



Songs, Word Play, & Letters

Day 1:

Materials: Poetry Poster, felt board and pieces including five tadpoles, tape measure, set of lowercase letters that matches those in children's names

FIVE GREEN AND SPECKLED FROGS

Procedure:

- Put the frogs up on the log as usual, then add the tadpoles to the blue pool. Tell children that these are baby frogs and ask if anyone knows what we call them. If there is a lull, say they are tadpoles.
- Sing the song and add a verse about tadpoles. "Five little baby frogs, can't climb upon the log. Legs and feet they have not yet, Not 'til they're fully grown and have legs of their own, will they play on the speckled log."

I MEASURE MYSELF

Procedure:

- Read the title of the poem, underlining it with your finger as you read.
- Show the tape measure and ask if anyone remembers the name of this tool used for measuring. Show how it is used to measure the length of an arm.

IF YOUR NAME HAS A [] IN IT RAISE YOUR HAND

Procedure:

- Tell children that you are going to do the activity with their names that they did a few weeks ago. Explain that you are going to show lowercase letters, and they should raise their hand if the lowercase letter you show is in their name. Remind them that they should raise their hand only if the letter is lowercase in their name. For example, *Emily* should not raise her hand when you hold *e*, but *Terrence* would, because the *E* in *Emily's* name is uppercase.
- If children hold up their hand when the letter you hold up is the first letter in their name, you might say, *Cole* you have *C* in your name, but it's the uppercase letter--the big *C* --not the little one, so put your hand down.

THE GREEN GRASS GROWS ALL AROUND

Procedure:

- Sing all the verses of the song

Day 2:

Materials: Poetry Posters,

MARY HAD A LITTLE LAMB

Procedure:

- Sing the song as usual.

MY SHADOW

Procedure:

- Read the title, point to and sound out *M* in *My*, and *Sh* and *d* in *Shadow*. Then recite the poem once.
- Ask if they know what part of the foot is called the heel. Ask children to point to their heel.
- Talk about how shadows grow and how real children grow more slowly.

IF YOU'RE HAPPY

Procedure:

- Sing familiar verses.

Ask children for ideas for new verses.

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

Day 3:

Materials: poetry poster, pocket chart, two sets of lowercase alphabet cards

I MEASURE MYSELF

Procedure:

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

LITTLE LETTER/BIG LETTER CHANT

Procedure:

- Tell children they are going to play the Little Letter/Big Letter Chant game.
- Distribute the lowercase letters and retain the upper case 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, SHOUDLERS, KNEES AND TOES

Procedure:

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

Day 4:

Materials: poetry poster, word cards: *fiddle-ee-fee*; *glub, glub*; *squeal, squeal*; *hooo*

IF YOU'RE HAPPY

Procedure:

- Tell the children that the first song will be "If You're Happy"
- Add additional verses with other emotions such as "surprised" (gasp), "puzzled" (frown your brow), or "disappointed" (look sad).

BARNYARD SONG

Procedure:

- Tell the children that next they are going to sing the "Barnyard Song," but with some verses for new animals.
- Tell children you want them to imagine that there's a pool on the farm where some frogs live. A tree where some owls live, and a pigpen with some piglets enjoying the mud.
- Ask what sounds they should sing for these new animals (*glub, glub* for frog, *hooo* for owl, *squeal* for piglet)
- Sing the first verse as usual with the cat that went "fiddle-ee-fee" and then continue singing, using the new verses.
- When finished singing, show the word cards to children, and ask them which says *glub, glub*; which says *hooo*, which says *fiddle-ee-fee*; which says *squeal, squeal*.
- Segment the first phoneme of each of these words with children (e.g., /g/ for *glub*, /f/ for *frog*) and comment that they need to look for a word that starts with the letter that is used to represent that sound (e.g., *g* for /g/ *f* for /f/).

WHEN I WAS ONE

Procedure:

- Tell children that you are going to read a new poem.
- Read the title underlining the words with your finger.
- Recite the poem naturally.

Day 5:

Materials: poetry posters, book; Bigger

CLAP YOUR HANDS

Procedure:

- Sing four or five verses using some verses that children have sung before, as well as newer ones (“flick fingers,” “wiggle nose”).

CAN YOU THINK OF WORDS THAT BEGIN WITH THE SAME SOUND AS __? (And Bigger)

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.
- Present mountain, /m/ and ask children if they can think of other words that begin with /m/. Provide examples if children cannot think of word (e.g., moon, morning, milk, mother)
- Present shoes, /sh/ and ask children if they can think of other words that begin with /sh/. Provide examples if children cannot think of word (e.g., ship, share, shampoo, shake)
- Present legs, /l/ and ask children if they can think of other words that begin with /l/. Provide examples if children cannot think of word (e.g., lizard, lake, lemon, light)

WHEN I WAS ONE

Procedure:

- Tell children that you are going to recite poem they learned the day before.
- Read the title underlining the words with your finger.
- Recite the poem naturally.

BARNYARD SONG

Procedure:

- Tell children that next they are going to sing the “Barnyard Song,” using some of the verses for new animals.
- Stand up and sing the song as usual with the motions.
- Ask children for some ideas of body parts to move in some way.