



# 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, set of upper- and lowercase letters, *Clap your Hands*, tag-board strips with Boom Bang! verses on them

### Clap Your Hands

Procedure:

- Show the cover of the book and read its title with children. Tell children they can help read some of the book this time.
- Read the book naturally, but slow down on the second word in some rhyming word pairs (*fee/seat; toes/nose; bird/world*) and linger on the first sound of the word. When finished, go back to a few pages with motions that children can perform in their space in the circle (rub your tummy and pat your head; close your eyes and count four; show me a smile, show me a frown).

### Little Letter / Big Letter Chant

Procedure:

- Select as many lowercase letters as there are children. Vary the letters from the ones used the last time to expose children to different lowercase letters.
- Distribute uppercase matches for each lowercase letter selected and tell the children they are going to play the uppercase/lowercase matching game again.
- Say this chant: "I have the little [letter name]. Take a look and see. Someone has its partner. Who might that someone be?"
- Remind them to say, "I have the big [letter name]" when they hold up their card.

### Head, Shoulders, Knees, and Toes

Procedure:

- Tell children to stand up and sing the song once.
- Then tell them they will sing the song again, but with different words and motions. Tell children to listen and watch carefully.
- Change "head, shoulders" to "hands, elbows," and change "eyes, ears" to "chin, cheeks." "Knees and toes" stays the same.

### Boom! Bang!

Procedure:

- Read the title. Sound out /b/ in *Boom* and *Bang* and underline the words with a finger while reading.
- Recite the poem. Then, read and pass out the tag-board strips.
- Explain that several children will have the same line so they should recite together in unison.
- Lead the children in reciting and cue each group of children to say the line printed on their tag-board strip. Everyone says the last four lines together.

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

**Materials:** poetry posters, *Raccoon on His Own*, *Play with Me*

### Guess What Word I'm Saying (*Play with Me*, *Raccoon on His Own*)

Procedure:

- Hold up the books and tell children they will hear words from the books in a funny way. They are to guess what words they are and say them the right way.
- Present in individual phoneme segments or onset-rime segments.
- For *pond*, say *p-* (pause) *o-* (pause) *n-* (pause) *d.* [or: *p-* (pause) *ond*]
- For *frog* say *f-* (pause) *r-* (pause) *o-* (pause) *g.* [or: *fr-* (pause) *og*]
- For *mud* say *m-* (pause) *u* (pause) *d.* [or: *m-* (pause) *ud*]
- For *boat* say *b-* (pause) *oa-*(pause) *t.* [or: *b-* (pause) *oaf*]

### The Itsy, Bitsy Spider

Procedure:

- Position fingers in the usual starting position for this song and ask children what song they think will be first today.
- Sing the song.

### The Little Turtle

Procedure:

- Read the title with the children. Point to and underline *The* and read it quickly as a sight word. Point to and sound out */l/* in *Little* and */t/* in *Turtle*.

### Can You Think of Words that Begin with the Same Sound as \_\_\_\_ ? (and The Little Turtle)

Procedure:

- Tell children they will hear some words from the poem, and they can think of other words that begin with the same sound.
- Introduce *Turtle* first. Say, "The first word is *turtle*, which starts with */t/*. Do you think *top* starts with the same sound as *turtle*? What about *box*?"
- Confirm that *top* starts with */t/*, but that *box* does not. Ask children if they can think of other words that start with */t/*, like *turtle* and *top*. If there is a lull, provide examples.
- Introduce *box* next.
- If children are still engaged with the task, proceed with *rocks*.

### Hands on Shoulders

Procedure:

- Read the title, underlining the words.
- Stand up and recite the poem. Recite it again and tell the children some parts will be changed. Tell them to listen carefully.
- Change "and now your toes" to "and now your clothes." Change "clap to four" to "Point to the door."

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

**Materials:** poetry posters, marker, chart paper or clipboard/paper

### Looby Loo

Procedure:

- Add a new verse or two (“right knee” “back”).

### Interesting Sounding Words (and Looby Loo)

Procedure:

- Tell children there are interesting-sounding words in Looby Loo and that these words will be written down for them to see how they are spelled.
- Segment // from Looby and ask children if they have an idea of the letter used to write //. If children do not link // to the letter L fairly quickly, make the link for them. Write L.
- Then segment /oo/ in Looby and tell children that two O's are used to write that sound. Write two O's. Then segment /b/ in Looby and ask what letter is used to write B. Make the link if children do not and write B. Segment /e/ in Looby and tell children that the Y is used for that sound in the word Looby. Write Y and then underline the entire word and read it.
- Remind children, “In the song, we sing, ‘Here we go Looby Loo,’ I think Loo sounds like the first part of the word Looby. Say Looby in syllable segments (Loo-by) and ask the children if they agree.
- Point to Looby on the chart paper and ask children which letters they think are needed to write Loo if there is a lull, then tell children they will sound out Loo to write it so they can see which letters are needed.
- Segment // in Loo and write L. Then segment /oo/ in Loo and write OO. Read the word and help children see that these are all the letters you need.

