



## Songs, Word Play, Letters

### Unit 2, Week 1, Day 1

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**Materials:** Poetry Poster, flannel board and pieces for “Five Green and Speckled Frogs” and “Diddle, Diddle, Dumpling”, uppercase alphabet cards, children’s name cards (conventional spelling)

#### If You’re Happy:

Procedure:

- Say, *“The first song we are going to sing today is “If You’re Happy.” We are going to need to use our legs and feet to do the motions, so let’s all stand up.”*
- Sing four verses using clapping hands, stamping feet, tapping toes, and shouting “hurray.”

#### Five Juicy Apples:

Procedure:

- Tell children the second thing you are going to do today is learn a new poem, called, *“Five Juicy Apples.”* Have five apples nearby to count with the children. (Or, count the flannel board pieces.)
- Recite the poem without referring to it on the poetry poster. Use children’s names in each of the verses.
- Recite the poem a second time, using five different children’s names. Then tell children, You will do this poem again tomorrow and anyone whose name was not used today will have his or her name used then. (Make a list of children’s names and cross off as children get turns, starting on the first day.)

#### If Your Name Starts With [Name A Letter], Raise Your Hand:

Procedure:

- Say, *“Next, we’re going to play the name game. I will hold up a letter (hold up a letter). If your name begins with the letter, I usually tell you to raise your hand. But, today, you can touch your ear instead of raise your hand. This is a new way to play this game”.*
- Play one round of the game. For children who do not respond when the first letter of their name is called, hold up their name card and point to the letter at the beginning. Say, Nancy, your name (point to N) begins with N, so you may touch your ear.

**Diddle, Diddle Dumpling:**

Procedure:

- Say, *“Now, we are going to recite a poem we have done several times before, so it is a familiar one. This poem is called “Diddle, Diddle Dumpling.”*
- Place flannel pieces on the board to make the scene for the poem.
- Recite the poem once. Point to the appropriate parts of the flannel board scene as you proceed.
- Pause before saying the words on and off to give children a chance to chime in.
- Show the illustration on the poetry poster. Point to the socks and shoe, and comment about the positioning of the shoes (one is off, the other is on).

**Five Little Ducks:**

Procedure:

- Say, *“I am going to give you a hint about the last song we are going to sing today. It has a hand motion like this (with four fingers together, move them up and down to touch your thumb), and we say quack, quack, quack, while we do that. What is the song that you think we’re going to sing next?”*

## Unit 2, Week 1, Day 2

### Unit 2, Week 1, Day 2:

**Materials:** Poetry Poster, flannel board and pieces for “Down By the Bay” (watermelons, waves, snake, cake, frog, dog, bear, comb)

#### **Down by the Bay:**

Procedure:

- Sing the song with “a dog kissing a frog,” the “snake eating a cake,” and “a bear combing his hair,” placing the appropriate flannel pieces on the board for each verse. Remove pieces for each verse after singing it, before putting pieces on for the new one.
- Sing a new verse, using body gestures to portray new action words (e.g., “fly” and “tie” or “cow” and “bow”)
- Say something like, *“I bet those animals had a lot of fun down by the bay! Well, now we are going to have fun by singing a song about joining in to a game.”*

#### **Come On and Join In To the Game:**

Procedure:

- Say, *“This song is a new one –one we have not sung before. The name of the song is “Come On and Join into the Game.”*
- Sing the song the first time and model the motions.
- Sing only three verses (“clapping”, “blinking”, “sneezing”).

#### **Five Juicy Apples (And Chiming In With Rhyming Words):**

Procedure:

- Display the poem. Hold up a real apple and say, *“Remember the poem we learned yesterday, called ‘Five Juicy Apples’? We’re going to do that poem again today.”*
- Place the five flannel apples on the felt board or use splayed fingers to count down from five to zero, to prompt children to hold up a hand in the same way. Proceed as usual, using different children’s names from the ones used yesterday, and crossing names off the list.
- Make sure everyone has had a turn to have their name used.
- As you recite the poem the second time, linger on the first sound of the second word in rhyming pairs (e.g. store/fore; be/three; through/two; pair/there) so that children can chime in with the rest of the word.

#### **If You’re Happy (And Those Words Begin With The Same Sound):**

Procedure:

- Tell children the next song they will sing is *“If You’re Happy.”*
- Lead children in singing two verses of the song, as usual, using “clap hands”, “tap toes” as the motions.

- After singing two verses, stop and say, *“I noticed that some of the words in that song begin with the same sounds. HAPPY and HANDS have the same sound at the beginning: /h/ happy and /h/ hand (segment the /h/ in each word). Tap and toes also have the same sound at the beginning: /t/ tap and /t/ toes (segment the /t/ in each word). That’s interesting, isn’t it? Some words begin with the same sound!”*

### **Let’s Clap Our Names Concepts:**

Procedure:

- Say, *“Now we are going to play a clapping game. First I will say a name and clap its parts, and then we’ll say the name together and clap its parts together.”* Model the game first, using names that are not any of the children in the class. (e.g. Priscilla, Anthony, Thomas). First say the name slowly, segmenting the syllables. Then, say the name again, this time clapping with each syllable. Ask all children to clap each name with you. Do not count the syllables, the purpose is to hear the segmentation.

