



Songs, Word Play, and Letters

Unit 2, Week 4, Day 1

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Materials: Poetry posters, flannel board and flannel pieces for “Five Green and Speckled Frogs”, and flannel letters C, L, A, R, A, card with CLARA written on it, *Hooray, A Pinata*, easel or chart paper,

Five Green and Speckled Frogs:

Procedure:

- Tell children, “*The first song we will be singing today is “Five Green and Speckled Frogs.”* Place two frogs on the log, and ask children how many there will be if you put two more on the log. Put up the next two and count on... 3, 4. Say, “*We have four frogs now. We need five. Here’s the fifth frog right here.*” Add it to flannel board.
- Sing the song as usual.

Story--Character “BINGO” Song, We Can Change It and Rearrange It (*Hooray A Pinata!*):

Procedure:

- Show *Hooray, A Pinata!* and tell children, “*We are going to sing the “BINGO” song, but today we will sing about Clara, the little girl from the story, Hooray, A Pinata!*”
- Show the card with “CLARA” printed on it. Point to the first letter in Clara’s name and say, “*The first letter in Clara’s name is C, so C is the first letter I’ll put on the flannel board. Here is the C.*” Point to the second, third, fourth, and fifth letters, and repeat, making sure to use ordinal numbers.
- Sing, “*There was a girl who loved a dog and Clara was her name –o. C-L-A-R-A (three times), and Clara was her name-o.*”
- When you are done, put the letters for CLARA back on the board, and say, “*I am going to make some new names using these letters. Remove C and ask children what they think the new name is. Say the sound /l/ to help out (LARA). Then take away the R and A, telling children you’re going to rearrange the L and A to make a new name. Sound out the A (/a/) to make an explicit prompt. Yes, A!* We can change and rearrange letters to make new words.”

Five Little Owls in an Old Elm Tree:

Procedure:

- Show the page from the poetry poster. Point to the title, underlining it as you read the words.
- Say, “*Owls usually stay awake at night, and sleep during the day. Some animals are like that, and we say they are nocturnal—nocturnal means that they stay awake at night.*”

- Recite the poem.

Interesting – Sounding Words (And Hooray, A Pinata!):

Procedure:

- Tell children, *“We are going to talk about some of the interesting-sounding words in the book Hooray, A Pinata!”*
- Say, *Cinnamon is an interesting – sounding word. Say it with me. Start with /s/ by modeling and holding onto the sound. Then say, Let’s say the whole word... cinn-a-mon. (Enunciate its parts clearly.) Do you like the part where your lips come together to make the /m/? Model by saying cinnamon again, holding onto the /m/. Have children say it with you again.*
- Show the cover of *Hooray A Pinata!*, and read the title, underlining the words. Ask, *“Are there any interesting – sounding words in the title?”* They might suggest Hooray or Pinata.
- Say, *“Piñata is a Spanish word. It starts with /p/ and it has other interesting sounds after the /p/. Let’s say the word a couple of times.”*
- Proceed the same way with Hooray.
- If time, go on to the rhyming words whack, smack, crack, and thwack. Comment on the fact that these are all noisy words.

Alphabet Letter Clue Game:

Procedure:

- Tell children, *“We are going to play a letter guessing game. I’m going to think of a letter (e.g., E), give you one clue at a time, and you guess the letter.”* Draw the long vertical line of the E and say, *“The first clue is a long vertical line, just like this. Are there any guesses about what letter I am thinking of?”*
- Respond to each guess by talking about how the letter is made. Examples: *I’m not thinking of the letter H, but H is a good guess because it has a long vertical line, like this* (said as you write the first line of H on the easel, then finish writing H).
- Then say, *“I am going to give you the next clue. As you add the next line for the letter E, say, I am making a short horizontal line. Can you guess the letter in my mind?”* Children might guess L or T. Write an L and say, *I see what you are thinking, because the same lines are used to write an L. But the short horizontal line in the letter L is at the bottom, of the long vertical line not at the top.* In responding to a guess that the letter is T, you might say, *If I were making a T, I’d use one line across the top, like this* (draw a vertical line for making T and add the horizontal line across the top).
- Draw the second horizontal line of E, describing you actions and naming the kind of line (a short horizontal line). Children will probably shout out “F.” You might say, *Yes, it is an F, but I have a different letter in my mind. If I add one more line down here (point), do you know what letter that would be?* Finish the letter and name it.

