbits and Raindrops*, picture cards: bumblebee, clover, grasshopper, spider

My Big Balloon

Procedure:

- Position forefingers and thumb at the mouth as if blowing up a balloon and ask the children to guess what is coming next.
- Show children when to make blowing sounds. Recite and blow twice after the second line (“Watch me while I blow.”) and four times after the fourth line (“Watch it grow and grow”).
- Recite the poem again, prompting to blow in these two places. At the end, have children clap once, really hard, to pretend their balloon popped.

Five Little Ducks

Procedure:

- Sing the song using hand motions to show the hill and quacking.

I'm Thinking of ____ Clue Game (*Rabbits and Raindrops*)

Procedure:

- Show the cover of the book. Tell children that they will hear some clues and will need to guess some words in the book. Remind them of the rules.
- For **bumblebee**, say, “*These insects are yellow and black. They make a buzzing sound, and they can sting you. The name of this insect begins with /b/.*”
- For **clover**, say, “*This is the name of a flower growing in the lawn that the baby rabbits nibbled. Its name starts with /k/. And the next sound is //.*”
- For **grasshoppers**, say, “*These are also insects, but they won’t sting us. They jump veryhigh. The name of this insect starts with /g/, and the next sound is /r/.*”
- For **spider**, say, “*This spins a web. Its name starts with /s/, and the next sound is /p/.*”

Songs, Word Play, and Letters: Day 5

Materials: *Bringing the Rain to Kapiti Plain*, flannel board and pieces for “Down by the Bay” (add frog/dog, mouse/house)

Down by the Bay

Procedure:

- Sing the song and place the appropriate animals on the flannel board. Remove the last piece before placing any new ones.
- Add a new verse or two (frog/dog, mouse/house).

If Your Name Ends with [____], Raise Your Hand

Procedure:

- Tell the children they are going to play the name game with sounds, but a little differently this time. Explain that when a sound is said, they should think about thelast sound or the sound at the end of their name, not the sound at the beginning, as they usually do.
- “*If I say /m/ and your name is Tom, you would raise your hand. Tom. /m/. The verylast sound in Tom is /m/. That name ends with /m/.*”
- Say sounds, one by one, for the ending sound of each child’s name.
- Assist children as needed. This game is new to them.

Bringing the Rain to Kapiti Plain

Procedure:

- Show the book cover and ask if children remember what the story is about. Listen to what they say and build on their description to summarize the book. Say, *“This is a book about a time when it didn’t rain and everything dried up and was dying. There was a big black cloud that hovered overhead, and a boy shot an arrow into it. Then the rain came and made everything green again.”*
- Read the book naturally, pointing to the pictures and making comments to explain the meaning of the text.
- After reading the book, comment about the colorful clothing of Kipat and his wife and the colorful feathers of some birds in the book.