

# ABC, Follow Me!

Phonics Rhymes and Crafts  
Grades K-1

Correlates  
with Reading  
Standards

apple

cake

LINWORTH  
LEARNING



# **ABC, Follow Me!**

## **Phonics Rhymes and Crafts, Grades K-1**

Linda Armstrong

L I N W O R T H  
L E A R N I N G

*Activities & Resources  
From the Minds of Teachers*

Published by Linworth Publishing, Inc.  
3650 Olentangy River Road, Suite 250  
Columbus, OH 43214

Copyright © Linworth Publishing, Inc., 2007

The purchaser is entitled to reproduce all patterns for use in an individual classroom or library. Any other use or reproduction requires written permission from the publisher.

1-58683-230-1

5 4 3 2 1

# Table of Contents

---

Table of Figures .....	vi
About the Author .....	viii
Acknowledgements .....	viii
Introduction .....	ix
Art Project List .....	xiii
Standards Correlation Chart .....	xiv
<b>SECTION 1: The Alphabet: Symbols and Sequence</b> .....	1
Introduction .....	1
Unit 1: Alphabet Symbols .....	5
<i>ABC, Follow me!</i> A verse introducing each letter with a sample word .....	5
<b>Y is for You and M is for Me: An Initial Crown:</b>	
A crown using the child's initial .....	7
<b>An Initial Crown Pattern:</b> A work page with take-home suggestions.....	8
<b>Two Side Headbands for the Crown with Upper and Lower Case Letters</b> .....	9
Unit 2: Upper Case and Lower Case Letters .....	10
<b>Upper Case and Lower Case: A Shape-shifting Verse</b> .....	10
<i>Upper Case, Lower Case, Our Names are the Same!</i> .....	11
<b>Lower Case Cards:</b> Cards to be used with the verse .....	12
<b>Upper Case Cards</b> .....	13
<b>Magic Letters:</b> A craft project. Letter rubbings with pencil or crayon .....	14
<b>Upper and Lower Case Hh Pattern:</b> A work page with take-home suggestions .....	15
Unit 3: Alphabet Sequence .....	16
<b>Putting the Alphabet in Order:</b> A verse teaching alphabet sequence .....	16
<i>Before, After, Between</i> .....	16
<b>Alphabet Chains:</b> Paper chains with an alphabetical order twist .....	17
<b>Alphabet Chain Pattern Page</b> .....	18
<b>SECTION 2: Consonants</b> .....	19
Introduction .....	19
Unit 1: M.....	21
<i>M is for Moth:</i> A verse teaching the sound of M .....	21
<b>M is for Mask Art Project:</b> A mask based on the letter M .....	23
<b>M is for Mask Pattern:</b> A reproducible pattern page .....	24
<b>Cartoon Animal Eyes, Noses, and Ears for the M Mask:</b> A reproducible source of components usable for several projects.....	25
Unit 1: S .....	26
<b>S is for Sun</b> .....	26
<i>S is for Sun:</i> A verse that teaches the sound of the letter S .....	26
<b>Sun Symbols:</b> A coloring page that invites originality.....	27
<b>Sun Symbol Pattern:</b> A reproducible pattern page .....	28

# Table of Contents CONTINUED

---

Unit 3: T	29
<b>T is for True</b>	29
<i>Is it Tricky or is it True?</i> A verse that teaches the sound of the letter T	29
<b>Truly Tricky Ties:</b> A paper necktie based on the letter T	30
<b>T is for Tie pattern:</b> A reproducible pattern page	31
Unit 4: H	32
<b>H is for Hand:</b> A verse that teaches the sound of the letter H	32
<i>Can You Hold it in Your Hand?</i>	32
<b>Dream Hands:</b> A simple tracing project that encourages abstract thinking	33
Unit 5: K	34
<b>Key to K Kingdom</b>	34
<i>K is for Key:</i> A verse that teaches the sound of the letter K	35
<b>K is for Key: Flannel Board Patterns or a Coloring Page:</b> Illustrations for the rhyme or a coloring page	36
<b>K is for Key: Clay Impressions:</b> Directions for a key impression in craft dough	37
Unit 6: B	38
<b>B is for Book</b>	38
<i>B is for Book:</i> A verse that teaches the sound of the letter B	39
<b>A B Book:</b> Directions for a center-folded book	40
<b>A B Book Pattern:</b> A small book pattern. (If child-authored book pages are cut to this size, the center may be stapled with a regular, rather than a long-necked, stapler.)	41
Unit 7: F	42
<b>F is for Fun!</b>	42
<i>Would it be Boring, or Would it be Fun?</i> A rhyme to teach critical thinking, as well as the sound of F	43
<b>F is for Funny Face:</b> A paper plate clown face	44
Unit 8: L	45
<b>Lanterns, Leopards, and Launches</b>	45
<i>L is for Light:</i> A verse to teach the sound of the letter L	45
<b>L is for Lantern:</b> A cut paper lantern	46
<b>Paper Lantern Pattern:</b> A reproducible pattern page	47
Unit 9: N	48
<b>Nodding for N</b>	48
<i>N is for Nature:</i> A verse that teaches the sound of the letter N	49
<b>N is for Nature:</b> A traced leaf project	50
Unit 10: D	51
<b>Danny and Darla: D Detectives</b>	51
<i>D is for Detective:</i> A verse that teaches the sound of the letter D	52
<b>D is for Dino-rama:</b> A dinosaur diorama to color, cut, and paste	53
<b>A Dino-rama Pattern:</b> A reproducible pattern page	54

