



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, flannel board and pieces for “Five Green and Speckled Frogs,” flannel letters C, L, A, R, A, card with CLARA written on it, *Hooray, a Piñata!*, easel or chart paper

Five Green and Speckled Frogs

Procedure:

- Tell children, “*The first song we will be singing today is, ‘Five Green and Speckled Frogs.’*” Place two frogs on the log and ask children how many there will be if you put two more frogs on the log. Put up the next two and count on “... 3, 4”. Say, “*We have four frogs now. We need five. Here’s the fifth frog right here.*” Add it to the flannel board.
- Sing the song as usual.

Story-Character “Bingo” [and We Can Change It and Rearrange It]

Procedure:

- Show *Hooray, a Piñata!* and tell children, “*We are going to sing the ‘Bingo’ song, but today we will sing about Clara, the little girl from the story, Hooray, a Piñata!*”.
- Show the card with “CLARA” printed on it. Point to the first letter in Clara’s name and say, “*The first letter in Clara’s name is C, so C is the first letter I’ll put on the flannel board. Here is the C.*” Point to the second, third, fourth, and fifth letters, and repeat, making sure to use ordinal numbers.
- Sing, “*There was a girl who loved a dog, and Clara was her name – o. C-L-A-R-A (three times), and Clara was her name - o.*”
- When you are done, put the letters for CLARA back on the board, and say, “*I am going to make some new names using these letters.*” Remove C and ask children what they think the new name is. Say the sound // to help out - LARA. Then take away the R and A, telling children you’re going to rearrange the L and A to make a new name. Sound out the A, /a/ to make an explicit prompt. “*Yes, AL! We can change and rearrange letters to make new words.*”

Five Little Owls in an Old Elm Tree

Procedure:

- Show the poetry poster. Point to the title, underlining it with a finger as you read the words.
- Say, “*Owls usually stay awake at night and sleep during the day. Some animals are like that; we say they are **nocturnal** - nocturnal means that they stay awake at night.*”
- Recite the poem.

Interesting-Sounding Words [and *Hooray, a Piñata!*]

Procedure:

- Tell children, “*We are going to talk about some of the interesting-sounding words in the book, Hooray, a Piñata!*”
- Say, “**Cinnamon** is an interesting-sounding word. Say it with me.” Start with /s/ by modeling and holding onto the sound. Then say, “Let’s say the whole word... **cin - na - mon.**” (Enunciate its parts clearly.) “Do you like the part where your lips come together to make the /m/?” Model by saying **cinnamon** again, holding onto the /m/. Have children say it with you again.
- Show the cover of *Hooray, a Piñata!* and read the title, underlining the words with a finger. Ask, “Are there any interesting-sounding words in the title?” They might suggest **Hooray** or **Piñata**.
- Say, “**Piñata** is a Spanish word. It starts with /p/, and it has other interesting sounds after the /p/. Let’s say the word a couple of times.”
- Proceed the same way with **Hooray**.
- If time allows, go on to the rhyming words *whack, smack, crack, and thwack*. Comment on the fact that these are all noisy words.

Alphabet Letter Clue Game

Procedure:

- Tell children, “*We are going to play a letter guessing game. I’m going to think of a letter (E), give you one clue at a time, and you can guess the letter.*” On the easel, draw the long vertical line of the *E* and say, “*The first clue is a long vertical line, just like this. Are there 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 of the letter H, but H is a good guess because it has a long vertical line, like this.*” Say this as you write the first line of *H* on the easel, then finish writing *H*.
- Then say, “*I am going to give you the next clue.*” As you add the next line (in the center of the vertical line) for the letter *E*, say, “*I am making a short horizontal line. Can you guess the letter in my mind?*” Children might guess *L* or *T*. Write an *L* and say, “*I see what you are thinking because the same lines are used to write an L. But the short horizontal line in the letter L is at the bottom of the long vertical line, not at the top.*” In responding to a guess that the letter is *T*, you might say, “*If I were making a T, I’d use one line across the top, like this.*” Draw a vertical line for making *T* and add the horizontal line across the top.
- Draw the second horizontal line of *E*, describing your actions and naming the kind of line (a short horizontal line). Children will probably shout out, “*F!*” You might say, “*Yes, this is an F, but I have a different letter in my mind. If I add one more line down here (point), do you know what letter that would be?*” Finish the letter and name it.

