



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, *Tide Pools*, vocabulary picture cards: *anchor*, *rushes*, *seaweed* (see Resource)

I'm a Little Lobster [and Those Words End with the Same Sound] (poem)

Procedure:

- Show the poetry poster illustration and read the title as you underline it with your finger.
- Recite the poem, lingering on the ending sounds of the last words in lines to help children chime in with you.
- When finished, say, *"I noticed that some of the words in this poem end with the same sound."*
"Red and Fred both end with /ed/: red /ed/ and Fred /ed/. The words head and bed also end with the same sound: head /ed/ and bed /ed/. That's so interesting that some words end with the same sounds!"

Five Little Seashells (song)

Procedure:

- Say, "Everyone hold up five fingers. We will count down on our fingers as we sing this song!"
- Sing the song as usual.

Once I Saw an Octopus (song)

Procedure:

- Say, *"We just sang a song about seashells. Just like seashells, an octopus can be found in oceans and seas. Do you remember the song, 'Once I Saw an Octopus'?"*
- Sing all four verses and model motions: point downward, cup hands around mouth, extend eight fingers, count on fingers.
- Repeat as many times as children remain interested.

I'm Thinking of _____ Word Clue Game [and Tide Pools]

Procedure:

- Show children the book cover and tell them you will be playing a clue game with words from the story, *Tide Pools*. After children guess the word (or need a visual clue), show the **vocabulary picture card (see Resource)**.
- For *rushes*, use these clues: *"This is a word we might use to describe being in a hurry. Sometimes, if we don't take our time on our classwork, we are doing this."* If children don't guess the word from those clues, use this one: *"The word I'm thinking of begins with /r/."*
- For *seaweed*, use these clues: *"This is a plant that lives in the ocean."* If children don't guess the word from these clues, give this one: *"The word I'm thinking of begins with /s/."*
- For *anchor*, use these clues: *"This is something used on a boat that is very heavy. It is thrown overboard to keep the boat in one place."* If children don't guess the word from these clues, give this one: *"The name of this animal begins with /a/."*

Songs, Word Play, and Letters: Day 2

Materials: poetry poster, *Me and My Amazing Body*

Here are My Fingers (song)

Procedure:

- Say, *“This week in the Science Center, we are learning about all of the different parts that make up our bodies. This is a new song that names many of those parts!”*
- Sing the song, pointing to each body part as it is mentioned.
- Repeat a few times in order to help children retain the words.

All of Me (poem)

Procedure:

- Say, *“Just like the song we sang, this is a new poem about the different parts of our bodies.”*
- Underline the title on the poetry poster as you read it aloud, sounding out each word.
- Recite the poem as usual.

Me and My Amazing Body (book)

Procedure:

- Show the cover of *Me and My Amazing Body* and underline the words in the title with your finger as you read it with children. Tell them the name of the author and illustrator as you underline their names.
- Then read the book, stopping to discuss any part the children seem particularly interested in.
- It may be beneficial to complete this activity *before* beginning the Science Center activity for the week.

If Your Name Starts With (First Sound in Child’s Name), Raise Your Hand

Procedure:

- Tell children, *“Let’s play the Name Game. This time, I am going to say letter sounds; if you hear the sound your name starts with, raise your hand!”*
- If a child does not respond to the sound that is the first one in his/her name, say, *“Nancy, your name begins with /n/, so you can raise your hand. Nancy begins with /n/.”* Emphasize the /n/ in the name. Be sure to say the sound and not the letter name.

Songs, Word Play, and Letters: Day 3

Materials: poetry posters, *Me and My Amazing Body*, body part picture cards (see Resource)

Fishy [and Can You Think of Words That Rhyme With ____?] (poem)

Procedure:

- Tell children that you are going to recite the poem about being a fish again. Point to the title of the poem and move your finger under each word as you read it.
- Recite the poem. When you are finished, talk about some of the words that rhyme in the poem. Say, “**Sea** and **free** rhyme; they have the same ending sound - ‘ee.’ Can you think of any other words that rhyme with **sea** and **free**?” If children are not able to generate any rhyming words, offer some. Ask, “Does **bee** rhyme with **sea** and **free**? Yes, because **bee**, **sea** and **free** all have ‘ee’ as their ending sound.”
- Continue the activity with other rhyming words from the poem.

