



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, set of uppercase letters, set of lowercase letters

Open, Shut Them

Procedure:

- Say, "The first song today is one we haven't sung for a long time." Hold up both hands, then open and close them. Ask the children if they can guess the song.
- Sing the song and lead children in the motions.
- Sing the song a second time, very slowly, and a third time, very quickly.

Five Little Fishies

Procedure:

- Tell children, "The second thing we are going to do today is to learn a new poem about five little fishies." Raise your hand, ask children to raise theirs too, and explain that the five fingers represent the five fish. Starting with the thumb, wiggle and label each finger, in turn, while saying first fish, second fish, third, fourth, and fifth.
- Recite or read the poem using appropriate motions. Close your eyes as if sleeping when reciting the line "I want to sleep"; move your hand up and down for "dive and dip"; join your forefinger and thumb and raise the circle formed to your eye for "I spy a ship"; and raise your arm and extend it as if casting a fishing line for "line goes ker-splash."
- Recite the poem a second time.

Looby Loo

Procedure:

- Tell the children, "The third thing we are doing today is sing 'Looby Loo.'"
- Stand up and sing the song as usual, doing the motions.
- Add a new verse or two (e.g., "back," "right forefinger").

Little Letter/Big Letter Chant

Procedure:

- Say, "The fourth thing we are going to do today is play a letter game." Give each child an uppercase letter that has a lowercase letter that resembles it (e.g., *p*, *s*, *v*).
- After distributing the letter, say to the children, "You have the uppercase letters, and I have the lowercase match for each of your letters. I'll show you how this game works." Using an uppercase and lowercase pair that you have retained, show children how the game works, using another adult as your partner.
- Say this chant: "I have the little (name a letter as you hold it up to show). Take a look to see. Someone has its partner; who might that someone be?" (The adult helper holds up the uppercase match for the letter and says, "I have the big (name letter).")
- Proceed by using the lowercase matches for all the letters distributed to children.

Songs, Word Play, and Letters: Day 2

Materials: poetry posters, various picture cards from Units 1-4, such as *nest*, *scarf*, *thorn*

Clap Your Hands

Procedure:

- Say, "The first song we are going to do is 'Clap your Hands.' We are going to do some verses that we need to stand up for, so let's all stand up."
- Sing three verses (e.g., "clap hands," "bend knees," "stamp feet").
- Sing additional verses with new motions and body parts (e.g., "blink eyes," "touch fingers").

Windshield Wiper

Procedure:

- Say, "Now I am going to teach you a new poem about a windshield wiper. A windshield wiper moves back and forth on the front window of a car or bus or a truck."
- Bend arms at elbows and extend upper arm and hands. Hold fingers and thumbs close against one another. Move both arms back and forth to simulate windshield wipers. Have children do the same, moving them in the windshield-wiper motion.
- Recite or read the poem fairly slowly and perform the motions; children can follow along if they wish. Then repeat it.
- Tell children the word windshield is made up of two smaller words: wind and shield. Ask children why they think this part of a car has this name.
- Tell children that you feel the wind on your face when you move quickly outside, such as when swinging on a swing or riding a tricycle fast, and that the glass in the front of a car protects, or shields us, from the wind.

Head, Shoulders, Knees, and Toes

Procedure:

- Have children stand up and sing.

I'm Thinking of a Clue Game

Procedure:

- Tell children, "The last thing we are going to do today is play the picture clue game."
- Choose picture cards for review from units one through four.
- Here are suggestions for cards and clues:
 - For *nest*: "This is the home birds make to raise their babies. Rabbits make these homes for their babies, too." If children need another clue, use this one: "The name of this starts with /n/."
 - For *scarf*: "This is a piece of clothing that people wrap around their necks to keep them warm." If children need another clue, use this one: "Minerva Louise wore one of these around her neck in *A Hat for Minerva Louise*." Use last, if needed: "The name of this item of clothing starts with /s/."
 - For *thorn*: "This is a part of a plant that is sharp. The lion in the story got one stuck in his paw." If children do not guess with these two clues, use this one: "The name of this pointed and sharp part of a plant starts with /th/."

Songs, Word Play, and Letters: Day 3

Materials: poetry poster, book: *Play with Me*, Bingo letter cards: S/N/A/K/E/R/M/L and *snake* word card

Apples and Bananas

Procedure:

- Tell the children they will sing that silly song where the sounds in the words are changed to make silly words like *oot* and *ooples*; then give the title.

My Big Balloon

Procedure:

- Read the title, underlining the words with a finger.
- Position forefingers and thumb mouth to begin; ask children to do the same.
- "Blow" after the second line and after the fourth line.