# Table of Contents CONTINUED

---

Unit 11: W .....	55
<i>What Goes in the Wagon?</i> A verse that teaches the sound of the letter W .....	55
<b>W is for Weaving:</b> A paper weaving project .....	57
<b>Pattern for Paper Weaving Warp:</b> A paper “loom.” .....	58
<b>Pattern for Paper Weaving Weft:</b> Weaving strips .....	59
Unit 12: C .....	60
<b>C is for Color</b> .....	60
<i>C is for Color:</i> A verse that teaches the sound of the letter C .....	60
<b>C is for Color Wheel:</b> A project that teaches color families .....	61
<b>Color Wheel Pattern:</b> A reproducible pattern page.....	62
Unit 13: G .....	63
<b>Goggles</b> .....	63
<i>G is for Goggles:</i> A skin-diving verse that teaches the sound of the letter G.....	64
<b>A Goofy Goggles Craft:</b> Instructions for creating paper goggles .....	65
<b>A Goggles Pattern Page:</b> A reproducible pattern page .....	66
Unit 14: J .....	67
<b>Jewels</b> .....	67
<i>J is for Jewelry:</i> A verse about costume jewelry that teaches the sound of the letter J .....	67
<b>J is for Jewelry:</b> Directions for a paper jewelry project .....	68
<b>Patterns for J Bracelets:</b> A reproducible pattern page for paper bracelets .....	69
Unit 15: R .....	70
<b>Rattle, Roar, and Rumble</b> .....	70
<i>R is for Rattle:</i> A verse that teaches the sound of the letter R .....	71
<b>R is for Rattle: A Water Bottle Rattle:</b> Dried beans in a water bottle make a great sound!.....	72
<b>A Label for a Water Bottle Rattle:</b> A reproducible pattern .....	73
Unit 16: P .....	74
<b>People, People, People</b> .....	74
<i>P is for People:</i> A verse that teaches the sound of the letter P .....	74
<b>Folded Paper People:</b> Paper people in a string .....	75
<b>Pattern for Paper People:</b> A reproducible pattern.....	76
Unit 17: V .....	77
<b>V is for Vegetable</b> .....	77
<i>In a Very Green Valley:</i> A nutritious verse that teaches the sound of the letter V .....	78
<b>Flannel Board Patterns for V is for Vegetables:</b> A reproducible pattern page.....	79
<b>V is for Vegetable Print:</b> Instructions for making prints with cut carrots .....	80
Unit 18: Y .....	81
<b>Yell, Yell, Yellow</b> .....	81
<i>Y Riddles</i> .....	81
<i>Yell, Yell, Yellow!</i> A verse that teaches the sound of the letter Y.....	82
<b>Y is for Yellow Leaves: A Sponge Print Project</b> .....	83
<b>Letter Y: A Tree Trunk Pattern:</b> A reproducible coloring page.....	84

