



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 “Five Green and Speckled Frogs” (including five tadpoles) and for “The Green Grass Grows All Around,” tape measure, one set of lowercase letters that match those in children’s names

Five Green and Speckled Frogs

Procedure:

- Put the frogs up on the log as usual, then add the tadpoles to the blue pool. Tell children that these are baby frogs; ask if anyone knows what we call them. If there is a lull, say, “They are tadpoles.”
- Sing the song and add a verse about tadpoles: “Five little baby frogs, can’t climb upon the log. Legs and feet they have not yet, not yet. Not ’til they’re fully grown, and have legs of their own, will they play on the speckled log.”
- Sing the song again, allowing some children to place the frogs and tadpoles on the flannel board,

I Measure Myself

Procedure:

- Read the title of the poem, underlining it with your finger as you read.
- Show the tape measure and ask if anyone remembers the name of the tool used for measuring.
- Model how it is used to measure the length of a child’s arm, a finger, a leg, a foot, etc.

If Your Name Has a ____ In It, Raise Your Hand

Procedure:

- Tell children that you are going to do the activity with their names, which they did a few weeks ago. Explain that you are going to show lowercase letters, and they should raise their hand if the lowercase letter you show is in their name. Remind them that they should raise their hand only if the letter is *lowercase* in their name. For example, Emily should not raise her hand when you hold e, but Terrence should because the *E* in Emily’s name is uppercase.
- If children hold up their hand when the letter you hold up is the first letter in their name, you might say, “Cole, you have C in your name, but it’s the uppercase letter, the big C, not the little one. Keep watching for your lowercase letter.”

The Green Grass Grows All Around

Procedure:

- Sing the song, adding the flannel pieces as they occur in each verse.

Songs, Word Play, and Letters: Day 2

Materials: poetry posters, *Community Soup*

Mary Had a Little Lamb

Procedure:

- Sing the song as usual.

My Shadow

Procedure:

- Read the title, point to and sound out *M*/m/ in *My*, and *Sh*/sh/ and *d*/d/ in *Shadow*. Then, recite the poem once.
- Ask if they know what part of the foot is called the heel. Ask children to point to their heel.
- Talk about how shadows grow as the light changes and how real children grow more slowly.

If You're Happy

Procedure:

- Sing familiar verses.
- Ask children for ideas for new verses (wiggle your nose, cover a sneeze, wave goodbye).

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

Procedure:

- Hold up the book. Ask the children if they remember playing the word-guessing game that we played a few weeks ago. Remind them how to play: "I am going to say some words from the book in a funny way, and you are to guess the words I am saying."
- Present several key vocabulary words, one at a time, in phoneme segments:
broth /br/ - /o/ - /th/; *bundle* /b/ - /un/ - /del/; *chores* /ch/ - /or/ - /z/; *herd* /h/ - /er/ - /d/;
pesky /p/ - /e/ - /s/ - /ke/; *rushed* /r/ - /u/ - /sh/ - /t/
- If children have difficulty with the first word or two, change to onset-rime presentation for the words.

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 a different way.

Songs, Word Play, and Letters: Day 3

Materials: poetry posters, pocket chart, one set of uppercase alphabet cards and one set of lowercase alphabet cards

I Measure Myself

Procedure:

- Ask the children if they remember the poem from the other day. Read the title with children, pointing to and sounding out *M/m/* in *Measure* and *Myself* before underlining and reading the rest of each word.
- Recite the poem naturally, going fairly slowly so that children can chime in.

I'm Thinking of ____ Word Clue Game [and "I Measure Myself"]

Procedure:

- Say, "Now, let's play a word clue game with words from the poem. Listen carefully to all my clues before you answer."
- Give clues for each word (*head*, *arm*, *leg*).
 - "This body part is on top of your shoulders. Your brain is inside it. The ending sound of the word is /d/. (*head*) Can you think of another word that ends like *head /d/*?" (*red*, *card*, etc.)
 - "You use this body part to raise your hand to answer a question. Baseball players use this to throw a baseball. You have two of them. This word ends with the sound /m/. (*arm*) Can you think of a rhyming word that ends with /m/ like *arm*?" (*farm*, *charm*, *alarm*, etc.)
 - "I use this body part to stand up, walk, and hop. You also have two of them. The ending sound of this word is /g/ (*leg*). Can you think of a farm animal whose name also ends with /g/? (*pig*)

Big Letter/Little Letter Chant

Procedure:

- Tell children they are going to play the Big Letter/Little Letter Chant game.
- Distribute the lowercase letters and retain the uppercase matches.
- Say this chant: "I have the uppercase [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 uppercase matches for all letters distributed to children.
- Remind the first few children that they should say, "I have the little [name a letter]" when they hold up their card.

