



# 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, *Bringing the Rain to Kapiti Plain*, *Zinnia's Flower Garden*

### Five Eggs and Five Eggs

Procedure:

- Recite or read the poem from the poetry poster.
- Read the title, underlining it with a finger.
- Recite the poem again. Discuss the illustration and the meaning of *crackle* and *fluffy*.

### *Bringing the Rain to Kapiti Plain*

Procedure:

- Show the cover of the book and ask children if they remember the title of the book, which they haven't heard for a while. Read the title with the children, pointing to and sounding out *B /b/* in *Bringing*, *R /r/* in *Rain*, *K /k/* in *Kapiti*, and *P /p/* in *Plain*. Read *the* quickly as a sight word.
- Read the book, keeping the natural flow of the rhyming verse.

### What Word Would We Have If We Took Out \_\_\_\_? [ and *Zinnia's Flower Garden*]

Procedure:

- Tell children they will play the word game today with some words from *Zinnia's Flower Garden*. Explain that it is now their turn to say some words in a funny way; that you are going to tell children a word to say and then ask them to say the word again but leave out a sound.
- Give an example, such as *trade*. Say the word, and then tell children you are going to say *trade* without the /d/. Say *tray*. Comment that dropping this sound, /d/ from *trade*, makes a new word, *tray*, which is something you use to carry things.
- Tell children that it is their turn to play the game using the word *seed*. Direct them to say *seed* without /d/ at the end - *see*.
- For *bloom*, tell children to say *bloom* without /m/ at the end - *blue*.
- For *plant*, tell children to say *plant* without /t/ at the end - *plan*.
- For *soil*, tell children to say *soil* without the /s/ at the beginning - *oil*.

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

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

### Open, Shut Them

Procedure:

- Hold both hands up, then open and close them. Ask the children, “Can you guess what song will be first today? Yes, it is ‘Open, Shut Them.’ We are going to sing it three times. The first time, we will sing it in the usual way. The second time we sing it, we will sing very slowly. The third time, we will sing very fast. Let’s get our hands ready.”
- Sing the song and do the motions with the children.

### The Green Grass Grows All Around

Procedure:

- Sing the song using all the verses.
- Add the flannel pieces to the flannel board as the lyrics are sung. Allow the children to help.

### Guess What Word I Am Saying [and *The Ugly Vegetables*]

Procedure:

- Show the book. Tell children that you will say the words in a funny way. They are to guess the words by saying them 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 on each word as the children say them the right way. Offer hints as needed.

### I’m Thinking of \_\_\_\_ Word Clue Game [and *The Ugly Vegetables*]

Procedure:

- Tell children they will hear some clues for some words in *The Ugly Vegetables* and that they will guess what the words are.
- After children guess a word, show them an illustration from the book to reinforce the word’s meaning.
- For *shovel*, use these clues: “This is the name of a tool you use to dig and move soil in a garden. It has a long handle and a scoop at the other end. Its name starts with /sh/ and ends with /l/.”
- For *worm*, use these clues: “This is the name of an animal that lives in the dirt. This animal has no legs, and its name starts with /w/.”
- For *wheelbarrow*, use these clues: “This is the name for a kind of cart that has one wheel in the front. It has two handles for a person to hold when pushing it, and its name starts with /w/.”
- For *hose*, use these clues: “This is the name of a long, hollow tube that water moves through. People often use one to water plants in a garden. Its name starts with /h/ and ends with /z/.”

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

**Materials:** poetry posters, flannel board and chicks (flannel, paper, etc.) - 4 yellow, 4 brown, 2 yellow with red speckles, flannel board and pieces for “Down by the Bay”

### Five Little Ducks

Procedure:

- Tell children the first song they are going to sing today is “Five Little Ducks.”
- Sing the song, leading the children in the motions.
- Then say, “We just sang a song about five little ducks, and now we are going to recite a poem about five other animals that live in trees.”

### Five Little Owls in an Old Elm Tree

Procedure:

- Read the title with the children. Point to and sound out *F* /f/ and *v* /v/ in *Five*, *L* /l/ and *I* /I/ in *Little*, *O* /o/ and *d* /d/ in *Old*, and *T* /t/, *r* /r/, and *ee* /e/ in *Tree*, as you read the words. Sound out these words quickly, underlining all letters as you read them. Read *in* and *an* quickly, as sight words.
- Recite the poem naturally. Point to the *winking and blinking owls and the moon* as the text is recited to support children in learning word meanings.

### Good Morning, Mrs. Hen

Procedure:

- Read the title with the children. Point to and sound out *G* /g/ and *d* /d/ in *Good*, *M* /m/ in *Morning*, *M* /m/ in *Mrs.*, and *H* /h/ and *n* /n/ in *Hen* as you begin to read those words.
- Recite the poem naturally. Recite it a second time, placing the chicks on the flannel board in three rows: four brown chicks, four yellow chicks, and two red-speckled chicks. Verbally label each set (“four brown chicks,” “four yellow chicks,” “two chicks with red speckles”). Ask the children to help you count the chicks on the flannel board and in the illustration again when you are finished.