# Table of Contents CONTINUED

---

Unit 19: Z .....	85
<b>Zoom, Zing, Zone, Zap!</b> .....	85
<i>Z Words</i> .....	85
<i>Zoom, Zing, Zone, Zap!</i> A verse that teaches the sound of the letter Z .....	86
<b>Z is for Zigzag: An Accordion Book</b> .....	87
<b>Pattern for a Letter Z Accordion Book:</b> A blank accordion book with take-home suggestions .....	88
Unit 20: Q .....	89
<b>Q is for Quilt, Quiet, and Quick</b> .....	89
<i>Q is for Quilt:</i> A verse that teaches the sound of the letter Q .....	89
<b>Q is for Quilt: A Quilt Square Project:</b> Directions for two classic quilt squares .....	90
<b>Pattern for Two Quilt Squares:</b> A coloring page with take-home suggestions.....	91
Unit 21: X .....	92
<b>X is the End of Box</b> .....	92
<i>B-O-X Spells Box:</i> A verse that teaches the sound of the letter X .....	92
<b>X Ending Cards:</b> Cards to accompany the verse .....	93
<b>Glowing X's: A Wax Resist Project:</b> X's stand out against a black background.....	94
Unit 22: Medial Consonants .....	95
<b>Middle Riddles</b> .....	95
<i>Hinky Pinkies:</i> A set of “hinky pinky” medial consonant riddles.....	95
<b>Funny Bunny:</b> Directions for a very hoppy cut-and-color project .....	96
<b>Funny Bunny Pattern:</b> A reproducible pattern page .....	97
<b>SECTION 3: Vowels</b> .....	99
Introduction .....	99
Unit 1: Alphabet Symbols .....	101
<b>Nat, Net, Not, Nut! Hooray for Short Vowels! (C-V-C)</b> .....	101
<b>Nat, Net, Not, Nut!</b> A verse that contrasts the sounds of all five short vowels .....	102
<b>Word Bugs Project:</b> A cut-and-color paper sculpture project.....	103
<b>A Lady Bug Pattern:</b> A reproducible pattern page .....	104
Unit 2: Short A .....	105
<b>A Flat Bat and Other Short A's</b> .....	105
<i>Cat, Hat, Pan, Bat:</i> A verse that teaches the sound of short A.....	105
<b>A Flat Bat Craft Project:</b> Directions for a batty cut-and-color project .....	106
<b>Flat Bat Pattern:</b> A reproducible pattern page.....	107
Unit 3: Short E.....	108
<b>Red Leg Web Neb: A Nonsense Verse</b> .....	108
<i>Red, Leg, Web, Neb:</i> A nonsense verse .....	108
<b>Magic Red: A Red and Green Vibrating Target:</b> A complementary color project .....	109
<b>Magic Red Pattern:</b> A reproducible pattern page .....	110

# Table of Contents CONTINUED

---

Unit 4: Short I .....	111
<b>Inkso, Blinkso, I Don't Think So!</b> A verse that teaches the sound of short I. ..	111
<b>Something Fishy: A Mobile</b> .....	112
<b>Fish Patterns for the Mobile or for Coloring:</b> A reproducible pattern page....	113
Unit 5: Short O .....	114
<b>The Blob: Short O</b> .....	114
<i>The Blob:</i> A verse that teaches the sound of short O .....	115
<b>The Blob: An Art Project:</b> A coloring activity that encourages creativity .....	116
<b>The Blob Pattern:</b> A reproducible pattern page.....	117
Unit 6: Short U .....	118
<i>Where is the Bus?</i> A verse that teaches the sound of short U .....	118
<b>Cut it Out!</b> A fold and cut paper project .....	119
<b>Paper Lace Pattern:</b> A reproducible pattern page .....	120
Unit 7: Long Vowels .....	121
<b>The Vowel Says its Name</b> .....	121
<i>The Long and Short of It:</i> A rhyme introducing long vowel sounds.....	121
<b>A Note Card:</b> A Long Vowel Art Project: An instruction page.....	122
<b>A Note Card Pattern:</b> A pattern for a note card .....	123
Unit 8: Long A.....	124
<b>Long A, as in Snake: A Cumulative Rhyme</b> .....	124
<i>Dake, Hake, Nake-ee-Oh!:</i> Phrases are added with each verse of this long A verse .....	124
<b>Snakes!</b> Directions for a paper snake project, with a craft clay recipe and craft recipe websites .....	125
<b>Paper Snake Pattern Page:</b> A reproducible pattern page .....	126
Unit 9: Long I .....	127
<i>Let's Take a Hike!</i> A long I response verse based on "The Lion Hunt." .....	127
<b>Kite Bookmarks:</b> Take flight with these bookmarks .....	129
<b>A Kite Pattern:</b> A reproducible pattern page .....	130
Unit 10: Long O.....	131
<b>Homes: A Long O Verse</b> .....	131
<i>This Home, That Home:</i> A verse that is right at home with long O's .....	131
<b>A Drawing of Home:</b> Directions for a drawing activity .....	132
<b>Long O Riddles</b> .....	132
Unit 11: Long U.....	133
<i>What's Missing? A Rhyme:</i> A long U verse.....	133
<b>Long U is in Blue:</b> A torn paper art activity .....	134
Appendix.....	135
Word Lists for Exercises, Verses, and Practice Cards.....	135
Initial Consonant Words.....	135
Medial Consonant Examples .....	136
Short Vowels in Consonant-Vowel-Consonant Words.....	136
Long Vowels in Consonant-Vowel-Consonant-E Words .....	136
Selected Resources .....	137



