



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, *Cat's Colors*, flannel board and flannel ice cream scoops and cones, a chart to match colors of the "scoops" (pink circle labeled "strawberry", brown circle labeled "chocolate", etc.), card with VICKY written on it and flannel letters V, I, C, K, Y, M, T, S

What Are You Wearing?

Procedure:

- Say, "The first song we will sing today is 'What are You Wearing?'"
- Sing the song naming an item and its color for each child in the group.
- Then say something like, "Most people have a favorite color, one they like more than the rest. Next, we are going to read a story about a cat that has a favorite color too!"

Cat's Colors

Procedure:

- Show the cover of the book, underlining the title with your finger as you read it.
- Read the book in a way that makes the text flow naturally. Make a few summary comments about the cat and then go on to the next activity.

Can You Think of Words that Begin with the Same Sound as _____? (*Cat's Colors*)

Procedure:

- Say, "In this book, some words on the same page begin with the same sound or sounds." Go to the page with *red* and *rug* and say these two words one after the other. Comment that both words begin with /r/.
- Ask children if they can think of other words that begin with /r/. If children don't offer words quickly, give an example or two for children to judge. For example, "Do you think *raindrop* begins with the same sound as *red* and *rug*? What about the word *fire*?"
- Present another pair of words from the book (*sand* and *sunny*). Ask children if they can think of other words like *sand* and *sunny* that begin with /s/. Offer some ideas for children to judge.
- Present a third pair of words (*blue* and *birds*), if there is time and if children show interest.

“May I Take Your Order, Please?”

Procedure:

- Tell children that they are going to play a new game that involves pretending to order ice cream cones. Remind children that Max ate an ice cream cone in the department store and that he ordered three different flavors.
- Tell children that there are many flavors in the ice cream store. Hold up a circle of each color of the flannel "scoops" and name their color and flavor. For example, "This yellow ice cream tastes like lemon."
- Tell children they can order a cone with two scoops of ice cream, when their name is called.
- Tell children that half of them will get turns today and the other half tomorrow.
- Read the chart to remind a child of the flavors. Ask, "May I take your order, please?" If a child names a color, but not a flavor, say something like, "Coming right up, a yellow, lemon-flavored scoop. And what flavor would you like for your second scoop?"

Songs, Word Play, and Letters: Day 2

Materials: poetry posters, flannel ice cream cones and scoops, chart with ice cream colors and flavors

Apples and Bananas

Procedure:

- Tell the children that they are going to sing “Apples and Bananas” and that they are going to change those words by putting in silly sounds. Sing song as usual.

Three Little Monkeys

Procedure:

- Tell children that they haven't done this poem in a long time.
- Read the poem with a full, happy voice for the monkey lines, and a quiet, sneaky voice for the crocodile lines. Use fingers of one hand to represent the monkeys, and fingers of the other hand to represent the snapping mouth of the crocodile.

“May I Take Your Order, Please?”

Procedure:

- Tell children they are going to play the ice cream game that they played the day before. Remind them that today children who did not get a turn the day before will have a turn today.
- Read the chart to remind children of colors and flavors. Then say, "[child's name], may I take your order, please?" If a child names a color but not a flavor, say something like, "Coming right up, a pink, strawberry-flavored scoop. And what flavor would you like for your second scoop?"

Hands on Shoulders

Procedure:

- Read the title. Then read it line by line.
- Ask children to stand up. Recite the poem and do the motions.

Songs, Word Play, and Letters: Day 3

Materials: poetry posters, flannel board and pieces for “Five Green and Speckled Frogs” (include a white piece to substitute for the blue pool), flannel ice cream scoops and cones, chart with ice cream colors and flavors

Five Green and Speckled Frogs

Procedure:

- Say something like, “Today we are going to sing “Five Green and Speckled Frogs,” but there is no cool, blue pool. The pool has frozen over and is now an ice-covered pool (show the white piece that replaces the blue pool piece). It must be wintertime at the pool!”

Stand Up

Procedure:

- Read with the children, sounding out the first two letters in the first word: /s/ /t/.
- Tell children that they are going to recite the poem as usual today, except for two parts. Instead of clapping to four, say, “Clap to six.” and instead of saying, “Clap once more”, say, “Clap twice more.” Tell children to be sure to listen carefully so they hear these changes.
- Ask children to stand up. Recite the poem emphasizing the words changed (*six* for *four*, *twice* for *once*) by raising your voice a bit.

Cloud

Procedure:

- Ask children if they remember a poem about white things that float up in the sky and sometimes bring rain. If children do not respond quickly, provide the first two sounds in the word *clouds*, /k/ and /l/, to prompt their recall.
- Present the poem naturally, using hand motions to indicate a pile of cotton, the movement of the clouds, and rain and snow showers.

