

Alphabet Soup... Sing it!

Pre-K + ELA and Music

CORE SUBJECT AREA

ELA

ART FORM + ELEMENTS

Music
Melody

MATERIALS NEEDED

1. [Alphabet Soup](#) by Kate Banks
2. Magnetic letters
3. Magnetic board
4. Alphabet cards

MSCCR STANDARDS

RF.PK.1. b. With prompting and support, demonstrate understanding of conventions of print. Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named.

RF.PK.1. c. With prompting and support, demonstrate understanding of conventions of print. Recognize and name some upper- and lower-case letters of the alphabet.

RF.PK.2. a. With prompting and support, demonstrate an emerging (developing) understanding of spoken words, syllables, and sounds. Engage in language play (e.g., sound patterns, rhyming patterns, songs).

MSCCR CREATIVE ARTS STANDARDS

Pr4.2.PK. Select, analyze, and interpret artistic work for presentation. Analyze the structure and context of varied musical works and their implications for performance.

Re7.1.PK. Perceive and analyze artistic work. Choose music appropriate for a specific purpose or context.

Re9.1.PK. Apply criteria to evaluate artistic work. Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

DURATION

35 Minutes

OBJECTIVES

1. The students will identify and name each letter of the alphabet when prompted.
2. The students will sing and mimic responses in unison.
3. The students will learn to hear and identify a melody as well as the melodic direction in a song.

VOCABULARY

1. Melody-A melody is a musical sentence.
2. Melodic Direction-The melodic direction refers to which way the notes go in a piece of music (high or low).

RECOMMENDED RESOURCES

Alphabet cards are recommended to use as an additional resource throughout the activity. If a student is struggling with identifying his or her letter, the teacher may hold up the letter card as a way of prompting the student to hold up his or her own card.

LESSON SEQUENCE

Begin by reading the book [Alphabet Soup](#) by Kate Banks. Have the students to help you to identify the letters throughout the book as a warm-up. The teacher may sing a melody or a musical sentence as she identifies each letter in the book. For example, upon reading the page about the letter A, the teacher will sing "I have an A." The teacher will prompt the kids to repeat the melody each time a new letter is introduced.

The teacher will begin to sing the soup song for the children in rhythm (to the tune of “Hot Cross Buns”).

Alphabet Soup (Alphabet Soup)

In a pot (In a pot)

You stir the letters up and then

You boil it ‘til it’s good and done.

Who’s got the “A”? (I’ve got the “A”)

The teacher will say, "As we get ready to sing this song again together, listen for the melody. A melody is a musical sentence such as 'Who’s got the A? We’ve got the A.'

1. The teacher will sing the soup song again, but this time the students will also participate by singing along.

Alphabet Soup (Alphabet Soup)

In a pot (In a pot)

You stir the letters up and then

You boil it ‘til it’s good and done.

Who’s got the “A”? (I’ve got the “A”)

2. TTW pause for a moment at the conclusion of the song to ask the students if they can identify one of the melodies in the song. An acceptable answer would any of the repeating lines in the song. The teacher may prompt the students by singing one line from the song.

3. When students can sing the responses accurately and identify the melody with prompting, the teacher will pass out the 26 magnetic alphabet letters. Some students may have more than one depending on class size.

4. The teacher will begin by starting the song, "Who's got the A?"

5. As each letter is called for in the song, the student holding that letter will place it on the magnetic board while singing their line such as "I've got the A."

6. After each letter is placed on the magnet board, the teacher will praise the students for a job well done and give them another task to sing the song one more time but without using any words, only the "la" syllable. The teacher will prompt the students by singing the first line and having students to echo back.

7. Once the students have sung through the song using the "la" syllable in place of words, the teacher will ask the students to listen to the song one phrase or line at a time. The teacher will sing the first line of the song "Alphabet soup, in a pot." The teacher will say, "As the notes get higher, we will give a thumbs up, but if the notes go lower, we will give a thumbs down. Also, if the notes do not change at all, hold your hand at like a pancake." The teacher may prompt students by exaggerating his or her voice to show if the notes get higher or lower.

EXTENDED LEARNING ACTIVITIES

Once the students feel comfortable and can easily identify the letters of the alphabet in both uppercase and

lowercase forms, the teacher can extend the activity by using a mixture of the uppercase and lowercase letters.

SOURCES

1. <http://lessonplanspage.com/musiclaalphabetsoupsongideak-htm/> EDITED BY: Shea Thrash (me)

TIPS + FREQUENTLY ASKED QUESTIONS

1. Be very vocal and animated!
2. Use hand gestures or other body movements to prompt the students throughout the lesson.
3. Try using a mixture of uppercase and lowercase letters. When using this activity for the first time, use the uppercase letters first followed by the lowercase letters.
4. Change up the tune! Use different song melodies to enrich the lesson as the students become more comfortable.