# Table of Figures

---

<b>SECTION 1: The Alphabet: Symbols and Sequence</b> .....	1
Figure 1.1 A Crown Photograph .....	7
Figure 1.2 A Crown Pattern .....	8
Figure 1.3 Two Strips with Letters .....	9
Figure 1.4 Lower Case Cards .....	12
Figure 1.5 Upper Case Cards .....	13
Figure 1.6 An Hh Rubbing Scan .....	14
Figure 1.7 An Hh Rubbing Pattern .....	15
Figure 1.8 A Photograph of an Alphabet Chain .....	17
Figure 1.9 Alphabet Strip Patterns .....	18
<b>SECTION 2: CONSONANTS</b> .....	19
Figure 2.1 A Picture of a Finished Mask .....	23
Figure 2.2 A Pattern for a Large Outline M .....	24
Figure 2.3 Cartoon Animal Eyes and Noses .....	25
Figure 2.4 A Scan of a Finished Sun Symbol.....	27
Figure 2.5 A Sun Symbol Pattern .....	28
Figure 2.6 A Scanned Finished Necktie .....	30
Figure 2.7 A Necktie Pattern.....	31
Figure 2.8 A Scanned Sample of Hand Art.....	33
Figure 2.9 K Flannel Board Patterns or a Coloring Page .....	36
Figure 2.10 A Photograph of a Finished Key Impression.....	37
Figure 2.11 A Photograph of a Finished B Book .....	40
Figure 2.12 A B Book Pattern.....	41
Figure 2.13 A Picture of a Finished Funny Face .....	44
Figure 2.14 A Photograph of a Finished Lantern .....	46
Figure 2.15 A Lantern Pattern.....	47
Figure 2.16 A Sample of Traced Nature .....	50
Figure 2.17 A Sample of a Dinosaur Diorama .....	53
Figure 2.18 A Dino-rama Pattern .....	54
Figure 2.19 A Photograph of a Finished Paper Weaving Project .....	57
Figure 2.20 A Pattern for Paper Weaving Warp .....	58
Figure 2.21 A Pattern for the Paper Weaving Weft.....	59
Figure 2.22 A Pattern for a Color Wheel .....	62
Figure 2.23 A Photograph of the Finished Goggles Project.....	65
Figure 2.24 A Goggles Pattern .....	66
Figure 2.25 A Photograph of Finished Paper Bracelets .....	68
Figure 2.26 Patterns for J Bracelets .....	69
Figure 2.27 Photograph of a Water Bottle Rattle .....	72
Figure 2.28 A Label for a Water Bottle Rattle .....	73
Figure 2.29 A Pattern for Folded Paper People .....	76
Figure 2.30 Vegetable Flannel Board Patterns .....	79
Figure 2.31 A Photograph of a Sample Vegetable Print Card .....	80
Figure 2.32 A Scan of a Sponge-printed Leaf .....	83
Figure 2.33 A Scan of a Finished Letter Y Tree Picture.....	83
Figure 2.34 A Letter Y Tree Trunk Pattern .....	84

# Table of Figures CONTINUED

---

Figure 2.35 A Photograph of a Finished Zigzag Book .....	87
Figure 2.36 A Pattern for an Accordion Book .....	88
Figure 2.37 A Scan of the Finished Quilt Squares .....	90
Figure 2.38 A Pattern for Two Quilt Squares .....	91
Figure 2.39 Cards for Words Ending with X .....	93
Figure 2.40 A Scan of a Wax Resist Project .....	94
Figure 2.41 A Photograph of Funny Bunny .....	96
Figure 2.42 A Pattern for Funny Bunny .....	97
<b>SECTION 3: Vowels</b> .....	99
Figure 3.1 A Photograph of the Finished Ladybug.....	103
Figure 3.2 A Ladybug Pattern .....	104
Figure 3.3 A Photograph of a Finished Bat .....	106
Figure 3.4 A Flat Bat Pattern .....	107
Figure 3.5 A Scan of a Finished Red and Green Target .....	109
Figure 3.6 A Red and Green Target Pattern .....	110
Figure 3.7 A Photograph of a Finished Fish Mobile .....	112
Figure 3.8 Fish Patterns for the Mobile or for Coloring.....	113
Figure 3.9 A Scan of a Finished Blob Drawing .....	116
Figure 3.10 A Blob Pattern .....	117
Figure 3.11 A Scan of Finished Paper Lace .....	119
Figure 3.12 A Paper Lace Pattern .....	120
Figure 3.13 A Scan of a Finished Note Card .....	122
Figure 3.14 Note Card Pattern .....	123
Figure 3.15 A Photograph of a Finished Spiral Snake .....	125
Figure 3.16 A Paper Snake Pattern .....	126
Figure 3.17 A Scan of a Finished Kite Bookmark .....	129
Figure 3.18 A Pattern for a Kite Bookmark .....	130
Figure 3.19 A Scan of a Sample House Drawing .....	132
Figure 3.20 A Scan of a Sample Torn Paper Cloud Picture .....	134

