



UNIT 1: FAMILY / WEEK 3

Songs, Word Play, and Letters

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 poster, flannel board and flannel pieces for “Bingo”

Bingo

Procedure:

- You might say, “*Today we are going to sing about Bingo, the farmer’s dog. I am going to put the letters we need on the flannel board. First, we need the letter B, the second letter we need is I. The third letter we need to spell Bingo’s name is N, and the fourth letter is G. The last letter we need is O. There, now we have all the letters we need. Underline the whole word and read it...BINGO.*”
- Sing the verse through, pointing to each letter as its name is sung. Say, “*I’m going to turn the B over. Now, let’s sing it again and clap instead of saying B.*”
- Then tell children you are going to turn over the *I*, and everyone will clap two *times this time*, once for the *B* that’s turned over, and once for the *I*. Repeat with remaining letters, replacing each with a clap.

The Wheels on the Bus

Procedure:

- Say, “*We are going to sing a fun song next called ‘The Wheels on the Bus’.*”
- Sing several verses, modeling appropriate motions.

Ten Little Fingers (And Those Words Rhyme!)

Procedure:

- Turn to the poetry poster and, read the title as you underline it with your finger, and then recite the poem naturally, as you look at children and model the motions.
- When you finish, tell the children there are some words that rhyme- words that have the same last *part*. Read the first four lines of the poem again. You might say, “*Me and see rhyme. They both have ‘ee’ as their last part.*” Repeat both words, segmenting the –ee to stress the rime unit.
- Read the next four lines and say something like, “*Wide and hide rhyme, too!*” Say both words again, segmenting –ide.
- Tell children that some words in this poem also start with the same sound. Say, “*Tight and together begin with the same sound-It/, tight, together- but they don’t rhyme. Me and see rhyme, and so do wide and hide.*”



Stand Up

Procedure:

- Display the poetry poster and underline the title with your finger as you read it. Tell the children that you need to look at the print sometimes to help remember the words of the poem.
- Recite the poem while looking at the children and modeling the motions.

Songs, Word Play, and Letters: Day 2

Materials: poetry poster, flannel board and flannel pieces for “Five Green and Speckled Frogs”, children’s name cards, uppercase letter cards representing all first letters and first letter combinations in children’s names

Five Green and Speckled Frogs

Procedure:

- Tell the children you will start by singing “Five Green and Speckled Frogs.” As you place the log, pool, and bug pieces on the board, ask children to name the items with you (“*Okay, we have some things to put on our flannel board. First, we have the ...pool. Then we have the... log,*” etc.). Add details such as, “*Yes, a brown and speckled log!*”
- As frogs are placed, say, “*Here’s the first frog, the second frog, the third frog, fourth, and fifth.*”
- Sing the song, pausing for children to chime in with the number of frogs remaining, when there are 3, 2, 1, and none left. When removing frogs, ask the children to count with you. “*1, 2, 3, 4, 5 (as each is picked up). I’m glad we have all 5!*”

If Your Name Starts with [Name a Letter], Raise Your Hand

Procedure:

- Say, “*We are going to play the name game! I’ll hold up a letter (pick a letter). If your name starts with [name a letter], raise your hand. Everyone will get a turn.*”
- Play one round of the game. Support any children who don't raise their hands when the first letter of their name is called by holding up their name card. Say, “*I’m holding the letter S. Sarah, your name starts with S, so you can raise your hand.*” Point to S on Sarah’s name card and say, “*Here is the S in your name (point to first letter S in name) and here is the letter card S.*” (Show card with letter S on it.)



I'm a Little Teapot (And Those Words Rhyme)

Procedure:

- Say, “*Now we are going to sing the song, ‘I’m a Little Teapot.’*” Sing as usual, modeling the motions.
- Say, “*Now you can sit down, and we are going to talk about some of the words in the song. I heard many words that rhyme in that song and maybe you did, too. Shout rhymes with out—they both have ‘out’ as their last part. Let’s see if we can remember any other words in the song that have the same last part.*” (Continue talking about words in the song that rhyme)

Time For Bed

Procedure:

- Hold up the book and tell children you will now read... (point to title) *Time For...* (pause for children to chime in) *Bed!*
- Point to the author and illustrator names on the cover and explain that these are the people who wrote the words and created the pictures they hear and see in the book.
- Read the book. Support children in chiming in with the second word in each rhyming pair by slowing down as you pronounce it.

