



Songs, Word Play, and Letters

Unit 2, Week 3, Day 1

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Materials: Poetry poster, *A letter To Amy*, picture cards: candles, parrot, envelope

Mix A Pancake (And Those Words Begin With the Same Sound!):

Procedure:

- Show the poetry poster illustration and say, *“What do you think the second thing is that we are going to do today?”* Children will probably say *“The Pancake Poem”* or something similar. Confirm by reading the title as you underline it with your finger.
- Recite the poem, lingering on the first sounds of the first words in lines to help children chime in with you.
- When finished, say, *“I noticed that some of the words in this poem start with the same sound. Pot and pan both start with /p/: /p/, pot and /p/ pan. The words catch and can also begin with the same sound: /k/ catch and /k/ can. That’s so interesting that some words begin with the same sounds.”*

The More We Get Together:

Procedure:

- Say, *“The third thing we are going to do today is sing the song about friends called “The More We Get Together.”*
- Sing song as usual.

Come On and Join in to the Game:

Procedure:

- Say, *“We just sang a song about friends. We like our friends to play games with us, don’t we? Well, now we are going to sing about that. Do you remember the song,” Come On and Join In to the Game?”*
- Sing four verses (*“clapping”, “sneezing”, “yawning”, “jumping”*) and model motions.
- Sing a fifth verse with a new word and motion. For example, Clasp your hands like me. (Weave fingers of two hands together.)

I’m Thinking of _____ Clue Game (And A Letter to Amy) book:

Procedure:

- Show children the book cover and tell them you will be playing a clue game with words from the story, *A Letter To Amy*.
- For candles, use these clues: *These are things we put on the top of birthday cakes. We light*

these and the person having the birthday blows them out. Peter made a wish and blew these out. If children don't guess the word from those clues, use this one: The word I'm thinking of begins with /k/

- For envelope, use these clues: *We put notes or letters into these before we mail them. We put a stamp in the corner of these and write an address on them, too. Peter put the letter he wrote to Amy inside one of these and put a stamp on it, too. If children don't guess the word from these clues, give this one: The word I'm thinking of begins with /e/*
- For parrot, use these clues: *This is a kind of bird that can talk. These birds are very colorful. Amy had one of these as a pet. If children don't guess the word from these clues, give this one: The name of this animal begins with /p/.*

Five Little Owls in an Old Elm Tree:

Procedure:

- Ask children if they remember the poem called "Five Little Owls in an Old Elm Tree."
- Display the poem. Read the title, underlining each word with your finger as you read it. Talk briefly about the illustration, pointing out, for example, the winking and blinking owls, and the owls with their eyes wide open. You also might comment that this is a night time scene—with the moon and the dark sky, and that owls are awake only at night—are nocturnal.
- Recite the poem, pointing to the appropriate pictures in the illustration.

Unit 2, Week 3, Day 2

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Materials: CD, *Dazzling Diggers*, flannel board and flannel pieces for “Five Green and Speckled Frogs” (two extra frogs are needed)

Clap Your Hands:

Procedure:

- Say, “*The first song we are singing today is called “Clap Your Hands”. We need to stand up to do the motions for the first verse. Can you guess what verse we are singing first? Children might say “clap your hands.”*”
- Ask, “*Could we do that sitting down? Children will probably agree. Ask what other verses they sing in this song that they need to do standing up.*”
- Sing “*stamp your feet*”, “*jump with me*”, “*bend your knees*” and “*touch your toes*”. For the last verse, tell children they can sit down first. Then sing “*blink your eyes.*”

What Are You Wearing?:

Procedure:

- Say, “*Now, we are going to sing a song about the color of the clothes you are wearing. You’ll probably remember that we sang this song last week.*”
- Go around the circle singing each child’s name and the color (or other feature) of an article of clothing he or she is wearing. Pick out any unusual clothing item to introduce vocabulary, or use a detail, such as “*Long-sleeve shirt*” or “*turtle neck shirt.*”
- If there is not time to do every child today, tell children you will do those who did not have a turn today on another day. (Making a list of children and crossing off their name when they have had a turn is helpful.)

