



# 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, *A Hat for Minerva Louise*, vocabulary picture cards: scarf, boot, hen, next, shed, hood, hose

### Apples and Bananas

Procedure:

- Sing the song as usual.

### Hands

Procedure:

- Tell the children they will recite a poem they haven't done for a long time.
- Read the title and underline it, then recite the poem with the motions.

### Guess What Word I'm Saying and *A Hat for Minerva Louise*

Procedure:

- Show the book and tell children they are going to play a game with words. Explain that words will be said in a funny way and the children are going to guess the word.
- Give an example: "If I say /h.../en/, you would say **hen**."
- Try: /n.../est/ (nest), /sh.../ed/ (shed), /h.../ood/ (hood), /h.../ose/ (hose).
- When children say a word the right way, confirm their guess and use the word meaningfully in a sentence. For example, "Yes, *Minerva Louise* is a hen that does funny things."

### If You're Happy

Procedure:

- Sing "clapping" and "nodding" verses.
- Add another verse: "If you're sad and know it cry 'boo hoo'" (rub eyes). And another: "If you're surprised and you know it, shout 'oh no!'" (hands up in surprise).

### My Big Balloon

Procedure:

- Recite the poem and model the motions.

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

**Materials:** poetry posters, *Bringing the Rain to Kapiti Plain*, “Five Green and Speckled Frogs” flannel board and pieces

### Clap Your Hands

Procedure:

- Ask children to stand up. Sing “clapping” and “stamping” verses.
- Ask children for ideas of other things to do with their hands or feet.

### *Bringing the Rain to Kapiti Plain*

Procedure:

- Show the cover, point to the first word in the title and begin to read it, allowing children to join in.
- Read the book naturally, pointing to the pictures, and making comments to explain the meaning of the text.
- Tell children that next, they are going to find rhyming words from the book.

### Can You Think of Words That Rhyme with \_\_\_\_? (*Bringing the Rain to Kapiti Plain*)

Procedure:

- Comment that *rain* and *plain* rhyme and ask children if they can think of other words that rhyme with *rain* and *plain*. Suggest some yourself if there is no response (*lane, cane, mane*).
- Repeat the same activity with *dry* and *sky* (*by, my, try*).

### My Big Balloon

Procedure:

- Recite the poem and model the motions.

### Five Green and Speckled Frogs

Procedure:

- Sing the song, placing the flannel pieces on the flannel board.
- Take two frogs out of the pool together and ask the children how many are left. Then, you might ask, “*How many will be left if I take just one frog out of the pool this time?*”

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

**Materials:** poetry posters, clipboard or easel with paper, marker

### What Are You Wearing?

Procedure:

- Sing the song by going around the circle using each child’s name and singing the child’s name and the color of an item that he or she is wearing.
- For variation, include shoes, ribbons, barrettes, beads, or belts.

## Ten Little Fingers

Procedure:

- Recite the poem with the motions.
- After reciting the poem say, “*Five fingers* (put up one hand) *and five fingers* (put up the other hand) *that makes ten* (bring hands closer together in front of you). *Take one away* (put one hand down) *and we have five once again* (hold just one hand up).”

## Alphabet Clue Game

Procedure:

- Say, “*I will think of a letter and give one clue at a time to you, so you can guess it.*”
- Use R this time. Draw the first line and describe your actions. You might say, “*The letter I’m thinking of has a long vertical line like this* (draw it). *Does anyone want to guess?*”
- Respond to each guess by drawing the letter guessed and pointing out the long, vertical line it has (or that it does not have). You might say, “*Right, the letter in my mind might be T, because it has a long vertical line* (draw T). *That’s not the letter I’m thinking of, though.*”
- Draw the curved line in R. When they guess P, say, “*Yes, this is a P, but it is not the letter that I am thinking of.*” If they guess B and R, say, “*Those are good guesses.*”
- Give the last clue for R and draw the short, diagonal line. Then, draw a B and point out the similarities and differences in the two letters. Tell children that B was a good guess.
- Tell children that they will play again another day with a different letter.

## I’m a Little Teapot

Procedure:

- Tell children that they will sing about some hot water in a teapot. Say, “Do you remember the name of this song?”
- Stand up and ask the children to stand up, too.
- Sing the song and do the motions.

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

**Materials:** poetry posters, clipboard or easel with paper, marker

## Open, Shut Them

Procedure:

- Put hands out in the gesture that starts this song and ask children what they think the first song is today. To give another clue, close your open hands. When they guess, sing the song as usual.

## Hands

Procedure:

- Read the title and underline it, then recite the poem with the motions.

## Alphabet Clue Game

Procedure:

- Tell the children they will play the Alphabet Clue Game again. Remind them that they will listen to one clue at a time and then guess the letter.
- Use M this time. Draw the first line and describe your actions. Say, “*The letter I’m thinking of has a long, vertical line like this (draw it). Does anyone want to guess what it is?*”
- Respond to each guess by drawing the letter named and pointing out the long, vertical line it has (or that it does not have). Say, “*Right, the letter in my mind might be (T, I, or H, etc.) because it has a long, vertical line (draw T, I, or H, etc.). That’s not what I’m thinking of, though. I’ll give you another clue.*”
- Draw the first diagonal line in M. Children might guess N or V this time. Draw a V on the side of your paper and point out that it is oriented differently. Tell children this is a good guess, but not your letter.
- Draw the other vertical line (with some space left for the center diagonal line) for M. Children might guess N. Tell children that this looks very much like an N, but there is another line in this letter. Ask if they have any other ideas.
- Draw the last line (diagonal) for M and confirm that the letter is M.
- Tell children they will play the game again another day.

## Clap Your Hands

Procedure:

- Sing “clapping” and “stamping” verses.
- Continue singing other verses, using the motions.
- Ask children for ideas of other things to do with their hands, feet, or other body parts.

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

**Materials:** flannel board and pieces for “Down by the Bay” (add 1-2 new pieces for new verses; poetry posters; two sets of uppercase letter cards)

## Down by the Bay

Procedure:

- Add a new verse or two (“frog/dog,” “mouse/house,” “goat/coat,” “rat/hat”).

## Raindrops

Procedure:

- Comment that both the first line of the poem and the title have the same word, “raindrops.”
- Present the poem orally, doing appropriate gestures for *rooftops*, *ground*, and *umbrella*.

## Diddle, Diddle, Dumpling

Procedure:

- Recite the poem.

## If You're Happy

Procedure:

- Ask the children to stand up. Sing the song as usual.
- Ask children to help make up motions for other emotions, such as *sad*, *scared*, *angry*, and *excited*.

## If You Have the Matching Letter, Shout Its Name!

Procedure:

- Tell children that they will play a letter game they played last week.
- 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 you pass out.
- Hold up one letter at a time from your set, and say, “*If you have the match for (lettername), shout its name.*”
- Continue playing until all children have had a turn.