



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, tagboard strips with the first four verses of “Boom! Bang!” printed on them (enough for each child or pairs of children to have a strip), pocket chart, *Clap Your Hands*

Boom! Bang!

Procedure:

- Read the title with children. Point to and sound out /b/ in *Boom* and /b/ in *Bang*.
- Recite the poem once, and then distribute the tag board strips. Help children recite the verse on their strip.
- Recite the poem again, cueing children to recite only the verse on their strip for the first four lines. Cue them to recite the rest in unison.

Clap Your Hands

Procedure:

- Show the book. Read the title, pointing to and sounding out /c/, /l/, and /p/ in *clap* and /y/ and /r/ in *your*.
- Read the book, keeping the natural rhythm of the verse. Linger on the beginning sounds of the second word in a rhyming word pair (*four/fl...oor, down/cl...own, bird/w...ord*) to encourage children to chime in.

If You're Happy

Procedure:

- Sing verses for “clap hands,” stamp feet, “shout hurray,” “jump in place,” and “raise arms.”

Songs, Word Play, and Letters: Day 2

Materials: poetry posters, two cards with *rain* and *drops* written on them, two cards with *fiddle-ee-fee* and *Barnyard Song* printed on them

Raindrops

Procedure:

- Show the cards *rain* and then *drops*. Tell them these two words together are the name of the next poem. Help children sound out each word.
- Recite the poem and model the motions.
- Read and underline the title. Underline *raindrops* in the first line. Then skip down to the third line, and underline the words, *pitter-patter*, and ask if children know what words these are. Sound them out with the children, and point to *p*, *tt*, and *r* in each word.
- Then point to the line in the second verse with "Pitter-patter, raindrops!" Tell children they can read this line with you. Point to the *p*, *tt*, and *r* in *pitter* and *patter*, and then to *r*, *d*, *p*, and *s* in *raindrops* as you read the words slowly.

Barnyard Song

Procedure:

- Show the children the card with *fiddle-ee-fee* on it. Tell them that this is what the cat says repeatedly in a song they know. Point to *f*, *d*, and *l* in *fiddle*, and to *f* in *fee*, while helping children sound out the words. If they don't recall the title, show them the card, read it and sing the song.

My Shadow

Procedure:

- Review some characteristics of shadows, using what children know from recent story books and other unit activities.
- Recite the poem.

Songs, Word Play, and Letters: Day 3

Materials: poetry posters, chart of children’s names with *w* as first letter, one set each of upper- and lowercase alphabet cards

Open Shut Them

Procedure:

- Position fingers and sing the song.

The Little Turtle

Procedure:

- Read the title. 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*.
- Recite the poem with the children and model the motions.

Looby Loo

Procedure:

- Tell the children that next they are going to sing this song. Stand up and ask them to stand up, too.
- Sing the song as usual, doing the motions.
- Add a new verse or two ("back," "right forefinger")

Willoughby Wallaby Woo

Procedure:

- Sing "Willoughby Wallaby Woo" one time, all the way through.
- Then, use the prepared chart with children's names (using "W" as the first letter in each name - Windy for Cindy, Wim for Jim). Point to each name while singing a verse for each child in the group.

Little Letter/Big Letter Chant

Procedure:

- Distribute uppercase letters that match the lowercase letters selected. Tell children they are going to do the uppercase and lowercase matching activity again.
- Do this chant: "I have the little _____ [name a letter]," as you hold it up to show. "Take a look to see. Someone has its partner. Who might that someone be?"
- Remind the first few children that they can say: I have the big _____ [letter name] when they hold up their card.

Songs, Word Play, and Letters: Day 4

Materials: poetry posters, *Night Shift Daddy*

Clap Your Hands

Procedure:

- Sing several familiar verses and the new ones from last time (*flick finger, wiggle nose*)

Looby Loo

Procedure:

- Tell children the next song they are going to sing will be "Looby Loo". Stand up and ask them to stand up, too.
- Sing the song as usual.

Night Shift Daddy

Procedure:

- Read the title and point to and sound out /n/ in *Night* and /d/ in *Daddy*. Read the name of the author and the illustrator. Read the book, keeping the natural flow.

Hands

Procedure:

- Point to and read the title, sounding out /h/.
- Recite the poem as usual and model the motions.
- Tell children they are going to do the poem again but change one part. Tell children to listen carefully.
- Recite the poem again and change "Then give a clap, to then give two claps."

Songs, Word Play, and Letters: Day 5

Materials: poetry posters, one set each of upper- and lowercase alphabet cards, flannel board and pieces for “The Green Grass Grows All Around”

The Green Grass Grows All Around

Procedure:

- Tell children they are going to start with a song they learned a few weeks ago.
- Sing the song as usual, placing the flannel pieces on the flannel board as they occur in the song.

Windshield Wiper

Procedure:

- Make the wiper motion and ask the children what poem they think will be next.
- Recite the poem twice.

Little Letter/Big Letter Chant

Procedure:

- Distribute uppercase letters that match the lowercase letters selected. Tell children they are going to do the uppercase and lowercase matching activity again.
- Do this chant: “I have the little ____ [name a letter],” as you hold it up to show. “Take a look to see. Someone has its partner. Who might that someone be?”
- Remind the first few children that they can say: I have the big ____ [letter name] when they hold up their card.

If You’re Happy

Procedure:

- Sing song as usual.