



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, *Max's Dragon Shirt*, alphabet pocket chart, one set each of upper- and lower-case letter cards

Apples and Bananas

Procedure:

- Say, "We are going to sing 'Apples and Bananas' first today."
- Sing the song as usual.

Interesting-Sounding Words (*Max's Dragon Shirt*)

Procedure:

- Show the book and tell children that there are some interesting-sounding words in the story to talk about.
- Begin with the word *disgusting*. Say, "The first word is one that Ruby used to describe Max's old pants. She said that they were *disgusting*, or really awful looking." Describe *disgusting* as a long word with three parts; say it slowly, in syllables, *dis-gust-ing*, and have children say it.
- Write the word *disgusting*, part by part, explicitly sounding out each phoneme (/d/ /i/ /s/ /g/ /u/ /s/ /t/ /i/ /ng/) and writing the letters used to represent each phoneme. Hold onto some of the phonemes for a while to encourage children to call out the letter needed to write them (/d/ /s/ /g/ /t/).
- Introduce *chocolate*. Say, "The other interesting-sounding word I want to talk about is *chocolate*. *Chocolate* is something that we eat, like candy, for example."
- Ask children to say it and to tell how many parts, or syllables it has (3 syllables: *choc-o-late*).

Looby Loo

Procedure:

- Ask the children to stand to sing "Looby Loo".
- Add some new verses ("right elbow," "left elbow," "back").

Alphabet Memory Pocket Chart Game - Materials: pocket chart, upper- and lowercase letter cards

Procedure:

- Tell the children they are going to play the Alphabet Memory Pocket Chart Game that they played a few weeks ago.
- Show children an uppercase letter and its lowercase match. Tell children there are lowercase letters in the pockets of the chart and that the uppercase letters will be distributed to them.
- Give each child an uppercase letter that is a match for each letter placed in the pockets.
- Go around the circle, giving each child a turn to choose a pocket. Say the letter's name when you pull it from a pocket and give it to the child if it is a match. Return it to the pocket if it does not match.
- Continue playing until all the children find the match for the letter they hold.

Songs, Word Play, and Letters: Day 2

Materials: pocket chart, *Nana in the City*

Come On and Join in the Game

Procedure:

- Tell the children that they are going to sing "Come on and Join in the Game" which they haven't done for a while.
- Lead the song doing "clap hands," "jump," and "sit down," verses. Sing "fold arms" as the fourth verse.

Ten Little Fingers

Procedure:

- Hold up your hands and wiggle your fingers to signal the poem.
- Lead the children in reciting the poem and doing the motions.
- After reciting the poem, ask children to show the fingers that would be needed for a poem called "Nine Little Fingers."
- Ask children to show fingers for a poem about just six little fingers.
- Tell children a new poem about six little fingers that goes like this:

Six little fingers (Wiggle.), five and just one more (Wiggle thumb.);
Six little fingers, not five, not four (Put thumb of one hand down to create five, and then fold in thumb of other hand, leaving just four fingers extended.);
Six little fingers, four more make ten (Raise four fingers on the hand that had just one raised, then wiggle fingers on both hands. Fold four fingers down leaving only thumb extended on one hand.) That's six once again.

- Recite the new poem again.

Five Little Owls in an Old Elm Tree

Procedure:

- Say, "The next thing we are going to recite today is a poem about 5 animals." Give a hint that these animals are birds that live in trees and stay awake at night.
- Recite the poem. Blink and wink your eyes at the appropriate time, use rings made with your forefingers and thumbs for the big round eyes, and use a ring made with your arms raised over your head to indicate the moon hanging in the sky.

Can You Think of Words that Rhyme with _____? (*Nana in the City*)

Procedure:

- Hold up the book and tell the children they will use some words from the story to make up rhymes.
- Start with *walk*. Remind children that the boy and his grandmother went for a walk. Ask children if *walk* and *talk* rhyme. Ask children if they can think of other words that rhyme with *walk* and *talk* (*lock, sock, dock*).
- Present *right* next. Ask if *right* and *light* rhyme. And then ask children to think of other words that rhyme with *right*.
- Proceed similarly with *cape*.

Songs, Word Play, and Letters: Day 3

Materials: poetry posters, *Cat's Colors*, upper- and lowercase alphabet sets, alphabet pocket chart

The Green Grass Grows All Around

Procedure:

- Tell the children that they are going to start today with this song.
- Sing the song through once.

Cat's Colors

Procedure:

- Show the cover of the book and ask the children if they remember the title.
- Sound out /k/ in *Cat's* and *Colors*, when reading the title with the children. Underline both words with your finger while reading them.
- Read the book in a way that makes the text flow naturally.

Can You Think of Words that Rhyme with _____? (*Cat's Colors*)

Procedure:

- Tell the children that they will use words from the book to make up rhymes.
- Start with *red*. Ask children if they can think of words that rhyme with *red* - other words that have /ed/ as their last part (*bed, said, led, fed, sled, Fred, Ned*).
- Next try *rug* (*tug, bug, jug, chug, mug*).
- Then, *blue* (*glue, clue, few, you, two, moo*) in the same way.

