



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, tagboard strips with one of the first four verses (“Boom! Bang!”) written on each one, *Bigger!*

The Wheels on the Bus

Procedure:

- Sing the familiar verses.

Boom! Bang!

Procedure:

- Read the title with the children. Point to and sound out *B/B/* and *m/m/* in *Boom* and *B/B/* and *g/g/* in *Bang*.
- Recite the poem as usual. Then, hand out the strips for the first four lines. Recite the poem again, having children say the line that is printed on the tagboard strip they hold. Have everyone recite the last four lines.
- Repeat to allow each child the opportunity to hold and say one of the four lines.
- Tell children that they might be interested in reading the poem in the Library Area later in the day.

Looby Loo

Procedure:

- Tell children that they need to stand up for this song.
- Sing the song as usual, doing the motions.
- Add a few new verses by asking children for ideas of parts of the body to move in different ways.

What Would We Have If We Took Out _____? (and *Bigger!*)

Procedure:

- Show the book and tell the children that you are going to ask them to say some words that are in the book, and then you will ask them to leave out a part of the word to say a new word.
- Say, “legs”. Ask children to say it once and then to say *legs* without the */l/* (*eggs*).
- Say, “grow”. Ask children to say it once and then to say *grow* without the */g/* (*row*).
- Say, “meals”. Ask children to say it once and then to say *meals* with the */m/* (*eels*).

Songs, Word Play, and Letters: Day 2

Materials: poetry posters, tagboard word cards for animal sounds (*fiddle-ee-fee*; *bow-wow*; *quack, quack*; *baa, baa*; *moo, moo*; *neigh, neigh*), two tagboard cards with *raindrops* and *rooftops* written on them

Open, Shut Them

Procedure:

- Hold both hands up, then open and close them to indicate the first song.
- Sing the song and lead children in the motions.
- Sing a second time, very slowly, and then a third time, very fast.

Raindrops

Procedure:

- Read the title with the children.
- Hold up the two word cards with *raindrops* and *rooftops* written on them. Ask children which one says *raindrops* and which says *rooftops*.
- Ask children to explain how they knew which was which. Help them look carefully at the letters in each word as you sound out each one.

Barnyard Song

Procedure:

- Tell children that you are going to sing the “Barnyard Song” next. Sing the song as usual, holding up the appropriate animal sound word card each time it is sung.

Stand Up

Procedure:

- Read the title. Point to and sound out *S/s/*, *t/t/*, and *d/d/* in *Stand*, and run your finger under *Up* as you read it.
- Recite and model the motions. Tell them that you are going to make the same changes you did before. Say, “shake your hands” instead of “stamp your foot” and “bend one knee” instead of “bend two knees.”

Songs, Word Play, and Letters: Day 3

Materials: poetry posters, *Make Way for Ducklings*, matching upper- and lowercase letter cards

Buttercups and Daisies

Procedure:

- Read the title with the children, underlining the words.
- Recite the poem.

What Word Would We Have If We Took Out _____? (and *Make Way for Ducklings*)

Procedure:

- Show children *Make Way for Ducklings*. Tell them you are going to say some words from the book the right way. Then, they will say the word without one of the sounds.
- To present *island*, say, “The first word is *island*. Remember, the ducks found an *island* on which to live. Now, I want you to say the word *island* without the */i/*.” If children do not respond fairly quickly, say *land*.
- To present *for*, say, “The next word is *for*. Now, I want you to say the word *for* without the */f/*” (*or*).

I’m a Little Teapot

Procedure:

- Sing the song, as usual, with the motions.
- Make up a new verse of your own and ask the children for suggestions.

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 uppercase letters distributed to children.
- Remind the first few children to answer that they should say, “I have the big [name the letter]” when they hold up their card.

Songs, Word Play, and Letters: Day 4

Materials: poetry posters, 2-row grid with 10 boxes in each row and stickers (dots, stars) in each box

Clap, Clap, Clap Your Hands

Procedure:

- Sing four or five verses using some familiar verses and add some new ones (“shake your hands,” “bend your knees,” etc.).

The Little Turtle

Procedure:

- Read the title with the children.
- Point to and underline *The* and read it quickly as a sight word. Point to and sound out *L /L/* in *Little* and *T /T/* in *Turtle*.
- Recite the poem with children, modeling the motions.