### Down by the Bay

Procedure:

- Sing several familiar verses (“snake baking a cake” and “frog walking a dog”) using the flannel board and pieces.
- Then, create and sing new verses as children help generate new rhymes.

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

**Materials:** poetry posters, pocket chart and sentence strips with printed verses: “Dig, dig, dig the ground,” “Plant, plant, plant the seeds,” “Pull, pull, pull the weeds,” and “Eat, eat, eat the beets,” one set each of upper- and lowercase letter cards, flannel board and chicks (flannel, paper, etc.) - 4 yellow, 4 brown, 2 yellow with red speckles

### Clap, Clap, Clap Your Hands

Procedure:

- Tell children that you are going to use the melody for the song “Clap, Clap, Clap Your Hands” but with the gardening verses again.
- Review the gardening verses using the strips. Place the sentence strips, one at a time, in the pocket chart and point to the words as you review each verse.
- Sing the song and model the motions for each of the verses (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’).

### Raindrops

Procedure:

- Tell children that they are now going to recite a poem about rain. Point out the 2 small words in the title: *rain* and *drops*.
- Remind them that they have been learning that water is needed for seeds to grow and that rain is the source.
- Recite the poem and model the motions.

### Big Letter/Little Letter Chant

Procedure:

- Select as many upper- and lowercase letter matches as there are children in the class.
- Keep the uppercase letters and distribute the lowercase matches (for each uppercase letter you selected) to the children. Tell them you are going to play a matching game. Do not name the letters. Note which children name theirs spontaneously and correctly. Correct any error you hear.
- Say this chant as you hold up a letter: “I have the big/uppercase [letter name]. Take a look to see. If you have its lowercase match, please show it now to me.”
- Proceed by using the uppercase matches for all of the lowercase letters distributed to children. Remind the first few children that they should say, “I have the little/lowercase [letter name]” when they hold up their cards.

## Ten Little Fingers [and Good Morning, Mrs. Hen]

### Procedure:

- Hold up both hands. Extend and wiggle your fingers. Say, “Can you guess our next poem?” Begin reciting the poem “Ten Little Fingers” and model the motions for children as they join in.
- After reciting the poem, remind children that there were 10 little chicks in the poem yesterday. Place the chicks randomly on the flannel board.
- Ask children to notice the chicks for “Good Morning, Mrs. Hen” on the flannel board. Now, place them in three rows: four brown chicks, four yellow chicks, and two red-speckled chicks. Verbally label each set (“four brown chicks,” “four yellow chicks,” “two chicks with red speckles”) as you put up each group.
- Ask children to help you count all ten chicks as you point to each one.
- Then say, “We can make ten in several different ways. Four, four, and two make ten, just as we have seen with the chicks, and five fingers and five fingers also make ten.”
- Then tell children you are going to rearrange the chicks so there are two groups of five each. Move one red-speckled chick up to each of the rows of four chicks to make the groups of five. Have children help count all five chicks in each row, counting the second row right after counting the first one, using a “counting on” strategy (right after saying “5” when counting the last chick in the first row, say “6” as you count the first chick in the second row).
- When finished, gesture toward both rows of five chicks and comment, “We just found out that five chicks and five chicks are ten chicks altogether.”
- Say, “It makes sense that there are still ten because we only moved a couple of chicks. We didn’t add any or take any away.”

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

**Materials:** poetry posters, *Community Soup*, “Five Little Fishies,” a grid of 2 rows of 10 squares with the first row and five squares of the second filled with stickers (ducks, stars, dots, etc.)

## Guess What Word I Am Saying [and *Community Soup*]

### Procedure:

- Hold up the book. Tell children that you are going to say some words from the book in a funny way, and they are to guess the words you are saying.
- Present several key vocabulary words, one at a time, in phoneme segments.
- If children have difficulty with the first word or two, change to onset-rime presentation for the words.

## Five Little Fishies

### Procedure:

- Read the title with children, underlining it with a finger.
- Remind children to use the fingers of one hand to represent the five fishies. Then, recite the poem slowly, modeling appropriate motions.
- After reciting the poem, comment that you have sung a song and recited a poem that is also about five animals: “Five Little Ducks” and “Five Little Owls in an Old Elm Tree.”
- Hold up one hand with all five fingers extended for the five ducks and a second hand for the five little owls. Ask children how many animals this shows altogether. Confirm that there will be ten animals.
- Ask how many animals there are if the five little fishies are added to the ducks and owls. Have a child hold up one hand to represent the five fishies. Say, “We know we already have ten animals with the ducks and the owls (move your two hands).”
- Point to one of the child’s extended fingers at a time and count on the additional five fingers to get to the sum of 15. Say, “11, 12, 13, 14, 15. If we add another five animals to the ten we already have, we have fifteen animals. That’s a lot, isn’t it?”
- Show children the grid that has two rows of ten squares. There are stickers in the first row of 10 squares and in five squares of the second row. Have the children count with you as you point to each sticker. Confirm that the number of stickers shown in the grid is fifteen - the number of animals they just talked about.

## Head, Shoulders, Knees, and Toes

### Procedure:

- Tell children to stand up. Sing the song once, doing the motions.
- Sing the song again very slowly and then a third time, very fast.