Head, Shoulders, Knees, and Toes

Procedure:

- Sing the song, touching the different body parts.
- Sing the song a second time, very slowly, and then a third time, very fast.

Alphabet Memory Pocket Chart Game

Procedure:

- Select different letters from the ones used on Day 1 of Week 3.
- Tell the children that they are going to play the Alphabet Memory Pocket Chart Game that they played a few days ago.
- Show children an uppercase letter and its lowercase match. Tell children that the lowercase letters are in the pockets of the chart and that they will have the uppercase letters.
- Give each child an uppercase letter that is a match for the letters placed in the pockets.
- Go around the circle, giving each child a turn to choose a pocket. Say the letter's name when it is pulled from a pocket and give it to the child if it is a match. Return it to the pocket if it does not match.
- Continue playing until all the children find the match for the letter they hold.

Songs, Word Play, and Letters: Day 4

Materials: poetry posters, *The Lion and the Little Red Bird*, upper- and lowercase matching letter pairs, flannel board and pieces for the “Barnyard Song”

Barnyard Song

Procedure:

- Tell the children they will learn a new song.
- Sing the first four or five verses of the song slowly. Some children will join in; others will just listen. Place the barnyard animal pictures on the flannel board as you sing about them.
- Sing the song again, to give more children a chance to sing along.

Can You Think of Words that Rhyme with _____? (*The Lion and the Little Red Bird*)

Procedure:

- Show the book and tell children there are some interesting-sounding words in the story to talk about.
- Present *cave* and remind children that the lion lived in one of these holes or cavities in the earth. Ask children if they can think of other words that rhyme with *cave* (*brave, cave, Dave, pave*). Add a word when there's a lull from the children and ask children to judge if it rhymes. For example, "Do you think *brave* rhymes with *cave*? What about *paint*?"
- Present *thorn* (*corn, horn, adorn, forlorn, morn, born, worn, acorn*) and *ripe* (*swipe, pipe, wipe, type, stripe*) in the same way.

Stand Up

Procedure:

- Tell the children that they will recite the poem the same way as last time, with changes in the number of claps. 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.
- Recite the poem, emphasizing the words changed (*six* for *four*, *twice* for *once*).

If You Have the Matching Letter, Say Its Name

Procedure:

- Select as many upper- and lowercase matching pairs as children in the group.
- Tell children they are going to play a new game today. Explain that each child will have an uppercase (big) letter to hold and that you will show lowercase (small) letters, one at a time and name them. The child holding the uppercase match to your lowercase letter says its name. For example, "I have *B*."
- Pass letters out to the children and play. If children say, "I do" or "Me", but do not name the letter, say, "Yes, you have the big *B* that matches my little *b*. (Avoid putting a child on the spot and demanding a specific statement. Simply comment to provide the letter name information.)"

Songs, Word Play, and Letters: Day 5

Materials: poetry posters, *Bringing the Rain to Kapiti Plain*, upper- and lowercase letter cards

Bringing the Rain to Kapiti Plain

Procedure:

- Hold up the book and ask children if they remember its title. Read the title with children, emphasizing the initial sound (/b/ in *Bringing*, /r/ in *Rain*, /k/ in *Kapiti*, and /p/ in *Plain*), and underlining the rest of the words with a finger.
- Read the book naturally, discuss the book's contents briefly.

Can You Think of Words that Rhyme with _____? (*Bringing the Rain to Kapiti Plain*)

Procedure:

- Tell the children they are going to use some of the words from the book to play a rhyming game.
- Present *plain* first and remind children that this is the name for the flat grassland area where Ki-pat lived. Ask children if they can think of other words that rhyme with *plain* (*cane*, *rain*, *pain*, *name*, *stain*). If there's a lull and children cannot think of a word, offer an idea and ask children to judge if it rhymes. For example, "Does *rain* rhyme with *plain*?"
- Present *bow* and remind children that a bow is used to shoot an arrow. Ask children if they can think of other words that rhyme with *bow* (*sew*, *go*, *low*, *mow*, *flow*, *blow*).

If You're Happy

Procedure:

- Tell the children they are going to sing a song that they haven't done for a while, with new verses this time.
- Demonstrate a twitching nose, a crook finger, a nodding head, and blinking eyes before starting the song,
- Sing the song using the new words and the motions to match them.

If You Have the Matching Letter, Say Its Name

Procedure:

- Select as many upper- and lowercase matching pairs as children in the group, using some different ones than the day before.
- Tell children they are going to play the new alphabet game that they learned the day before. Remind them that each child has an uppercase letter to hold, and that lowercase letters will be shown, one at a time, and they can name them. The child holding the uppercase match says its name, for example, "I have *B*."
- Pass letters out to the children and play. If children say, "I do" or "Me", but do not name the letter, say, "Yes, you have the big *B* that matches my little *b*." (Avoid putting a child on the spot and demanding a specific statement. Simply comment to provide the letter name information.)