



Songs, Word Play, & Letters

Day 1

Materials: Tag board strips with the first four verses printed on them, pocket chart, book: *Clap Your Hands*

BOOM! BANG!

Procedure:

- Read the title with children. Point to and sound out B in Boom, B in Bang.
- Recite the poem once, and then distribute the tag board strips. Help children recite the verse on their strip.
- Recite the poem again, cueing children to recite only the verse on their strip, for the first four lines. Cue them to recite the rest in unison.

CLAP YOUR HANDS!

Procedure:

- Show the book. Read the title, pointing to and sounding out C, l, and p in Clap and Y and r in “Your.”
- Read the book, keeping the natural rhythm of the verse. Linger on the beginning sounds of the second word in a rhyming word pair (e.g. four/floor, down/clown, bird/word) to encourage children to chime in.

IF YOU’RE HAPPY

- Sing verses for “clap hands,” “stamp feet,” “shout hurray,” “jump in place,” and “raise arms.”

Day 2:

Materials: poetry poster, two cards with Rain and drops written on them cards with fiddle-ee-fee and Barnyard Song printed on them

RAINDROPS

Procedure:

- Show the cards Rain and then drops. Tell them these two words together are the name of the next poem. Help children sound out each word.
- Recite the poem and model the motions.
- Read and underline the title. Underline raindrops in the first line. Then skip down to the third line, and underline the words, pitter-patter, and ask if children know what words these are. Sound them out with the children, point to P, tt, and r, in each word.
- Then point to the line in the second verse with “Pitter-patter, raindrops!” Tell children they can read this line with you. Point to the P, tt, and r in Pittter and patter, and then to r, d, p, and s in Raindrops, as you read the words slowly.

BARNYARD SONG

Procedure:

- Show the children the card with fiddle-ee-fee on it. Tell them that this is what the cat says, repeatedly, in a song they know. Point to f, d, and l in fiddle, and to f in fee, while helping children sound out the words. If they don't recall the title, show them the card, read it and sing the song.

GOOD MORNING MRS. HEN

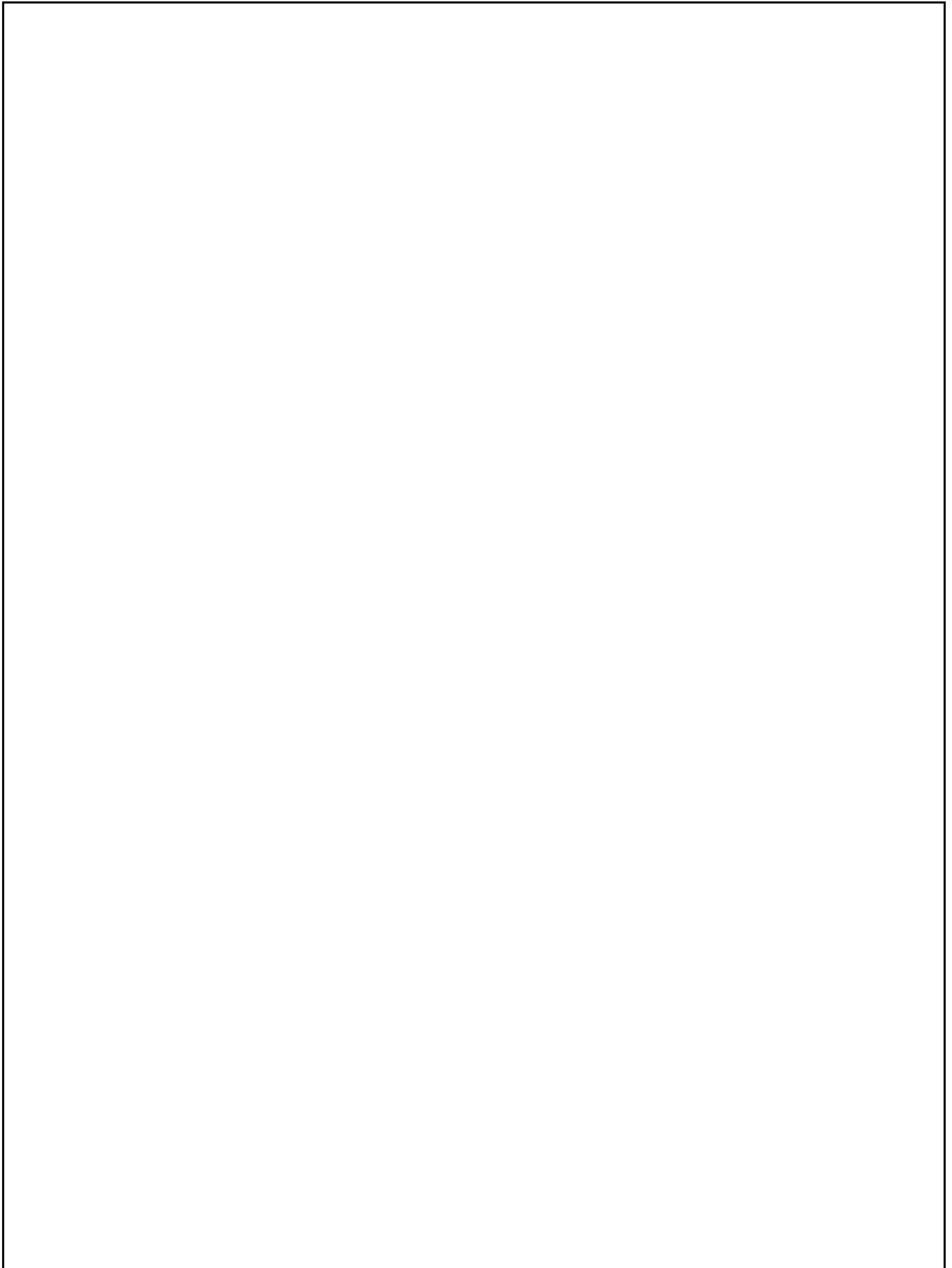
Procedure:

