



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, ocean animal picture cards (see Resource), *I'm the Biggest Thing in the Ocean*, set of uppercase letters, set of lowercase letters

Once I Caught a Fish Alive (song)

Procedure:

- Say, "We will be learning many new songs and poems this summer to go along with our oceans and seashores unit. This is our first new song!"
- As you sing the song the first time, model holding up five fingers on each hand, and count on fingers to mimic the words in the song.
- Sing the song a second time, very slowly, and a third time, very quickly.

Ocean Animals (poem)

Procedure:

- Tell children, "The second thing we are going to do today is to learn a new poem about ocean animals." Pass out the **ocean animal cards** (see Resource) among the students.
- Recite or read the poem. As you come to an ocean animal name in the poem, have the child with the corresponding card hold the card in the air for the class to see.
- Recite the poem a second time, dispersing the cards to different students to give everyone a turn.

I'm the Biggest Thing in the Ocean (book)

Procedure:

- "We have a fun book to read today called *I'm the Biggest Thing in the Ocean*."
- As you read, every time you come across the words *big*, *bigger*, or *biggest*, have students open their arms out wide to symbolize the words.

Little Letter/Big Letter Chant (song)

Procedure:

- Say, "The fourth thing we are going to do today is play a letter game." Give each child an **uppercase letter** that has a **lowercase letter** that resembles it (c, w, k, o, p, s, u, v, x, y, z).
- After distributing the letter, say to the children, "You have the uppercase letters, and I have the lowercase match for each of your letters. I'll show you how this game works." Using an uppercase and lowercase pair, show children how the game works, using another adult as your partner.
- Say this chant: "I have the little (name a letter as you hold it up to show). Take a look to see. Someone has its partner; who might that someone be?" (The adult helper holds up the uppercase match for the letter and says, "I have the big (name letter).")
- Proceed by using the lowercase matches for all the letters distributed to children.

Songs, Word Play, and Letters: Day 2

Materials: poetry posters, various ocean animal picture cards (see Resource)

I'm a Little Fishy (song)

Procedure:

- Say, "Today we are going to sing a new song called 'I'm a Little Fishy.' We are going to pretend to be a fish in the sea, so let's all stand up."
- Sing the song the first time while children watch you mimic the movements of the fish in the song ("paddle" hands for swim, point to tail and fin, wiggling and diving motions for "I wiggle my tail and dive right in.").
- Sing and practice motions a few times so children can retain the words and movements.

Shell Shopping (poem)

Procedure:

- Say, "Now I am going to read you a new poem about a crab searching for a new shell, just like the crab in *A House for Hermit Crab*."
- Recite or read the poem fairly slowly, placing emphasis on the rhyming words at the ends of the lines. Recite it again, pointing to the rhyming words on the poetry poster as you read.
- As you point to the word *tight*, say, "This word is *tight*. Can anyone tell me which word in the next line rhymes with *tight*?" If children need a hint, re-read both lines and wait for children to answer with the word *right*.
- Repeat this process for wide and inside, perfection and protection, and grab and crab.

Five Cranky Crabs (song)

Procedure:

- Say, "Since we are talking about crabs, here is a fun song about crabs that are cranky. Cranky is another word for grumpy or upset."
- Sing the song to the children, holding up the corresponding number of fingers to numbers mentioned in the song.
- Sing and practice motions a few times so children can retain the words and movements.

I'm Thinking of ____ Word Clue Game

Procedure:

- Tell children, "The last thing we are going to do today is play the word clue game."
- Review a stack of **ocean animal picture cards** (see Resource) with the children.
- Here are suggestions for cards and clues:
 - For *starfish*: "This is an animal that has the same shape as something you see in the sky. It has five arms." If children need another clue, use this one: "The name of this starts with /s/."
 - For *octopus*: "This animal lives in the ocean and has eight wiggly arms." If children need another clue, use this one: "This animal can hide by changing colors." Use last, if needed: "The name of the animal starts with the sound /o/."
 - For *crab*: "This animal has a hard shell and two large pincers." If children do not guess with these two clues, use this one: "The name of this animal starts with /k/."

