



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, *A Baby Lobster Grows Up*

Fish are Swimming (song)

Procedure:

- Tell children they are going to sing a song they learned last week about fish swimming in the sea.
- Sing the song as usual, and repeat as many times as the children remain interested.

Down at the Seashore (song)

Procedure:

- Say, "Next, we're going to sing a special song about the seashore. This song is special because there are so many fun movements that go with it! Everyone, stand up, and make space to move around."
- Sing the song as usual, encouraging students to join in on the movements.

Head, Shoulders, Knees, and Toes (song)

Procedure:

- Tell children they need to stand up and sing the song as usual...
- Say, "Now we will sing it again with different words and motions. Listen carefully and watch."
- Change "Head and shoulder to "Hair and elbows," and change "Eyes and ears" to Eyes and cheeks." "Knees and toes" stays the same.

A Baby Lobster Grows Up (book)

Procedure:

- Show the cover of the book. Read the title and point to and sound out /b/ in *Baby* and /l/ in *Lobster*. Read the name of the author. Remind children that this is a nonfiction book – a book that helps them learn facts.
- Read the book, keeping the natural flow.
- Stop to focus on sections of the book that include text features: the table of contents, headings, captions, diagrams, the glossary, and the index. Discuss these text features with the children, explaining the purpose each serves.
- Go back through the book to talk about the story. Review the text features, this time questioning the children on their names and purposes.

Songs, Word Play, and Letters: Day 2

Materials: poetry posters, *Me and My Amazing Body*, body part picture cards

Speedy Sid (poem)

Procedure:

- Say, “Today, we are going to start with the poem about that silly squid named Sid!”
- Point to the title on the poetry poster, and underline it as you read it out loud.
- Recite the poem a few times with the children. Ask, “Does anyone remember something special a squid does when it becomes scared or excited?” If children need a reminder, prompt them to answer that the squid squirts out ink.

I’m a Little Lobster (poem)

Procedure:

- Point to the title on the poetry poster, and underline it as you read it out loud.
- Recite the poem as usual, emphasizing the rhythm of the rhyme scheme.
- After the children have recited the poem a few times, ask them, “Can anyone tell me one fact they remember about lobsters? Remember, a fact is something that is true and real. Not something imaginary or our opinions.”

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

Procedure:

- Show children *Me and My Amazing Body*. Read the book as usual, pointing out the title, author, and illustrator.
- Say, “We are going to play the clue game with words from the book again, but this time we’ll use new words and clues!” Remind children to listen to all the clues, think about them, and then raise their hand if they have an idea. **Picture cards (see Resource from Week 3)** of each body part can also be used for visual reinforcement.
- For *lungs*, use these clues: “*This is the body part that helps us breathe. You can find this body part inside your chest.*” If children need another clue, use: “*It begins with /l/.*”
- For *stomach*, use these clues: “*We sometimes call this body part our belly or tummy. It is where all of our food goes to be digested.*” If children need another clue, use: “*The word I’m thinking of begins with /s/.*”
- For *heart*, use these clues: “*This body part is very important. It pumps blood throughout our bodies. We exercise to keep this body part healthy.*”
If children don’t guess based on this clue, use this one: “*This body part’s name begins with /h/.*”

Songs, Word Play, and Letters: Day 3

Materials: poetry posters, sets of upper- and lowercase letters

Here Are My Fingers (song)

Procedure:

- Say, "The first song we are singing today is 'Here Are My Fingers.' Let's see how many body parts we can point to while we're singing!"
- Sing the song as usual, guiding children to point to which body part and when.
- Repeat the song as many times as the children remain interested.

Once I Caught a Fish Alive (song)

Procedure:

- Sing the song as usual, encouraging children to hold up the number of fingers that correspond with the verses in the song.
- Ask, "Have you ever been fishing and caught a fish? Would anyone like to share with us about a time you went fishing?" Allow children to retell their stories in their own words.

Little Letter/Big Letter Chant

Procedure:

- Distribute **uppercase letters** that match the **lowercase letters** selected. Tell children that they will be doing the uppercase and lowercase matching activity again.
- Do 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?"
- Remind the first few children that they can say: "I have the big [letter name]" when they hold up their card.

All of Me (poem)

Procedure:

- Tell children to stand to recite the poem. Underline the title as you read it on the poetry poster.
- Recite the poem as usual, encouraging children to use their creativity and work together to come up with their own movements for the poem.

Songs, Word Play, and Letters: Day 4

Materials: poetry posters, ocean animal picture cards (starfish, seahorse, lobster, octopus, hermit crab)

Down by the Bay (song)

Procedure:

- Tell the children they are going to sing a song they haven't sung for a long time.
- Say, "Did you know that a bay is a body of water, just like an ocean or a seashore? Many animals live in a bay, and sometimes those can be the same animals that live in the ocean or the sea!"
- Sing several familiar verses (snake baking a cake, frog walking a dog, mouse painting a house) and add some new verses (goat riding in a boat, sheep driving a jeep).

Shell Shopping (poem)

Procedure:

- "Let's revisit our hermit crab friend that was shopping for a new shell."
- Recite the poem as usual and repeat.
- On the second read, stop to discuss the words used to describe the shells with the children: tight, wide, heavy, twisty, and inside. Ask them why shells that had these traits wouldn't work for the hermit crab. Encourage and support their creativity with their answers.

Five Little Fishies (poem)

Procedure:

- Say, "Now we are going to recite a poem we haven't done in a while, but it fits right in with our ocean and seashores unit!"
- Read the title with children. Point to and sound out /f/ in *Five*, /l/ in *Little*, and /f/ in *Fishies*.
- Recite the poem, model motions, and repeat.

Five Little Sea Creatures (poem)

Procedure:

- Tell the children that next, you are going to do a poem about five of something else – sea creatures!
- Say, "I am going to pass out some **ocean animal picture cards (see Resource from Week 1)**. When you hear the name of an ocean animal, if you are holding that card, stand up!"
- Recite the poem naturally. After reciting, have the children pass off or trade their ocean animal picture cards with a friend, and recite the poem again. Repeat so that all children are able to have a turn.

Songs, Word Play, and Letters: Day 5

Materials: poetry posters

Five Little Fishies (poem)

Procedure:

- Read the title with children. Point to and sound out /f/ in *Five*, /l/ in *Little*, and /f/ in *Fishies*.
- Recite the poem, model motions, and repeat.

Once I Saw an Octopus (song)

Procedure:

- Tell children that the next song is about an ocean animal with eight wiggly legs, and wait for children to guess “octopus.”
- Recite the poem as usual, encouraging children to practice the movements: point downward, cup hands around mouth, extend eight fingers, count on fingers.
- Repeat as many times as children are interested.

Those Words Rhyme [and Fishy] (poem)

Procedure:

- Recite the poem as usual.
- Say, “This poem has a lot of interesting words that rhyme. In fact, the words at the end of every two lines rhyme! Can anyone tell me two rhyming words from the poem?”
- “Wish and fish both have the same ending sound -ish. Those words rhyme! Can you think of another word that has the same ending sound?”
- “School and cool both have the same ending sound -ool. Those words rhyme! Can you think of another word that has the same ending sound?”
- “Thought and caught both have the same ending sound -ught. Those words rhyme! Can you think of another word that has the same ending sound?”

Ocean Animals (poem)

Procedure:

- Sing the song as usual.
- After singing a few times, go back and review the ocean animals mentioned in the song with the children.
- For example, “This poem mentions dolphins. What can you tell me about a dolphin?”
- Continue the questioning with the other sea animals mentioned, and allow children to tell you what they know in their own words.