



# 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, felt board and pieces (add new pieces for insects) for “Down by the Bay,” one set of uppercase and one set of lowercase letters

### Down by the Bay

Procedure:

- Say, “Today we are going to start with ‘Down by the Bay,’ and we are going to be adding new verses about insects.”
- Sing several familiar verses (“snake baking a cake,” “frog walking a dog”) using the felt board; then introduce new verses (“fly eating a pie,” “bee sipping tea”).

### Buttercups and Daisies

Procedure:

- Tell children that they are going to recite a new poem.
- Recite or read the poem.
- Go back to the line “Along with springtime showers” and ask, “What are springtime showers?” Guide children to understand that showers mean rain, which helps the buttercups and daisies grow. Make a connection to a shower they might have in their bathroom at home; they both refer to water falling. Also, point out that the word showers rhymes with flowers.

### Windshield Wiper

Procedure:

- Read the title, pointing to and sounding out /w/ in both *Windshield* and *Wiper*.
- Then say, “The two words in the title of this poem both start with the same sound, /w/;
- /w/ *Windshield* and /w/ *Wiper*. The title of the next song we are going to sing has two words, too, and they both begin with the same sound, //.”

### Looby Loo

Procedure:

- Tell the children the next song is “Looby Loo.” Say, “*Looby* and *Loo* both start with //.”
- Have the children stand up. Sing the song as usual and ask children for ideas of parts of the body to move in some way for new verses.

### Little Letter/Big Letter Chant

Procedure:

- Say, “Next, we are going to play a letter game. I will give each of you an uppercase (big) letter. Then, I will hold up a lowercase (little) letter. If you have the uppercase letter that matches the letter I’m holding up, you are to say, ‘I have the big or uppercase [letter name].’”
- Distribute uppercase letters to children and keep the lowercase matches to hold up. As you hand out letters to the children, name each one, holding it up for all to see.
- Say this chant while holding up a letter as you play the game: “I have the little [letter name]. Take a look to see. Someone has its partner. Show it, please, to me.”

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

**Materials:** poetry posters, felt board and pieces for “The Green Grass Grows All Around,”  
*The Ugly Vegetables*

### The Wheels on the Bus

Procedure:

- Say, “We will start by singing, ‘The Wheels on the Bus.’ Remember, the verses will be about parts of the bus.”
- Start with “wheels go round and round,” then do other verses (“horn goes toot,” “money goes ching,” “wipers go swish”). Add new verses (“door goes open and shut,” “seats go creak,” “signal goes click”).

### My Shadow

Procedure:

- Read the title. Point to *M* and sound out /m/ in *My*, and then point to *Sh* and sound out /sh/ in *Shadow*.
- Recite the poem once or twice.

### Buttercups and Daisies

Procedure:

- Read the title with the children. Point to *B* in *Buttercups* and *D* in *Daisies* and underline the rest of both words.
- Recite the poem with children.
- Repeat the poem again, slowly, so that children can join in.

### The Green Grass Grows All Around

Procedure:

- Say, “The flowers in the poem, ‘Buttercups and Daisies,’ needed rain to help them grow. Grass also needs rain to grow and stay nice and green. Next, we are going to sing a song about the green grass growing all around.”
- Sing the song, placing the appropriate felt pieces on the felt board as you sing.

### Guess What Word I’m Saying (and *The Ugly Vegetables*)

Procedure:

- Show the book. Tell children that they will hear words in a funny way, and they are to guess as they usually do by saying the words the right way.
- Present these words as onset-rimes: *breeze*: /br/- eeze; *stems*: /st/- ems; and *hose*: /h/- ose.
- Present these words as phoneme segments: *vines*: /v/ /i/ /n/ /z/; *chop*: /ch/ /o/ /p/; *trade*: /t/ /r/ /a/ /d/.
- Comment as children say the words in the right way.

### If You’re Happy

Procedure:

- Sing several verses using a different emotion and motion for each one.
- Try “surprised” (looking astonished with mouth open), “disappointed” (sad, but not crying), “angry” (mad expressions and fists waving up and down), “frightened” (eyes wide open, mouth tight, teeth clenched), and “proud” (beaming, shoulders held high, chest out).

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

**Materials:** poetry posters, pocket chart and sentence strips with these verses written on them: “Dig, dig, dig, the ground,” “Plant, plant, plant the seeds,” “Pull, pull, pull the weeds,” “Eat, eat, eat the beets,”  
*Clap Your Hands*

### Clap, Clap, Clap Your Hands

Procedure:

- Tell children that we will sing a song they know. The tune is “Clap, Clap, Clap Your Hands,” but the words they will sing are going to be all about gardening.
- Hold up each verse strip and point to each word while reading it.
- Show children the motion to perform with each verse (move hands and arms as if using a shovel for ‘dig,’ cup one hand and use fingers of the other hand to pick up seeds and drop them into the ground for ‘plant,’ position hands in a grasping motion and move arms as if pulling weeds for ‘pull,’ put fingers to mouth as if eating for ‘eat’).
- Show the “dig” strip while singing that verse. Then, move the “plant” strip to the front as you sing that verse, and do the same for “pull” and “eat.”

