



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, Me and My Amazing Body, body parts picture cards

Down at the Seashore (song)

Procedure:

- Say, “First, we are going to sing the song ‘Down at the Seashore.’ Everyone, stand up so we can do the movements together!”
- Sing the song the first time and allow the children to chime in. Since the song is long, they may need a refresher on the words.
- Sing the song again, modeling the movements for the children and encouraging them to sing along with you.
- Sing for a third time, in sync with the children and performing the movements with them.

I’m a Little Fishy (song)

Procedure:

- Say, “Now we’ll sing another fun song! Do you remember the song about the little fishy?”
- Sing the song as usual with the children.
- Sing a second time. Say, “This time we sing, I want you to come up with your own movements for this song. Think about movements for wiggling, swimming, and diving. Let’s stand up to sing this time!”
- Allow children to perform their own original movements as they sing the song.

All of Me [and *Me and My Amazing Body*] (poem)

Procedure:

- Say, “Now, let’s recite the poem about all of the wonderful things our bodies can do!”
- Recite the poem as usual with the children.
- For the second read, pass out the **body parts picture cards (see Resource from Week 3)**. After reciting the poem, say, “The poem tells us some things body parts can do, like our arms hugging, our hands clapping, or our eyes seeing. If you are holding a body parts card, I want you to think of something important that body part does and share it with the rest of us.”
- Allow students to think of their own facts for their body part, encouraging children to chime in should a child need help with ideas.

Lobster (poem)

Procedure:

- Recite the song as usual, encouraging children to clap for “clippety-clap” and snap for “snippety-snap.”

Songs, Word Play, and Letters: Day 2

Materials: poetry posters, *I'm the Biggest Thing in the Ocean*, image of a squid

Five Cranky Crabs (song)

Procedure:

- Sing the song as usual, encouraging children to hold up fingers that correspond with the numbers in the song.

Fish Are Swimming (song)

Procedure:

- Sing the song as usual. Allow children to create their own hand movements if they would like.

Speedy Sid (poem)

Procedure:

- Say, "Here is that poem again about that silly squid named Sid! I am going to choose someone to give the **picture card of a squid (see Resource from Week 1)** to. Whenever the poem mentions Sid being speedy, hold the picture up high for everyone to see!"
- Recite the poem as usual. Pass the image of the squid to different children for consecutive reads.

Guess What Word I Am Saying [and *I'm the Biggest Thing in the Ocean*]

Procedure:

- Hold up the book. Ask the children if they remember playing the word-guessing game. Remind them how to play: "I am going to say some words from the book in a funny way, and you are to guess the words I am saying."
- Present several key words from the book, one at a time, in segments:
squid /ss/ – /kwa/ - /id/; *jellyfish* /jel/ - /ee/ - /ff/ - /ih/ - /sh/; *turtle* /turr/ - /tul/; *shark* /sh/ - /ar/ - /k/; *whale* /w/ - /ay/ - /ll/; *shrimp* /sh/ - /r/ - /il/ - /mm/ - /p/
- If children have difficulty with the first word or two, change to onset-rime presentation for the words.

Songs, Word Play, and Letters: Day 3

Materials: poetry posters, one set of uppercase alphabet cards and one set of lowercase alphabet cards

Shell Shopping (poem)

Procedure:

- Ask the children if they remember the poem from the other day. Read the title with children, pointing to and sounding out *Sh /Shh/* in *Shell* and *Shopping* before underlining and reading the rest of each word.
- Recite the poem naturally, going fairly slowly so that children can chime in.

I'm Thinking of _____ Word Clue Game [and "Shell Shopping"]

Procedure:

- Say, "Now, let's play a word clue game with words from the poem. Listen carefully to all my clues before you answer."
- Give clues for each word (*shell*, *tight*, *protection*).
 - "This is hard and sometimes round. A crab can live inside it. The ending sound of the word is /ll/. (*shell*) Can you think of another word that has the same ending sound as *shell* /ll/?" (*bell*, *fell*, etc.)
 - "This word means 'not loose.' You can hug this way or hold hands this way. This word ends with the sound /t/. (*tight*) Can you think of a rhyming word that ends with /t/ like *tight*?" (*bright*, *right*, etc.)
 - "This word describes something that helps keep you safe. A helmet provides this for your head when you are riding your bike, and a shell provides this for a hermit crab. The ending sound of this word is /tion/. (*protection*). Can you think of other words that end with the /tion/ sound? (*protection*) This one is tricky!" (*ocean*, *station*, *lotion*, etc.)

