



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, a 2-row grid of 10 squares with the first row and eight squares of the second row filled with dots; *Make Way for Ducklings*; felt board and letters: *Q, u, a, c, k, Y, B, b*; word card: *Quack*

Five Eggs and Five Eggs

Procedure:

- Underline the title with a finger as you read it. Recite the poem naturally.
- Ask children if they remember how many eggs Mr. and Mrs. Mallard had. After establishing that it was eight, ask whether the mother hen in the poem had more eggs or fewer eggs than Mr. and Mrs. Mallard.
- Show the 2-row grid. Say that one row has ten boxes filled in to stand for the eggs the mother hen laid, and the second row has eight boxes filled in to stand for Mr. and Mrs. Mallard's eggs. Ask children to point to which row is which. Summarize that ten is more than eight.

Open, Shut Them

Procedure:

- Hold up both hands and open and close them to signal the song. Children will probably guess that the song is "Open, Shut Them."
- Sing the song and lead them in the motions.
- Sing the song two more times, once very slowly and then very fast.

Bingo (We Can Change It and Rearrange It)

Procedure:

- Tell children that you are going to sing the tune of "Bingo," but you will use "Quack" instead. Remind them that Quack was a duckling's name in *Make Way for Ducklings*.
- Show the word card. Have children name the letters one at a time as you place each felt letter on the board. Point out that only one letter, Q, is uppercase or big, just like at the beginning of their names.
- Sing this verse: "There were two ducks who had a duckling, and Quack was his name-o. Q-U-A-C-K, Q-U-A-C-K. Q-U-A-C-K and Quack was his name-o".
- Sing the song, turning one letter over per verse, and then clapping for it the next time, as in the song "Bingo."
- Remove Q and u and replace them with Y, ask children what word this makes (*Yack*), and sound out /y/ to help them out.
- Remove Y and replace it with B, then help children read it (*Back*).
- Rearrange the letters to spell *cab*. Help children read this word. Then comment, "We need a little *b* to write *cab*." Replace B with *b*.

Songs, Word Play, and Letters: Day 2

Materials: poetry posters, *Make Way for Ducklings*, *Over in the Meadow*

Mary Had a Little Lamb

Procedure:

- Say, “We are going to start today by singing a new song you may know called ‘Mary Had a Little Lamb.’ This song is about a little girl who had a pet lamb, and it followed her to school.”
- Sing the song once through for the children.
- Then say, “We’ll sing the song again in just a minute, but we should talk about some of the words in the song that might be new to you. One of the words is *fleece*. The song says that the lamb’s ‘fleece was white as snow’. Does anyone know what fleece is?” Give children a chance to offer an idea and then say, “Fleece is the soft ‘hair’ that covers a lamb. Another name for fleece that covers a sheep is wool.”
- Then say, “The song also says ‘the teacher turned it out’, but the lamb stayed near. Do you know what ‘turned it out’ means?” Guide children to understand that it means the teacher made the lamb leave school.
- Sing the song a second time.
- Then say, “You would probably find a lamb in a barnyard. The poem we will recite next is about another animal you would find there, too.”

Good Morning, Mrs. Hen

Procedure:

- Read the title with children.
- Point to and sound out *G /g/* and *d /d/* in *Good* as you read the word. Point to and sound out the *M /m/* in *Mrs.* and *H /h/* and *n /n/* in *Hen* as you read those words.
- Recite the poem with the children.

Five Little Ducks

Procedure:

- Say, “Now we are going to sing about some other animals you might find in a barnyard. We are going to sing ‘Five Little Ducks.’”
- Sing the song and model the motions.
- Say, “Do you remember how many ducklings there were in the story *Make Way for Ducklings*?” After recalling that there were eight ducklings in the story, ask how many fingers of one hand and the other hand they would need to use if the song was about the number of ducklings in *Make Way for Ducklings*.
- Hold up the five fingers on one hand, and then count fingers on your other hand until you arrive at a total of eight. You might say, “5...6,7, 8! You would need three fingers from your second hand.”

Over in the Meadow

Procedure:

- Tell children that you will read this book, which was read earlier because it is about babies who learn something important from their mothers.
- After you have finished reading, ask the children if there are any ducklings in this book. Review pages, if needed, to show that there are not.
- Ask if there are any baby birds in the book and find these pages. Help children realize that all birds have beaks, wings, and feathers. Note that ducks have webbed feet, while the bluebird and blackbird have talons or claws. Talk about the difference in their habitats (ducks swim in water and build nests on the ground; the other birds do not swim, and they build nests in trees).