### Clap Your Hands

Procedure:

- Say, “We just sang the song ‘Clap, Clap, Clap Your Hands,’ and now we are going to read the book called *Clap Your Hands*.”
- Show the book to the children. Read the title with them, pointing to and sounding out *C /c/, L /l/, A /a/, and P /p/* in *Clap*. Point to and sound out *Y /y/* in *Your* as you begin to read it. Point to each letter in *Hands* as you read that word.
- Read the book, keeping the natural rhythm of the verse and without going too fast. Linger on the beginning sounds of the second word in a rhyming pair (*four/floor, down/clown, bird/word*) to encourage children to chime in.

### Raindrops

Procedure:

- Remind children they have been learning that water is needed for seeds to grow and that rain is the source of this water for most plants that grow outside.
- Recite the poem and model the motions.

### Cloud

Procedure:

- Read the title, pointing to and sounding out *C /c/, L /l/, and D /d/*. Then, recite the poem.

### I’m a Little Teapot

Procedure:

- Sing the song as usual.
- Add another verse like “Add some ice cubes if you like it cold. Slice a lemon for your tea for a flavor bold.” Add motions for the new verse (dropping ice cubes into the cup, then pretending to hold a cup to your mouth to drink).

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

**Materials:** poetry posters, chart paper, *The Ugly Vegetables*, word cards: *rain*, *bow*, *butter*, *fly*, *wheel*, *barrow*

### The Itsy, Bitsy Spider

Procedure:

- Tell children you are going to start with “The Itsy, Bitsy Spider” today.
- Sing the song, doing the motions.
- When finished, you might say, “Rainy days may be bad for spiders that want to climb up waterspouts, but they are good days for seeds that need to sprout and for animals that like to play in the water.”

### Interesting-Sounding Words (and *The Ugly Vegetables*)

Procedure:

- Show the book *The Ugly Vegetables* to the children and say, “There are some interesting-sounding words in this book that are made by putting two little words together to make one long word.”
- Show the words written on the cards and read them. Then, tell the children that these words are used together to make some words that are in this book.
- Show *rain* and *bow*. Read them again in this order, with a brief pause between them. Ask children what word these two little words make when we put them together. Help, as needed, saying words more rapidly, one after the other.
- Write *rainbow* on chart paper or an easel, commenting as you write: Write *rain*, saying /r/ before writing *r* (and naming it), /ā/ before writing the *ai*, and /n/ before writing the *n* (and naming the letters). Then tell children you’ve finished writing the first word in *rainbow* and now you’ll add the second word, *bow*. Tell children in this word /ō/ is represented by *o* and *w*.
- Repeat the process with *butterfly* and *wheelbarrow*.

### Apples and Bananas

Procedure:

- Tell the children they will sing the silly song about apples and bananas. Sing the song as usual.

### The Little Turtle

Procedure:

- Say, “The poem we will recite next is about an animal that likes to play in the water. In the poem, who plays in a puddle?”
- Read the title with the children, underlining the words with your finger as you read.
- Recite the poem so the text flows naturally.

### Buttercups and Daisies

Procedure:

- Tell children that they will recite a poem they learned earlier in the week. Tell children that one word in the title of this poem is a long word made from two shorter words.
- Show *butter* and *cups* on the word cards as clues. Say, “These are the two words that are used to make a long word that is in the title of the poem. This one starts with the letter *b* and has two *t*’s in the middle. Let’s sound it out and read it.”
- Repeat with *cups* and then put the words together to make *buttercups*.
- Point to and read the full title before reciting the poem.

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

**Materials:** poetry posters, word cards: *butter* and *cups*, *pan* and *cake*, word card: *fiddle-ee-fee*

### Mix a Pancake

Procedure:

- Tell children that next, they are going to recite a poem that they learned a long time ago and haven't done for a while.
- Read the title with the children.
- Point to and sound out *M/m/* and *X/ks/* in *Mix* and *P/p/*, *N/n/*, *C/k/*, and *K/k/* in *Pancake*.
- Recite the poem and model the motions.

### Interesting-Sounding Words (and “Buttercups and Daisies” and “Mix a Pancake”)

Procedure:

- Tell children the word *pancake* is a long word made from two short words.
- Show the cards for *pan* and *cake* and ask children which one says “pan” and which one says “cake.” Ask children who answer how they decided this.
- Show the word cards for *butter* and *cups* and tell children they saw these words in a poem today. Help children read the words by running your finger under the letters to read each one.
- Say, “One of these words can be combined with *cake* to make a new long word.” Hold up the cards for *cup* and *cake* and read them with just a brief pause between. Ask children to put the words together faster and think what word it makes. Say *cupcake* if they don't get it quickly.

### Barnyard Song

Procedure:

- Show children the card with *fiddle-ee-fee* printed on it. Ask them what song they think will be the last one for today. Help them sound it out if needed.
- Sing the song as usual.