



Songs, Word Play, & Letters

Unit 3, Week 5, Day 1

SWPL Daily Activities:

APPLES AND BANANAS

- Sing song as usual.

HANDS

- Tell the children they will do a poem that they haven't done for a long time.
- Read the title and underline it, then recite the poem with the motions.

GUESS WHAT WORD I'M SAYING (and A Hat for Minerva Louise)

Materials: book, picture cards (scarf, boot, hen, next, shed, hood, hose)

- Show the book and tell children they are going to play a game with words. Explain that words will be said in a funny way and the children are going to guess the word
- Give an example: *If I say h....en, you would say hen.*
- Try: n....est, (nest) sh...ed (shed) h...ood (hood) h....ose (hose).
- When children say a word the right way, confirm their guess and use the word meaningfully in a sentence. For example, *Yes, I was saying scarf in a funny way.*

IF YOU'RE HAPPY

- Sing "clapping" and "nodding" verses
- Add another verse *If you're sad and know it cry "boo hoo"* (rub eyes) and another: *If you're surprised and you know it, shout "oh no!"* (hands up in surprise)

MY BIG BALLOON

- Recite the poem and model the motions.

Unit 3, Week 5, Day 2

SWPL Daily Activities:

CLAP YOUR HANDS

- Ask children to stand up. Sing “clapping” and “stamping” verses.
- Ask children for ideas of other things to do with their hands or feet.

BRINGING THE RAIN TO KAPITI PLAIN

- Show the cover, point to the first word in the title and begin to read it, allowing children to join in.
- Read the book naturally, pointing to the pictures, and making comments to explain the meaning of the text.
- Tell children that they are going to find rhyming words from the book.

CAN YOU THINK OF WORDS THAT RHYME WITH ? (and Bringing the Rain to Kapiti Plain)

- Comment that rain and plain rhyme, and ask children if they can think of other words that rhyme with rain and plain. Suggest some yourself if there’s a lull (e.g. lane, cane, mane).
- Repeat the same activity with dry and sky (e.g. by, my, try)

MY BIG BALLOON

- Recite the poem and model the motions.

FIVE GREEN AND SPECKLED FROGS

Materials: felt board and felt pieces

- Take two frogs out of the pool together, and ask the children how many are left. Then, you might ask, *How many will be left if I take just one frog out of the pool this time?*

Clipboard Directions
Unit 3, Week 5, Day 3

SWPL Daily Activities:

WHAT ARE YOU WEARING?

- Sing the song by going around the circle using each child's name and singing the child's name and the color of an item that he or she is wearing.
- For variation, include ribbons, barrettes, beads or belts.

TEN LITTLE FINGERS

- Recite the poem with the motions.
- After reciting the poem say, *Five fingers* (put up one hand) and *five fingers* (put up the other hand) *that makes ten* (bring hands closer together in front of you). *Take one away* (put one hand down) and *we have five once again* (hold just one hand up).

ALPHABET CLUE GAME

Materials: clipboard or easel with paper, marker

- Say *I will think of a letter and give one clue at a time to you, so you can guess it.*
- Use R this time. Draw the first line, and describe your actions. You might say, *The letter I'm thinking of has a long vertical line like this* (draw it). *Does anyone want to guess?*
- Respond to each guess by drawing the letter guessed and pointing out the long vertical line it has (or that it does not have one). You might say *Right, the letter in my mind might be T, because it has a long vertical line* (draw T). *That's not what I'm thinking, though.*
- Draw the second line in R. When they guess P say, *Yes, it is a P, but it is not the letter that I am thinking of.* If they guess B and R, say, *Those are good Guesses.*
- Give the last clue for R and then draw a B and point out the similarities and then the differences. Tell children that B was a good guess.

- Tell children that they will play again another day with a different letter.

I'M A LITTLE TEAPOT

- Tell children that they will sing about some hot water in a teapot.
- Stand up and ask the children to stand up too.
- Sing the song and do the motions.

Unit 3, Week 5, Day 4

SWPL Daily Activities:

OPEN SHUT THEM

- Put hands out in the gesture that starts this song, and ask children what they think the first song is today. To give another clue, close your open hands. When they guess, sing the song as usual.

HANDS

- Read the title and underline it, then recite the poem with the motions.

ALPHABET CLUE GAME

- Tell the children they will play the Alphabet Clue Game again. Remind them that they will listen to one clue at a time and then guess the letter.
- Use M this time. Draw the first line, and describe your actions. Say, *The letter I'm thinking of has a long vertical line like this (draw it). Does anyone want to guess what it is?*
- Respond to each guess by drawing the letter named and pointing out the long vertical line it has (or that it does not have one). Say, *Right, The letter in my mind might be (T or I or H etc.) because it has a long vertical line (draw T, I, or H, etc.). That's not what I'm thinking, though. I'll give you another clue.*
- Draw the second line in M. Children might guess N or V this time. Draw a V on the side of your paper, and point out that it is oriented differently. Tell children this is a good guess, but not the letter.
- Give the third clue for M. Children might guess N. Tell children that this form looks very much like an N, but there is a diagonal line, not a straight one. Ask if they have any other ideas.
- Draw the last line for M and confirm that the letter is M.
- Tell children they will play the game again another day.

CLAP YOUR HANDS

- Sing “clapping” and “stamping” verses
- Ask children for ideas of other things to do with their hands or feet.

Clipboard Directions
Unit 3, Week 5, Day 5

SWPL Daily Activities:

DOWN BY THE BAY

Materials: felt pieces

- Sing the song as usual.
- Add a new verse or two (“frog/dog” “mouse/house”).

RAINDROPS (poem 10)

- Comment that both the first line of the poem and the title have exactly the same word, raindrops.
- Present the poem orally, doing appropriate gestures for rooftops, ground, and umbrella.

DIDDLE, DIDDLE, DUMPLING (poem 2)

- Recite the poem.

IF YOU'RE HAPPY

- Ask the children to stand up. Sing the song as usual
- Ask children to help make up motions for other emotions such as sad, scared, angry.

IF YOU HAVE THE MATCHING LETTER, SHOUT ITS NAME

- Tell children that they will play a letter game they played last week.
- 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 you pass out.
- Hold up one letter at a time from your set, and say, *if you have the match for (letter name), shout its name.*