I’m Thinking of ____ Word Clue Game [and *Me and My Amazing Body*]

Procedure:

- Show children *Me and My Amazing Body* and tell them they are going to play a clue game with words from the book. Remind them to listen to all the clues, think about them, and then raise their hand if they have an idea. **Picture cards (see Resource)** of each body part can also be used for visual reinforcement.
- For *bones*, use these clues: “All of these body parts together make up your skeleton. These hold our bodies upright and provide support.” If children need another clue, use: “It begins with /b/.”
- For *muscles*, use these clues: “These are attached to our bones and help them move. This body part allows us to jump, run, and walk.” If children need another clue, use: “The word I’m thinking of begins with /m/.”
- For *brain*, use these clues: “This body part is the control center for our bodies. It helps us think, move, and show feelings. It is in your head and protected by your skull.” If children don’t guess based on this clue, use this one: “This body part’s name begins with /b/.”
- For *skin*, use these clues: “This body part protects all of our inside parts and keeps germs out. It covers our entire bodies and can be different colors!” If the children need still another clue, use this one: “This body part’s name begins with /s/.”

Once I Saw an Octopus (song)

Procedure:

- Sing the song as usual.
- Encourage children to perform the movements for each verse: point downward, cup hands around mouth, extend eight fingers, count on fingers.
- Repeat as many times as children remain interested.

Five Cranky Crabs (song)

Procedure:

- Sing the song as usual.
- Encourage children to hold up the correct number of fingers for each verse of the song.
- Repeat as many times as children remain interested.

Songs, Word Play, and Letters: Day 4

Materials: poetry posters, ocean animal picture cards (manatee, walrus, dolphin, seal, starfish, sea urchin, lobster, eel), uppercase letter cards

Head, Shoulders, Knees, and Toes (song)

Procedure:

- Say, “The first song we are singing today is ‘Head, Shoulders, Knees, and Toes’.” We need to stand for this song, so we can make the motions.”
- Sing the song as usual, modeling the motions for the children.
- Sing it a second time, very slowly, and then a third time, very fast.

Ocean Animals (poem)

Procedure:

- Say, “*Remember, this poem is called ‘Ocean Animals.’*” Point to the title as you read it on the poetry poster.
- Pass out the **ocean animal picture cards (see Resource from Week 1)** to the children.
- Say, “As we recite the poem, when you hear the name of an animal, if you have that card, hold it up high!”
- Repeat the poem a few times, giving each child an opportunity to have an ocean animal card.

Lobster (poem)

Procedure:

- Tell children that you are going to recite that silly poem about the lobster again. Point to the title of the poem and move your finger under each word as you read it.
- Encourage children to clap hands for “clippety clap” and snap fingers for “snippety snap.”

If Your Name Starts With _____, Raise Your Hand

Procedure:

- Say, “*Today we are going to play the name game with letters, but we’re playing it in a new way. This time I will hold up a letter, but if it’s the first letter in your name, don’t say anything. Instead, I will call on someone else, and he or she will identify whose name starts with that letter.*”
- Proceed with the game by holding up **letter cards** one at a time and calling on children.

Songs, Word Play, and Letters: Day 5

Materials: poetry posters, ocean animal picture cards (lobster, starfish, octopus, seahorse, hermit crab), *I'm the Biggest Thing in the Ocean*

Five Little Sea Creatures (poem)

Procedure:

- Say, “Today we are going to recite, ‘Five Little Sea Creatures.’ As we recite the poem, I will hold up a picture of each ocean animal.”
- Recite the poem, holding up **ocean animal picture cards (see Resource from Week 1)** when appropriate.

I'm the Biggest Thing in the Ocean [and Can You Think of Words that Rhyme with _____?] (book)

Procedure:

- Show the cover of *I'm the Biggest Thing in the Ocean* and point to the title as you read it. Then read the author and illustrator's names as you underline them with your finger.
- Read the book expressively.
- After reading the book, say, “We are going to play a rhyming game with words from the story.” Turn to the page with the clams. Read the page aloud and point to the word *clams*. Say, “This word is *clam*. **Clam and slam rhyme** — they both have ‘**am**’ as their ending sound. Can you think of other words that rhyme with **clam** and **slam**?”
- Accept nonsense words. You might say, “**Zam**’ might not be a real word, but it does rhyme with **clam** – it has ‘**am**’ as its ending sound.”
- Choose other words throughout the story for children to create rhymes with.

Five Little Seashells (song)

Procedure:

- Say, “The next song we are going to sing is ‘Five Little Seashells.’ Get your fingers ready, and hold them up when you hear a number in the song!”
- Sing the song a couple of times, encouraging children to hold up fingers to correlate with the numbers in the verses.
- Say, “Now, we’re going to sing the song again, but instead of seashells, we are going to sing about an ocean animal. Does anyone have an ocean animal they would like to sing about?” Accept responses from students. Possibilities could be sea stars, hermit crabs, sea urchins, etc.

Here are My Fingers (song)

Procedure:

- Sing the song as usual, encouraging children to point to each body part as it is mentioned.