



Songs, Word Play, and Letters

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Songs, Word Play, and Letters: Day 1

Materials: poetry poster, flannel board and flannel pieces for “Old MacDonald”, *Brown Bear, Brown Bear, What Do You See?*, “Five Green and Speckled Frogs”, and “Down by the Bay”

Old MacDonald Had a Farm

Procedure:

- Say, “We haven’t sung ‘Old MacDonald Had a Farm’ for a long time. We can sing about a lot of animals today. I’m going to put all the animals down here (Place the flannel pieces in a line on lower area of flannel board.), and then I’ll move them one by one as we sing about them. Let’s do the duck first, and then the goat.” Sing two verses. “Now we need a third animal.” Continue.
- Ask children to name animals with you as you remove them from the board.
- Then you might say, “I wonder if Old MacDonald had a pond or pool near his farm, with green and speckled frogs in it. We are going to sing a fun song about some frogs in the next song.”

Five Green and Speckled Frogs

Procedure:

- Ask, “How many frogs should we have for the song ‘Five Green and Speckled Frogs’? Count with me as I put them on their brown, speckled log.” Explain that something that is “speckled” has spots on it and point out the spots on frogs and the log. Once the materials are up, say, “We’re all ready, so let’s sing!”
- Sing the song, as usual. Name the *speckled log* and the *cool pool* as you remove them from the flannel board. Tell children you are going to *count* the frogs to make sure none got lost. Invite children to count with you, as you remove each one from the flannel board.

Open, Shut Them

Procedure:

- Say, “Let’s get our hands ready for the song ‘Open, Shut Them.’ We have sung this song before, so the words and motions will be familiar to you.”
- Sing the song and model the motions.

Alphabet Clue Game

Procedure:

- Choose a letter that has more than one line (F, H, K, etc.).
- Say, *"We are going to play a game. I'm going to think of a **letter** in my mind, give you one **clue** at a time, and you **guess** the **letter**. Here is the first **clue**."* Draw the first line of the letter, in this case the vertical line of *F*. Say, *"The first **clue** is a long, **vertical** line, just like this. Any **guesses** about what **letter** I am thinking of?"*
- Respond to each guess by talking about how the letter is made. Examples: *"I'm not thinking about the letter H, but H is a good guess because it has a long, vertical line, like this"* (say as you write the first line of H on the easel, -then finish writing H).
- *"T is a good guess. I make a long vertical line first when I write T, and then add a horizontal line across the top, like this. But I am not thinking of T."*
- Then tell children you are going to give them the next clue for F. As you add the next line *F*, say, *"I am making a short, horizontal line at the top, like this. Can you guess the letter in my mind?"* Write their guesses on the side and point out how they differ. *"L does have a long, vertical line and a short, horizontal line (point to). But the L's short, horizontal line is at the bottom (point to) of the long, vertical line, not at the top (point to), as it is here on the letter I'm making."* Then add the last line of the *F*, describing your actions as you do. Ask again if they know what letter you are thinking of. Confirm their answer.
- Then you might say, *"If I add one more line here at the bottom, it would be the letter E, wouldn't it?"*
- Tell children, *"We'll play this alphabet game another day and use a different letter. I won't use the letter F the next time. I'll think of a different letter."*

Brown Bear, Brown Bear, What Do You See?

Procedure:

- Show children the cover of the book and say, “*We read this story the other day, so you will remember the title is...*” (Give children a chance to respond). Confirm their answer by reading the title. Then read the title again, slowly as you underline the words. Tell the children you are going to use the flannel pieces for this story today.
- As you start to put up the flannel pieces, tell children to join you in saying the animal’s name and “*What do you see?*”

Stand Up:

Procedure:

- Say, “*We are going to recite a familiar poem today; one we have done several times before. I’m going to find the poem in our Big Book.*” After finding the poem, point to the words in the title, as you read each one.
- Do not point to the words in the Big Book, focus on reciting the poem and modeling the motions.
- Depending on your group, this poem may work better if done between the Alphabet Clue Game and *Brown Bear, Brown Bear, What Do You See?*

Songs, Word Play, and Letters: Day 2

Materials: *Time for Bed*; flannel board and flannel pieces for “Down by the Bay”

Clap Your Hands

Procedure:

- Say, “*Today, we are going to start with the song ‘Clap Your Hands’. We are going to be using a lot of our body when we do the motions, so we need to stand up for this song.*”
- Sing slowly enough for children to follow, modeling the motions.
- Sing song a second time, using motions and whispering the words.

