



# 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, six or seven picture cards from Unit 2, and clues

### Hands

Procedure:

- Put both hands high up in the air over your heads and ask children what they think is coming up next.
- Recite the poem.
- Point to the word "Hands" (without reading it) at the beginning of each of the first three lines. Ask if they know what word this is. Make the /h/ sound to give a hint if they need it while running your finger under the word.
- Read the first three lines, underlining the print. Read the fourth line, and then point to the last word and ask children what it says. Confirm the word is go. Say, "This is a word you can make with letters from the word *bingo*. We will sing it later this week."

### Come On and Join In the Game

Procedure:

- Say, "The name of this song is 'Come and Join In the Game.' We are going to sing some familiar verses, ones you have sung before, then sing two new verses."
- Sing 3 verses ("clapping," "sneezing," "yawning").
- Add 2 new verses ("brush hands," "bend elbows").

### Three Little Monkeys

Procedure:

- Recite the poem with the motions and pause to give the children a chance to chime in with the number of monkeys remaining.

### If Your Name Starts with [ \_\_\_\_ ], Raise Your Hand

Procedure:

- Say, "Next, we are going to play the Name Game. I will say a sound, and you will think about your name. If your name begins with the sound I say, raise your hand."
- Present one or two practice sounds first. Say something like, "If your name begins with /s/, and your name is Sally, you would raise your hand."
- Make sure to give everyone a turn.

### Guess My Word

Procedure:

- Select six or seven picture cards for words from Unit 2 that you want children to review.
- Give clues and ask children to raise their hands if they have an idea of what the picture is. After they guess, show the picture and have the children repeat its name with you. (Words and clues are in SWPL materials).
- Start with clues that are not story-based. If children don't guess the word, give the story clue. Use a sound clue ONLY when children don't get the word with the other clues.

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

**Materials:** *Time for Bed*, poetry poster, pancake turner/spatula

### The Wheels on the Bus

Procedure:

- Say something like, "The first song we are going to sing today starts like this (do hand motion for wheels going around). What song do you think it is?"
- Sing familiar verses, then say, "We are going to sing two new verses now. First, we will sing 'The singers on the bus go, Tra-la-la.' Then, 'The dogs on the bus go, woof, woof, woof.'"

### Mix a Pancake

Procedure:

- Tell the children, "Next, we are going to read a poem about a pancake."
- Read the poem and underline each line with your finger as you read.
- Ask the children if they know why the cook in the illustration tosses pancakes up in the air. If no one knows, explain that pancakes must be cooked on each side.
- Show a pancake turner (spatula). Say, "Most people use this tool to turn or flip pancakes, but some cooks turn pancakes by tossing them in the air with the pan."
- Tell the children that they may flip their pancakes (model motions with your hand as if using a pancake turner) or toss them, whichever they prefer, as they recite the poem again.

### I'm a Little Teapot

Procedure:

- Sing the song, leading the children in the motions.

### Time for Bed [and Can You Think of Words That Rhyme?]

Procedure:

- As you show the cover, say, "We have read this book before, so you'll remember the title is..." If needed, prompt by saying slowly, "Time for..."
- Read the book as usual, pointing to the animals and letting children chime in.
- When you are finished reading, turn to the cat page. Read it aloud and ask the children if *cat* and *that* rhyme. Ask children to think of other words that rhyme with *cat* and *that*.
- If children offer nonsense words that rhyme, accept them. You might say, "*Zat* is not a real word, but it rhymes with *cat* - they have the same last part."
- When finished with the story, review all the rhyming words that have been used (*cat, that, rat, hat, bat, mat, pat, flat, sat*).
- Then, choose another animal from one of the pages and proceed in the same way.

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

**Materials:** poetry posters, *Gilberto and the Wind*, picture cards - clothespin, sailboat, pinwheels, and sombrero

### Stand Up

Procedure:

- Recite or read the poem, leading the children in the motions.

### I'm Thinking of \_\_\_\_\_ Clue Game: [and *Gilberto and the Wind*]

Procedure:

- Hold up the book *Gilberto and the Wind*. Say, "Today, we will play a game with words from the book. I am going to give you clues." Remind them to raise their hands when they have an idea. If children call out answers instead of raising their hands, put your index finger to your mouth to remind them not to.
- For *clothespins*, say, "These hold the washed clothes on the line to dry. The wind sometimes pulls these off the line. When we say this, we hear two parts (clap two times). It begins with /k/."
- For *sailboat*, say, "Gilberto played with one of these on the water. The wind helps it move. When we say this word, we hear two parts (clap two times). It begins with /s/."
- For *pinwheels*, say, "Gilberto blew on this toy to make it move and then held it up for the wind to blow for him. This toy turns so fast sometimes that part of it becomes a blur. When we say this word, we hear two parts (clap two times). It begins with /p/."
- For *sombrero*, say, "This is a Spanish word for a kind of hat. When we say this word, we hear three parts (clap three times). It begins with /s/."