Clap Your Hands

Procedure:

- Tell children the last song you are going to sing today is “Clap Your Hands.”
- Sing one verse of the song slowly and do the clapping of hands as you sing.
- Say, “*That was so much fun! Let’s try it again. This time we will add another verse.*” This time, sing two verses, leading the children in the motions (clapping hands and stamping feet).



Songs, Word Play, and Letters: Day 3

Materials: poetry poster, flannel board and flannel pieces for “Down by the Bay”; *Peter’s Chair*; *Whistle For Willie*; *Brown Bear, Brown Bear, What Do You See?*; picture cards: shadow, shrub, wink

Five Little Ducks

Procedure:

- Hold up fingers of one hand and raise it. Ask children if they remember the song “Five Little Ducks.” Say, “*We’re going to sing it again today, so get your five ducks ready!*” (Wiggle the fingers of your raised hand.)
- Sing the song, raising and lowering your hand to indicate hills and lowering fingers to your thumb to represent a quacking beak.
- Then say something like, “*This is such a fun song to sing! Next, we are going to sing a silly song that is fun to sing, too! It is called ‘Down by the Bay’.*”

Down by the Bay (And Those Words Rhyme!)

Procedure:

- As you place flannel pieces on the flannel board say, “*I am going to put the watermelon and waves at the top of the flannel board. Let’s start by singing about the snake baking a cake!*” Sing the song using familiar verses.
- After you finish singing the song, say, “*I’m going to put some pieces from the song back up. You can name them with me.*” Place flannel pieces on the board whose names rhyme (snake and cake, or mouse and house). After children say the names, repeat them, emphasizing the rime unit –ake. Ask, “*Do those words rhyme?*” Confirm and add, “*Yes, snake and cake rhyme. They both have ‘ake’ as their last part.*”
- Repeat with 2 – 3 other rhyming pairs.

Ten Little Fingers

Procedure:

- Display poetry poster. Underline the words in the title with your finger as you read them. Talk about the illustrations.
- Recite the poem doing the motions.
- When you are finished reciting the poem and doing the finger movements, say, “*Let’s put our hands up again and count our ten fingers.*” (count along with the children on your own hands to model).



I'm Thinking Of _____ Clue Game (*Peter's Chair* and *Whistle for Willie*)

Procedure:

- Hold up the books *Peter's Chair* and *Whistle for Willie*. Tell children you are going to play a clue game with words from these two stories.
- Say, "I am going to give you some clues so you can guess what word I am thinking of. Listen to all the clues, then raise your hand when you have a guess."
- For *shadow*, use these clues: "This is something very dark that you see on the ground on a sunny day, when your body blocks the sun." If children do not guess the word based on these clues, give this one: "Peter played outside; he tried to run from his, but he couldn't get away from it."
- For *wink*, use these clues: "This is what we do when we close just one eye." If children need another clue, give this one. This is what one of these looks like—and wink your eye. If children still need another clue, give this one: "This word starts with /w/..."
- For *crocodile*, use these clues: "This is a long animal with scaly skin and a big mouth with sharp teeth. This animal lives in water, in swamps." If children do not guess the word with these clues, give this one: "In *Peter's Chair*, Peter played with a stuffed toy animal like this."

The Wheels on the Bus

Procedure:

- Tell children you are going to sing "The Wheels on the Bus" next.
- Sing several verses and model the motions.

Brown Bear, Brown Bear, What Do You See?

Procedure:

- Show the cover of the book; read the words in the title as you underline them with your finger. Read the author's and illustrator's names.
- Read the story, keeping the natural rhythm of the verse as you read.

