



Songs, Word Play, Letters

Day 1

Materials: poetry posters, 2-row grid of 10 squares with the first row and eight squares of the second row filled with dots, book: *Make Way for Ducklings*; felt letters: Q, u, a, c, k, Y, B, b; tag board, word card: Quack

FIVE EGGS AND FIVE EGGS

Procedure:

- Underline the title. Recite the poem naturally.
- Ask children if they remember how many eggs Mr. and Mrs. Mallard had. After establishing that it was eight, ask whether the mother hen had more eggs or fewer eggs than Mr. and Mrs. Mallard.
- Show the 2-row grid. Say that one row has ten boxes filled in to stand for the eggs the mother hen laid, and the other has eight boxes filled in to stand for Mr. and Mrs. Mallard's eggs. Ask children to point to which row is which. Summarize that ten is more than eight.

OPEN SHUT THEM

Procedure:

- Hold up both hands and open and close them to signal the song. Children will probably guess that the song is "Open, Shut Them."
- Sing the song and lead them in the motions.
- Sing the song two more times, once very slowly, and then very fast.

BINGO (And We Can Change it and Rearrange it)

Procedure:

- Tell children that you are going to sing the tune of "Bingo" but you will use "Quack" instead. Remind them that Quack was a duckling's name in *Make Way for Ducklings*.
- Show the word card. Have children name the letters one at a time, until all the felt letters are on the board. Point out that only one letter, Q, is uppercase or big, just like in the beginning of their names.
- Sing this verse: *There were two ducks who had a duckling, and Quack was his name-o. Q_U_A_C_K, Q-U-A-C-K. Q-U-A-C-K, and Quack was his name-o.*
- Sing the song, turning one letter over per verse, and then clapping for it the next time.
- Remove Q and u and replace them with Y, ask children what word this makes (Yack), and sound out /y/ to help them out.

- Remove Y and replace it with B, and help children read it (Back).
- Rearrange the letters to spell caB. Help children read this word. Then comment that we need a little b to write cab. Replace B with b.

Day 2

Materials: poetry posters, two sets of lowercase letters

MARY HAD A LITTLE LAMB

Procedure:

- Say, "We are going to start today by singing a new song called "Mary Had a Little Lamb." This song is about a little girl who had a pet lamb and it followed her to school."
- Sing the song once through for the children.
- Then, you might say, "*We'll sing the song again in just a minute, but we should talk about some of the words in the song that might be new to you. One of the words is fleece. The song says that the lamb's" fleece was as white as snow." Does anyone know what fleece is?"* Give children a chance to offer an idea and then say, "*Fleece is the soft "hair" that covers a lamb. Another name for fleece that covers a sheep is wool."*"
- Then say, "*The song also says the teacher "turned it out", but the lamb stayed near. Do you know what "turned it out" means?"* Guide children to understand that it means the teacher made the lamb leave school.
- Sing the song a second time.
- Then you might say, "*You would probably find a lamb in a barnyard. The poem we will recite next is about another animal you would find there, too."*"

GOOD MORNING MRS. HEN

Procedure:

- Read the title with children.
- Point to and sound out G and d in Good, as you read the word, and M in Mrs., and H and n in Hen as you read those words.
- Recite the poem with the children.

FIVE LITTLE DUCKS

Procedure:

- You might say, "*Now we are going to sing about some other animals you might find in a barnyard. We are going to sing "Five Little Ducks."*"
- Sing the song and model the motions.
- Say, "*Do you remember how many ducklings there were in the story Make Way for Ducklings?"* After recalling that there were eight ducklings in the story, ask how many fingers of their second hand they would need to use if the song was about the number of ducklings in Make Way for Ducklings.
- Hold up the five fingers on your first hand, and then count fingers on your second hand until you arrive at a total of eight. You might say, 5...6 ,7, 8! You would need three fingers from your second hand.

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 little [letter name]. Take a look to see. If you have its match, please show it now to me.*
- Proceed by using the lowercase matches for all of the letters distributed to children. Remind the first few children that they should say, "I have the little [letter name]!" when they hold up their cards.