Bingo (and We Can Change It and Rearrange It and *Play with Me*)

Procedure:

- Turn to the page with the snake. Tell children they will sing "Bingo," but this time about the little girl and the snake in *Play with Me*.
- Hold up the *snake* word card. Underline the word while sounding out letters and reading it.
- Ask children for the first letter in *snake* while pointing to it. Put up on the *snake* letters board.
- Sing the Bingo tune to: "There was a girl, she had a friend and snake was his name-o, S-N-A-K-E, S-N-A-K-E, S-N-A-K-E, and *snake* was his name-o. Turn one letter over with each verse.
- When finished, turn the letters to face out, tell the children that 2 letters will be removed, S and N, and replace them with another letter. Put R up and help the children read the new word (*rake*) by sounding out the R and the rest of the word. Then, tell children that R will be replaced with M. Sound out M and help read the new word (*make*). Do the same with L for *lake*.
- Rearrange the letters to make a new word (*kale*). Sound it out and run finger under it. Tell children that *kale* is a leafy green vegetable. Then remove A, and use E, L, and K to spell *elk*. Read it and explain that an *elk* is an animal that looks like a big deer. Show a picture of an elk if possible.

Come On and Join In the Game

Procedure:

- Tell children to stand up to sing "Clap Hands" and then sing a new verse, "skip rope."
- Have children stand up and show them how to hold their hands and move their arms to simulate turning a rope and to jump in place as if jumping over it.
- Lead children in singing the song and doing the motions. After the "sit down" verse, stay seated for another verse using "blink eyes."

Songs, Word Play, and Letters: Day 4

Materials: poetry posters, book: *Play with Me*, cards with *wind*, *shield*, and *windshield* written on them

Windshield Wiper

Procedure:

- Ask children if they remember the title. Point to *W* and sound it out. Read the word, underlining it with a finger.
- Bend arms at elbows and extend upper arm and hands. Hold fingers and thumbs close against one another. Move both arms back and forth to simulate windshield wipers. Have children do the same, moving them in the windshield wiper motion.
- Recite the poem slowly and perform the motions.
- Remind children about the two parts of this word, *wind* and *shield*, and the meaning of *windshield*.
- Tell children about the small words. Show the cards and the written out small words. Point out the two smaller words in this compound word.
- Remind them of the interesting compound words from the book *The Lion and the Little Red Bird* (e.g., *sunflower*, *suntan*, *sunshine*, *sunglasses*).

If You're Happy

Procedure:

- Sing clap hands, snap fingers, press palms and touch elbows.

Whose Reflection is in the Pool? (and *Play with Me*)

Procedure:

- Turn to a page with an illustration that shows the little girl's reflection in the pool. Say, "We see a picture here in the water of the little girl sitting by the pool. What do we call a picture we see of ourselves in a mirror or a pool? A reflection. That's right."
- Point out the features of the little girl and in the reflection.
- Tell children that they will play a game about reflections, using descriptions of the children's clothing and hair. They are to listen to what you say and guess which child in the circle you are describing.
- Say, "Someone's sitting near the pool. Where it's quiet, damp, and cool. Reflection shimmers in the light. Sun at midday is so bright. I see blue pants and brown shoes, too. Long black hair. Is it you?" Substitute clothing or other physical features to fit each child.

Songs, Word Play, and Letters: Day 5

Materials: poetry posters

I'm a Little Teapot

Procedure:

- Sing the song and model the motions.
- Add a second verse such as: "Now that I am empty, fill me up." (Use a hand gesture to remove the lid of the teapot and bend your head forward as if the teapot is being filled with water.) Wait ten minutes. (Look at the wrist as if checking the time on a watch.) Then, pour another cup. (Resume teapot position and tip spout end.)

Hands

Procedure:

- Point to and read the title, sounding out *H*.
- Recite the poem as usual and model the motions.
- Tell children they will recite the poem again but with one changed part. Tell children to listen carefully.
- Recite the poem again and change "then give a clap" to "then give two claps."

The Little Turtle

Procedure:

- Read the title with the children. Point to and underline *the* and read it quickly as a sight word. Point to and sound out *L* in *little* and *T* in *turtle*.
- Recite the poem with the motions.

Can You Think of Words That Rhyme with _____ ? (and “The Little Turtle”)

Procedure:

- Tell children that some of the words in “The Little Turtle” rhyme.
- Recite the first four lines and comment that *box* and *rocks* rhyme. Ask children if they can think of other words that rhyme with *box* and *rocks*. If there is a lull, provide some examples (e.g., *sock, blocks, fox, knocks, clocks*).
- Read the second set of four lines and comment that *flea* and *me* rhyme. Ask children if they can think of other words that rhyme with *flea* and *me*. If there is a lull, provide some examples (e.g., *see, knee, bee, we, kiwi, free, Lee*).