- Turn to the poem in the Big Book of Poetry and ask children, “Do you remember the title of this poem? You can read the title with me.” Point to and sound out G in Good, and then underline the rest of the letters, as you read the word, lingering briefly on the ‘d’ at the end. Point to and sound out M in Morning, M in Mrs. and H in Hen. Underline the rest of these words with your finger as you read it.
- Recite the poem naturally.
- Recite the poem a second time. Then say, “Count the chicks with me as I point to them in the illustration.” Talk about which ones are red, yellow, brown and speckled (point to them as you discuss this).

MY SHADOW

Procedure:

- Review some characteristics of shadows, using what children know from recent story books and other unit activities.
- Recite the poem.



Day 3:

Materials: poetry poster, chart of children's names with W as first letter, two sets of lowercase alphabet cards

OPEN SHUT THEM

- Position fingers and sing the song.

THE LITTLE TURTLE

- Read the title. Point to and underline The and read it quickly as a sight word. Point to and sound out L in Little and T in Turtle.
- Recite the poem with the children and model the motions.

LOOBY LOO

Procedure:

- Tell the children that next they are going to sing this song. Stand up and ask them to stand up too.
- Sing the song as usual, doing the motions.
- Add a new verse or two (e.g., "back," "right forefinger")
- Sing "Willoughby Wallaby Woo" before doing the next activity. Prepare a chart with children's names using W as the first letter (e.g., Windy for Cindy, Wim for Jim) and point to each name while singing a verse for each child in the group.

LITTLE LETTER/BIG LETTER CHANT

Procedure:

- Distribute uppercase letters that match the lowercase letters selected. Tell children they are going to do the uppercase and lowercase matching activity again.
- Do this chant: *I have the little [name a letter], as you hold it up to show. Take a look to see. Someone has its partner. Who might that someone be?*
- Remind the first few children that they can say: *I have the big [letter name]* when they hold up their card.

Day 4:

Materials: poetry poster, book: *Night Job*

CLAP YOUR HANDS

Procedure:

- Sing several familiar verses and the new ones from last time (flick finger, wiggle nose)

LOOBY LOO

Procedure:

- Tell children the next song they are going to sing will be “Looby Loo”. Standup and ask them to stand up too.
- Sing the song as usual.

NIGHT JOB

Procedure:

- Read the title and point to and sound out N in Night, J in Job. Read the name of the author and the illustrator. Read the book, keeping the natural flow.

HANDS

Procedure:

- Point to and read the title, sounding out H.
- Recite the poem as usual and model the motions.
- Tell children they are going to do the poem again but change one part. Tell children to listen carefully.
- Recite the poem again and change “Then give a clap, to then give two claps”.

Day 5:

Materials: poetry poster, two sets of lowercase alphabet cards, The Green Grass felt pieces and flannel board

THE GREEN GRASS GROWS ALL AROUND

Procedure:

- Tell children they are going to start with a song they learned a few weeks ago and sing the song as usual.

WINDSHIELD WIPER

Procedure:

- Make the wiper motion and ask the children what poem they think will be next.
- Recite the poem twice.

LITTLE LETTER/BIG LETTER CHANT

Procedure:

- Distribute uppercase letters that match the lowercase letters selected. Tell children they are going to do the uppercase and lowercase matching activity again.
- Do this chant: *I have the little [name a letter], as you hold it up to show. Take a look to see. Someone has its partner. Who might that someone be?*
- Remind the first few children that they can say: *I have the big [letter name]* when they hold up their card.

IF YOU'RE HAPPY

- Sing song as usual.