



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, flannel board and pieces for “Old MacDonald Had a Farm” (*goose, duck, lamb, goat, chick, and cat*), *Night Shift Daddy*

Old MacDonald Had a Farm

Procedure:

- Tell children they are going to sing a song that they haven't sung for many weeks. Put the flannel pieces up on the flannel board and ask the children if they can guess what song it is.
- Name the animals and invite children to name them.
- Sing the song as usual, naming animals and making an appropriate sound for each one.

Good Morning, Mrs. Hen

Procedure:

- Ask children if they know what a daddy chicken is called (rooster).
- Read the title, underlining it with a finger. Comment that someone, maybe the owner of the hen, is saying “Good Morning.”
- Recite poem. Comment afterward that maybe Mrs. Hen’s chicks hatched recently and someone was asking how many new chicks she had.
- Recite the poem again.

Head, Shoulders, Knees, and Toes

Procedure:

- Tell children they need to stand up and sing the song as usual...
- Say, "Now we will sing it again with different words and motions. Listen carefully and Watch."
- Change "Head and shoulder to "Hair and elbows," and change "Eyes and ears" to Eyes and cheeks," "Knees and toes" stays the same.

Night Shift Daddy

Procedure:

- Show the cover of the book and tell children this is a new book about a boy whose father works at night.
- Read the title and point to and sound out /n/ in *Night* and /j/ in *Job*. Read the name of the author and the illustrator. Read the book, keeping the natural flow.
- Go back through the book to talk about the story.

Songs, Word Play, and Letters: Day 2

Materials: poetry posters, flannel board and pieces for “Barnyard Song”

Open, Shut Them

Procedure:

- Hold both hands up and open and close them. Ask children if they can guess what song will be first today.
- Sing the song as usual and then sing very slowly and then very fast.

I’m a Little Teapot

Procedure:

- Sing the song as usual.
- Add this verse: “Add a bit of sugar to make it sweet. Stir it in. Then drink the tasty treat.”
- Add motions for the new verse (spooning sugar into a cup, stirring, and pretending to hold a cup to your mouth to drink).

My Shadow

Procedure:

- Explain that the poem is about their shadow. Review some characteristics of shadows, using what children know from recent story books and other unit activities.
- Recite or read the poem.

Barnyard Song

Procedure:

- Show the children the card with *fiddle - ee - fee* written on it. Say, “This is what the cat says repeatedly in the song that we will sing next.” Point out *f*, *d*, and *l* in *fiddle* and to *f* in *fee* as you help children sound out the words.
- If children do not recall the title, tell them.
- Then say, “I am going to put the animals at the bottom of the flannel board. Help me name them as I put them there.”
- Sing the song as usual, placing flannel pieces on the flannel board as the lyrics direct.

Songs, Word Play, and Letters: Day 3

Materials: poetry posters, sets upper- and lowercase letters, flannel board and pieces for “Five Green and Speckled Frogs”

Five Green and Speckled Frogs

Procedure:

- Say, “The first song we are singing today is ‘Five Green and Speckled Frogs.’ We are not singing it the way we usually do; this time, we are going to make some changes. One of the five speckled frogs that usually jumps off the log is sick today. How many frogs will play today if one frog is out sick?” After establishing that only four frogs remain, put four frogs on the flannel board. Count the frogs with children as you place them.
- Then say, “There is one more change today. Two frogs from a nearby pool are coming to visit. How many frogs will that make altogether?” Give children time to think about it. Then, put two more frogs on the flannel board and count by adding on. Do this by gesturing to the first four frogs, then pointing to each new frog as you say, “Okay, we have four frogs to start and then *five ... six* frogs... all together.”
- Start the song with six green and speckled frogs... When there are four frogs remaining, remove two frogs at once and have children fill in how many frogs are left. Then remove the last remaining two.

Clap, Clap, Clap Your Hands

Procedure:

- Sing four or five verses using familiar and new ones (“flick finger” by running forefinger against the inside of the thumb and “wiggle nose” by wiggling nose like a rabbit).

Little Letter/Big Letter Chant

Procedure:

- Distribute uppercase letters that match the lowercase letters selected. Tell children they are going to do the uppercase and lowercase matching activity again.
- Do 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?”
- Remind the first few children that they can say: “I have the big [letter name]” when they hold up their card.

Looby Loo

Procedure:

- Tell children to stand for “Looby Loo.”
- Sing the song as usual and add a few new verses. Ask children for ideas of parts of the body to move in some way.

