



Songs, Word Play, & Letters

Day 1:

Materials: poetry posters, book: *Bringing the Rain to Kapiti Plain* and *The Ugly Vegetables*

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 The Ugly Vegetables)

Procedure:

- Tell children they will play a new word game today with some words from *The Ugly Vegetables*. 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 door, Tell children to Say door without the /d/ at the beginning (or).

Day 2:

Materials: 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: *This 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.*

HEAD, SHOULDERS, KNEES AND TOES

- Stand up and sing song as usual.

Day 3:

Materials: Poetry Posters, book: Make Way for Ducklings, 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.”

GUESS WHAT WORD I AM SAYING? (And Make Way For Ducklings):

Procedure:

- Hold up the book *Make Way for Ducklings*. Say, “*I am going to say some words from the book in a funny way and you are to guess the word I am saying.*”
- Present these words, one at a time, in phoneme segments: o hatch (/h/ /a/ /ch/) o duck (/d/ /u/ /k/ o fed (/f/ /e/ /d/ o pond (/p/ /o/ /n/ /d/
- If children have difficulty with the first word or two, change to onset-rime presentation for the words. o hatch: h - (pause) atch o duck: d – (pause) uck o fed: f – (pause) ed o pond: p – (pause) ond
- After children guess each word from the segments you provide, repeat the segments and the word: Yes, /h/ /a/ /ch/ makes the hatch.

Day 4:

Materials: poetry posters, book; *Over in the Meadow*, 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.”

Picture cards: duck, feather, wing

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.

I’m Thinking of _____ Clue Game (And Make Way for Ducklings):

Procedure:

- Show *Make Way for Ducklings* and tell the children you are going to play the word guessing game with words from this book.
- Ask children to listen carefully to all the clues you give, and hold up their hands when they have an idea of the word you are describing.
- Show the Picture Card after children guess a word.
- For *duck*, use these clues: This is the name of a bird that swims in the water and waddles when it walks. The babies of these birds are called ducklings.
- For *feather*, use these clues: This is the name of something that covers the bodies of birds. Sometimes these are very colorful. If children need another clue, use this one: The name of these things that cover birds’ bodies start with /f/ and ends with /r/.
- For *wing*, use these clues: This is the name of a body part of birds and many insects that allows them to fly. They don’t have arms like we do. They have a different kind of body part, which they flap up and down

OVER IN THE MEADOW

Procedure:

- Tell children that you are going to read this book, which they read earlier because it is about babies who learn something important from their mothers.
- After you have finished reading, ask children if there are any ducklings in this book. Review pages if need to show that there are not.

- Ask if there are any baby birds in the book and find these pages. Help children realize that all birds have beaks, wings, and feathers. Note that ducks have webbed feet, while the blue bird and black bird have talons, or claws. Talk about the difference in their habitats (e.g. ducks swim in water and build nests on the ground; the other birds do not swim and build nests in trees).

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.

What Word Would We Have, If We Took Out ____? (And Make Way for Ducklings):

Procedure:

- Show children Make Way for Ducklings. Tell them you are going to say some words from the book the right way. Then they will say the word without one of the sounds.
- To present island, say, The first word is island. Remember the ducks found an island on which to live. Now, I want you to say the word island without the /i/. If children do not respond fairly quickly, say land.
- To present for, say, the next word is for. Now I want you to say “for” without the /f/ (or).