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| **Unit 6**   **Week 2** | ***Songs, Word Play, & Letters*** |

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| Day 1:  Materials: poetry posters, book: *Bringing the Rain to Kapiti Plain and Zinnia’s Flower Garden*  **FIVE EGGS AND FIVE EGGS**  Procedure:  • Recite or read the poem from a card.  • Read the title, underlining it with a finger.  • Recite the poem again. Discuss the illustration and the meaning of crackle and fluffy.  **BRINGING THE RAIN TO KAPITI PLAIN**  Procedure:   * Show the cover of the book and ask if they remember the title of the book, which they haven’t heard for a while. Then read the title with the children pointing to and sounding out B in Bringing, R in Rain, K in Kapiti, and P in Plain. Read the quickly as a sight word. * Read the book, keeping the natural flow of the rhyming verse.   **WHAT WORD WOULD WE HAVE IF WE TOOK OUT?** (And Zinnia’s Flower Garden)  Procedure:  • Tell children they will play a new word game today with some words from *Zinnia’s Flower Garden*. Explain that it is now their turn to say some words in a funny way; that you are going to tell children a word to say, and then ask them to say the word again, but leave out a sound.  • Give an example, such as trade. Say the word, and then tell children you are going to say trade without the /d/. Say tray. Comment that dropping this sound from trade makes a new word. Tray, which is something you use to carry things.  • Tell children that it is their turn to play the game using the word seed. Direct them to: *Say seed without /d/ at the end (see).*  • For bloom, *Tell children to Say bloom without /m/ at the end (blue).*  • For plant, Tell children to *Say plant without /t/ at the end( plan)*.  • For soil, Tell children to *Say soil without the /s/ at the beginning (oil).* |

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| Day 2:  Materials: Book: *The Ugly Vegetables*, Poetry Posters, Picture Cards: shovel, worm, wheelbarrow, hose  **OPEN, SHUT THEM**  Procedure:   * Hold both hands up, then open and close them. Ask children, “*Can you guess what song will be first today?* Yes, *it is Open, Shut Them. We are going to sing it three times. The first time we will sing it in the usual way. The second time we sing it we will sing very slowly, and the third time we will sing very fast. Let’s get our hands ready*.” * Sing the song and do the motions with the children.   **THE GREEN GRASS GROWS ALL AROUND**  • Sing the song using all the verses.  **GUESS WHAT WORD I’M SAYING** (And The Ugly Vegetables)  Procedure:  • Show the book. Tell children that they will hear the words in a funny way, and they are to guess, by saying the words the right way.  • Present these words as onset-rimes: breeze: br- eeze; stems: st- ems; and hose: h- ose,  • Present these words as phoneme segments: vines: /v/ /i/ /n/ /z/; chop: /ch/ /o/ /p/; trade: /t/ /r/ /a/ /d/.  **I’M THINKING OF \_CLUE GAME** (and The Ugly Vegetables)  Procedure:  • Show children the book. Tell children they will hear some clues for some words in the book and that they will guess what words.  • After children guess a word, show them the Picture Card, or an illustration from the book, to reinforce the word’s meaning.  • For shovel, use these clues: *This is the name of a tool you use to dig and move soil in a garden. It has a long handle and a scoop at the other end. Its name starts with /sh/ and ends with/l/.*  • For worm, use these clues: *This is the name of an animal that lives in the dirt. This animal has no legs and its name starts with /w/.*  • For wheelbarrow, use these clues: *This is the name for a kind of cart that has one wheel in the front. It has two handles for a person to hold when pushing it, and its name starts with/wh/.*  • For hose, use these clues: T*his is the name of a long, hollow tube that water moves through. People often use one to water plants in a garden. The name starts with /h/ and ends with/z.*  . |