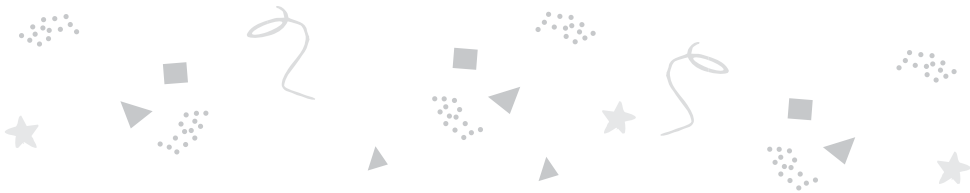
# About the Author

---



**B**efore moving to Colorado, Linda Armstrong was an educator in Los Angeles. She served first as a classroom teacher, and later as a Language Development Resource Teacher based in the school library. She told stories in costume, presented puppet shows, sponsored a drama club, and coordinated a school-wide Language Arts festival.

Now, Linda writes books for children and their teachers. Her credits include more than twenty adaptations of classic stories, a collection of contemporary free verse, a middle grade novel, a book of art projects for elementary teachers, and several phonics books. She has also written supplementary classroom materials for history, reading comprehension, and math.



# Acknowledgements

---

I would like to thank my husband Alden for his patience during the long nights spent alone, for listening patiently to new rhymes, for art ideas shared through the years, and for his wonderful face. I would also like to thank my fellow Linworth author (*Rhymes and Reasons*) and walking partner, Jane Heitman, for her many helpful suggestions and my editor, Sherry York, for her understanding and guidance.

# Introduction

---

## WHO NEEDS PHONICS?

Reading is the keystone of modern culture. It is one of the building blocks of freedom. A person with weak reading skills is likely to have limited choices throughout his life. Reading opens doors, not only to professional achievement, but also to a vast treasure trove of literary art amassed over centuries. Stories, myths, legends, plays, and poems are the property of every reader. These masterpieces of the imagination cultivate compassion, foster the consideration of professional ethics, develop critical thinking, and enable creative problem solving. Such skills and qualities are conducive to satisfying lives and effective societies.

How can we help children master reading? An important early step is the introduction of phonics. The word phonics comes from the Greek root, *phon*, meaning sound. In alphabetic systems such as English, written language is the codification of sequential, meaningful sounds. Young decoders must learn to recognize distinct sound units, or phonemes. From the stream of talk, they must be able to pick out the phoneme that distinguishes the word go from the word no.

At the same time, beginners must learn to associate particular sounds with letter symbols. When they have memorized the letter symbols and recognize the most common phonemes, young readers are ready to attack simple consonant-vowel-consonant words. With a shiver of excitement, they will hear themselves say familiar words, and the magical process of reading will begin.

Although a mastery of phonics is crucial, other competencies contribute to reading success. These enabling skills include the ability to concentrate on a task, a broad speaking vocabulary, recognition of similarities and differences (aural, visual, and abstract), the ability to categorize, the ability to think critically, the ability to make reasonable predictions based on known circumstances, and the ability to construct sequences. The arts help to develop these important abilities. That is why visual art, music, dance, and drama activities are included in *ABC, Follow Me!*

---

## BUILDING LANGUAGE AND THINKING SKILLS

- Provide attention-building activities, such as coloring, block play, and computer games.
- Read aloud often.
- Define unusual words.
- Ask what comes next in a story.
- Ask whether a story event seems possible or fair.
- Ask how two things are alike or different.
- Ask participants to list a session's events in order.

## WHO NEEDS THIS BOOK?

Written by an experienced classroom teacher and school library language arts specialist, *ABC, Follow Me!* is designed to make the mastery of early reading skills enjoyable. Its rhymes and related art activities capitalize on children's natural enthusiasm for manipulating sounds and shapes.

Although many believe that reading instruction is a responsibility best relegated to the classroom, experienced professionals understand the essential role of school and public librarians in the development of capable, enthusiastic readers. *ABC, Follow Me!* is perfect for school and public libraries. Its verses, movement activities, and simple projects will add extra zip to preschool and primary story hours. As letter recognition skills taught in the poems and crafts are applied to volumes in the library's collection, children will make the connection between phonics and stories. Teaching letter recognition skills in the library is like giving a child a push on the swings; get her started, and soon her toes will touch the clouds.