Time for Bed [and Chiming in With Rhyming Words]

Procedure:

- Say, “*Today, we are going to read this book. We have read it before, so you will remember that the title is...* (point to the title).” Confirm their answer by underlining each word as you read the title.
- Point to the pictures to show children the baby animals as they are named in the book. Hold on to the first sound longer than usual to encourage children to chime in with you.
- When you come to the second word in a rhyming pair, hold on to the first sound longer than usual to let the children chime in.

Can You Think of Words That Rhyme With _____? [and *Time for Bed*]

Procedure:

- Choose two or three words from *Time for Bed* for making rhymes (cat, sheep, bee). Tell the children they are going to play a rhyming game with words from the book.
- Turn to the page with the cat. Say, “*Here’s the little cat. CAT and THAT rhyme, they both have /at/ as their last part. Can you think of other words that rhyme with cat?*”
- Let children offer ideas, accepting nonsense words as well as real words. Rhyming may be a new skill for many children, so be ready to add ideas of your own.
- When you’re finished rhyming with one target word, review. You might say, “*We thought of lots of words that rhyme with cat: flat, mat, hat, bat.*”
- Use the same procedure using 2-3 more words from the book as target words.

Down by the Bay

Procedure:

- Say, *“Now we are going to sing ‘Down by the Bay,’ a song that has a lot of rhyming words in it. Maybe we can make up a new verse using CAT as one of the animals.”*
- Sing the song, using familiar verses. Place the appropriate flannel pieces on the board for each verse. Remove the pieces for each verse before putting on the new ones.
- Then say, *“Now it will be fun to make up our own verse about a cat. Think about some of the words we just thought of that rhymed with cat. Let’s see, ‘Have you ever seen a cat wearing a...’ (Ask children what word might work here). Yes, HAT rhymes with CAT, so we could use that. Let’s sing our new verse now.”*

Songs, Word Play, and Letters: Day 3

Materials: poetry poster; *Corduroy*; picture cards: escalator and overalls; flannel board and flannel pieces for BINGO, extra flannel letters: T, R, S, W, P; sugar bowl with handles (or picture)

If You're Happy

Procedure:

- Say, “*Today, we are going to start with the song, ‘If You’re Happy.’ This is a familiar song. We’ve sung it several times before.*” Lead children in singing two verses of the song in the usual way, using *clap hands* and *stomp feet* as the motions.
- Add new verses using expressions and actions for feelings.
Examples: *If you’re frightened and you know it, hide your eyes.*
- *If you’re funny and you know it, laugh, Ha ha!*
- *If you’re grouchy and you know it, growl, Grrrrr.*

BINGO [and We Can Change It and Rearrange It]

Procedure:

- Ask children to name letters as you place B-I-N-G-O on the board, one letter at a time. Say, “*We’re going to sing ‘BINGO’ the way we always do and then we’re going to play around with the letters, like we did last week.*”
- Sing the song as usual, then put the letters back on the board. Say, “*We know this word is BINGO. Now I am going to remove the B from Bingo and replace it with the letter T. Now we have a new word: Tingo.*” Say /t/, pause for children to join in saying the first sound of the word with you, and then read the rest of the word.
- Proceed the same way, replacing the letter with S to make *Singo* and then replace the S with R to make *Ringo*. Each time, point to the new initial letter and sound it out and hold on to this sound as children join you. Then read the rest of the word, as children do it too.
- Say, “*Now I am going to take all the letters off the board, except G and O. This new word is **Go** (underline go with your finger as you read it). If I remove the G from Go and replace it with an N, I have the new word: **No**” (underline no with your finger as you read it). Make the words **bin** and **in** (if time permits and children are interested).*
- As you put the letters away, you might say, “*We can change and rearrange letters to create a lot of different words.*”

Hands

Procedure:

- Tell the children they are going to recite the poem called “Hands.”
- Recite the poem the first time without referring to the poetry poster. Do all the motions, pausing briefly between lines to allow children to follow along.
- Display the poetry poster. Point to the title and read it as you underline the word with your finger. Recite the poem again.

