



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 poster, *The Snowy Day*

Can You Think of Words that Begin with the Same Sound as ____? [and *The Snowy Day*]

Procedure:

- Show the cover of the book and tell children that words from the book will be used to play a game. Explain that in this game, a word will be said, and then they will think of other words that begin with the same sound.
- Use **dog** as an example. Say, "If I say **dog**, /d/, then you might say 'dig' because **dig** starts with /d/ like **dog**."
- Use **pocket** to start. Say, "**Pocket**, /p/. Can you think of other words that begin with /p/?"

Provide examples if there is no response.

- Review words that are generated (*pan, picnic, pink, pale*).
- Do a second word if children seem interested. Try **melt** or **deep**.

Looby Loo

Procedure:

- Stand up and ask the children to stand to sing "Looby Loo"
- Add new verses if you'd like (using "left ear," "right ear," "head" etc.).

Mix a Pancake

Procedure:

- Recite the poem with the hand motions.
- Recite it again, holding onto the first sound of the first word in each line so that children can chime in.

The Wheels on the Bus

Procedure:

- Place your hands in the position to start "The Wheels on the Bus." Do a few "wheel" motions.
- Sing the song.

Songs, Word Play, and Letters: Day 2

Materials: poetry posters, flannel board and letters: B, I, N, G, O, M, Z, N; “Five Green and Speckled Frogs” flannel pieces

Bingo [and We Can Change It and Rearrange It]

Procedure:

- Sing the song as usual, removing one letter per verse.
- When finished singing, put the letters back up to spell BINGO. Then, replace B with M and ask the children what it says. Sound /m/ to help; read “Mingo.”
- Remove M and put N, and read “Ningo.” Remove N and put Z; read “Zingo”.
- While putting the letters away, tell children that a lot of different words can be made with letters by changing and rearranging them.

The More We Get Together

Procedure:

- Say, “*We are going to sing a song about friends having fun when they get together.*” Sing the song and clap the beats. Model the clapping as you sing to show that some claps are fast, and others are held for a while.

Five Little Owls in an Old Elm Tree

Procedure:

- Recite the poem.
- Sing the song as usual.

Five Green and Speckled Frogs

Procedure:

- Sing the song as usual, using flannel pieces for each verse.

Songs, Word Play, and Letters: Day 3

Materials: poetry posters, 2 sets of uppercase letters, *The Snowy Day*, vocabulary picture cards: footprints, hood, boot

Twinkle, Twinkle, Little Star

Procedure:

- Tell children they are going to sing a new song but that some children probably know it.
- Sing the song slowly enough for children to join in.

If You Have the Matching Letter, Shout Its Name

Procedure:

- Pass out one uppercase letter to each child, making sure the letter each child gets is not the first letter in the child's name. Hold onto the matches for each of the letters passed out.
- Hold up one letter at a time, and say, *"If you have the match for (letter name), shout its name."*

Head, Shoulders, Knees, and Toes

Procedure:

- Sing the song as usual, touching the body parts named in the song. Sing the song a second time, this time only humming and doing the motions.

I'm Thinking of _____ Word Clue Game [and *The Snowy Day*]

Procedure:

- Show the book and tell children that they are to guess some words from the book. Ask children to listen to all the clues and to hold their hand up if they have a guess. After children guess a word, show the picture card to reinforce the word's meaning.
- For *footprints*, say, *"Your shoes or boots make these marks in snow or mud. This word begins with /f/."*
- For *hood*, say, *"This covers your head and is attached to a snowsuit or coat. Peter wore this when he went out in the snow. This word begins with /h/."*
- For *boot*, say, *"We wear them on our feet. Peter wore them in the snow. This word begins with /b/."*

Songs, Word Play, and Letters: Day 4

Materials: poetry posters, *A Hat for Minerva Louise*, vocabulary picture cards: nest, shed, hose

Twinkle, Twinkle, Little Star

Procedure:

- Recite the poem as usual.

Stand Up

Procedure:

- Comment that this title has only two words in it and that it is short, not long, like "Five Little Owls in an Old Elm Tree" that was recited on Day 2.
- Ask children if they remember the first thing the poem tells them to do. Begin reciting and standing up as the children answer. Continue reciting with the children.

Guess What Word I am Saying [and *A Hat for Minerva Louise*]

Procedure:

- Show the cover of the book *A Hat for Minerva Louise* and say, “We are going to play a game with some of the words from the story. I will say the words in a funny way, and you are to guess what word I am saying and say it the right way.”
- Do a couple of examples first: “If I say /h/ (pause) /en/, you would say ‘hen’.”
- Use *nest*: /n/ (pause) /est/; once children have guessed, say, “*Minerva Louise was sitting on her nest when she saw snowflakes falling.*” Show the picture card of the nest.
- Use *shed*: /sh/ (pause) /ed/: “*Minerva Louise went into the shed to find some warm clothes.*” (show picture card)
- Use *hose*: /h/ (pause) /ose/: “*Minerva Louise thought the garden hose was a scarf.*” (show picture card)

Apples and Bananas

Procedure:

- Say, “I just said some words in a funny way, and then you said them the right way. Now we are going to sing a song that has funny words in it. The song is ‘Apples and Bananas.’”
- Sing the song.

Songs, Word Play, and Letters: Day 5

Materials: poetry posters, flannel board and pieces for “Old MacDonald Had a Farm”: chick, duck, cow, turkey, plus one or two more animals

Old MacDonald Had a Farm

Procedure:

- Put the flannel pieces up, as usual, with one or two new animals.
- Sing, pointing to the animals.
- Tell the children that you are going to remove the animals in reverse order.
- Name each one as you remove it.

Cloud

Procedure:

- Read the title and underline it with your finger.
- Recite the poem, saying it slowly enough for the children to join in. Repeat the poem as the children join in.

If Your Name Starts with _____, Raise Your Hand

Procedure:

- Tell the children they are going to play the name game. Remind children that a sound will be said, and they should listen and decide whether it is the same sound they hear at the beginning of their name. Remind children that when they played this game the last time, they listened for the last sound in their names, but today, they are going to listen for beginning sounds.
- Say sounds one by one. Be sure to provide a beginning sound for every child in the class.
- Assist children as needed. Say, *“Tommy, your name starts with /t/, so raise your hand.”*

The Itsy, Bitsy Spider

Procedure:

- Sing the song and do the motions.