



Songs, Word Play, & Letters

Day 1:

Materials: poetry poster, Book: *Snowy Day*

CAN YOU THINK OF WORDS THAT BEGIN WITH THE SAME SOUND AS _? (and the Snowy Day)

Procedure:

- Show the cover of the book and tell children that words from the book will be used to play a game. Explain that, in this game a word will be said and then they will think of other words that begin with the same sound.
- Use dog as an example. Say, *If I say dog, /d/ then you might say dig, because dig starts with /d/ like dog.*
- Use pocket to start. Say, *Pocket, /p/. can you think of other words that begin with /p/?*

Provide examples if there is a lull.

- Review words that are generated (e.g. pocket, pan, picnic, pink, pale).
- Do a second word, if children seem interested. Try melt or deep.

LOOBY LOO

Procedure:

- Stand up and ask the children to stand to sing “Looby Loo”
- Add new verses if you’d like (e.g. “left ear,” “right ear,” “head”)

MIX A PANCAKE

Procedure:

- Recite the poem with the hand motions.
- Recite it again, holding onto the first sound of the first word in each line so that children can chime in.

THE WHEELS ON THE BUS

Procedure:

- Place your hands in the position to start “The Wheels on the Bus: and do a few wheel motions
- Sing the song

Day 2:

Materials: poetry poster, felt board and letters: B, I, N, G, O M, Z, N, Five Green and Speckled Frogs flannel pieces

BINGO (and WE CAN CHANGE IT AND REARRANGE IT)

- Sing the song as usual, removing one letter per verse.
- When finished singing, put the letters back up to spell BINGO. Then replace B with M and ask children what it says. Sound /m/ to help (MINGO).
- Remove M and put N and read NINGO Remove N and put Z, read ZINGO.
- While putting the letters away, tell children that a lot of different words can be made with letters by changing and rearranging them.

THE MORE WE GET TOGETHER

Procedure:

- Say something like, “*We are going to sing a song about friends having fun when they get together.*” Sing the song and clap the beats. Model the clapping as you sing, to show that some claps are fast and others are held for a while.

FIVE LITTLE OWLS IN AN OLD ELM TREE

- Recite the poem.

Five green and speckled frogs

- Sing the song as usual

Day 3

Materials: poetry poster, Book: Snowy Day, picture cards: footprints, hood, boot

TWINKLE, TWINKLE, LITTLE STAR

Procedure:

- Tell children they are going to sing a new song but that some children probably know it.
- Sing the song slowly enough for children to join in.

IF YOU HAVE THE MATCHING LETTER, SHOUT ITS NAME

Procedure:

- Pass out one uppercase letter to each child, making sure the letter each child gets is not the first in the child's name. Hold onto the matches for each of the letters passed out.
- Hold up one letter at a time, and say, *if you have the match for (letter name), shout its name.*

HEAD, SHOULDERS, KNEES, AND TOES

Procedure:

- Sing the song as usual, touching the body parts named in the song. Do the song a second time, this time only humming and doing the motions.

I'm Thinking of ___ Clue Game (and The Snowy Day)

I'M THINKING OF _CLUE GAME (and The Snowy Day)

Procedure:

- Show the book and tell children that they are to guess some words from the book. Ask children to listen to all the clues, and to hold their hand up if they have an idea. After children guess a word, show the picture card to reinforce the word's meaning.
- For footprints, say, *Your shoes or boots make these marks in snow or mud. This word begins with /f/.*
- For hood, say, *This covers your head and is attached to a snowsuit or coat. Peter wore this in the snow. This word begins with /h/.*
- For boot, say, *we wear them on our feet. Peter probably wears them in the snow. This word begins with /b/.*

Day 4:

Materials: Book: *A Hat for Minerva Louise*, picture cards nest, shed, hose

TWINKLE, TWINKLE, LITTLE STAR

Procedure:

- Recite the poem as usual.

STAND UP

Procedure:

- Comment that this title has only two words in it and that it is short, not long like “Five Little Owls in an Old Elm Tree” you recited yesterday.
- Ask children if they remember the first thing the poem tells them to do. Begin reciting and standing up as the children answer.
- Put your fingers in the starting position for the song. Sing song.

GUESS WHAT WORD I AM SAYING (And A Hat for Minerva Louise)

- Show the cover of the book *A Hat for Minerva Louise* and say “We are going to play a game with some of the words from the story. I will say the words in a funny way and you are to guess what word I am saying and say it the right way.
- Do a couple of examples first: If I say /h/-pause en, you would say hen.
- Use nest: n-pause-est; once children have guessed, say something like, Minerva Louise was sitting on her nest when she saw snowflakes falling-then show the picture of the nest.
- Use shed: sh-ed: Minerva Louise went into the shed to find some warm clothes (show card)
- Use hose: h-ose: Minerva thought the garden hose was a scarf (show picture card)

APPLES AND BANANAS

Procedure:

Say something like, “*I just said some words in a funny way and then you said them the right way.*”

Now we are going to sing a song that has funny words in it. The song is “Apples and Bananas”

Day 5:

Materials: *poetry poster*, felt pieces: chick, duck, cow, turkey plus one or two more

OLD MACDONALD HAD A FARM

Procedure:

- Put the flannel pieces up as usual with one or two new ones.
- Sing, pointing to the animals.
- Tell the children that you are going to remove the animals in reverse order. Name each one as you remove it.

CLOUD

Procedure:

- Read the title and underline it with your finger.
- Present the poem orally, saying it slowly enough for the children to join in. Repeat the poem.

IF YOUR NAME STARTS WITH [], RAISE YOUR HAND

Procedure:

- Tell the children they are going to play a name game. Explain that a sound will be said, and they should listen and decide whether it is the same sound they hear at the beginning of their names. Remind children that when they played this game the last time, they listened for the last sound in their names, but today they are going to listen for beginning sounds.
- Say sounds, one by one. Be sure to provide a beginning sound for every child in the class.
- Assist children, as needed. Say, *Tommy, your name starts with /t/, so raise your hand.*

EENTSY, WEENTSY SPIDER

Procedure:

- Sing the song and do the motions