## Unit 2, Week 1, Day 3

### Unit 2, Week 1 Day 3

**Materials:** Poetry Poster, flannel board and pieces for “Down By the Bay”(watermelons, waves, snake, cake, frog, dog, mouse, house), *Hush!*

#### **Five Little Ducks (And Chiming In With Rhyming Words):**

Procedure:

- Say, “*The first song we will sing today is “Five Little ....” (Pause to let children chime in, and make quacking sounds to give them a hint)... Ducks!*”
- Sing the song, using hand motions to show the hills and the quacking. Sing the song again, but this time, linger briefly on the first sound of the second word of a rhyming pair (e.g., day/away; quack/back) so children can chime in on these words.
- Say something like, “*The mother duck in this song had to make a loud quacking noise to call her little ducks back home. In the story I will read to you next, a human mother is trying to make some animals keep quiet, so her baby can sleep.*”

#### **HUSH! :**

Procedure:

- Show the cover of *HUSH!* Read the title while underlining the letters as you pronounce the word. Read the name of the author and illustrator.
- Read the book once, keeping the natural rhythm of the verse.

#### **Down By The Bay (And Chiming In With Rhyming Words):**

Procedure:

- Say something like, “*We just heard a story that was kind of funny and now we are going to sing a funny song about those silly animals that are down by the bay!*”
- Sing the song as usual.
- Say, “*That song is a lot of fun to sing isn’t it? The next song we are singing is fun, too! We need to stand up to sing this one.*”

#### **Head and Shoulders, Knees and Toes:**

Procedure:

- Tell children the name of the song is “*Head and Shoulders, Knees and Toes.*”
- Sing the song as usual, touching the different body parts as you sing about them, except substitute chin for mouth. Jut out your chin when you name it.
- When finished, say something like, “*We just used our hands to touch different parts of our body. Now we are going to play a game and use our hands for clapping.*”

#### **Let’s Clap Our Names**

Procedure:

- Tell children, *“Now we are going to play the clapping game we played yesterday.”*
- Say, *“First I say a name and clap its parts. Then we’ll say the name and clap its parts together.”*
- Go around the circle, saying a child’s name slowly, breaking it into syllables, then say the name again, clapping once for each syllable. Ask children to join in clapping each name with you.
- Remind children to listen to the name you say before starting to clap.

## Unit 2, Week 1, Day 4

### Unit 2, Week 1, Day 4:

**Materials:** Poetry poster, flannel board and flannel pieces for “*Old MacDonald Had a Farm*” (chick, duck, cow, horse, goat, pig, sheep), children’s name cards, upper case letters representing the first letter in children’s names

#### **The Wheels on the Bus:**

Procedure:

- Tell children, “*The first thing we will do today is sing a song.*”
  - (Optional) Hold up the toy bus and ask, “What song do you think we are going to sing?” Confirm by saying, “*Yes, the first song is “The Wheels on the Bus.”*” Point out the driver and the front and back of the toy bus.
- Then sing verses the children already know, leading them in the appropriate actions.
- Introduce additional verses by singing and modeling the motions.

#### **Five Little Owls In An Old Elm Tree:**

Procedure:

- Say, “*The second thing we are doing today is a poem about some little owls in an old elm tree.*”
- Recite the poem to the children. Then show them the poetry poster illustration. Say, “*Here are the little owls. Let’s count them.*” Point as you recite the number words with the children.
- Recite the poem again, this time pointing to the appropriate pictures in the illustration. (e.g. blinking and winking). Look at the illustration again, and ask children how many owls are not winking or blinking.

#### **Come On And Join In To The Game:**

Procedure:

- Tell children, “*The third thing we are going to do is sing a song we have sung only once before called, “Come On and Join In to the Game.”*” Sing the first two verses (“clapping” and “sneezing”) slowly. Model the motions.
- Then, ask children to stand up because they are going to sing another verse that has a jumping action. Sing the jumping verse of the song (“*jump high with me*”). Invite children to sit back down again.
- Say, “*That jumping made me tired. Did it make you tired, too? Lots of times when we are tired we yawn and stretch (model), so let’s yawn and stretch in the last verses.*”

#### **If Your Name Starts With [Name a letter], Raise Your Hand:**

Procedure:

- Tell children, “*The fourth thing we will do today is play the name game we have played*

*before. I hold up a letter, and you usually raise your hand if your name begins with that letter. Today, though, I want you to blink your eyes like the little owl in our poem.” Hold up a letter and proceed as usual, except say, blink your eyes.*

- Play one round of the game. For children who do not respond when the first letter of their name is called, hold up their name card and point to the first letter. Tell them they may blink their eyes.
- For example, say, *Nancy, your name (point to N) begins with N, so you can blink your eyes, too!*
- Make sure everyone has a turn.