Songs, Word Play, and Letters: Day 4

Materials: NA

If You're Happy

Procedure:

- Say, *"The first song we are singing today is "If You're Happy." We need to stand up to sing this song."*
- Sing two verses of the song using clapping hands and stomping feet as the motions.
- Add some new verses using different motions and/or feelings. (For example, *If you're hungry and you know it, rub your tummy; If you're sleepy and you know it, yawn w-i-d-e; If you're thinking and you know it, tap your head.*)

If Your Name Starts with [Name a Sound], Raise Your Hand

Procedure:

- Say, *"Today you are going to play the name game with sounds instead of letters. I will say a sound. Then you think about your name. If your name starts with the sound I say, raise your hand. Everyone will have a turn to raise their hand."*
- Give an example, such as: *"Here is a sound: /s/." (Repeat the sound several times- /s/ /s/ /s/-to give children a chance to think about it and compare to their own names.) "Sam, your name starts with /s/, so you can raise your hand. Sarah, your name also starts with /s/, so you can raise your hand, too."*

Head, Shoulders, Knees, and Toes

Procedure:

- Say, *"Let's all stand up so we can sing a song about parts of our body. The name of the song is "Head, Shoulders, Knees, and Toes."*
- Sing the song once, fairly slowly, so children can keep up.
- Sing a second time a bit faster.
- Then say, *"In this song we touched different parts of our body as we sang. In the next song we will sing today, we will use parts of our body to make a handle and a spout for a teapot. Can you guess the name of the song?" (Confirm that it is "I'm a Little Teapot.")*



I'm a Little Teapot (And Chiming in With Rhyming Words)

Procedure:

- Sing the song, leading the children in the motions.
- Sing the song a second time, pausing a bit before the last word in each line (*stout, spout, shout, out*) to let the children chime in. Prompt with the first sounds of the word (/st/...) to help children join in.

Songs, Word Play, and Letters: Day 5

Materials: poetry poster, flannel board and letters for BINGO (and extra letters T, R, S, W, P), *Over In The Meadow*

Bingo (And We Can Change It and Rearrange It)

Concepts: letter identification; oral vocabulary; beginning reading, scaffolded vocabulary: *farmer, dog, name, clap, letter, replace, remove*

Procedure:

- Say, “*The first song we are singing today is about the farmer’s dog, named Bingo.*”
- As you place each letter on the flannel board, name it and encourage children to name letters with you. When BINGO has been spelled, underline and read the word.
- Sing the song as usual, pointing to the exposed letters as you sing them in the song.
- Then say, “*I’m going to replace the letter B with the letter T, and change this word to /t/, /t/, Tingo!*”
- Then say, “*I’m going to replace T with R- /rrrrr/. Ringo. We have just made a new word!*” This activity is intended to model reading. Continue replacing the first letter with others, naming both the letter removed and the one used to replace it, as long as children are interested and engaged.

Over in the Meadow (And Chiming in With Rhyming Words)

Procedure:

- Point to the title of the book, underlining its words with your finger as you read them. Point to and read the author/illustrator’s name.
- Read the book once, pointing to the pictures to show the children the animals and other objects as they’re named.
- Say, “*I’m going to read this book again, and this time you can read along with me.*” When you come to the second word in a rhyming pair, hang onto the first sound or two to encourage children to chime in.



Can You Think of Words That Rhyme With _____ (*Over In The Meadow*)?

Procedure:

- Say, “*I have picked some words from the story, Over in the Meadow, to use for a rhyming game*”. Choose 2 - 3 words (*blue, gate, shine*)
- Start with *blue*. Ask children if they remember the blue stream in the book. You might say, “*Too rhymes with blue, and so does flew– they all have /oo/ as their last part. Can you think of some other words that rhyme with blue and too?*” Remind children to raise their hands if they have an idea.
- You may need to offer words and ask if it rhymes with *blue*. You might say, “*Does bike rhyme with blue? How about shoe? Blue– shoe. Do they both have /oo/ as their last part?*”
- Repeat the same game with one or two other words.

Clap Your Hands

Procedure:

- Tell children that they are going to sing the song, “Clap Your Hands.” Sing the line, clapping your hands.
- Say, “*We are going to sing a couple of familiar verses first, ones we have sung before.*” Sing the song, modeling the motions.
- Say, “*Now let’s try some new verses. First, we’ll try ‘tap your toes’ and second, we’ll sing ‘blink your eyes’.*” Model the new motions as you sing this new verse.