In *ABC, Follow Me!* classroom professionals are sure to find many easy, lively ways to introduce lessons or reinforce student mastery of particular letter/sound associations. There are activities to suit every child from the budding Wordsworth to the resident wiggle-worm.

Librarians and teachers are important coaches for young readers, but parents are also essential members of the instructional team. Nobody understands a child's unique personality, interests, and needs as well as his family. Most parents, and many grandparents, are eager to help children succeed, but they are not sure where to begin. Family members don't want to make reading into a chore, but they don't want to leave the acquisition of skills to chance, either. *ABC, Follow Me!* offers conscientious mothers and fathers a buffet of simple, enjoyable activities that will carry their children far beyond letter names taught by the ubiquitous ABC song without the intimidating expectations of flashcard drills.

## WHAT ARE THE FEATURES OF THIS BOOK?

Each section of *ABC, Follow Me!* considers a different aspect of decoding and is preceded by a short, easy-to-read introduction. In addition to an explanation of the skill taught in that section, each introduction contains some or all of the following:

- suggestions for additional activities
- a short bibliography of related picture books
- a sampling of related teaching materials or relevant Web sites.

---

## OTHER USEFUL FEATURES OF THIS BOOK

- an annotated table of contents
- a list of craft projects
- a reading standards correlation chart
- a word list for additional games or exercises
- an index
- take home activities (for some units)
- flannel board patterns
- alphabet card patterns

A series of teaching units called activities follow the section introduction. Each activity set includes a chant or verse followed by an art or craft project. The activity units also include pattern pages, flannel board patterns, or letter cards. Most of the pattern pages also include take-home suggestions.

## WHY ARE THE LETTERS INTRODUCED OUT OF ORDER?

The verse/project units in *ABC, Follow Me!* are presented in order of difficulty. Beginning with the memorization of letter symbols, the text moves on to emphasize their sequence, and then to a letter by letter exploration of sounds. The consonants are covered first because, with a few exceptions, each has only one sound. This attribute makes consonants more dependable guides for decoding than vowels. As a practical demonstration of consonant power, try reading each of the following sentences:

**Rd ths smpl sntnc  
ea i ie eee.**

Both groups of letters represent the words, Read this simple sentence. The first line contains only consonants, while the second contains only vowels. Which group of letters provided more useful information?

Glancing at the table of contents, you will notice that the consonants are not presented in order. Some consonants are used frequently and others, especially C and G, are confusing. In the vowel section of the book, short sounds are presented before long sounds because the vowel-consonant-vowel pattern (can) is simpler than the vowel-consonant-vowel-silent E pattern (cane).

Since *ABC, Follow Me!* is intended to supplement other programs, few readers will follow its units in order. Most teachers, parents, and librarians will flip through the pages to find an appealing verse. The table of contents, index, and various content charts should also help users locate material relevant to current projects or interests.

## DO THE CRAFTS TAKE ELABORATE PREPARATION AND CLEAN-UP?

The projects in *ABC, Follow Me!* reinforce skills taught in the verses. They are as simple as possible; many have patterns. Most activities require only crayons, glue sticks, and scissors. These cut-and-color crafts make fast and easy projects for library or reading center sessions. For the benefit of classroom teachers with more time for clean-up, suggestions for more creative projects are included.

Each craft page includes:

- a photograph of a completed sample
- a list of materials
- bulleted instructions
- suggestions for related art activities

---

## A FINAL WORD

However it is used, *ABC, Follow Me!* is meant to infuse early reading instruction with the spirit of childhood. This book is for teachers, parents, librarians, and media specialists who believe that children learn best when they are having fun.

## USEFUL WEB SITES

The following education-related index sites are guides to the best on the Internet. They will save you a great deal of time. In addition to lesson plans and activity suggestions, they include professional development and job placement advice.

### **Kathy Schrock's Guide**

>><http://school.discovery.com/schrockguide/>

Author and lecturer Kathy Schrock has assembled a comprehensive, categorized guide to sites “useful for enhancing curriculum and professional growth.” The fact that it is well-maintained and updated frequently makes this one of the most trusted indexes online.

### **Sites for Teachers**

>>[>>](http://sitesforteachers.com/index.html)

This massive site provides links to, and reviews of, a variety of teaching materials, arranged by subject.

### **Elementary Educators at About.com**

>>[>>](http://k6educators.about/)

At About.com, moderators with experience in a variety of fields select relevant sites for particular purposes. The site listings are updated regularly. Sometimes, moderators also write introductions brimming with useful information. A free newsletter is available.

