



## Songs, Word Play, Letters

Day 1

*Materials: Poetry posters, tag-board strips with one of the first four verses written on each one*

### THE WHEELS ON THE BUS

Procedure:

- Sing the familiar verses.

### BOOM BANG!

Procedure:

- Read the title with the children. Point to and sound out *B* and *m* in *Boom* and *B* and *g* in *Bang*.
- Recite the poem as usual, then hand out the strips for the first four lines. Recite the poem again, having children say the line that is printed on the tag-board card they hold. Have everyone recite the last four lines.
- Tell children that they might be interested in reading the poem in the book later in the day.

### LOOBY LOO

Procedure:

- Tell children that they need to stand up for this song.
- Sing the song as usual, doing the motions.
- Add a few new verses. Ask children for ideas of parts of the body to move in different way to create new verse

### WHAT WORD WOULD WE HAVE IF WE TOOK OUT \_\_\_? (And *Bigger!*)

Procedure:

- Show the book and tell them that you are going to ask them to say some words that are in the book, and then you will ask them to leave out a part of the word to say a new word.
- Present *legs*, ask children to say it once and then to say *legs* without the /l/ (*eggs*).
- Present *grow*, ask children to say it once and then to say *grow* without eh /g/ (*row*).

Present *meals*, ask children to say it once, and then to say *meals* with the /m/ (*eels*)

Day 2

*Materials: poetry posters, tag-board word cards for animal sounds: fiddle-ee-fee; bow-wow; quack, quack; baa, baa; moo, moo; neigh, neigh.*

### **OPEN SHUT THEM**

Procedure:

- Hold both hands up, then open and close them to indicate the first song
- Sing the song and lead children in the motions.
- Sing a second time, very slowly, and then a third time, very fast.

### **RAINDROPS**

Procedure:

- Read the title with the children.
- Hold up the two word cards with raindrops and rooftops written on them, and ask children which one says raindrops, and which says rooftops.
- Ask children to explain how they knew which was which. Help them look carefully at the letters in each word, as you sound out each one.

### **BARNYARD SONG**

Procedure:

- Tell children that you are going to sing the “Barnyard Song” next. Sing the song as usual, holding up the appropriate animal sound word card each time it comes up.

### **STAND UP**

Procedure:

- Read the title. Point to and sound out *S*, *t*, and *d* in *Stand*, and run your finger under *Up* as you read it.
- Recite and model the motions. Tell them that you are going to make the same changes you did before. Say “Shake your hands” instead of “stamp your foot” and “bend one knee” instead of “bend two knees.”

Day 3

*Materials: poetry posters, upper and matching lower case letters*

### **BUTTERCUPS AND DAISIES**

Procedure:

- Read the title with the children, underlining the words.
- Recite the poem.

### **I'M A LITTLE TEAPOT**

Procedure:

- Sing the song as usual with the motions.
- Make up a new verse of your own, if you'd like.

### **LITTLE LETTER/BIG LETTER CHANT**

Procedure:

- Tell children they are going to play the Little Letter/Big Letter Chant game.
- Distribute the uppercase letters and retain the lowercase matches.
- Say this chant: *I have the little* [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 lowercase matches for all letters distributed to children.
- Remind the first few children that they should say, *I have the big* [name a letter] when they hold up their card.

Day 4

*Materials: poetry posters, 2-row grid with 10 boxes in each row and stickers in each box,*

### **CLAP YOUR HANDS**

Procedure:

- Sing four or five verses using some familiar verses and adding some new ones (e.g. “flick flinger,” “wiggle nose.”).

### **THE LITTLE TURTLE**

Procedure:

- Read the title with the children. 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 with children, modeling the motions

### **TEN LITTLE FINGERS**

Procedure:

- Tell children that you going to do the poem about ten fingers next.
- Recite the poem as usual, modeling the motions.
- Ask children if they know how many fingers there are altogether if two children put all their fingers together. Remind children that each pair of hands is made up of ten fingers.
- Ask two children to come up beside you so that you can help everyone figure this out.
- Gesture toward one set of hands, and say 10, then count on to add the 10 fingers of the other child: 11, 12, 13, ....20.
- Summarize by saying that two groups of 10 make 20. Show a grid with two rows of 10 boxes and a sticker in each box. Hold this up and count all of the boxes with the children commenting after the first row. Say, *One row is 10*. Then continue counting on the second row, then say. *Two rows of 10 are 20*.
- Tell children you will put the counting boxes in Puzzles and Manipulatives for them to count again by themselves later if they'd like.

### **HEAD, SHOULDERS, KNEES AND TOES**

Procedure:

- Tell children to stand up.
- Sing the song once, modeling the motions.
- Sing the song again, but this time, use different words and motions. Tell children to watch and listen carefully.
- Change “Head and shoulders” to “Hair and elbows”; change “Eyes and ears” to “Eyes and cheeks.” Keep “knees and toes” the same. Go slowly enough for children to perform the new motions with you.

Day 5

*Materials: poetry posters, a small hand mirror*

### **APPLES AND BANANAS**

Procedure:

- Tell children that you are going to begin with a really silly song that they know. Ask them to guess its name.
- Sing the song as usual.

### **FIVE EGGS AND FIVE EGGS**

Procedure:

- Read the title with the children underlining it with your finger. Say, *this is an interesting title, because it has some words that repeat*. Point out *Five* and *five*, and *Eggs* and *Eggs*.
- Recite the poem with children, putting up first one hand and then the other to represent five eggs and five eggs. For ten, move both hands back and forth a little bit.
- After reciting the poem, tell children that one line of the poem has a word that repeats three times. Ask them what word it is. If they do not remember, tell them to listen carefully as you begin to recite the poem once again. Read *Crackle, crackle, crackle*, and hold one finger up for each word as you say it, to help them notice the repetition of the word.
- Read the line again, this time while pointing to the words, and explain that there's a space in between them and little mark called a comma. Say, *Commas tell us to pause a little after a word*. Then recite the line without pausing after each word to demonstrate how it would sound without the comma, and then read it again with pauses in between.

### **HUSH LITTLE BABY**

Procedure:

- Tell children that they are going to learn a new song today.
- Sing the song twice.
- Ask children if they know what a looking glass is. Provide some prompts, such as, *Maybe it's a glass you look at or into*. Or, ask, *Is there a kind of glass you look into and see a reflection of yourself?*
- Show the small mirror and tell children that another name for mirror is *looking glass*.

### **TWINKLE, TWINKLE LITTLE STAR**

Procedure:

- Sing the song as usual.
- After singing, comment that the daddy in "Hush, Little Baby" mentioned giving the baby a diamond ring and that the stars in the song are compared to diamonds
- Ask children if they know what a diamond is and show them one in a ring or a picture, if possible. If not, explain that a diamond is a very sparkly kind of rock that is used in rings. Because stars sparkle too, they are sometimes described as diamonds in the sky.