Head, Shoulders, Knees, and Toes

Procedure:

- Stand up and sing the song as usual.
- Sing it a second time using "heels" instead of "knees." And "chin" instead of "mouth."

Songs, Word Play, and Letters: Day 4

Materials: poetry posters, word cards: *fiddle-ee-fee*, *glub*, *glub*; *squeal*, *squeal*, *whooo*, *whooo*; pocket chart, 2 sets of upper- and lowercase alphabet cards

If You're Happy

Procedure:

- Tell the children that the first song will be “If You’re Happy.”
- Add additional verses with other emotions such as “surprised” (gasp), “puzzled” (frown your brow), or “disappointed” (look sad).

Barnyard Song

Procedure:

- Tell the children that next they are going to sing the “Barnyard Song,” but with some verses for new animals.
- Tell children you want them to imagine that there’s a pool on the farm where some frogs live, a tree where some owls live, and a pigpen with some piglets enjoying the mud.
- Ask children what sounds they should sing for these new animals (“glub, glub” for frog; “whooo, whooo” for owl; “squeal, squeal” for piglet).
- Sing the first verse as usual with the cat that went “fiddle-ee-fee” and then continue singing, using the new verses with the animals and the sounds they make.
- When finished singing, show the word cards to children and ask them which says *glub*, *glub*; which says *whooo*, *whooo*; which says *fiddle-ee-fee*; which says *squeal*, *squeal*.
- Segment the first phoneme of each of these words with children (/g/ for *glub*, /h/ for *whooo*, /f/ for *fiddle-ee-fee*, /s/ for *squeal*). Comment that they need to look for a word that starts with the letter that is used to represent that sound (g for /g/, h for /h/, f for /f/, s for /s/).

When I Was One

Procedure:

- Tell children that you are going to read a new poem.
- Read the title, underlining the words with your finger.
- Recite the poem naturally. Recite it again, slowly, as the children chime in.

Alphabet Memory Pocket Chart Game

Procedure:

- Tell the children they are going to play the Alphabet Memory Pocket Chart game that they played a few weeks ago.
- Pace lowercase letters in the pocket chart.
- Show children an uppercase letter and its lowercase match. Tell children there are lowercase letters in the pockets of the chart and that the uppercase letters will be distributed to them.
- Give each child an uppercase letter that is a match for the lowercase letters placed in the pockets.
- Go around the circle, giving each child a turn to choose a pocket. Say the letter’s name when you pull it from a pocket and give it to the child if it is a match. Return it to the pocket if it does not match.
- Continue playing until all the children find the match for the letter they hold.

Songs, Word Play, and Letters: Day 5

Materials: poetry posters, *Bigger!*, word cards for animal sounds (*ribbit, ribbit, hoot, hoot, oink, oink*)

Clap, Clap, Clap Your Hands

Procedure:

- Sing four or five verses, using some verses that children have sung before, as well as newer ones (“Jump like this,” “Sing a song,” “Wheels going round”).

Can You Think of a Word that Begins with the Same Sound as ____? [and *Bigger!*]

Procedure:

- Show the book and tell them that you are going to say some words that are in the book, and then you will ask them to think of words that begin with the same sound.
- Say, “*Mountain*, /m/,” and ask children if they can think of other words that begin with /m/. Provide examples if children cannot think of words (*moon, morning, milk, mother*).
- Say, “*Shoes*, /sh/,” and ask children if they can think of other words that begin with /sh/. Provide examples if children cannot think of words (*ship, share, shampoo, shake*).
- Say, “*Legs*, /l/,” and ask children if they can think of other words that begin with /l/. Provide examples if children cannot think of words (*lizard, lake, lemon, light*).

When I Was One

Procedure:

- Tell children that you are going to recite a poem they learned the day before.
- Read the title, underlining the words with your finger.
- Recite the poem naturally. Recite it again, slowly, as the children chime in.

Barnyard Song

Procedure:

- Tell children that next they are going to sing the “Barnyard Song” again, using some of the verses for new animals (*frog, owl, pig*).
- Stand up and sing the song, as usual, with the new animals and their sounds (show the word cards when the children make the sounds).

Hush, Little Baby

Procedure:

- Tell children that they are going to sing a song they learned last week.
- Sing the song slowly while underlining the words as you track the print.
- Sing the song again, slowly, so the children can hear the words that rhyme.
- Say, “Let’s sing the song one more time, and I’m going to pause for you to help me fill in rhyming words.”
- Model singing *word*, then pausing before saying *mockingbird*; sing (pause) *ring*.
- Continue singing with the children, assisting with rhyming pairs of words.