



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 flannel pieces for “Five Green and Speckled Frogs” (plus 2 more frogs), pocket chart, one set of uppercase and lowercase letters

Five Green and Speckled Frogs

Procedure:

- Say, “The first song we are singing today is “Five Green and Speckled Frogs.” Here’s the brown speckled log - see the spots on it? That’s what *speckled* means - something with spots all over it. I will put our log right here near the top of the flannel board...”
- After placing the five frogs, say, “Two frogs are coming to visit today to play in the pool. How many frogs will there be all together when the two frogs arrive?”
- Count the frogs as you place them on the log. Say, “So, five frogs and two frogs make seven frogs all together.”
- Sing the song starting with “seven frogs,” removing one frog as usual until you sing the verse with five frogs. Remove two frogs at once when singing this verse, and the next one (5 frogs and 3 frogs).

The Snowman

Procedure:

- Tell the children to stand up for the poem because they will need their whole body to do the motions.
- Recite the poem slowly to the children, demonstrating the words and motions. Bend knees for “short.” Hold hands out wide for “fat.” Point to yourself for “I’m.” Hold fingers together and thumbs juttled out for “mittens.” Pat your head for “hat”. Point to the sky for “sun.” Bend knees and bend upper body forward for “melting.”
- Repeat the poem and talk about your experiences and the children’s experiences with snow.

If Your Name Ends with [__], Raise Your Hand

Procedure:

- Say something like, “We are going to play the name game using sounds at the end of your names.” Say, “Instead of listening for the first sound in your name, listen for the last sound - the sound at the end of your name. If you hear me say it, you should raise your hand. Everyone will get a turn.”
- Do an example first, using a name that is not the name of a child in the classroom. For example: “If your name ends with /l/, raise your hand (Terrel, Darrel, Cheryl).”

Apples and Bananas

Procedure:

- Say, “We just said your names the right way, with the sound that is really at the end of each name.” Explain that now they are going to sing that silly song where the sound in the words are changed to make silly words like *oot* and *ooples*.
- Confirm by saying, “Yes, ‘Apples and Bananas’ is the song we are going to sing.”

Alphabet Memory Pocket Chart Game

Procedure:

- Place lowercase letter cards in the pocket chart.
- Say, “We have played this game before, but we are going to play it in a different way today.”
- Show an uppercase letter and then show its lowercase match. Explain that there are lowercase letters in the pockets today. Hand an uppercase letter to each child. Go around the circle, giving each child a turn to choose a pocket. Name the letter. If it matches the one the child holds, the child keeps it. If not, replace it and move on to the next child. Continue until all children have matched their letters.

Songs, Word Play, and Letters: Day 2

Materials: poetry poster, *Dog’s Colorful Day*

The Little Turtle

Procedure:

- Say, “I’m going to teach you a new poem about a little turtle.”
- Recite or read from a card and perform the motions (draw a box in the air with a finger, move arms as if swimming, move arms as if climbing, snap four fingers against thumb for snapping, point to yourself for “me”).
- Repeat the poem a second time, slowly. Point to and name the items in the illustrations that are named in the poem.

Can You Think of Words that Rhyme with ____? [and “The Little Turtle”]

Procedure:

- Say, “I noticed some words rhymed in the poem.” Tell them that there was a word that rhymes with *box* and ask if they remember it. Prompt with repeating line four and pausing before *rocks*. (“He climbed on the ...”) Then, ask if they can think of other words that rhyme with *box* and *rocks*.
- Do the same with *flea* and *me*.
- Accept nonsense words that rhyme.

I'm a Little Teapot

Procedure:

- Ask the children to stand up for the teapot song and show their handle and spout.
- Sing the song as usual with the motions.
- Then, say to the children, "The teapot is empty because the hot water was poured out to make a cup of tea. Now, we are going to refill the teapot! First, we need to put some water in the teapot - refill it. Here's how the new words and motions go."
- Add a second verse: "Now that I am empty, fill me up! (use hand to gesture removing lid of teapot and bend head forward to be filled). Wait ten minutes (look at wrist as if at watch), then pour another cup." (Resume teapot pose and tip spout at the end.)

Guess What Word I'm Saying [and *Dog's Colorful Day*]

Procedure:

- Show the book and say, "I'm going to say words from this book in a silly way. You will say the words in the right way back to me."
- Say, "The first words (one at a time) are colors: *wh...ite*, *bl...ack*, *p... ink*, *gr...een*."
- Say, "The next word is the name of something sweet to eat: '*j...am*'."
- Say, "The last word is a number word that tells how many spots Dog got on his colorful day: '*t...e...n*'."

Songs, Word Play, and Letters: Day 3

Materials: *Cat's Colors*, *Max's Dragon Shirt*, yarn

Cat's Colors

Procedure:

- Show the cover of the book and tell them that this is a new book about the color a kitten likes best. Read the title and underline it with a finger. Read the author's name in the same way.
- Read the book naturally.
- After briefly discussing the reason for the kitten's choice of a favorite color, show a tangled piece of string or yarn to explain the meaning of *tangled*. Also, point out the claws of the mother cat and kitten and ask children if they know what *snooze* means.