# Art Project List

---

These crafts are designed to build sound recognition. They also teach basic art elements and principles. Most of the activities listed here are based on included patterns. Suggestions for more time-consuming, open-ended projects are also included, at the bottom of most instruction pages.

<b>Alphabet Crowns</b> .....	7-9
<b>Alphabet Chains</b> .....	17-18
<b>Masks</b> .....	23-25
<b>Suns</b> .....	27-28
<b>T is for Tie</b> .....	30-31
<b>Hand Tracings: Holding Rainbows</b> .....	33
<b>Keys</b> .....	36-37
<b>B Books</b> .....	39-40
<b>Funny Faces</b> .....	44 and 25 (features)
<b>Paper Lantern</b> .....	45-46
<b>N is for Nature</b> .....	49-50
<b>Dino-rama</b> .....	53-54
<b>Weaving with Paper</b> .....	57-59
<b>Color Wheel</b> .....	61-62
<b>Goofy Goggles</b> .....	65-66
<b>Paper Jewelry</b> .....	68-69
<b>Rattle Bottle</b> .....	71-72
<b>Paper People</b> .....	75-76
<b>Vegetable Prints</b> .....	79-80
<b>Yellow Leaves, Yellow Trees</b> .....	83
<b>Zigzag Books</b> .....	87-88
<b>Quilt Blocks</b> .....	90-91
<b>Wax Resist</b> .....	94
<b>Middle Rabbit</b> .....	96-97
<b>C-V-C Bugs</b> .....	103-104
<b>Flat Bat</b> .....	106-107
<b>Red and Green</b> .....	109-110
<b>Go Fish</b> .....	112-113
<b>Blob Art</b> .....	116-117
<b>Cut Paper</b> .....	119-120
<b>Long Vowel Project</b> .....	121-122
<b>Cut Paper Snake</b> .....	125-126
<b>Kite Bookmarks</b> .....	129-130
<b>Drawing Home</b> .....	132
<b>White Clouds in a Blue Sky</b> .....	134



# Standards Correlation Chart

---

## Addresses State Standards Related to:

Upper case letter symbols	.5-18, 21-31, 68-69
Lower case letter symbols	10-18, 31, 40
Alphabetical sequence	.5-18
Initial consonant sounds	.5-9, 19-91
Medial consonant sounds	.91-97
Long vowel sounds	121-134
Short vowel sounds	.99-120
Rhyming words	.5-136
Listening to stories and poems	.5, 10, 16, 21, 26, 29, 32, 34, 39, 42-43, 45, 49, 52, 55, 60, 64, 67, 71, 74, 78, 82, 86, 89, 92, 95, 101, 102, 105, 108, 111, 115, 118, 121, 124, 127, 131, 133
Learning verses	.5, 10, 16, 21, 26, 29, 32, 34, 39, 42-43, 45, 49, 52, 55, 60, 64, 67, 71, 74, 78, 82, 86, 89, 92, 95, 101, 102, 105, 108, 111, 115, 118, 121, 124, 127, 131, 133
Dramatizing poems (drama)	.5, 10, 16, 21, 26, 29, 32, 34, 39, 42-43, 45, 49, 52, 55, 60, 64, 67, 71, 74, 78, 82, 86, 89, 92, 95, 101, 102, 105, 108, 111, 115, 118, 121, 124, 127, 131, 133
Creating and sharing original art (art)	.14, 17, 23, 27, 30, 33, 37, 40, 44, 46, 50, 53, 61, 65, 68, 72, 75, 80, 83, 87, 96, 103, 106, 109, 112, 116, 119, 122, 125, 132, 134
Copying sound patterns (music)	.5, 10, 16, 21, 26, 29, 32, 34, 39, 42-43, 45, 49, 52, 55, 60, 64, 67, 71, 74, 78, 82, 86, 89, 92, 95, 101, 102, 105, 108, 111, 115, 118, 121, 124, 127, 131, 133

# SECTION 1

---

## The Alphabet: Symbols and Sequence

### INTRODUCTION

I learned to drive when I was 30. It was a humbling and confusing experience, but it opened up my life and set me free in ways I could not have imagined. Like driving, reading builds independence. Also, like driving, reading involves many separate skills. At first, a new driver must concentrate on each step. Steering, shifting, and braking must be accomplished while watching traffic, estimating distances, and remembering rules. Once learned, these complex behaviors integrate seamlessly, but at first, they are daunting.

The new reader faces a similarly baffling set of challenges. Before he can begin to read a child must memorize 26 letter names in order. More important, he must recognize both upper and lower case letter symbols. Most vital of all, he must understand that letters represent sounds. Three activities in the first section of *ABC, Follow Me!* address these important skills.