Looby Loo

Procedure:

- Have the children stand. Tell them that they are going to sing “Looby Loo.”
- Sing the song as usual and add verses (“right ear,” “left ear,” “head”).

“May I Take Your Order, Please?”

Procedure:

- Play the ice cream ordering game as you have played it on previous days, if there is still interest. Give turns to children who did not get turns the last time.

Songs, Word Play, and Letters: Day 4

Materials: poetry posters, *Dog's Colorful Day*, *VICKY* written on a card, flannel board and flannel letters *V, I, C, K, Y, M, S, T*

Clap Your Hands

Procedure:

- Say something like, "The first song we are going to sing today is 'Clap Your Hands'. We all need to stand up to sing this song."
- Sing three verses ("clap hands," "stamp feet," "shake hips").
- Sing additional verses with new motions and body parts ("swing arms," "jump up and down," "take a bow").

Bingo

Procedure:

- Tell children they are going to sing the Bingo song, but they will be using different words. Instead of singing, "There was a farmer, had a dog, and Bingo was his name-o", they will be singing about the girl named Vicky in *Dog's Colorful Day*. "There was a girl who had a dog, and Vicky was her name-o."
- Hold up the card with *Vicky* written on it. Tell children they need to find the letters to write *Vicky* and put them up in the right order. Point to *V* and say, "*V* is the first letter, so I'll find it and put it up first." Ask children the names of the rest of the letters, one by one, referring to each successive letter in terms of its position in the name (the second letter is *I* and the third letter is *C*) Put each letter up as you name it and find it in your pile.
- Sing the song, turning over one letter per verse until all have been turned over and you are clapping rather than singing the letter's name.
- When finished singing, turn all letters face up again and remove *V*. Ask children what they think the word is (*icky*). Say, "The word is *icky* without the */v/*. Then replace *V* and remove *Y*. Ask, "What is *Vicky* without the *Y*?" (*Vick*)
- Replace the *Y* and then remove *V* and put *M* in its place, describing what is being done. For example, "I'm removing the *V* and replacing it with *M*." Ask children what name is written now (*Micky*). Then remove *M* and put *S* and *T* in its place. Point to *S* and sound it out, */s/* and then immediately point to *T* and sound it out, */t/*. Children will probably say *sticky*. Confirm that the word is *sticky* and ask if this is a word used as a name.

Hands

Procedure:

- Say, "The poem we are doing now is very familiar to you - we have done it many times." Raise your hands up high, while sitting, and ask children to guess which poem it is.
- Recite the poem as usual.

Songs, Word Play, and Letters: Day 5

Materials: poetry posters, *Dog's Colorful Day*; picture cards: jam, stain, chocolate

The Green Grass Grows All Around

Procedure:

- Say, "Today we are going to start with the song "The Green Grass Grows All Around" which we learned last week."
- Sing the song through once. Then add a new verse such as, "Now on this bird, there was a feather," if you think children are ready.

Ten Little Fingers

Procedure:

- Hold hands up and wiggle fingers to signal what poem is next.
- Recite the poem with the motions.
- Then add the rhyme you added from last time: "Five fingers (put up one hand) and five fingers (put up other hand). That makes ten. Take one away (put one hand down). We have five once again (hold just one hand up)." Ask children if they know how many fingers there are all together when one person puts two hands up, and a second person adds one hand to it. After children offer ideas, ask one child to stand next to you, with both hands raised. Raise one of your hands, gesture toward the child's two raised hands and say 10, and then count on (11, 12, 13, 14, 15).

Pease Porridge Hot

Procedure:

- Read and underline the title.
- Recite the poem with the motions.

I'm Thinking of _____ Clue Game (*Dog's Colorful Day*)

Procedure:

- Hold up the book. Tell children that they will hear clues for some words from the book and they are to guess them. Remind children to listen to all the clues, and to hold up their hand if they have an idea, rather than shout it out.
- Use these clues for *jam*: "This is something we eat that is made from fruit. It tastes sweet and can be red or blue or orange, depending on the fruit used to make it. Its name starts with /j/."
- For *stain*: "When we get a colored spot of something on our clothes, we sometimes say that our clothing has one of these. Grass made one of these spots in Dog's coat. The first two sounds in this word are /s/ and /t/ and the word rhymes with *rain*."
- For *chocolate*: "Candy is often made with this. This kind of candy is dark brown. The name of this kind of candy starts with the same sound as *cherry*, /ch/."