Songs, Word Play, and Letters: Day 3

Materials: poetry posters, *Make Way for Ducklings*, picture cards: *island*, *hatch*, *molting*

If You're Happy

Procedure:

- Tell children you will stay seated to sing the verses involving the head and hands.
- Sing verses for “clap hands,” “snap fingers,” “nod head,” “pat cheeks,” and “shout hooray,” modeling the motions as you lead the children.
- Guide children on when to stand and when to stay seated.

My Shadow

Procedure:

- Tell children the next poem they learned a while ago about a boy playing with his shadow.
- Read the title with the children.
- Read the poem once slowly, then a second time more quickly, but slowly enough for children to join in.

I'm Thinking of ____ Word Clue Game (and *Make Way for Ducklings*)

Procedure:

- Show the book and tell the children that you are going to play the word guessing game with words from this book. Ask children to listen to all the clues you give and to hold their hand up if they have an idea. Show the picture card after the children guess a word.
- For *island*, say, “This is the name of a small piece of land that is surrounded by water. The last sound in the word is /d/.”
- For *hatch*, say, “Some baby animals grow inside of eggs and then come out of the eggs when they are big enough. When eggs are ready to break, and the new baby animals are ready to come out, we say that the eggs are going to _____. This word begins with /h/.”
- For *molting*, say, “This word describes what happens when ducks lose their feathers and get new ones. The word starts with /m/.”

Hands on Shoulders

Procedure:

- Read the title, underlining the words with a finger.
- Stand up as a class and recite the poem.
- Recite it again. Tell children you are going to change some parts, so they should listen carefully. Change “and now your toes” to “and now your clothes.” Change “clap to four” to “point to the door.”

Songs, Word Play, and Letters: Day 4

Materials: poetry posters, *The Ugly Vegetables*, word cards (*rain, bow, butter, fly, wheel, barrow*), felt board and pieces for “The Green Grass Grows All Around”

Five Little Ducks

Procedure:

- Tell children that the first song they are going to sing today is “Five Little Ducks.” Sing as usual and model the motions.

I’m a Little Teapot

Procedure:

- Ask children to stand up and sing the song as usual, with the motions.
- Add an additional verse: “Add a bit of sugar to make it sweet. Stir it in. Then drink the tasty treat.” Model spooning sugar into a cup, stirring, then pretending to hold a cup to your mouth to drink.

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

Procedure:

- Show the book *The Ugly Vegetables* to the children and say, “Remember, 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 do 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*.

My Big Balloon

Procedure:

- Say, “We haven’t read this poem in a long time. I think you will remember it, though.” Read the title with the children. Point to *My* and read it as a sight word. Point to and sound out *B /b/* and *g /g/* in *Big* and *B /b/*, *ll /l/*, and *n /n/* in *Balloon*.
- Recite the poem, doing the motions with children.

The Green Grass Grows All Around

Procedure:

- Say, “I noticed in the poem, ‘The Big Balloon,’ that *Big* and *Balloon* both started with the same sound, /b/. In the song we are singing next, three of the words in the title start with the same sound. We are singing, ‘The Green Grass Grows All Around.’ *Green*, *Grass*, and *Grows* all start with /g/.”
- Sing all verses of the song, placing the appropriate felt pieces on the board as you sing.

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/* in *Little*, *O /o/* and *d /d/* in *Old*, and *T /t/*, *r /r/*, and *ee /e/* in *Tree*. Point to and sound out these words quickly, underlining all the letters as you read them. Read *in* and *an* quickly as sight words.
- Recite the poem in a manner that makes the text flow naturally. Point to the *blinking and winking owls* and *the big, round moon* when the text is recited.

Songs, Word Play, and Letters: Day 5

Materials: poetry posters, two sets of lowercase letter cards, select another poem about “morning”

Looby Loo

Procedure:

- Stand up and have the children stand up too. Sing the song as usual and ask children for ideas of parts of the body to move in some way for new verses.

Good Morning, Mrs. Hen

Procedure:

- Read the title with the children. Point to and sound *G /g/* and *d /d/* in *Good*, *M /m/* in *Morning*, *M /m/* in *Mrs.*, and *H /h/* and *n /n/* in *Hen*.
- Recite the poem naturally, then recite another poem of your choice about the morning. Compare the two poems with the children.

Little Letter Chant

Procedure:

- Select as many lowercase letters as there are children in the class.
- Distribute the lowercase matches to the children for each lowercase letter you selected. 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 little [letter name]. Take a look to see. If you have its match, please show it now to me”.
- Proceed by using the lowercase matches for all of the letters distributed to children. Remind the first few children that they should say, “I have the little [letter name]!” when they hold up their cards.