



# 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

### I'm a Little Lobster (poem)

Procedure:

- Underline the title with a finger as you read it. Recite the poem a few times for the students so they can retain the words.
- Highlight the rhyming words in the poem, asking students, “Can you tell me which word in the poem rhymes with red? That’s right, Fred!”
- Repeat the process with *head* and *bed*. Then ask students, “Red rhymes with Fred, but it also rhymes with head and bed. All four of these words are rhyming words!”

### Fish are Swimming (song)

Procedure:

- Sing to the tune of “Frère Jacques.”
- Sing the song, prompting children to do the hand motions (paddling arms for “swimming,” splashing hands for “splashing,” and holding hand above eyes as if searching for “look and see.”
- Repeat as many times as children are interested.

### 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.

## Songs, Word Play, and Letters: Day 2

**Materials:** poetry posters, *A House for Hermit Crab*

### Shell Shopping [and *A House for Hermit Crab*] (poem)

Procedure:

- Say, “Do you remember the poem about the hermit crab that was looking for a new shell? We’re going to recite that poem together now!”
- Recite the poem with the children, reading the title and pointing to the words on the poetry poster as you read.
- Then say, “Do you remember which book we read that was about another hermit crab searching for a new shell? That’s right, *A House for Hermit Crab*.”
- “The title of the poem is ‘Shell Shopping.’ Can a crab actually go shopping?” Wait for the children to provide their responses and discuss them as a group.
- Say, “In this poem, shopping is used as another word for searching. The hermit crab was *searching* for a new shell.”
- Ask children to discuss similarities and differences in “Shell Shopping” and *A House for Hermit Crab* as a whole group.

### I’m a Little Fishy [and “I’m a Little Teapot”] (song)

Procedure:

- Say, “Now we are going to sing a fun song we learned last week! Everyone, stand up so we can do the movements.”
- Have the children sing the song and 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.”). Complete as many times as the children remain interested.
- Ask children to be seated. Say, “This song sounds similar to a song we know very well! Does anyone know which song that might be?” Provide hints as needed: sing the first line of “I’m a Little Teapot,” hum the tune, highlight words like spout or tip over.

### I’m a Little Teapot (song)

Procedure:

- Follow up the above activity by singing the original version of the song.
- Encourage children to do the motions to the original song.

## Songs, Word Play, and Letters: Day 3

**Materials:** poetry posters, *Mister Seahorse*, vocabulary picture cards: *pouch*, *hidden*, *pair* (see Resource)

### If You're Happy (song)

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.

### Once I Caught a Fish Alive (song)

Procedure:

- Say, “We learned this fun song last week. Hold your hands up so we can count together!”
- 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.

### I'm Thinking of \_\_\_\_ Word Clue Game [and *Mister Seahorse*] (book)

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 hands up if they have an idea. Show the **vocabulary picture card (see Resource)** after the children guess a word.
- For *pouch*, say, “This is the name of a pocket where things can be stored. The last sound in the word is /t/.” Give the beginning sound if children need additional hints.
- For *hidden*, say, “This word describes something we cannot see. It means out of sight and not easy to find. This word begins with /h/.”
- For *pair*, say, “Sometimes in class, we work in these. It is the same as working with a partner or having a group of 2. The word starts with /p/.”

## Songs, Word Play, and Letters: Day 4

**Materials:** poetry posters, *A Swim Through the Sea*, vocabulary picture cards: *phosphorescent*, *encounter*, *exotic* (see Resource), ocean animal picture cards (manatee, walrus, dolphin, seal, starfish, sea urchin, lobster, eel), and image of a squid from week 1 Resource

### Ocean Animals (poem)

Procedure:

- Tell children, "Now, we'll recite a poem you learned last week." Pass out the **ocean animal cards (see Resource from Week 1)** 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.

### Speedy Sid (poem)

Procedure:

- Say, "Do you remember the story we read last week about a racing squid? Does anyone remember his name? That's right, Sid! Let's all stand up while we recite this poem."
- Show **image of a squid (see Resource from Week 1)** to encourage children to associate the word with an image.
- Recite the poem, allowing children to run in place every time they hear the words *race*, *raced*, or *racing*.

### Interesting-Sounding Words [and *A Swim Through the Sea*] (book)

Procedure:

- Show the book *A Swim Through the Sea* to the children and say, "There are some interesting-sounding words in this book that can be difficult to say – or pronounce. Let's practice pronouncing these words correctly."
- Show the **vocabulary picture cards (see Resource)** for *phosphorescent*, *encounter*, and *exotic*. Read them out loud to the children.
- Show *phosphorescent*. Read the word slowly and break it into syllables: *phos-pho-res-cent*. Next, have the children say the word slowly with you, broken into syllables. Lastly, have the children repeat the word after you in a normal tone.
- Show *encounter*. Read the word slowly and break it into syllables: *en-coun-ter*. Next, have the children say the word slowly with you, broken into syllables. Lastly, have the children repeat the word after you in a normal tone.
- Show *exotic*. Read the word slowly and break it into syllables: *ex-ot-ic*. Next, have the children say the word slowly with you, broken into syllables. Lastly, have the children repeat the word after you in a normal tone.

### Five Little Seashells (song)

Procedure:

- Sing the song along with children to help them 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.

## Songs, Word Play, and Letters: Day 5

**Materials:** poetry posters, *I'm the Biggest Thing in the Ocean*, two sets of lowercase letter cards

### Five Cranky Crabs (song)

Procedure:

- Say, "Let's sing a song about another group of five ocean animals – the cranky crabs!"
- Sing the song with the children, encouraging them to hold up the corresponding number of fingers to numbers mentioned in the song.
- "Crab and cranky both start with the /k/ sound. Can you think of any other words we could use to describe different ocean animals that also start with the same sound as their name?" Allow children time to brainstorm and respond. If needed, provide suggestions such as a friendly fish, a scary shark, a sassy starfish, and so on.

### *I'm The Biggest Thing In the Ocean* (book)

Procedure:

- Read the title with the children. Point to and sound out *B* /b/ and *t* /t/ in *Biggest* and *O* /o/ and *n* /n/ in *Ocean*.
- Read the book to the children.
- Stop on the pages that show the squid inside the whale's mouth, and ask the students to name the other sea animals shown. Help them with names as needed.

### Lobster (poem)

Procedure:

- Have students stand up as you recite the poem. Allow children to chime in.
- 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."

### 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 errors 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.