Songs, Word Play, and Letters: Day 4

Materials: poetry posters, flannel board and pieces for “Down by the Bay” with new pieces (*goat, boat, sheep, jeep*), set of lowercase letters, chart paper with words *buzz, hoot, and swish* written in a column

Down by the Bay

Procedure:

- Tell the children they are going to sing a song they haven't sung for a long time.
- Sing several familiar verses (snake baking a cake, frog walking a dog, mouse painting a house) and add some new verses (goat riding in a boat, sheep driving a jeep).
- Place flannel pieces on the flannel board as the lyrics direct.

Five Little Fishies

Procedure:

- Read the title with children. Point to and sound out /f/ in *Five*, /l/ in *Little*, and /f/ in *Fishies*.
- Recite the poem, model motions, and repeat.

If Your Name Has __ [Name a Letter] in it Anywhere, Raise Your Hand

Procedure:

- Select a set of lowercase letters that match the letters in children's names. At least one letter of each child's name should be used. For some children, more than one letter you hold up may apply.
- Tell children they are going to do a new activity with their names. This time, show children the lowercase letters. Explain that they should raise their hand if the lowercase letter is anywhere in their name except for the first letter. For example, Emily should not raise her hand when you hold up an e, but Terrence should.
- If children raise their hand when the lowercase letter shown is the first letter in their name, you could say, “Emily, you have an e in your name, but it's the uppercase letter, the big *E*, not the little one, so you should not raise your hand.”
- For some children hold up their name cards and point to the letters in their name.

Windshield Wiper

Procedure:

- Tell the children that next, you are going to do a poem about something else that happens on a rainy day. Give children a hint that this poem is about something on a car that we turn on when it is raining. If children do not guess right away, put your hands and arms in the windshield wiper pose.
- Recite the poem naturally and model the motions for the children.
- Add a new verse: “I'm a windshield wiper. I go fast...or slow. Back and forth, back and forth in the rain and snow.” After saying *fast*, move your arms back and forth quickly a couple of times. As you say *slow*, move your arms slowly. Pick up the usual pace as you say the last two lines.

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*; bees go *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 “Windshield Wiper.”

Songs, Word Play, and Letters: Day 5

Materials: poetry posters, picture card: *diamond*, *Raccoon on His Own*, chart paper, markers, picture card: *crawfish*

Five Little Fishies

Procedure:

- Read the title with children. Point to and sound out /f/ in *Five*, /l/ in *Little*, and /f/ in *Fishies*.
- Recite the poem, model motions, and repeat.

Twinkle, Twinkle, Little Star

Procedure:

- Tell children that the next song is about objects you see in the night sky and that in the book, Ernst wished he could collect them.
- Say, "In *The Puddle Pail*, Sol saw a reflection of diamonds in the puddle."
- Show the picture card for *diamond* and point out that the song compares stars to diamonds twinkling in the sky. Then, sing the song.

I'm a Little Teapot

Procedure:

- Have the children stand up to sing the song as usual with the motions.
- Sing it again, adding the new verse and motions: "Add a bit of sugar to make it sweet. Stir it in. Then drink the tasty treat." (spoon in sugar, stir, and pretend to drink).

Interesting-Sounding Words [and *Raccoon on His Own*]

Procedure:

- Say, "We are going to talk about some interesting-sounding words from a book we know."
- Show children the book *Raccoon on His Own* and say, "The interesting-sounding words we are going to talk about are from this book." Read the first two lines of page two. Then you might say, "*Sleepy* and *slowly* are interesting because they both start with the same two sounds: /s/ and /l/. *Sleepy*, *slowly*." Say the words slowly, drawing out the /s/ and /l/. Then, say each word and ask the children to say it after you.
- Tell children you are going to write the two words on the chart paper. Sound out /s/ and /l/ carefully in each word before writing the letter that spells each of these sounds, asking children what letters to use to write them. Then, turn to the page where the mother raccoon found a crawfish and read the first line on the page. Say, "I think *crunchy* and *crawfish* are interesting words because they both start with the same two sounds: /k/ and /r/. Say the words slowly a couple of times, enunciating carefully. Then, ask the children to say the words with you one more time. Show children the *crawfish* picture card and comment on specific animal parts (*claws*, *antennae*).
- Write *crunchy* and *crawfish* on the chart paper, sounding out each word, phoneme by phoneme. Tell children the letter needed to write is /k/ and comment that it is *c*, not *k*, which we use most of the time to write /k/. Ask children the letters used to write /r/ and /n/ in *crunchy* and /f/ in *crawfish*. Name the other letters as you write them. You might say, "We use the letter *c* for /k/ in *crunchy* even though it sounds like we might use *k*. We use *ch* ("seeach") for /ch/, and *y* for /ē/, even though the last sound we say in this word is /ē/."