Ten Little Fingers

Procedure:

- Display the poetry poster. Say something like, “*The poem we just read was called ‘Hands.’* Hold up your hands and say, “*This poem is about the ten fingers on our hands.*” Point to the title and underline it with your finger as you say, “*The title of this poem is ‘Ten Little Fingers’, Wiggle your fingers.*”
- Present the poem as usual, leading the children in the finger movements.

I’m Thinking Of _____ Clue Game [and *Corduroy*]

Procedure:

- Show children the *Corduroy* book cover and tell them they are going to play a guessing game about some words in the story. Remind them to listen to the clues, think about them, and raise their hands when they think they know the word.
- For *escalator*, use these clues: “*This is a set of stairs that continuously move. Some go up and some go down. Corduroy rode one of these in the department store.*”
- For *overalls*, use these clues: “*This is a piece of clothing that has pants, shoulder straps, and buttons. Corduroy was wearing this kind of clothing when Lisa saw him in the toy department.*” If children need another clue, use this one: “*The name of this item of clothing starts with the sound /o/.*”
- For *thread*, use these clues: “*This is something you put through a needle when you are sewing. It holds pieces of cloth together.*” If children need another clue, give this one: “*Lisa used this when she sewed the button on Corduroy’s overalls.*”
- For *palace*, use these clues: “*This is a large, fancy house that a king or queen could live in. Corduroy thought he was in one when he went to the furniture department at the store.*” If children need another clue, give this one: “*The name of this big and fancy house starts with /p/.*”
- After they guess each answer, show them the picture card, and point out the features you gave as clues.

I'm a Little Teapot

Procedure:

- Say, *"We just talked about a palace, a fancy house a king or queen might live in. I wonder if you would find a fancy teapot in a palace? We are going to sing 'I'm a Little Teapot' next, so let's stand up and pretend we are all fancy teapots!"*
- Sing the song as usual, leading the children in motions.
- After singing the song, say, *"Some people like to put sugar in their tea to sweeten it. People often keep sugar in a sugar bowl. I brought a real sugar bowl (or a picture) to show you (show one and talk about its shape and handles). Now, I want to show you how to be a sugar bowl rather than a teapot. All you need to do is put your hands on your hips, like this. Now you are sugar bowls with a handle on each side!"*

Songs, Word Play, and Letters: Day 4

Materials: *Big Book of Poetry, Peter's Chair, Noisy Nora, Corduroy*

Head, Shoulders, Knees, and Toes

Procedure:

- Say, *"The first thing we will do today is sing 'Head, Shoulders, Knees, and Toes'. You'll remember we need to stand up for this song."*
- Continue the song using only motions (no words) for one body part at a time, until the song is done quietly with only motions.

Stand Up

Procedure:

- Say, *"We had to stand up to do the motions for 'Head, Shoulders, Knees, and Toes' and now we are going to recite a poem called 'Stand Up'."*
- Display the poem, point to the title, underlining it with your finger as you read it.
- Recite the poem with the children and model the motions.

The Wheels on the Bus

Procedure:

- As you do the motions for the wheels turning on the bus, say, *"What song do you think we are going to do now?"*
- Sing the verses the children already know, leading them in the appropriate motion for each verse.
- Introduce additional verses by singing them, modeling motions, and inviting children to join in by singing slowly enough for them to follow along.