### Activities

#### ■ *ABC, Follow Me*

The title verse of *ABC, Follow Me!* is designed to help students associate letters with sounds. In this action rhyme, students learn that the word apple begins with an a. The rhyme suggests motions. Read it through before you begin, and decide how to adapt the movements to your personality, your group, and your space.

Following the rhyme, there is a simple color-and-cut activity. Because children enjoy ruling their kingdoms, the first craft in this book is a crown. With your help, each prince or princess will use a crayon to print his or her initial on the crown and then embellish it with colorful jewels.

---

### ■ **Upper and Lower Case**

This rhyme, accompanied by distributable cards, encourages audience participation as it teaches the relationship between upper and lower case letters.

The craft that accompanies “Upper and Lower Case” features graphite rubbing. The sample uses an upper and lower case H because those letters are easy for children to cut. If you have a learning center, you may wish to create a full set of “magic” letters for students to reveal. Simply enlarge each of the cards on the reproducible sheets that accompany this lesson. For additional textural interest, letters may be cut from sandpaper, corduroy, or canvas.

### ■ **Before, After, Between**

The third rhyme in the book, “Before, After, Between,” focuses on the order of letters. Taking a step past the Alphabet Song, the verse encourages children to think about sequence within isolated groups of letters.

The craft accompanying “Before, After, Between” is a paper chain. Each link has a letter of the alphabet, printed in both upper and lower case. Participants color the mixed-up links, cut them out, and put them in order. Preschoolers and other young learners may be offered links for three or four letters at a time. Older children will enjoy ordering the entire alphabet.

## SUGGESTIONS FOR ADDITIONAL ACTIVITIES

- Place a letter on the flannel board. Challenge participants to name it and then use a finger to print it in the air.
- Invite students whose names begin with a certain letter to come to the front. Encourage the group to repeat each name and then the name of the letter.
- Shuffle, then pass out pairs of upper and lower case alphabet cards and encourage children to find their partners.
- Outdoors, assign each child a letter, and then play Red Rover or similar game that usually uses names or numbers.
- Shuffle, then pass out alphabet cards, and encourage children to arrange themselves in order.

## SUGGESTED PICTURE BOOKS

Aylesworth, Jim, ill. Stephen Gammell. *Old Black Fly*. New York: Henry Holt and Company, 1992.

Boynton, Sandra. *A is for Angry: An Adjective and Animal Alphabet*. New York: Workman Publishing, 1983.

Campbell, Lisa Ernst. *The Turn-Around, Upside-Down Alphabet Book*. New York: Simon and Schuster Children’s Publishing, 2004.

Gerstein, Mordicai. *The Absolutely Awful Alphabet*. San Diego: Harcourt Brace, 1999.

Horenstein, Henry. *Arf! Beg! Catch! Dogs from A to Z*. New York: Scholastic, 1999.

MacDonald, Ross. *Achoo! Bang, Crash! The Noisy Alphabet*. Brookfield, Connecticut: Roaring Book Press, 2003.

---

Maurer, Donna. *Annie, Bea, and Chi Chi Dolores: A School Day Alphabet*. New York: Orchard Books, 1996.

Ravishankar, Anushka, ill. Christiane Pieper. *Alphabets are Amazing Animals*. Toronto: Hushion House, 2004.

Somme, Kate. *A Very Active Alphabet Book*. London: Marion Boyars Publishers, Ltd., 2006.

Umler, Michael, ill. Mark Braught. *J is for Jump Shot: A Basketball Alphabet*. Chelsea, Michigan: Sleeping Bear Press, 2005.

## RELATED TEACHING MATERIALS

Sanders, Nancy. *Read and Write Mini-Books: Beginning Sounds From A to Z: Interactive Stories That Give Early Readers Practice Reading and Writing Words That Begin With...of the Alphabet*. New York: Teaching Resources (Scholastic Professional), 2006.

## RELEVANT WEB SITES

“Printable Alphabet Coloring Pages,” <<<http://www.learningplanet.com/parents/alphabet/>>>  
A set of illustrated alphabet coloring pages to download.

“ABC Yummy Treat Book,” <<<http://www.atozteacherstuff.com/pages/103.shtml>>>.  
A tasty lesson to accompany a picture book. Other lessons are also available on this site.

“A Jan Brett Alphabet,” <<[http://www.janbrett.com/alphabet/alphabet\\_main.htm](http://www.janbrett.com/alphabet/alphabet_main.htm)>>  
A charming set of alphabet pages.

“Alphabet Preschool Activities and Crafts,” <<<http://www.first-school.ws/theme/alphabet.htm>>>  
Activities sorted by letter, designed for preschoolers, but adaptable for school-aged students.