Ten Little Fingers

Procedure:

- Tell children that you going to recite the poem about ten fingers next.
- Recite the poem as usual, modeling the motions.
- Ask children if they know how many fingers there will be all together if two children put all their fingers together. Remind children that each pair of hands is made up of ten fingers.
- Ask two children to come up beside you so that you can help everyone figure this out.
- Gesture toward one set of hands and say, “10.” Then count on to add the 10 fingers of the other child, “11, 12, 13,20.”
- Summarize by saying that two groups of 10 make 20. Show a grid with two rows of 10 boxes with a sticker in each box. Hold this up and count all of the boxes with the children commenting after the first row, saying, “One row is 10.” Then, continue counting on the second row and say, “Two rows of 10 are 20.”
- Tell children you will put the counting boxes in Puzzles (Manipulatives) for them to count again by themselves later if they’d like.

Head, Shoulders, Knees, and Toes

Procedure:

- Tell children to stand up.
- Sing the song once, modeling the motions.
- Sing the song again, but this time, use different words and motions. Tell children to watch and listen carefully.
- Change “Head, shoulders” to “Hair, elbows;” change “Eyes and ears” to “Eyes and cheeks.” Keep “knees and toes” the same. Go slowly enough for children to perform the new motions with you.

Songs, Word Play, and Letters: Day 5

Materials: poetry posters, a small hand mirror, *Make Way for Ducklings*

Apples and Bananas

Procedure:

- Tell children that you are going to begin with a really silly song that they know. Ask them to guess its name.
- Sing the song as usual.

Five Eggs and Five Eggs

Procedure:

- Read the title with the children, underlining it with your finger. Say, “This is an interesting title because it has some words that repeat.” Point out *Five* and *Five* and *Eggs* and *Eggs*.
- Recite the poem with children, putting up first one hand and then the other to represent five eggs and five eggs. For ten, move both hands back and forth a little bit.
- After reciting the poem, tell children that one line of the poem has a word that repeats three times. Ask them what word it is. If they do not remember, tell them to listen carefully as you begin to recite the poem once again. Read “Crackle, crackle, crackle,” and hold one finger up for each word as you say it to help them notice the repetition of the word.
- Read the line again, this time while pointing to the words, and explain that there’s a space in between them and a little mark called a comma. Say, “Commas tell us to pause a little after a word.” Then, recite the line without pausing after each word to demonstrate how it would sound without the comma, and then read it again with pauses in between.

Hush, Little Baby

Procedure:

- Tell children that they are going to learn a new song today.
- Sing the song twice.
- Ask children if they know what a *looking glass* is. Provide some prompts, such as, “Maybe it’s a glass you look at or into.” Or ask, “Is there a kind of glass you look into and see a reflection of yourself?”
- Show the small mirror and tell children that another name for mirror is *looking glass*.

Guess What Word I'm Saying (and *Make Way For Ducklings*)

Procedure:

- Hold up the book, *Make Way for Ducklings*. Say, "I am going to say some words from the book in a funny way and you are to guess the word I am saying."
- Present these words, one at a time, in phoneme segments: *hatch* (/h/ /a/ /ch/), *duck* (/d/ /u/ /k/), *fed* (/f/ /e/ /d/), *pond* (/p/ /o/ /n/ /d/).
- If children have difficulty with the first word or two, change to onset-rime presentation for the words: *hatch* h - (pause) *atch*; *duck* d - (pause) *uck*; *fed* f - (pause) *ed*; *pond* p - (pause) *ond*.
- After children guess each word from the segments you provide, repeat the segments and the word: "Yes, /h/ /a/ /ch/ makes *hatch*."

Twinkle, Twinkle, Little Star

Procedure:

- Sing the song as usual.
- After singing, comment that the daddy in "Hush, Little Baby" mentioned giving the baby a diamond ring and that the stars in the song are compared to diamonds.
- Ask children if they know what a diamond is and show them one in a ring or a picture, if possible. If not, explain that a diamond is a very sparkly kind of rock that is used in rings. Because stars sparkle too, they are sometimes described as diamonds in the sky.