***Dazzling Diggers* (And Those Words Rhyme!):**

Procedure:

- Show the cover of *Dazzling Diggers* and underline the words in the title with your finger as you read it with children. Tell them the name of the author and illustrator as you underline their names. Then read the book, keeping the natural rhythm of the verse.
- Go back to pages with rhyming words (e.g., big/dig, soil.oil, site/night,) and reread some of those verses. You could say, *site and night (place emphasis on the rhyming portion of the word) have the same last part—‘ight’. They rhyme*
- Now listen to these two words. *haul, crash, do they rhyme?(Say each word placing emphasis on the rhyming portion of the word.) No, they don’t rhyme because they don’t have the same last part. Haul and tall do rhyme. They both have the same last part-- /all/.*

Five Green and Speckled Frogs:

Procedure:

- Say, *“Now we are going to sing the song about our friends, the five green and speckled frogs. They are in for a nice surprise today!”*
- Place the log, pool and five frogs on the flannel board. Ask children to count with you as you place the frogs on the log. Then say, *“All five of our green and speckled frogs are here today, and two of their friends are coming to play with them in the cool blue pool! If two more frogs are coming to play, how many frogs will we have to sing about today? Help children figure this out by starting with the “five” and then counting up by one, as you say, “six, seven” and use fingers to keep track (raise one finger for “six” and a second finger for “seven.”). Today there are seven frogs at the pool!*
- When you get down to four frogs in the song, remove two at once in the next verse to make the song go a bit faster. This also introduces one way to divide 4—into two groups of two each.
- Ask the children to count with you as you take the frogs off the flannel board and put them away.

If Your Name Starts With [First Sound In Child’s Name], Raise Your Hand Concepts:

Procedure:

- Tell children, *“We are going to play one of the name games again. This time, I am going to say sounds, not hold up letter cards.”*
- Play one round, as you did before. (See Unit 2, Week 1, Day 5.) If a child does not respond to the sound that is the first one in his/her name, say, *Nancy, your name begins with /n/, so you can raise your hand. Nancy begins with /n/. Emphasize the /n/ in the name.* Be sure to say the sound and not the letter name.

Unit 2, Week 3, Day 3

Unit 2, Week 3, Day 3 (pg. 114 - 115) Materials: Poetry posters, flannel board and pieces for “Down By The Bay” and flannel letters for TILLY, M and S, *Matthew and Tilly*, *Dandelion*, Picture Cards : bike, crayon, zebra, giraffe

Can You Think of Words That Rhyme With ____? (And Six Little Ducks):

Procedure:

- Tell children, “*Today, you are going to learn a new song about ducks. This song has one more duck than the one you already know. Can guess the name of the new song.*”
- Sing the song to teach it to the children. Put your palms together, wiggling them back and forth, every time you sing “*wibble-wobble, wibble-wobble*”.
- Say, “Some of the words in this song rhyme. Back and quack rhyme—they both have “ack” as their last part. Can you think of any other words that rhyme with back and quack?” (be prepared with other ideas)

I’m Thinking of _____ Clue Game (And *Matthew and Tilly* and *Dandelion*):

Procedure:

- Show children *Matthew and Tilly* and *Dandelion*, and tell them they are going to play a clue game with words from these two books. Remind them to listen to all the clues think about them, then raise their hand if they have an idea.
- For bike, use these clues: *This is something you ride on that has two wheels. It also has handlebars.* If children need another clue, use: *It begins with /b/.*
- For crayon, use these clues: *You use these to color. They are not markers. In the story, Matthew broke a purple one that belonged to Tilly. The word I’m thinking of begins with /k/*
- For zebra, use these clues: *This is the name of an animal that has black and white stripes. If children don’t guess based on these two clues, use this one: This animal’s name begins with /z/.*
- For giraffe, use these clues: *This kind of animal has a very long neck and brown spots. If children don’t guess based on these clues, give this one: In the story, Dandelion, this animal had a tea and taffy party. If the children need still another clue, use this one: This animal’s name begins with /j/.*

Five Juicy Apples:

Procedure:

- Display the poem. Read the title, underlining each word with your finger, as you read it.
- Recite the poem, using a different child's name in each verse. If there is time, say the poem enough times to do everyone's name.

Story-Character "BINGO" Song, We Can Change it and Rearrange It (And Matthew and Tilly):

Procedure:

- Show the cover of *Matthew and Tilly*, and have children identify the characters. Tell children, *"We are going to sing the "BINGO" song, but we are going to sing about Tilly, and not the farmer's dog. "*
- Show the card with "TILLY" printed on it. • Point to the T in Tilly's name. Say, *Tilly's name begins with the letter "T", so I am going to put the letter "T" up first. What is the second letter in Tilly's name? That's right, it is an "I", so I will put the letter "I" right beside the "T".* Continue the same with the remaining letters (third, fourth, fifth).
- Sing to the tune of "BINGO". Sing the words, *"There was a boy who had a friend and Tilly was her name-o."* Proceed as you do with BINGO.
- After turning over all the letters to finish the song, turn the letters over again to spell "TILLY". Say, *"This word says Tilly. Now I am going to remove the letter "T" and replace it with the letter M. Then sound it out to model the reading of the new name (Milly). Next say, Now, I'm going to replace the letter M with the letter S. Then, sound out S -- /s/, and read the rest of the word, as you underline it with our finger. Children will no doubt read along with you.*
- As you remove letters to put them away, you might say, *"We can make a lot of different words by changing one letter. We can change and rearrange letters in many different ways to make a lot of different words."*

Unit 2, Week 3, Day 4

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Materials: Poetry posters, Uppercase Alphabet Letters

Head and Shoulders:

Procedure:

- Say, *“The first song we are singing today is “Head and Shoulders, Knees and Toes.” We need to stand for this song, so we can do the motions.”*
- Sing the song as usual, modeling the motions for the children.
- Sing it a second time, very slowly, and then a third time, very fast.
- When done singing, you might say, *“This song is fun to sing, isn’t it? Everything is much more fun to do if you have a friend to do it with you. The second song we are going to sing is a song about friends.”*

The More We Get Together:

Procedure:

- This song is called *“The More We Get Together.”*
- Sing the song as usual.

Three Little Monkeys (And Can You Think of Words That Rhyme With _____?):

Procedure:

- Tell children that you are going to do that silly poem about the monkeys again. Point to the title of the poem and run your finger under each word as you read it.
- Recite the poem. When you are finished, talk about some of the words that rhyme in the poem. Say, *Tree, be, and me all rhyme; they have the same last part—‘ee’.* Can you think of any other words that rhyme with tree, be, or me? If children are not able to generate any rhyming words, offer some. Ask, *Does see rhyme with tree and me? Does we rhyme with be and me? Yes, because we and tree both have ‘ee’ as their last part.*

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

Procedure:

- Say, *“Today we are going to play the name game with letters, but we’re playing it in a new way. This time I will hold up a letter, but if it’s the first letter in your name, don’t say anything. Instead, I will call on someone else, and he or she will identify whose name starts with that letter.”*
- Proceed with the game by holding up letters one at a time, and calling on children.

If You’re Happy:

Procedure:

- Say, *the last song we are singing today is a song about our feelings. Let's all stand up to sing "If You're Happy."*
- Sing three verses using clapping hands, tapping toes, and stamping feet as motions.

Unit 2, Week 3, Day 5

Unit 2, Week 3 Day 5

Materials: Poetry posters, flannel board and flannel pieces for “Old MacDonald Had a Farm”, *HUSH!*

Old MacDonald Had A Farm:

Procedure:

- Say, “Today we are going to sing “Old MacDonald had a Farm” but we are going to do it differently than we usually do. Today Old MacDonald has a zoo, not a farm.”
- Sing the song, substituting zoo animals and corresponding sounds.

***HUSH!* (And Can You Think Of Words That Rhyme With _____?):**

Procedure:

- Show the cover of *HUSH!* and point to the title as you read it. Then read the author and illustrator’s names as you underline them.
- Read the book, expressively.
- After reading the book say, “We are going to play a rhyming game with words from the story. Turn to the page with the lizard.” Read the page aloud and point to the illustration. Say, “The lizard is creeping. Creeping and sleeping rhyme-- they both have ‘eeping’ as their last part. Can you think of other words that rhyme with creeping and sleeping?”
- Accept nonsense words. You might say, “Jeeping might not be a real word, but it does rhyme with sleeping—it has ‘eeping’ as its last part.” Be ready to offer ideas of your own (e.g., peeping, seeping, weeping, leaping). When you’ve finished, review the list of rhyming words (e.g., “today we thought of a lot of words that rhyme— creeping, sleeping, peeping, leaping, weeping”).

Clap Your Hands:

Procedure:

- Say, “The next song we are going to sing is “Clap Your Hands.” We need to stand up to sing this song.”
- Sing the first two verses and model the motions (“stamp feet”, “swing legs”).
- Say, “You can sit down for the last two verses. We don’t need to use our legs or feet to do the motions this time.” Try doing “crook finger” or “nod head” for the last verses.

Come On and Join in to the Game:

Procedure:

- Say, “Now we are going to sing another song about doing things together called “Come On and Join in to the Game.”
- Sing the first verse using “clap hands”, and then add some new verses. For new verses try

"tap noses" and "touch cheeks."