Unit 2, Week 4, Day 2

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Materials: *Dazzling Diggers*, *Hooray, A Pinata!*, flannel board and pieces for “Down By The Bay”

Clap Your Hands:

Procedure:

- Say, “*The first song we are singing is “Clap Your Hands.” We are going to add some fun new verses to the song today.*”
- Start by singing “clap your hands,” then ask children to stand up for the new verses.
- Continue with 2 -3 new verses (e.g., “*turn, turn, turn like this; turn around together*”, “*bow like this*”, “*jump like this*”).

What Are You Wearing?:

Procedure:

- Say, “*Now, we are going to sing that song about the color of the clothes you are wearing.*”
- Go around the circle using each child’s name and sing about the color of an article of clothing they are wearing.

Dazzling Diggers (And Chiming In With Rhyming Words!):

Procedure:

- Say, “*We have read this book before, so you will remember the title is... yes, it is Dazzling Diggers*” (as you say the title, underline the words with your finger).
- Read the book, keeping the natural rhythm of the verse.
- Linger on the first sound of the second word in a rhyming word pair so children can chime in with the word.

Down By The Bay:

Procedure:

- Say, “*Now we are going to sing that silly song about the animals down by the bay. We will add some new verses to the song today.*”
- Add a new verse or two (e.g., “*goat eating a coat*”, “*hen writing with a pen*”).
- When finished singing, place the goat and coat flannel piece on the board and say, *Goat and coat rhyme, /g/ -oat, /k/ - oat* (emphasize the rhyming portion of the words). Choose one more pair of rhyming words from the song and do the same thing.

Guess What Word I Am Saying (And Hooray, A Pinata!):

Procedure:

- Show the cover of the book and say, “*I have chosen some words from Hooray, A Pinata! that I am going to say in a different way. Say, Here’s the first word I’m going to say in a way: n interesting /k/ (pause) –ake. Yes, cake! That’s the right way to say it, not /k/ (pause) –ake.*”
- Say, “*Here’s another word: /l/ (pause) –eash. Right, leash. That’s what we put on a dog when*

we take him out for a walk, so it doesn't run away.

- *Here's one more word: /m/ (pause) – ash. Repeat /m/ (pause) – ash. That's right, mash, which means to squish something.*

Unit 2, Week 4, Day 3

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Materials: Poetry posters, flannel board and pieces for “BINGO” and extra flannel letters T, R, S, W, P, *Dandelion, Hooray, A Pinata!*, Picture Cards : lightening bolt, piñata, leash, dog biscuit, merry-go-round

BINGO (And We Can Change it and Rearrange it):

Procedure:

- Tell children, *“The next song we are singing is about the farmer’s dog, BINGO. I am going to put the letters for Bingo on the flannel board and I want you to say the letters with me as I place them.”*
- Sing the song as usual, removing one letter for each verse and replacing the letter with a clap.
- When the song is finished, put the letters for BINGO back on the board. You might say, *“This word says BINGO, but if I remove the B, and replace it with T, which says /t/, the word changes to TINGO!”*
- Say, *“So this word is TINGO, but if I remove the T and replace it with an R, what do you think the new word is?” Give a clue by saying the first sound /r/ (Ringo).*
- Continue with the other letters as long as they are interested.
- As you put the letters away, say something like, *“We can make many words with the same letters. We can change and rearrange letters to create a lot of different words!”*

I’m Thinking of _____ Clue Game (And Hooray, A Pinata!): book:

Procedure:

- Show the cover of *Hooray, A Pinata!* and tell children you are going to play a guessing game using words from the book. Remind children to listen to all the clues and then raise their hand when they have a guess.
- For piñata, use these clues: 1. *This is a toy that is hollow inside. People put candy or little toys in it and then break it open at a party to get the goodies that are inside.* If children need another clue use 2. *Clara had two of them at her party: a dog and a thundercloud.* 3. *The name of this toy starts with /p/.*
- For leash, use these clues: 1. *This is something you attach to a dog’s collar, when you take the dog for a walk. A person holds the other end.* If children need another clue use 2. *Clara put one of these on her piñata dog.* 3. *The name of this thing starts with /l/*
- For dog biscuit, use these clues: 1. *This is a snack for a dog that is something like a cookie.* If children need another clue use 2. *Clara spent some of the money she got from her grandmother to buy these.* 3. *If we were offering one of these to a dog, we might say, “Here, Doggy. I have a dog /b/_____ for you!”*
- For merry-go-round, use these clues: *This is the name of a ride at a carnival or amusement park. Kids sit on horses that go up and down.* If children need another clue use: *The first word in the name of this ride starts with /m/.* Show a picture of a merry-go-round after the word is guessed

- For lightening bolt, use these clues: 1. *This is something we would see in the sky during a thunderstorm. It is like a streak of light flashing in the sky.* If children need another clue use: 2. *Clara used the bottom part of the thundercloud piñata to make this.* 3. *The first word in the name of this word starts with /l/* Show the picture card to reinforce meaning, after the word has been guessed.

Five Juicy Apples:

Procedure:

- Say, *“We are going to do the poem about the five juicy apples. We will say the poem enough times so everyone gets a chance to have their name used.”*
- Recite the poem, using a different child’s name each time. Hold up one hand with splayed fingers to count down from five to zero.

Interesting-Sounding Words (And Dandelion):

Procedure:

- Show the cover of Dandelion and read the title. Say something like, *“Let’s see if we can find some interesting – sounding words in this book.”*
- Encourage children to name words as you flip through the pages. Pronounce each word clearly, saying syllables slowly and varying intonation. Have children repeat the words after you. The focus should be on the interesting sound and how it feels to say it.
- Say, *“Blinked is an interesting word to say. I like the way my lips and tongue feel when I say it. Say blinked again and then ask children to say it with you.”*
- Say, *“Magnificent is another interesting-sounding word. Magnificent is a long word that has many sounds. Let’s say it together... Mag – nif – i – cent. Dandelion thought he looked magnificent after he had his mane curled. Magnificent starts with /m/ and we write /m/ with the letter M.”* Write M on the easel so children can see it.
- Say, *“Kangaroo is a really fun word to say. Let’s say it together! Kan-ga - roo. Kangaroo starts with /k/, and we write the /k/ sound with the letter K.”* Write K so children can see it.
- Accept other words children offered and find something to say about the sounds in each one.

Come on and Join in to the Game:

Procedure:

- Tell children, *“The last thing we are doing today is singing “Come on and Join in to the Game.” We need to stand to do the motions for the verses we are singing.”*
- Sing the first four verses (“clapping”, “sneezing”, “yawning”, jumping”) and model the motions as children follow. Sing the first four verses a second time.

Unit 2, Week 4, Day 4

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Materials: Poetry posters, uppercase alphabet letters, *A Letter To Amy, Matthew and Tilly, Hooray A Pinata!*

Head and Shoulders:

Procedure:

- Say, *"Today we are going to start off by singing the movement song "Head and Shoulders, Knees and Toes."*
- Sing the song as usual, touching the different body parts as you sing about them.
- After the first verse, leave out saying a body part each time (But continue to point to that part), until you do all the motions silently.

Five Little Owls In An Old Elm Tree:

Procedure:

- Show the illustration in the Big Book of Poetry and ask children if they remember the name of this poem. Confirm by underlining the title as you read the words.
- Tell children to listen for words that rhyme as you recite the poem.
- Recite the poem again, but this time pause to give children a chance to chime in with rhyming words (e.g., tree/bee, fluffy/puffy, blinking/winking, eyes/skies).
- Then go back and say something like, Tree and bee rhyme, don't they? They sound the same at the end. Say, the words again, emphasizing the rhyming portion of the word. Do the same with one more set of rhyming words from the poem.

The Wheels on the Bus:

Procedure:

- Say, *"Now we are going to sing a song you are very familiar with, "The Wheels on the Bus."*
- Sing the verses children already know, leading them in the appropriate motions for each verse.
- Introduce another verse and model the motions for the children.