Songs, Word Play, and Letters: Day 2

Materials: poetry posters, *Dazzling Diggers*, *Hooray a Piñata!*, flannel board and pieces for “Down by the Bay” (add new flannel pieces for new verses)

Clap Your Hands

Procedure:

- Say, “*The first song we are singing is, ‘Clap Your Hands’. We are going to add some fun new verses to the song today.*”
- Start by singing, “*Clap your hands*”, then ask children to stand up for the new verses.
- Continue with 2 - 3 new verses (“*turn, turn, turn like this; turn around together*”; “*bow, bow, bow like this; bow like this together*”; “*jump, jump, jump like this; jump like this together*”).

What Are You Wearing?

Procedure:

- Say, “*Now, we are going to sing that song about the color of the clothes you are wearing.*”
- Go around the circle using each child’s name and sing about the color of an article of clothing they are wearing.

Dazzling Diggers [and Chiming In with Rhyming Words]

Procedure:

- Say, “*We have read this book before, so you will remember the title is... yes, it is Dazzling Diggers.*” (as you say the title, underline the words with your finger).
- Read the book, keeping the natural rhythm of the verse.
- Select pairs of rhyming words. Linger on the first sound of the second word in a rhyming word pair so children can chime in with the word.

Down by the Bay

Procedure:

- Say, “*Now we are going to sing that silly song about the animals down by the bay. We will add some new verses to the song today.*”
- Add a new verse or two (“*goat eating a coat*” or “*hen writing with a pen*”).
- When finished singing, place the *goat* and *coat* flannel piece on the board and say, “*Goat and coat rhyme: /g/ -oat, /k/ - oat*” (emphasize the rhyming portion of the words). Choose one more pair of rhyming words from the song and do the same thing.

Guess What Word I Am Saying [and Hooray, a Piñata!]

Procedure:

- Show the cover of the book and say, “I have chosen some words from *Hooray, a Piñata!* that I am going to say in a different way.” Say, “Here’s the first word I’m going to say in an interesting way: /k/ (pause) – ake. Yes, **cake!** That’s the right way to say it. They had cake at the party.”
- Say, “Here’s another word: /l/ (pause) – eash. Right, **leash!** That’s what we put on a dog when we take him out for a walk, so it doesn’t run away.”
- Say, “Here’s one more word: /m/ (pause) – ash.” Repeat, “/m/ (pause) – ash. That’s right, **mash**, which means to squish something.”

Songs, Word Play, and Letters: Day 3

Materials: poetry posters; flannel board and letters for “Bingo” and extra flannel letters T, R, S, W, P; *Dandelion, Hooray, a Piñata!*; picture cards: lightning bolt, piñata, leash, dog biscuit, merry-go-round; easel or chart paper

Bingo [and We Can Change It and Rearrange It]

Procedure:

- Tell children, “The next song we are singing is about the farmer’s dog, Bingo. I am going to put the letters for Bingo on the flannel board and I want you to say the letters with me as I place them.” Place flannel letters, B-I-N-G-O on the flannel board.
- Sing the song as usual, removing one letter for each verse and replacing the letter with a clap.
- When the song is finished, put the letters for Bingo back on the board. You might say, “This word says BINGO, but if I remove the B, and replace it with T, which says /t/, the word changes to TINGO!”
- Say, “So this word is TINGO, but if I remove the T and replace it with an R, what do you think the new word is?” Give a clue by saying the first sound /r/, RINGO.
- Continue with the other letters as long as children are interested.
- As you put the letters away, say something like, “We can make many words with the same letters. We can change and rearrange letters to create a lot of different words!”

I'm Thinking of _____ Word Clue Game [and Hooray, a Piñata!]

Procedure:

- Show the cover of *Hooray, a Piñata!* and tell children you are going to play a guessing game using words from the book. Remind children to listen to all the clues and then raise their hand when they have a guess.
- For *piñata*, use these clues: *"This is a toy that is hollow inside. People put candy or little toys in it and then break it open at a party to get the goodies that are inside."* If children need another clue, use: *"Clara had two of them at her party: a dog and a thundercloud."* If children still need another clue, use: *"The name of this toy starts with /p/."*
- For *leash*, use these clues: *"This is something you attach to a dog's collar when you take the dog for a walk. A person holds the other end."* If children need another clue, use: *"Clara put one of these on her piñata dog."* If another clue is needed, use: *"The name of this thing starts with /l/."*
- For *dog biscuit*, use these clues: *"This is a snack for a dog that is something like a cookie."* If children need another clue, use: *"Clara spent some of the money she got from her grandmother to buy these."* If children need another clue, use: *"If we were offering one of these to a dog, we might say, 'Here, Doggy. I have a dog /b/ for you!'"*
- For *merry-go-round*, use these clues: *"This is the name of a ride at a carnival or amusement park. Kids sit on horses that go up and down."* If children need another clue, use: *"The first word in the name of this ride starts with /m/."*
- For *lightning bolt*, use these clues: *"This is something we would see in the sky during a thunderstorm. It is like a streak of light flashing in the sky."* If children need another clue, use: *"Clara used the bottom part of the thundercloud piñata to make this."* If children need another clue, use: *"The first word in the name of this starts with /l/."*
- Show the picture cards to reinforce meaning after each word has been guessed.

Five Juicy Apples

Procedure:

- Say, *"We are going to recite the poem about the five juicy apples. We will say the poem enough times so everyone gets a chance to have their name used."*
- Recite the poem, using a different child's name each time. Hold up one hand with splayed fingers to count down from five to zero.

Interesting-Sounding Words [and *Dandelion*]

Procedure:

- Show the cover of *Dandelion* and read the title. Say something like, “*Let’s see if we can find some interesting-sounding words in this book.*”
- Encourage children to name words as you flip through the pages. Pronounce each word clearly, saying syllables slowly and with varying intonation. Have children repeat the words after you. The focus should be on the interesting sound and how it feels to say it.
- Say, “**Blinked** is an interesting word to say. I like the way my lips and tongue feel when I say it.” Say **Blinked** again, and then ask children to say it with you.
- Say, “**Magnificent** is another interesting-sounding word. **Magnificent** is a long word that has many sounds. Let’s say it together...mag - nif - i - cent. *Dandelion* thought he looked **magnificent** after he had his mane curled. **Magnificent** starts with /m/, and we write /m/ with the letter M.” Write M on the easel so children can see it.
- Say, “**Kangaroo** is a really fun word to say. Let’s say it together! Kan - ga - roo. **Kangaroo** starts with /k/, and we write the /k/ sound with the letter K.” Write K so children can see it.
- Accept other words children offer and find something to say about the sounds in each one.

Come On and Join In the Game

Procedure:

- Tell the children, “*The last thing we are doing today is sing, ‘Come On and Join In the Game’. We need to stand to make the motions for the verses we are singing.*”
- Sing the first four verses (“clapping”, “sneezing”, “yawning”, “jumping”) and model the motions as children follow. Sing the first four verses a second time.

Songs, Word Play, and Letters: Day 4

Materials: poetry posters; *A Letter to Amy*, *Matthew and Tilly*, *Hooray*, a *Piñata!*

Head, Shoulders, Knees, and Toes

Procedure:

- Say, “*Today we are going to start by singing the movement song, ‘Head, Shoulders, Knees, and Toes’.*”
- Sing the song as usual, touching the different body parts as you sing about them.
- After the first verse, leave out saying a body part each time (but continue to point to that part) until you make all the motions silently.

Five Little Owls in an Old Elm Tree

Procedure:

- Show the illustration on the poetry poster and ask children if they remember the name of this poem. Confirm by underlining the title with a finger as you read the words.]
- Tell children to listen for words that rhyme as you recite the poem.
- Recite the poem again, but this time pause to give children a chance to chime in with rhyming words (*tree/bee, fluffy/puffy, blinking/winking, eyes/skies*).
- Then go back and say, “**T**ree and **b**ee rhyme, don’t they? They sound the same at the end.” Say the words again, emphasizing the rhyming portion of the word. Do the same with one more set of rhyming words from the poem.

The Wheels on the Bus

Procedure:

- Say, “Now we are going to sing a song you are very familiar with, ‘The Wheels on the Bus’.”
- Sing the verses children already know, leading them in the appropriate motions for each verse.
- Introduce another verse and model the motions for the children.