Big Letter/Little Letter Chant

Procedure:

- Tell children they are going to play the Big Letter/Little Letter Chant game.
- Distribute the **lowercase letters** and retain the uppercase matches.
- Say this chant: "I have the **uppercase** [name a letter] as you hold it up. Take a look to see. Someone has its partner. Who might that someone be?"
- Proceed by using the uppercase matches for all letters distributed to children.
- Remind the first few children that they should say, "I have the little [name a letter]" when they hold up their card.

Head, Shoulders, Knees, and Toes (song)

Procedure:

- Stand up and sing the song as usual.
- Sing it a second time using "heels" instead of "knees." And "chin" instead of "mouth."

Songs, Word Play, and Letters: Day 4

Materials: poetry posters, ocean animals picture cards, chart paper/marker, pocket chart, two sets of upper- and lowercase alphabet cards

Once I Caught a Fish Alive (song)

Procedure:

- Tell the children that the first song will be “Once I Caught a Fish Alive.”
- Sing the song as usual, and repeat as many times as the children remain interested.

Five Little Sea Creatures (poem)

Procedure:

- Tell the children that next they are going to recite the “Five Little Sea Creatures” poem, but with some new sounds.
- Tell children you want them to imagine the sounds the ocean animals in the poem would make.
- Pass out the **ocean animal picture cards** (see **Resource from Week 1**).
- Recite the poem as usual, stopping when you come to each ocean animal mentioned. Have the child holding the corresponding ocean animal picture card stand up.
- Say, “What sound do you imagine this ocean animal would make?” Children may provide answers like “snip-snip” for lobster, “woosh-woosh” for octopus, or “swish-swish” for starfish.
- Continue throughout the entire poem, assisting children with producing the sounds as needed.

Five Little Seashells (song)

Procedure:

- Say, “Hold up five fingers, because we’re going to sing the song about five little seashells!”
- Sing the song as usual a few times with the children.
- Say, “There are many words that have the same ending sound as swish /ish/. Can anyone name a word that ends in /ish/?”
- Record the words on chart paper as the children provide them. If students need help providing words, provide word clues. Suggested words could be *fish*, *dish*, *wish*, *swish*, *squish*. If students provide a nonsense word, discuss with the children why that word is not being added to the list.

Alphabet Memory Pocket Chart Game

Procedure:

- Tell the children they are going to play the Alphabet Memory Pocket Chart game that they played a few weeks ago.
- Place lowercase letters in the **pocket chart**.
- Show children an uppercase letter and its lowercase match. Tell children there are **lowercase letters** in the pockets of the chart and that the **uppercase letters** will be distributed to them.
- Give each child an uppercase letter that is a match for the lowercase letters placed in the pockets.
- Go around the circle, giving each child a turn to choose a pocket. Say the letter’s name when you pull it from a pocket and give it to the child if it is a match. Return it to the pocket if it does not match.
- Continue playing until all the children find the match for the letter they hold.

Songs, Word Play, and Letters: Day 5

Materials: poetry posters, *Big A!*

Here Are My Fingers (song)

Procedure:

- Sing the song as usual, allowing students to perform their own movements if they wish.

Can You Think of a Word that Begins with the Same Sound as ____? [and *Big A!*]

Procedure:

- Show the book and tell them that you are going to say some words that are in the book, and then you will ask them to think of words that begin with the same sound.
- Say, “*Friend*, /f/,” and ask children if they can think of other words that begin with /f/. Provide examples if children cannot think of words (*fruit, fish, frog, feet*).
- Say, “*clever*, /cl/,” and ask children if they can think of other words that begin with /cl/. Provide examples if children cannot think of words (*close, clam, cloud, clue*).
- Say, “*Disguise*, /d/,” and ask children if they can think of other words that begin with /d/. Provide examples if children cannot think of words (*dog, duck, drum, door*).

I’m a Little Lobster (poem)

Procedure:

- Tell children that you are going to recite the poem about a little lobster.
- Read the title, underlining the words with your finger.
- Recite the poem naturally. Recite it again, slowly, as the children chime in.

Once I Saw an Octopus (song)

Procedure:

- Tell children that next they are going to sing the song “Once I Saw an Octopus” again, using the movements for the song (point downward, cup hands around mouth, extend eight fingers, count on fingers).
- Stand up and sing the song, as usual, performing the movements with the children.

Fishy (poem)

Procedure:

- Tell children that they are going to recite a poem they know well.
- Read the title, sounding out the word as you track the print.
- Recite the poem slowly, so the children can hear the words that rhyme.
- Say, “Let’s recite the poem one more time, and I’m going to pause for you to help me fill in rhyming words.”
- Model sounding out *fish*, then pausing before sounding out *wish*.
- Continue the poem with the children, assisting with rhyming pairs of words.