### If You're Happy

Procedure:

- Sing three verses ("clap hands," "stomp feet," and "shout hooray").
- Sing the combination verse ("Do all three...")

### My Big Balloon

Procedure:

- Say something like, "Today, I am going to teach you a new poem about a big balloon! The poem is called, 'My Big Balloon.'"
- Recite or read the poem. Tell children to pretend that they are holding a balloon and getting ready to blow it up.

### Head, Shoulders, Knees, and Toes

Procedure:

- Sing the song as usual, touching different parts of the body as you sing about them.
- Tell the children you are going to sing the song a second time, this time humming as you touch each body part rather than saying the words out loud.

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

**Materials:** poetry posters, flannel board and pieces for “Down by the Bay,” letter cards for: B, I, N, G, O and T, R, S, W

### Apples and Bananas

Procedure:

- Tell the children that they are going to learn a new song that is kind of silly. It is called "Apples and Bananas."
- Sing the song slowly, emphasizing the vowel sounds. Children join in as they wish.

### BINGO [and We Can Change and Rearrange It]

Procedure:

- As you place the letters B, I, N, G, and O on the board, ask the children to help you name them.
- Sing the song as usual, removing one letter for each verse and replacing just that letter with a clap.
- When finished, put B, I, N, G, O back on the board. Say, "You know this word is *bingo*, but if I replace *B* with *T* which says /t/, the word changes to *tingo*."
- Replace *T* with *R* and let the children guess what the new word is. Continue with *S* and *W*.
- As the letters are put away, tell children that they can make a lot of words with the same letters and that they can change and rearrange letters to create different words.

### Boom! Bang!

Procedure:

- Say, "We are going to learn a poem that has a two-word title that also sounds like thunder." (Say the title in full voice) "Boom! Bang!"
- Recite or read the poem.

### Down by the Bay

Procedure:

- As you place the flannel pieces on the board, ask the children if they know what song they are about to sing.
- Sing the familiar verses. Take off the flannel pieces for one verse before you put up the ones for the next verse.
- Then say, "Now we will add new verses. First, we will sing, 'Have you ever seen a dog kissing a frog?' Then, 'Have you ever seen a mouse, painting a house?'"

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

**Materials:** poetry posters, clipboard or easel with paper, marker, *Gilberto and the Wind*

### Raindrops

Procedure:

- Tell the children there is a new poem called "Raindrops."
- Recite or read the poem.

### Guess What Word I Am Saying: [and *Gilberto and the Wind*]

Procedure:

- Show the cover of *Gilberto and the Wind*. Say, "We are going to play a game where I say words in a funny way, and you say words the right way."
- Model the game using a few words that are in the book. You might say, "If I said *g-* (pause) *-ate*, you would say *gate*. If I said, *br-* (pause) *-oom*, you would say *broom*."
- Present other words, one at a time, from *Gilberto and the Wind*, in a funny way.

### If You're Happy

Procedure:

- Sing three verses ("clap hands," "stomp feet," and "shout hooray").
- Sing the combination verse ("Do all three...")

### Alphabet Clue Game

Procedure:

- Choose a letter that has more than one line, such as the letter *F*.
- Say, "We are going to play the letter guessing game. I'm going to think of a letter, give you one clue at a time, and you guess the letter. Here is the first clue." Draw the first line of the letter, the vertical line of *F*. Ask children if they have any guesses about the letter you have in mind.
- Respond to each guess by talking about how that letter is made and drawing it on the side of your paper. For example, you might say, "*H* is a good guess because it has a long vertical line, like this. But I'm thinking of a different letter. *T* is a good guess. If I wanted to make a *T*, I'd add a line across the top. But I'm not thinking about *T*."
- Add the next line and ask the children to guess. Children might guess *L* or *T*. Write those on the side and point out how they differ from what you have drawn so far. Add the last line to make *F*.
- Say, "If I added one more line here, it would be an *E*, wouldn't it?"
- Tell children you will play the game again on another day and guess a different letter.