First Sound Matching [*and Peter's Chair, Sometimes I'm Bombaloo, and Corduroy*]

Procedure:

- Say, *"We have met a lot of different characters in the books we have read. In 'Sometimes I'm Bombaloo', there was Katie. In 'Corduroy', there was Corduroy and the girl Lisa. And in 'Peter's Chair' - (pause to give children a chance to guess). Yes, there was Peter, his baby sister, Susie, and someone else... Peter's dog, Willie!"*
- Say, *"We are going to play a game with some of the characters' names from the stories. I'll say a name, and you think about the sound that name starts with. Then, we'll go around the circle and everyone will say his or her name and see if anyone has a name that starts with the same sound."*

- When you play the game, you might say, “*Charles – Peter* (stress the /ch/ in Charles and /p/ in Peter). *No, that’s not the same sound. Charles’ name doesn’t begin with /p/, like Peter. Larry – Peter* (stress the /l/ in Larry and the/p/ in Peter). *Does Larry start with the same sound as Peter? No, it doesn’t. Listen carefully to this one. Penelope – Peter. What do you think? Yes, Penelope starts with /p/ and so does Peter-/p/; Peter /p/- Penelope.*”
- Choose a character’s name for which there is a first sound match with a child’s name. Compare names quickly and move things along. Isolate the first sounds of the two names, as needed: “/n/-Nancy; /p/-Peter. *No, not a match. They do not start with the same sound.*”

Diddle, Diddle, Dumppling

- Display the poem. Read the title, as you underline it with your finger. Talk about the illustration. Then recite the poem, without pointing to the words in the Big Book. Your focus should be on reciting the poem and maintaining eye contact with the children.

Songs, Word Play, Letters: Day 5

Materials: *Over in the Meadow*, flannel board and flannel pieces for “Five Green and Speckled Frogs”, two sets of uppercase alphabet cards, pocket chart

Five Green and Speckled Frogs

Procedure:

- Say, “*Today, we are going to start by singing about the five green and speckled frogs. I’ll put the brown, speckled log right here at the top of the flannel board. I’ll put the cool, blue pool beside it. Help me count the frogs to make sure all five have come to play today.*” (count frogs as you place them on the board)
- Sing the song in the usual way.
- When collecting frogs to put them away, take three frogs out of the pool together and then the other two, as you say, “*Three frogs (pick up three together) ... four...five frogs*” (as you remove the last two).

Over in the Meadow [and Can You Think of Words That Begin with the Same Sound As _____?]

Procedure:

- Show the children the cover of the book reminding them that they have heard this story before. Tell them that you are going to play a game with *some* of the words from this book.
- Say, “*We are going to play a thinking game again. I will say a word, and you will try to think of other words that begin with the same sound. Let’s start with meadow. All the animals in the book lived “over in the meadow.”*”
- Say, “*I will start the game by telling you my idea for a word that begins like meadow, /m/. I think ‘Mother’ begins with the same sound as meadow. /m/, mother, /m/, meadow; meadow and mother both begin with /m/. Now it’s your turn. Raise your hand if you have an idea for another word that has the same beginning sound as meadow /m/.*”
- After children have had a chance to offer a word, suggest another one yourself (*milk, man, money*). Say, “*I think milk begins like meadow, /m/ milk, /m/ meadow. Does anyone have another idea?*” Offer two more ideas if children do not offer any, then say, “*We’ll play this game again on another day.*”

Open, Shut Them

Procedure:

- As you make the motions of opening and shutting your hands, ask children what song they think is next. Confirm “Open, Shut Them.”
- After singing, comment about the *four* things the song tells us to do with our hands –open, shut, clap, and creep. Then say, “*We do a fifth thing, too, when the song says “but do not let them in.” We put our hands behind our back. What else could we do at the end of the song?”* (Hold hands up high; hold them out to our sides; cross our arms in front of us...)

Five Little Ducks

Procedure:

- Say, “*We just sang a song about different things to do with our hands. Now we are going to do something else with our hands as we sing ‘Five Little Ducks.’ We are going to use hand motions to show the ducks (hold up one hand), the hills (show the hand motion), and the quacking (show the hand motion).*”
- Sing the song and ask children to join in with the lyrics and the hand motions.