



# 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, chart paper with the words *buzz*, *hoot*, and *swish* written on it in a column

### What Are You Wearing?

Procedure:

- Tell children they will sing the song about what they are wearing.
- Sing the song, naming a clothing item and its color for each child in the group.

### The Wheels on the Bus

Procedure:

- Sing several familiar verses.
- Add a couple of new verses using animals and their sounds (owls go *hoot, hoot, hoot*; bees go *buzz, buzz, buzz*).

### Interesting Sounding Words (and The Wheels on the Bus)

Procedure:

- Tell children that some of the sounds they just sang are interesting.
- Ask children what sound an owl makes in the song. Ask them to say the sound they hear at the beginning of the word *hoot* /h/, and then the sound they hear at the end /t/. Isolate the two sounds for children, if needed.
- Ask what letter is used to write /h/ and what letter is used to write /t/.
- Display the chart paper and ask which word they think is *hoot*. Say, "*Hoot* starts with the letter *h* for /h/ and ends with the letter *t* for /t/. Let's see, this first word (point to *buzz*) starts with *b*, /b/, not /h/, and ends with *z* /z/, not /t/. It doesn't say *hoot*."
- Next, ask children what sound the bee makes in the song. Again, ask children to say the sound they hear at the beginning of *buzz* /b/ and the sound they hear at the end /z/. Ask what letter is used to write each of these sounds, and then ask them to point to the word on the chart.
- Read the word *swish*, underlining *s*, *w*, *i*, and *sh* as you sound it out. Ask children what made that sound in the song ('The Windshield Wiper').

### Stand Up

Procedure:

- Say, "I am going to change a couple of things in the poem, and you should listen carefully."
- Instead of "Stamp your foot," say, "Shake your hands." Instead of "Bend two knees," say, "Bend one knee."
- Raise your voice a little bit to emphasize these changes when you come to them, and go slowly enough to allow children to hear the new verses.

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

**Materials:** poetry posters, set of upper- and lowercase letters

### The Itsy, Bitsy Spider

Procedure:

- Position fingers in the usual starting position for this song and ask children what song they think will be first today.
- Sing the song with the motions.

### Looby Loo

Procedure:

- Stand up and ask children to stand up too.
- 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:

- Tell children they are going to play the Little Letter/Big Letter Chant game.
- Distribute the uppercase letters and retain the lowercase matches.
- Say this chant: "I have the little [name a letter]. As you hold it up. Take a look to see. Someone has its partner. Who might that someone be?"
- Proceed by using the lowercase matches for all letters distributed to children.
- Remind the first few children that they should say, "I have the big [name a letter]" when they hold up their cards.

### The Windshield Wiper

Procedure:

- Make the wiper motion with arms and ask the children what poem they think will be next.
- Recite the poem twice.

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

**Materials:** poetry posters

### I'm a Little Teapot

Procedure:

- Ask children to stand up. Model teapot pose and sing song.
- Add a new verse: "Add a bit of sugar to make it sweet. Stir it in. Then drink the tasty treat."  
(motions: spooning sugar into a cup, stirring, then pretending to hold a cup to mouth to drink it)

### Cloud

Procedure:

- Read the title to children, sounding out /c/ and /l/ as you underline the word with a finger.
- Recite the poem with the children and repeat it a second time.

### Guess What Word I Am Saying (and *Play with Me*)

Procedure:

- Hold up *Play with Me* and tell children, "I am going to say some words from this book in a different way. You are to guess what words they are and say them the right way".
- Present words in individual phoneme segments if you think children are ready for this. When presenting words, do not pause too long in between phonemes. If phoneme blending seems too difficult for some children, present some words in onset - rime segments and others in phoneme segments to meet the range of skills in your group of children.
- Present an example first. Say, If I say /l/ - /e/ - /f/, you would say *leaf*.
  - To present *weed*, say /w/ - /e/ - /d/.
  - To present *log*, say /l/ - /o/ - /g/.
  - To present *snake*, say /s/ - /n/ - /a/ - /k/.
  - To present *rock*, say /r/ - /o/ - /k/.
- After children guess, confirm with a comment that reinforces their understanding of the word's meaning. For example, say, "Yes, *weed* was the word I was saying. Remember that the little girl in *Play with Me* saw the grasshopper eating a leaf of a *weed*?" (Or "Yes, *log* is the word I was saying. The turtle was sitting on a *log* until he became frightened and plopped into the pond.")
- If children are not ready to blend phoneme segments, provide onset - rime segments (e.g., *l - eaf*, *w - eed*)

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

**Materials:** poetry posters, picture cards (optional): *mouse, fawn, pail, snake*

### Ten Little Fingers

Procedure:

- Point to and sound out /t/ in *Ten*, /l/ in *Little*, and /f/ in *Fingers* while reading the title with children.
- Recite the poem as usual, modeling the motions.
- Ask two children to raise both hands and ask the other children how many fingers there are altogether. After children offer ideas, add the two sets of fingers by taking one set of hands as a given, 10, and then counting on to add the second child's fingers like this: 11, 12, 13...20.