### If You're Happy

Procedure:

- Tell the children to stay seated for this song and sing “clap hands,” “snap fingers,” “shout hurray,” “nod head,” and “pat cheeks.”

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

**Materials:** poetry posters, chart paper with *chirp* and *hiss* written on it, one word per line, *The Puddle Pail*, picture cards; *pail*, *diamond*, *starfish*, *reflection*, *puddle*, *blackberries*

### The Wheels on the Bus

Procedure:

- Sing several familiar verses, then add some new ones using animals and their sounds ("birds go chirp" "snakes go hiss").

### Interesting Sounding Words (and The Wheels on the Bus)

Procedure:

- Tell children that some of the sounds they just sang are interesting.
- Ask children what sound the bird made (*chirp*). Ask them to say the sound they hear at the beginning of *chirp*. Repeat with *hiss*. Isolate the first sounds in these words for children if they cannot do it (/ch/ and /h/).
- Tell children that two letters together, *c* and *h*, are used to write /ch/.
- Display the chart paper with the two words written on it and ask children which word is *chirp*. Advise children to look for the word that starts with *ch*. If children seem puzzled, say, "Chirp starts with the letters *ch* for /ch/ and ends with the letter *p* for /p/. Let's see. The first word (Point to *chirp*.) starts with *ch*, /ch/ and ends with *p* /p/, so this word is the one that says *chirp*." Then, underline the entire word with a finger and read it.
- Read *hiss* to the children to finish up, and comment that it starts with the letter *h*, which is used to write /h/.

### Hands on Shoulders

Procedure:

- Read the title with the children. Point to and sound out /h/ in *Hands* and /sh/ in *Shoulders*. Read the word "on" quickly as a sight word.

### I'm Thinking of \_\_\_\_ Clue Game (and The Puddle Pail)

Procedure:

- Hold up the book and tell children they will play the word guessing game using words from this book. Remind them to raise their hands and not shout out their ideas because other children might still be thinking.
- For *pail*, say, "This is the name of a small kind of bucket. Children often use these small buckets at the beach or at the sand table. The name of this small bucket starts with /p/ and ends with /l/."
- For *puddle*, say, "These are little pools of water that form on the ground when it rains and then dry up when the sun comes out. Ernst saw reflections in these little pools and scooped them up to put in his pail. The name of these little pools rhymes with *cuddle*."
- If time permits, play the same game with other story words, reinforcing word meanings by showing the cards.

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

**Materials:** poetry posters, *The Puddle Pail*

### Raindrops

Procedure:

- Point to and sound /r/ at the beginning, /d/ in the middle, and /s/ at the end of the word *raindrops* while reading the title with the children.
- Recite the poem and model the emotions.

### Guess What Word I'm Saying (and *The Puddle Pail*)

Procedure:

- Show children the book. Tell them they will hear words from the book in a funny way and they are to guess the word and say it back the right way.
- Present the following words, one at a time in onset-rime segments, and ask children to guess each one after you say it in a funny way: *r-ocks, cl-ocks, st-ars, sw-ing*.
- Present *pail* in phoneme segments: /p/ /a/ /l/. Have children say the whole word.

### Looby Loo

Procedure:

- Sing favorite verses.

### My Big Balloon

Procedure:

- Point to and sound /m/ in *My*, /b/ and /g/ in *Big* and /b/ and /n/ in *Balloon*, while reading the title with children.
- Recite the poem and model the motions. Pause after the fourth line, "Watch it grow and grow" and blow five to six times into your pretend balloon. Then make a big "pop" sound by clapping loudly.
- Tell children they need a new balloon and that they should get a new one too, if theirs popped. Recite the poem again. This time blow only two times after the fourth verse and then finish it in the standard way with a pop at the end.

### Stand Up

Procedure:

- Read the title with the children. Point to and sound /s/, /t/, and /d/ in *Stand*, and run a finger under while reading it.
- Recite the poem once and model the motions. Then tell children they will hear the same changes made the last time, and that they should listen for these. Change "Stamp your foot" to "Shake your hands," and "Bend two knees" to "Bend one knee."