Day 3

Materials: poetry posters, book: *Make Way for Ducklings*, picture cards: island, hatch, molting

IF YOU'RE HAPPY

- Tell children that you will stay seated to sing the verses that involve the head and hands
- Sing verse for "clap hands," "snap fingers," "shout hurray," nod head," and "pat cheeks," modeling the motions as you lead the children.

MY SHADOW

- Tell children that the next poem they learned a while ago, about a boy playing with his shadow.
- Read the title with the children.
- Read the poem once slowly, then a second time more quickly but slowly enough for children to join in

I'M THINKING OF ___ CLUE GAME (*Make Way for Ducklings*).

- Show the book and tell the children that you are going to play the word guessing game with words from this book. Ask children to listen to all the clues you give and to hold their hand up if they have an idea. Show the Picture Card after children guess a word.
- For *island*, say, *This is the name of a small piece of land that is surrounded by water. The last sound in the word is /d/.*
- For *hatch*, say, *Some baby animals grow inside of eggs, and then come out of the eggs when they are big enough. When eggs are ready to break and the new baby animals are ready to come out, we say that the eggs are going to ___ . This word begins with /h/.*
- For *molting*, say, *This word describes what happens when ducks lose their feathers and get new ones. The word starts with /m/.*

HANDS ON SHOULDERS

- Read the title, underlining the words.
- Stand up as a class and recite the poem.
- Recite it again. Tell children you are going to change some parts, so they should listen carefully. Change "and now your toes" to "and now your clothes." Change "clap to four" to "Point to the door."

Day 4

Materials: poetry posters, The Green Grass Grows All Around flannel pieces and flannel board, book;

FIVE LITTLE DUCKS

- Tell children that the first song they are going to sing today is Five Little Ducks. Sing as usual and model the motions.

I'M A LITTLE TEAPOT

Procedure:

- Ask children to stand up and sing the song as usual with the motions.
- Add an additional verse: "Add a bit of sugar to make it sweet. Stir it in. Then drink the tasty treat." Model spooning sugar into a cup, stirring, then pretending to hold a cup to your mouth to drink.

MY BIG BALLOON:

Procedure:

- Say, "We haven't read this poem for a long time. I think you will remember it though." Read the title with the children. Point to My and read it as a sight word. Point to and sound out B and g in Big, and B, ll, and n in Balloon.
- Recite the poem, doing the motions with children.

THE GREEN GRASS GROWS ALL AROUND

Procedure:

- Say, "I noticed in the poem "The Big Balloon," that Big and Balloon both started with the same sound, /b/. In the song we are doing next, three of the words in the title start with the same sound. We are singing "The Green Grass Grows all Around." Green, Grass, and Grows, all start with /g/." '
- Sing all verses of the song, placing the appropriate flannel pieces on the board as you sing.

FIVE LITTLE OWLS IN AN OLD ELM TREE

Procedure:

- Read the title with the children. Point to and sound *F* and *v* in *Five*, *L* in *Little*, *O* and *d* in *Old*. And *T*, *r*, and *ee* in *Tree*. Point to and sound out these words quickly, underlining all the letters as you read them. Read *in* and *an* quickly as sight words.
- Recite the poem in a manner that makes the text flow naturally. Point to the winking and blinking owls and the moon, when the text is recited.

Day 5:

Materials: poetry posters, two sets of lowercase letters

LOOBY LOO

Procedure:

- Stand up and have the children stand up too. Sing the song as usual and ask children for ideas of parts of the body to move in some way for new verses.

THE LITTLE TURTLE

Procedure:

- read the title together. Point to and underline *The* and read it quickly, as a sight word. Point to and sound out *L* in *Little* and *T* in *Turtle*.
- Recite the poem without referring to it in the book. Model the motions for the children.

GOOD MORNING, MRS. HEN

Procedure:

- Read the title with the children. Point to and sound *G* and *d* in *Good*, *M* in *Morning*, *M* in *Mrs.* And *H* and *n* in *Hen*.
- Recite the poem naturally, then recite another poem called "Good Morning" from *Sing a Song of Popcorn* or another favorite poem.

LITTLE LETTER CHANT

Procedure:

- 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 little [letter name]. Take a look to see. If you have its match, please show it now to me.*
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