### Can You Think of Words That End with the Same Sound as \_\_\_\_\_? (and Ten Little Fingers)

Procedure:

- Tell children that the words *shut* and *tight* from "Ten Little Fingers" end with the same sound, /t/. Tell them that many other words also end with /t/ and give some examples (*sit, cat*).
- Ask children to think of other words that end with /t/.
- Provide words for children to decide: "Does *kite* end with /t/? How about *dish*? How about *plate*?"
- Use the picture cards. Ask children to think of words that end with /s/ as in *mouse*, /n/ as in *fawn*, /l/ as in *pail*. And /k/ as in *snake*.

### Clap Your Hands

Procedure:

- Sing four or five verses using some verses that children have sung before, as well as some new ones (e.g., "pat head" or "pull ear").

### Guess What Words I Am Saying (and *Raccoon on His Own*)

Procedure:

- Hold up the book and tell children they will hear some words from this book in a funny way, and they are supposed to guess what words they are and say them the right way.
- Present words in individual phoneme segments if children are ready. When presenting words, don't pause too long in between phonemes. If phoneme blending seems too difficult for some children, present some words in onset - rime segments and others in phoneme segments to meet the range of skills.
- For *boat*, say *b* - (pause) *oa* - (pause) *t*. For *mud*, say *m* - (pause), *u* - (pause) *d*. For *snake*, say *s* - (pause), *n* - (pause) *a* - (pause), *ke*. For *float*, say *fl* - (pause), *oa* - (pause) *t*.
- After children guess, confirm with a comment that reinforces their understanding of the word's meaning. For example, say, "Yes, *boat* was the word I was saying. Remember that the raccoon in *Raccoon on His Own* climbed into a *boat*? (Or "Yes, *mud* is the word I was saying. The boat was stuck in the *mud* until raccoon climbed in, and then the boat drifted away into the swamp.") You are good at putting sounds together to make a word."

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

**Materials:** poetry posters, two cards with *rain* and *drops* written on them, picture cards: *turtle*, *snake*, *mosquito*, *chipmunk*, *fawn*

### Raindrops

Procedure:

- Show the card with *rain* written on it. Point to *r* and sound it out with the children. Then point to *ai* and sound it out. Do the same with *n*. Next, show the card with *drops* on it. Point to *d* and sound it out, then sound out *r - o - p - s*. Ask if anyone can guess the title of the poem.
- If children do not guess it correctly, read the title while underlining it with a finger. If children guess the correct title, read the title with them to confirm that they were correct. Recite poem.

### Open, Shut Them

Procedure:

- Hold up both hands, then open and close them. Ask if children can guess what song they will sing next.
- Sing the song as usual.
- Sing the song a second time, mouthing the words but not speaking them while doing the motions.

### I'm Thinking of Clue Game (*Play with Me*)

Procedure:

- Say, "In this game, I am going to give you clues. Listen to all of the clues, think about what the word could be, and then raise your hand when you have an idea of the word I am describing." Show the picture card after each word is guessed.
- For *turtle*, use these clues: "This is an animal that likes water and can swim in it, but it doesn't stay there all the time. This animal carries its shell on its back and pulls its head inside when it is scared." If children don't guess from these two clues, given this one: "The name of this animal starts with /t/ and ends with /l/."
- For *snake*: "This is an animal that doesn't have legs. These animals sometimes live in holes in the ground." If children do not guess the word from these clues, use this one: "The name of this animal starts with /s/ and ends with /k/. In *Play with Me*, this animal went down into its hole to hide from the little girl."
- For *mosquito*: "This is an insect that flies. If this insect bites you, the bite itches a lot." If children do not guess the word, provide this clue: "The name of the insect starts with /m/ and ends with /o/. In the story, the frog was waiting to catch and eat one."
- For *blue jay*: "This is a kind of bird. There are two words in its name. The first word is *blue*. In the story, this bird sat on a bough and then flew away from the girl."
- For *fawn*: "This is a baby deer. In the story, the little girl was quiet, and one of these came up to her and licked her cheek." If children do not guess the word from these clues, use this one: "The name of the animal starts with /f/ and ends with /n/."
- For *chipmunk*: "This is a furry animal that looks a little like a squirrel. It eats acorns like squirrels do, and it climbs trees." If children don't guess with these clues, use this one: "The first part of this animal's name is *chip*."

### If You're Happy

Procedure:

- Sing the song as usual.