### **Old MacDonald Had A Farm:**

Procedure:

- Tell children, *“The sixth and last thing we will do today is sing a song we already know.”*
- Say, *“I wonder if Old MacDonald had any apple trees on his farm! I know some animals like to eat apples. We haven’t sung Old MacDonald for a while, so let’s sing it now! I’m going to put the animals on the flannel board that are on the farm today, and you can name them with me as I do.”*
- After animals are placed, tell children you will sing about the animals in their order on the board. Point to each one and say, *“The cow first, the duck second, the horse third, the goat fourth”* (or whatever animals are up)
- Be sure to use the ordinal numbers when pointing to the animals, to help children learn them. Remove animals from the board one at a time, after you’ve finished singing about all of them, and ask children to name them, again, as you remove them.

## Unit 2, Week 1, Day 5

### Unit 2, Week 1, Day 5:

**Materials:** Flannel board and flannel pieces for “Five Green and Speckled Frogs”, *HUSH!*, *The Little Red Hen Makes Pizza*

#### **Five Green and Speckled Frogs:**

Procedure:

- As you place flannel pieces on the board, ask children if they know what song they are going to sing.
- Then say, “*We are singing about the five green frogs, but unfortunately, one frog is sick today, so he can’t come out and play on the speckled log or in the cool blue pool with the rest of his frog friends. So, what do you think the song should be called today? Lead the children to understand that the song would be called “Four Green Speckled Frogs,”* by keeping one frog in our hand, instead of putting all five up on the flannel board.
- Sing the song, using only four flannel pieces and sing, *Four green and speckled frogs... in the first verse.*

#### **Come On And Join In To The Game:**

Procedure:

- Tell children, “*Next, we are going to sing “Come On and Join In to the Game.”* Sing the first two verses (“clapping” and “sneezing”) slowly and model the motions.
- Then, stand up and ask the children to stand up, too. Sing a third verse (“*jump high with me*”), and then a fourth verse (“*bow low like me*”). Model the motions as you sing. Go slowly so all children are able to keep up.
- When done singing say, “*We made a lot of noise singing that song, didn’t we! Now, we need to sit down and be very, very quiet for the book I am reading next.*”

#### **HUSH!:**

Procedure:

- Show the cover of the book and say, “*We have read this story before, so you know the title is ...* (pause for children to respond). Confirm by underlining the word with your finger as you read the word.
- Read the book, keeping the natural rhythm of the verse. Point to the pictures to identify objects named.
- As you read, linger on the first sound in the second pair of rhyming words to signal children to chime in with you (e.g., peeping/sleeping, cry/nearby, squeaking/sleeping, beeping/sleeping).

#### **If Your Name Starts With [First Sound in a Child’s Name], Raise Your Hand:**

Procedure:

- Tell children, *“The next thing we are going to do is play a game with your names. I will say a sound, and if your name starts with that sound, you raise your hand. Let’s pretend that someone named Tilly is in our class. I will say, if your name starts with /t/, raise your hand. Tilly would raise her hand because the first sound in Tilly’s name is /t/. /t/, Tilly/ “*
- Now I am going to say some sounds that I know are at the beginning of your names. When I say a sound, think about your own name. If it begins with the sound I say, then raise your hand. I’ll help you if you need help. Everyone will get a turn.
- Proceed with the game, using first sounds found in children’s names. Hang on to the sound long enough to give children time to compare it to their name.
- If a child does not respond, say something like, *“Mary, your name begins with /m/. Mary, /m/, so you can raise your hand.”* (Stress the /m/ sound in her name to provide very explicit help.)

### **Open, Shut, Them:**

Procedure:

- Say, *“Next we are going to sing the song “Open, Shut, Them.”*
- Sing the song with the children as before, modeling the hand motions.

### **Guess What Word I’m Saying [And The Little Red Hen (Makes A Pizza)]:**

Procedure:

- Hold up the book and say, *“We have had fun reading this book, The Little Red Hen (Makes a Pizza). Today, I am going to say some words that are in the book in a funny way, a way that is not quite right. I want you to say the words the right way. For example, if I say “lit-“ (pause) “-le,” you would say “little.”* Do one or two more sample word parts to help children understand the task.
- Repeat with *“tasty: ta – (pause) – sty, • Lovely: love – (pause) –ly • Morning: morn – (pause) –ing • Window: win -- (pause) –dow • Olives: ol – (pause) –ives “*
- You can also add any other two-syllable words from the story that you would like to add.