



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, tagboard strips with verses from “Boom! Bang!” printed on them

The Wheels on the Bus

Procedure:

- Say, "The first song we are going to sing today is 'The Wheels on the Bus'. We have some fun new verses to add today."
- Sing familiar verses ("people," "wipers," "money"), leading the children in motions.
- Then say, "Now we will do some new verses. The first one is the 'bees on the bus go buzz, buzz, buzz', and the second new verse is the 'cats on the bus go meow, meow, meow'."
- Sing the new verses.

Boom! Bang!

Procedure:

- Sound out /b/ in *Boom* and *Bang* and underline the words with your finger as you read them.
- Recite the poem once in the usual way.
- Hand out tagboard strips that have one of the first four lines of the poem on them. Children sitting close to one another will have identical strips.
- Help children identify the verse they have and tell them that everyone who has that line will speak it in unison when the time comes.
- Lead the children in saying the poem again, with each group saying their line, while the rest remain silent. Have everyone join in on the last four lines of the poem.

Three Little Monkeys

Procedure:

- Read the title. Sound out /th/ in *Three*, /l/ in *Little*, and /m/ in *Monkeys*, and underline the words while reading.
- Sing the song doing the motions.
- Add another verse: "One little frog, perched upon a pad. Croc didn't see him, and he was mighty glad."

Five Little Owls in an Old Elm Tree

Procedure:

- Recite poem, using hand and arm motions to represent the items mentioned in the poem.

Songs, Word Play, and Letters: Day 2

Materials: poetry posters, *The Lion and the Little Red Bird*, picture clue cards: *butterfly*, *cave*, *tail*; flannel board and flannel pieces for “Five Green and Speckled Frogs” and “Barnyard Song”

Five Green and Speckled Frogs

Procedure:

- Say, "We will start today with the song, 'Five Green and Speckled Frogs'. We will sing the song differently because it is winter. It gets cold in the winter and water in ponds and pools freezes. The frogs will have to play on the ice."
- Sing the song with "jumped on the slippery ice, fell down once or twice" for "jumped into the pool, where it was nice and cool."
- Say, "Next we are going to sing a song about some barnyard animals."

Barnyard Song

Procedure:

- Tell children they are going to sing the new song they learned last week about the animals, including the cat that goes, "Fiddle-ee-fee."
- Lead the children in singing the song. Add more animals this time.

I'm Thinking of _____ Clue Game (and *The Lion and the Little Red Bird*)

Procedure:

- Show the book and tell children they are going to play the word guessing game using words from the book. Remind children to raise their hands and not shout out their ideas because other children might still be thinking.
- For *butterfly*, say, "This is one of the things that the bird said the lion's orange tail reminded him of. It has wings and flies, it starts with /b/."
- For *cave* say, "This is where the lion lived in the story. It starts with /c/."
- For *tail* say, "This is the part of the lion's body that he used to paint the mural in his cave. It starts with /t/."

Hands on Shoulders

Procedure:

- Read the title with the children.
- Ask children to stand up. Recite the poem and do the motions.
- Then say, "We are going to recite the poem again, but this time we are going to change some words. The first change is that we will say, 'hands together' (hold hands in front with palms flat against one another)."
- Say, "For the second change, instead of saying 'touch your hair', we will say 'comb your hair.'" (Position hand as if holding a comb and move hand in combing motion.)
- Sing the song.

Songs, Word Play, and Letters: Day 3

Materials: poetry posters, *The Lion and the Little Red Bird*, Alphabet Memory pocket chart, one set of upper- and lowercase letters

Apples and Bananas

Procedure:

- Tell children, "Today we are going to start with a song we have not sung for a long time. We are going to sing 'Apples and Bananas'."
- Sing the song as usual.

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

Procedure:

- Hold up the book and tell the children they are going to use words from this book to play a beginning-sound game.
- Present *cave* and ask children if they can think of other words that start with /k/ like *cave* (*candle, kite, candy, kiss*). If there's a lull, present examples and ask children to judge if they begin with the same sound. For example, "Does *kitten* start with the same sound as *cave*?"
- Present *thorn* and remind children that this is a very sharp little piece of a plant that got stuck in the lion's paw. Ask children if they can think of other words that start with /th/ like *thorn* (*thick, throat, thanks*). Provide examples if children can't think of any. For example, "Does *thunder* start with the same sound as *thorn*?"

Clap Your Hands

Procedure:

- Sing three verses ("clap hands", "shout hooray", "stamp feet")
- Sing additional verses with new motions and body parts ("twist torso", "circle arms")

Alphabet Memory Pocket Chart Game

Procedure:

- Tell the children that they are going to play the Alphabet Memory Pocket Chart Game that they have played before.
- Show children an uppercase letter and its lowercase match. Tell children 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 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*, tagboard strips with *sunflower*, *sundown*, *flower*, *down*, and *sun* written on them (make 2 copies of *sun*), marker, chart paper, flannel board and pieces for “Down by the Bay”

Interesting-Sounding Words (and *The Lion and the Little Red Bird*)

Procedure:

- Hold up the book and tell children they are going to talk about two interesting words in the book.
- Show the words written on the tagboard strips one at a time, reading each one and running your finger under the letters.
- Comment that each word is made up of two smaller words, such as *sun* and *flower*, and *sun* and *down*. Show the two words on separate cards that go together to make the compound word on the longer card (*sun* and *flower* with *sunflower*, *sun* and *down* with *sundown*).
- Tell children there are other words made up of two words, with *sun* as the first word. Give an example, such as *sunshine*. Ask children if they can think of others. Provide examples of your own (*sunburn*, *sunset*, *sunglasses*) and explain their meaning if children cannot think of any. Write these on the chart paper.

Down by the Bay

Procedure:

- Try some new verses; ask the children for ideas.

My Big Balloon

Procedure:

- Position forefingers and thumbs at mouth and ask children to guess what poem they will do next.
- Recite the poem once, quickly. Tell them they will blow several times in a pretend balloon after they hear “blow” in the second line and also after hearing “longer” in the seventh line.
- Tell children that they can clap once, hard at the end if they want to pretend that their balloon popped.

Songs, Word Play, and Letters: Day 5

Materials: poetry posters, *Cat's Colors*, flannel board and pieces for "Barnyard Song"

Barnyard Song

Procedure:

- Tell the children they are going to sing the new song they learned about animals, including the cat that goes, "Fiddle-ee-fee".
- Lead the children in singing the song. Add more animals this time.

Cat's Colors

Procedure:

- Show the cover of the book and sound out the /k/ in *Cat's* and *Colors* while reading the title.
- Read the book naturally.

Guess What I Am Saying (and *Cat's Colors*)

Procedure:

- Tell the children some of the words from the book will be said in a funny way, and they can guess what word it is. They should say the word back in the right way.
- Present one word at a time and present each by sounding and separating each phoneme in the word. *Bats*: /b/ /a/ /t/ /s/, *Rug*: /r/ /u/ /g/, *Birds*: /b/ /er/ /d/ /s/. Do other words if the children are interested.

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, crooked finger, nodding head, and blinking eyes before starting the song.

I'm a Little Teapot

Procedure:

- Ask children to stand up for the teapot song.
- Sing with the children and do the motions.