First Sound Matching: Story Characters’ and Children’s Names [and *A Letter to Amy*, *Matthew and Tilly*, *Hooray, a Piñata!*]

Procedure:

- Show the children the books one at a time. Point to the titles and read them. Then say something like, “We’ve met many characters in these books, haven’t we?”
- As you flip through the books, you might say, “In *A Letter to Amy*, there were Peter, Amy, and Eddie. In *Matthew and Tilly*, there were...(pause to let children chime in) *Matthew and Tilly*. And in *Hooray, a Piñata!*, there were Clara and her friend, Samson.”
- Tell children, “We are going to play a game with some of the names of the story characters. I will say a character’s name. You think about the sound the name starts with. Then we’ll go around the circle and say our own names to see if anyone else’s name starts with the same sound.”
- Choose character names with beginning sounds that match at least one child’s name in the class. Go around the circle and let children say his or her name. Let the group decide (with your help, if needed) whether the first sound matches the name you picked.

Clap Your Hands

Procedure:

- Say, “Now we are going to sing the song we know about things we can do together called, ‘Clap Your Hands’. We need to stand up so we can make the motions for the verses we are going to sing.”
- Sing the verses the children already know, then add new verses and model the motions. (“shake your hips”, “bend your knees”, “tap your toes”, “blink your eyes”)

Songs, Word Play, and Letters: Day 5

Materials: poetry posters; *Hush!, Hooray a Piñata!*; flannel board and pieces for “Five Green and Speckled Frogs”

Can You Think of Words That Begin with the Same Sound as ____? [and HUSH!]

Procedure:

- Say, “The first thing I am going to do today is read you the story, *Hush!* Then we will play a game with some of the words from the story.”
- Read the book aloud, keeping the natural rhythm of the verse. Point to the pictures to identify objects named.
- After reading the story, turn to the page with the lizard. Point to the lizard and talk about the meaning of the word in the context of the story. Then say, “The word **lizard** begins with the sound /l/. So does the word **leaf**, like a leaf on a tree; /l/ **lizard**, /l/ **leaf**.”
- Say, “How about the word **mosquito**? Does that have the same beginning sound as **lizard**?” Then say the word **lizard** and linger on the /l/, then say mosquito and linger on the /m/. Say, “No, **lizard** and **mosquito** do not have the same beginning sound, do they?”
- Say, “How about **ladybug**? Does **ladybug** have the same beginning sound as **lizard**? Listen again, /l/ **ladybug**, /l/ **lizard**. Yes, they do have the same beginning sound!”
- Then, ask children if they can think of other words that begin with /l/. If children say a word that does not begin with /l/ (ex. **ball**), say, “I hear the /l/ sound in the word **ball**, but I don’t hear it at the beginning like I do in **lizard**, **leaf**, and **ladybug**.”

The More We Get Together

Procedure:

- Say, “The second thing we are going to do today is sing the song about friends called, ‘The More We Get Together’.”
- Sing the song as usual.

Head, Shoulders, Knees, and Toes

Procedure:

- Say, “Let’s stand up so we can sing and make the motions to, ‘Head, Shoulders, Knees, and Toes’.”
- Sing the song as usual, touching the different parts of your body as you sing about them.
- After the first verse, leave out saying a body part each time (but continue to point to that part), until you do all the motions silently.

Guess What Word I Am Saying [and *Hooray, a Piñata!*]

Procedure:

- Hold up the book and say, “*Hooray, a Piñata!* is a story we have been reading. Today, we are going to play the game, ‘Guess What Word I Am Saying’ again. I am going to say some words from the story in a different way that is not quite right. I want you to say the words the right way. For example, if I said, ‘/c/ (pause) – ollar’, you would say ‘collar’.” Give more examples if you think children need them to understand the task.
- Say some words in a “different way” and wait for children to say the word the right way. Present the segments twice: For **crack: cr (pause) - ack**, For **dreams: dr (pause) – eams**. For **flapped: fl (pause) – apped**. For **monster: m (pause) – onster**.
- After children have said a word the right way, repeat the segments and repeat the word correctly (“Yes, **cr - ack** makes the word, **crack**, when I say them together”).
- After children guess a word and you have repeated the segments and the word, use the word in a sentence to convey its meaning. For example, you could say, “*Crack!* is the sound the piñata made when it was opened.”

Five Green and Speckled Frogs

Procedure:

- As you place the flannel pieces on the board, ask the children if they know what song they are going to sing. Ask them to count the frogs as you place each one on the log.
- Sing the song as usual, using the flannel pieces to show the motions in the song.
- When the song is finished, say, “Now I am going to put the log, the cool pool, and the frogs away so we will know where they are the next time we want to sing this song.” Ask children to count the frogs with you as you take them off the board.