First Sound Matching Story Characters' And Children's Names (And *A Letter To Amy, Matthew And Tilly, Hooray, A Pinata*): books:

Procedure:

- Show the children the books, one at a time, point to the titles and read them. Then say something like, *"We've met many characters in these books, haven't we?"*
- As you flip through the books, you might say, In *A Letter to Amy*, there were Peter, Amy, and Eddie. In *Matthew and Tilly*, there were...(pause to let children chime in) *Matthew and Tilly*. And in *Hooray a Pinata!*, there were Clara and her friend Samson.

- Tell children, *“We are going to play a game with some of the names of the story characters. I will say a character’s name. You think about the sound the name starts with. Then we’ll go around the circle and say our own names to see if anyone else’s name starts with the same sound.”*
- Choose character names with beginning letters that match at least one child’s name in the class. Go around the circle and let children say his or her name. Let the group decide (with your help, if needed) whether the first sound matches the name you picked.

Clap Your Hands:

Procedure:

- Say, *“Now we are going to sing a song about things we can do together called, “Clap Your Hands.” We need to stand up so we can do the motions for the verses we are going to sing.”*
- Sing the verses the children already know, then add new verses and model the motions. (e.g., *“shake your hips”, “bend your knees”, “tap your toes”, “blink your eyes”.*)

Unit 2, Week 4, Day 5

Unit 2, Week 4 Day 5

Materials: *Hush!*, *Hooray A Pinata!*, two sets of uppercase letter cards, flannel board and pieces for “Five Green and Speckled Frogs”,

Can You Think Of Words That Begin With The Same Sound as _____?:

Procedure:

- Say, *“The first thing I am going to do today is read you the story Hush! Then we will play a game with some of the words from the story”.*
- Read the book aloud, keeping the natural rhythm of the verse. Point to the pictures to identify objects named.
- After reading the story, turn to the page with the lizard. Point to the lizard and talk about the meaning of the word in the context of the story. Then say, *The word lizard begins with the sound /l/. So does the word leaf, like a leaf on a tree, /l/ lizard, /l/ leaf. How about the word mosquito? Does that have the same beginning sound as lizard ?”*
- Then say the word *lizard* and linger on the /l/, then say *mosquito* and linger on the /m/. Say, *No, lizard and mosquito do not have the same beginning sound, do they? How about ladybug? Does ladybug have the same beginning sound as lizard? Listen again, /l/ ladybug, /l/ lizard. Yes, they do have the same beginning sound!*
- Then ask children if they can think of other words that begin with /l/. If children says a word that does not begin with /l/ (e.g., ball), say, *I hear the /l/ sound in the word ball, but I don’t hear it at the beginning like I do in lizard, leaf, and ladybug.*

Head and Shoulders, Knees and Toes:

Procedure:

- Say, *“Let’s stand up so we can sing and do the motions to “Head and Shoulders, Knees and Toes.”*
- Sing the song as usual, touching the different parts of your body as you sing about them.
- After the first verse, leave out saying a body part each time (but continue to point to that part), until you do all the motions silently.

Guess What Word I Am Saying (And Hooray, A Pinata!):

Procedure:

- Hold up the book and say, *“Hooray, A Pinata! is a story we have been reading. Today, I am going to say some words from the story in a different way that is not quite right. I want you to say the words the right way. For example, if I said c (pause) – ollar, you would say “collar.”* Give more examples if you think children need them to understand the task.
- Say some words in a *“different way”* and wait for children to say the word the right way. Present the segments twice: For crack: *cr (pause) - ack*, For dreams: *dr (pause) - eams*, For

flapped: *fl (pause) – apped*, For monster: *m (pause) – onster*

- After children have said a word the right way, repeat the segments and also say the word correctly (e.g., *Yes, cr - ack make the word crack when I say them together*).
- After children guess a word and you have repeated the segments and the word use the word in a sentence to convey its meaning. For example, you could say, *Crack! is the sound the piñata made when it was opened*.

Five Green and Speckled Frogs:

Procedure:

- As you place the flannel pieces on the board, ask the children if they know what song they are going to sing. Ask them to count the frogs as you place each one on the log.
- Sing the song as usual, using the flannel pieces to show the motions in the song.
- When the song is finished say, *Now I am going to put the log, cool pool and the frogs away so we will know where they are the next time we want to sing this song*. Ask children to count the frogs with you as you take them off the board.