Songs, Word Play, and Letters: Day 3

Materials: poetry posters

Once I Saw an Octopus (song)

Procedure:

- Tell the children they will sing a new song about a funny-looking animal with eight wavy arms. Prompt children to guess that it is an octopus.
- As you sing the song, make the motions listed on the Song and Poem List: point downward, cup hands around mouth, extend eight fingers, and count on fingers.
- Sing and practice motions a few times so children can retain the words and movements.

Five Little Sea Creatures (poem)

Procedure:

- Read the title, underlining the words with a finger.
- Say, "Now we will recite a new poem about five different kinds of sea creatures. Creatures is another word for animals."
- Recite the poem to the children, holding up the corresponding number of fingers to the numbers mentioned in the poem.
- Recite the poem and practice motions a few times so children can retain the words and movements.

Lobster (poem)

Procedure:

- Say, "Has anyone seen a lobster before? A lobster is an ocean animal with a hard shell and two very big pincers!" Mimic a lobster's pincers by pinching fingers to the thumb.
- "This poem is about a lobster's strong pincers."
- Have students stand up as you recite the poem.
- Model the movements for students: Shake hands with a friend standing near them for "shake hands," clap hands together for "clippity-clap," snap fingers for "snippity-snap," and a cutting motion with middle and pointer fingers for "snip your finger in two."

Down at the Seashore (song)

Procedure:

- Say, "This is a song about all of the exciting things you can do when you visit the seashore!"
- This [video](#) can be played simultaneously while children listen/sing if desired.
- Lead children in singing the song. They will need to listen at first, until the words become familiar.
- The movements will be practiced later in the unit.

Songs, Word Play, and Letters: Day 4

Materials: poetry posters, squid picture card or image of a squid (see Resource)

Speedy Sid (poem)

Procedure:

- Say, “Today, we’ll learn a poem about a squid named Sid. Has anyone ever seen a squid before?” Allow children time to reply, and encourage them to describe a squid.
- Show the **picture of a squid** (see Resource) to the children. Ask them what they notice. Explain to children that squids release ink when frightened or in danger.
- Recite the poem to children a few times so they can begin to retain the words.

Can You Think of Words That Rhyme with _____? [and “Speedy Sid”] (poem)

Procedure:

- Point out to children that some of the words in “Speedy Sid” rhyme.
- Recite the first four lines and comment that *race* and *pace* rhyme. Ask children if they can think of other words that rhyme with *race* and *pace*. If there is a lull, provide some examples (*face*, *base*, *space*, *place*, *case*).
- Read the second set of four lines and comment that *ee/* and *sea/* rhyme. Ask children if they can think of other words that rhyme with *ee/* and *sea/*. If there is a lull, provide some examples (*wheel*, *peel*, *feel*, *heel*).

Fish are Swimming (song)

Procedure:

- Sing to the tune of “Frère Jacques.”
- Sing the song to children a few times so they can begin to retain the words.

Songs, Word Play, and Letters: Day 5

Materials: poetry posters, *Swimmy*

Five Little Seashells (song)

Procedure:

- Sing the song a few times so children can begin to retain the words.
- Have children sing along and start by holding up five fingers, then putting a finger down for each verse of the song until the end, when it counts back to five.

Fishy (poem)

Procedure:

- Point to and read the title, having the children repeat after you.
- Recite the poem, focusing on the back-and-forth rhythm of the rhyme scheme.
- After reading the poem a few times, point to specific words on the poetry poster.
- See if children can identify any of the words, either from visual recognition or auditory memory, and encourage them with hints if needed.

If You're Happy (song)

Procedure:

- Say, "Next, we'll recite a song you all love! However, we will change the verses to match our ocean and seashore theme."
- Recite the song as usual, but add different words and motions. For example, "If you're happy and you know it, swim in the sea." Children will simulate swimming. Some other suggestions are "flop like a fish," "pinch like a crab," and "scoot like a squid."

Guess What Word I am Saying: [and *Swimmy*] (book)

Procedure:

- Show the cover of *Swimmy*. Say, "We are going to play a game where I say words in a funny way, and you say words the right way."
- Model the game using a few words that are in the book. You might say, "If I said *f-* (pause) *-ish*, you would say *fish*. If I said, *sh-* (pause) *-ell*, you would say *shell*."
- Present other words, one at a time, from *Swimmy*, in a funny way.