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| Day 3:  Materials: Poetry Posters, chick puppets (4 yellow, 4 brown, 2 yellow with red speckles) (e.g., felt chicks, paper chicks, etc.)  **FIVE LITTLE DUCKS**  Procedure:   * Tell children the first song they are going to sing today is “Five Little Ducks.” * Sing the song, leading the children in the motions. * Then say something like, “*We just sang a song about five little ducks and now we are going to do a poem about five other animals that live in trees*.”   **FIVE LITTLE OWLS IN THE OLD ELM TREE**  Procedure:   * Read the title with the children. Point to and sound out F and V in Five, L in Little, O and d in Old, and T, r, and ee in Tree, as you read the words. Sound out these words quickly, underlining all letters as you read them. Read “in” and “an” quickly as sight words. * Recite the poem naturally and Point to the winking and blinking owls and the moon, as the text is recited, to support children in learning words’ meanings.   **GOOD MORNING, MRS. HEN**  Procedure:   * Read the title with the children. Point to and sound out G and d in Good, M in Morning, M in Mrs., and H and n in Hen, as you begin to read those words. * Recite the poem naturally, and then recite it a second time. Ask children to help you count the chicks in the illustration again when you are finished.   **TEN LITTLE FINGERS**  Procedure:   * Hold up both hands. Extend and wiggle your fingers, and begin reciting the poem, modeling the motions for children. * After reciting the poem, remind children that there were 10 little chicks in the previous poem. * Place the felt chicks for “Good Morning Mrs. Hen” on the flannel board, in three rows: four brown chicks, four yellow chicks, and two red speckled chicks. Verbally label each set (“four brown chicks,” “four yellow chicks,” “two red speckled chicks”) as you put up each group. • Ask children to help you count all ten chicks, as you point to each one. * Then say, “We can make ten in several different ways. Four, four, and two makes ten, just as we have seen with the chicks, and five fingers and five fingers also make ten.” * Then tell children you are going to rearrange the chicks so there are two groups of five each. Move one red speckled chick up to each of the rows of four chicks to make the groups of five. Have children help count all five chicks in each row, counting the second row right after counting the first one, using a “counting on” strategy (e.g., right after saying 5 when counting the last chick in the first row, say “6” as you count the first chick in the second row. * When finished, gesture toward both rows of five chicks and comment, “We just found out that five chicks and five chicks are ten chicks all together.” * Say, “It makes sense that there are still ten, because we only moved a couple of eggs. We didn’t add any or take any away.” |

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| Day 4:  Materials: poetry posters, tag board strips printed verses: “Dig, dig, dig the ground”; “Plant, plant, plant the seeds”; “pull, pull, pull the weeds”; and “Eat, eat, eat the beets.” Set of uppercase letter with lowercase letter matches  **CLAP YOUR HANDS**  Procedure:  • Tell children that you are going to use the melody for the song “Clap Your Hands” but with the gardening verses again.  • Review the gardening verse using the strips. Point to the words as you review each verse.  • Sing the song and model the motions for each of the verses.  **RAINDROPS**   * tell children that next they are going to recite a poem about rain. Point out the 2 small words in the title Rain-Drops * Remind them that they have been learning that water is needed for seeds to grow, and that rain is the source.   • Recite the poem and model the motions.  **BIG LETTER, LITTLE LETTER CHANT**   * Select as many lowercase letters as there are children in the class. * Distribute the lowercase matches for each lowercase letter you selected to the children. 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 error you hear. * Say this chant as you hold up a letter: *I have the big/uppercase [letter name]. Take a look to see. If you have its lowercase match, please show it now to me.* * Proceed by using the uppercase matches for all of the letters distributed to children. Remind the first few children that they should say, “I have the little/lowercase [letter name]” when they hold up their cards.   **DOWN BY THE BAY**  • Sing several familiar verses (“snake baking a cake.” “frog walking a dog”) using the felt board, then  new verses children help generate new rhymes. |

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| Day 5  Materials: poetry poster, book; Community Soup, Five Little Fishies-2-row grid of 10 squares with the first row and five squares of the second filled with duck stickers  **GUESS WHAT WORD I’M SAYING** (Community Soup)  Procedure:  • Hold up the book. Tell children that you are going to say some words from the book in a funny way and they are to guess the word you are saying.  • Present several key vocabulary words, one at a time, in phoneme segments.  • If children have difficulty with the first word or two, change to onset-rime presentation for the words.  **FIVE LITTLE FISHIES**  Procedure:  • Read the title with children, underlining it with a finger.  • Remind children to use the fingers of one hand to represent the five fishies. Then recite the poem slowly, modeling appropriate motions.  • After reciting the poem, comment that you have done a song and another poem that are also about five animals: “Five Little Ducks” and “Five Little Owls in an Old Elm Tree.”  • Hold up one hand with all five fingers extended for the five ducks and a second hand for the five little owls. Ask children how many animals this shows altogether. Confirm that there would be ten animals.  • Ask how many animals there are if the five little fishies are added to the ducks and owls. Have a child hold up one hand to represent the five fishies. Say something like, *We know we already have ten animals with the ducks and the owls* (move your two hands). Point to one of the child’s extended fingers at a time and count on the additional five fingers to get the sum: 11, 12, 13, 14, 15. If we add another five animals to the ten we already have, we have fifteen animals. That’s a lot, isn’t it?  • Show children the grid that has two rows of ten squares of the first row and in five squares of the second row. Confirm that number of stickers shown in the grid is fifteen, the number of animals they just talked about.  **HEAD, SHOULDERS, KNEES AND TOES**  Procedure:  • Tell children to stand up. Sing the song once, doing the motions.  • Sing the song again very slowly, and then a third time, very fast. |