Can You Think of Words that Begin with the Same Sound as ___? [and *Cat's Colors*]

Procedure:

- Say, "In this book, some words on the same page start with the same sound or sounds." Find the page with *green* and *grass* and say these two words one after the other. Comment that both start with /g/ /r/. Ask children if they can think of other words that start with /g/ /r/. If there is a lull, give an example or two for children to judge. For instance, ask, "Do you think *grow* starts with the same sounds as *grass* and *green*? What about *grind*?"
- Present another pair of words - *petal* and *pink*. Ask children if they can think of other words that start with /p/, like *petal* and *pink*. Offer some ideas of your own for children to judge, such as *purple* and *popcorn*, if there is a lull.

Looby Loo

Procedure:

- Say, "We need to stand up and form a circle for this fun song." Tell children that they are going to sing "Looby Loo."
- Sing as usual and then add new verses: "left ear," "right ear," and "head."

Guess What Word I am Saying [and *Max's Dragon Shirt*]

Procedure:

- Show the cover and say, "I'm going to say words from this book in a silly way. You will say the words back in the right way."
- Present these words, with onset and rime separated: "st...ain (*stain*)"; "sm...udge (*smudge*)"; "t...ight (*tight*)"; "scr...eam (*scream*)."
- Then present a word separated phonemically: "red (r...e...d)."

Songs, Word Play, and Letters: Day 4

Materials: poetry poster, *Dog's Colorful Day*, picture cards: sole, jam; clipboard, paper, markers

If You're Happy

Procedure:

- Say, "The first song we are going to sing is 'If You're Happy.'"
- Sing three verses: "clap hands," "shout hooray," and "tap knee."
- Sing new verses with new motions and body parts. ("swing arms," "pat cheeks," and "turn around").

Hands on Shoulders

Procedure:

- Say, "We need to remain standing to recite this new poem."
- Recite or read the poem and do the motions. Pause briefly after each motion to allow children to keep up.
- Repeat slowly once again.

Can You Think of Words that Rhyme with _____? [and *Dog's Colorful Day*]

Procedure:

- Show the book. Tell children you will say some words from it, and they are to think of words that rhyme with them.
- Tell children that the first word is *sole*. Explain that the name for the bottom part of a shoe is *sole*. Provide an example of a word that rhymes with *sole* (*mole* or *bowl*). Then, ask children if they can think of other words that rhyme with *sole* and *bowl*. If there's a lull, provide another example for children to judge. For instance, "Does *toll* rhyme with *sole* and *bowl*?"
- Do the same with *jam*.
- Accept nonsense words that rhyme.

The Snowman

Procedure:

- Say, "Dog had lots of different colored spots, didn't he? Next, we are going to recite a poem about something that is all *white* - something without any colorful spots."
- Underline the title with a finger as you read it.
- Ask children to stand up. Recite the poem slowly enough for children to keep up and model the motions for them.

Alphabet Clue Game

Procedure:

- Say something like, "Now we are going to play the Alphabet Clue Game again." Remind them that in this game they are to guess the letter after hearing some clues.
- Use *V* this time. Draw the first line and describe your actions. For example, "The letter I'm thinking of has a long diagonal line like this (draw it). Does anyone want to guess what it is?" Children might guess *W*, *M*, or *N*. Draw any letter that the children guess, indicating that it does have a diagonal line, but it is not the letter.
- Draw the second line and describe your actions. "The letter I'm thinking of has a second diagonal line that comes down like this to meet the first one at the bottom (draw it)." Children will guess *V* and tell them that this is the letter. Explain that making *V* is like making the first part of *W*. Make another *V* and continue, turning it into *W*.

Songs, Word Play, and Letters: Day 5

Materials: poetry posters, chart paper or easel, Unit 3 picture cards and clue descriptions: *clothespins, sailboat, pinwheels, sombrero, bumblebee, clover, grasshopper, spider, footprints, hood, boot*

Hands on Shoulders

Procedure:

- Tell children they will recite the new poem from yesterday. Have children stand up.
- Recite and do the motions. Pause briefly after each motion to allow children to keep up.

The Green Grass Grows All Around

Procedure:

- Sing the song through once, singing all four verses. Then, repeat the song.

Interesting Sounding Words [and *Dog's Colorful Day*]

Procedure:

- Hold up the book and tell children that they probably remember that there are some interesting-sounding words in the book. Open the book to pages 4 and 5. Point to and read *splat*. Tell children *splat* sounds interesting. Have them say it.
- Do *splosh* next, and then *splash*; ask children to say them with you. Tell them that their lips, tongue, and teeth move in different ways as they say these words. Ask if they feel their lips, tongue, and teeth moving in different ways, too.
- Tell children that these words are similar but have different sounds in the middle. Say the two words, and then say the middle vowel sound for each, one right after the other, /o/ /a/. Write the words for children by segmenting them, saying phoneme by phoneme, and writing the letters needed for each one: /s/ /p/ /l/ /o/ /sh/ and /s/ /p/ /l/ /a/ /sh/. Point out the *O* in *splosh* and the *A* in *splash*.

What Are You Wearing?

Procedure:

- Say, "We are going to start with the song about what you are wearing."
- Sing, naming a clothing item and its color for each child.

Guess My Word

Procedure:

- Choose three or four words from Unit 3 to review. Give clues for them to guess the word you are describing. After they guess the word, show them the picture card or actual object. (Unit 3 words: *clothespins*, *sailboat*, *pinwheels*, *sombrero*, *bumblebee*, *clover*, *grasshopper*, *spider*, *footprints*, *hood*, *boot*)