



## Songs, Word Play, & Letters

Day 1:

Materials: poetry poster, clipboard, paper, marker.

### I'M A LITTLE TEAPOT

Procedure:

- Ask children to stand up.
- Sing with children and do the motions.
- Add the second verse: *Now that I am empty, fill me up!* (use hand in gesture to remove lid of teapot, and bend head forward as if teapot is bin filled with water). *Wait ten minutes*, (look at wrist as if at a watch) *then pour another cup!* (Resume teapot pose and tip spout end.)

### ALPHABET CLUE GAME

Procedure:

- Tell the children they are going to play the Alphabet Clue game again. Remind them that in this game, they are to guess the letter, after hearing some clues.
- Begin with N. draw the first line and describe actions. For example, *The letter I'm thinking of has a long vertical line like this* (draw it). *Does anyone want to guess what letter it is?* Children may guess H, T, L, E, F, and so on (these all have a long vertical line at the start). Write any letter that children guess. Indicate whether or not the letter has a long vertical line. Then, explain that this is not the letter in your mind. If anyone guesses N, then tell them that this could be the letter, but you'll give more clues to show whether it is or not.
- Draw the second line and describe actions. Say, *The letter I'm thinking of has a diagonal line next, and it comes down like this*. Children might guess V. Draw a V and tell them that what you drew does look a lot like V but it is not that letter.
- Draw the final line and confirm that the letter is N.

### PEAS PORRIDGE HOT

- Recite or read the poem.
- Recite the poem again slowly enough the second time to allow children to chime in.

Day 2:

Materials: "Five Green and Speckled Frogs" felt board and pieces including a white pool (frozen),

Book: *Over in the Meadow*

### **FIVE GREEN AND SPECKLED FROGS**

Procedure:

- Tell children they are going to sing "Five Green and Speckled Frogs" today, but there is no cool blue pool. Instead there's an ice-covered pool (show the white piece that replaces the blue pool) Ask if they think that it is wintertime at the pool.
- Substitute "jumped on the slippery ice, fell down once or twice" for *jumped into the pool where it was nice and cool* for each of the verses. Hold up one finger when singing "once" and two when singing "twice."

### **OVER IN THE MEADOW**

Procedure:

- Hold up the book and ask children if they remember its name. Read the title with the children, underlining the words.
- Read the book naturally.
- Comment about the baby animals and the important things that each kind of animal must learn to do.

### **DO THESE WORDS BEGIN WITH THE SAME SOUND? (and Over in the Meadow)**

Procedure:

- Tell children they are going to say two words from the book and they are to tell you whether they start with the same sound.
- Present sand and shore, saying each one distinctly. Ask children if they begin with the same sound, or a different sound. Confirm that they start with different sounds, /s/ and /sh/. But that sand and sun start with the same sound, /s/.
- Present these word pairs in the same fashion: shady and shore; blue and buzz; mother and mossy; chirp and shine; buzz and cheery; snug and sand; and buzz and build.
- After children respond to each pair confirm that they do or do not sound the same at the beginning. Isolate the beginning sound in each word.

## **HEAD, SHOULDERS, KNEES, AND TOES**

Procedure:

- Sing the song, touching the different body parts.
- Sing the song a second time, very slowly, and then a third time, very fast.

Day 3:

Materials: poetry poster, "The Green Grass" felt pieces, and flannel board

### **THE GREEN GRASS GROWS ALL AROUND**

Procedure:

- Sing the song through once.

### **FIVE LITTLE OWLS IN AN OLD ELM TREE**

Procedure:

- Tell the children this poem will be about five animals. *Say, It's not about five frogs or five ducks Can you guess? If they can't, say, These animals are birds, live in trees and stay awake at night.*
- Read the title and recite the poem. Blink and wink eyes, use rings made with forefingers and thumbs for the big round eyes, and use a ring made with arms raised over head to indicate the moon hanging in the sky.

### **WHAT ARE YOU WEARING**

Procedure:

- Tell the children that next they are going to sing the song about something they are wearing.
- Sing to children, naming a clothing item and its color for each child.

### **PEAS PORRIDGE HOT**

Procedure:

- Read the title while underlining the words with a finger.
- Recite the poem once fairly slowly, to allow children to chime in on parts.

Day 4

Materials: poetry poster, pocket chart and two lowercase alphabet sets.

### **HANDS**

Procedure:

- Raise your hands up high while sitting and ask if the children can guess the next poem
- Recite the poem as usual and do the motions with the children.
- Then ask the children to do the poem independently.

### **THE WHEELS ON THE BUS**

Procedure:

- Sing familiar verses.
- Add two new verses: "bees, buzz, buzz, buzz," "cats, meow, meow, meow".

### **ALPHABET MEMORY POCKET CHART GAME**

Procedure:

- Tell children they have seen the chart before and have played a Memory Game with it but are going to play in a different way today.
- Show children a lowercase letter from the set and then show another lowercase letter to match it.
- Hand a lowercase alphabet card to each child and name the letter. Go around the circle giving each child a turn to choose a pocket. When you expose a card in a pocket, say its name. If the card matches the one the child holds, the child keeps it. If it does not match, replace it in the pocket and move on to the next child. Continue until all children have matched their letter to a card in a pocket.

### **IF YOU'RE HAPPY**

Procedure:

- Tell the children that they are going to sing using the new verses they learned last week.
- Demonstrate twitching a nose, crooking a finger, nodding head, and blinking eyes before starting the song.

Day 5:

Materials: poetry poster, flannel board and pieces for "Down by the Bay"

### **DOWN BY THE BAY**

Procedure:

- Show children felt pieces for new verses: "bear combing hair," "whale with a striped tail," "goat wearing a coat," "cat wearing a hat" and provide the words to use with them in the song.
- Sing the song with the new verses.

### **IF YOU HAVE THE MATCHING LETTER, SAY IT'S NAME**

Procedure:

- Select as many upper and lower case matching pairs as children in the group, using some different ones than those you used the day before.
- Tell children they are going to play the new alphabet game that they learned the day before. Remind them that each child has an upper case letter to hold, and that lowercase letters will be shown, one at a time, and name them. The child holding the uppercase match says its name, for example, *I have B.*
- Pass letters out to the children and play. If children say, I do or Me, but do not name the letter, say, *Yes, you have the big B that matches my little b.*

### **TEN LITTLE FINGERS**

Procedure:

- Hold up hands and wiggle fingers to signal the poem.
- Lead the children in reciting the poem and doing the motions.