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ABC

Poem of the Week

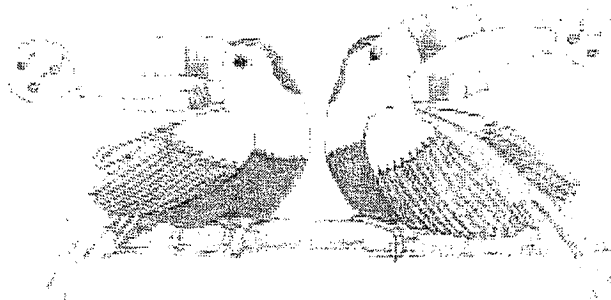
By Ellen Booth Church and Jerry Levine



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*To our mothers,
Francesca Church and Sarah Levine,
whose love of words, books, and playful rhymes
introduced us to the lifelong joy of reading.
Thank you Mom.
—Ellen Booth Church and Jerry Levine*



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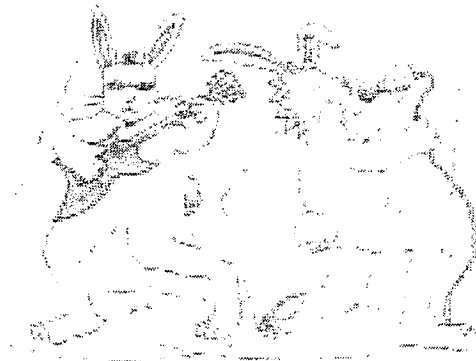
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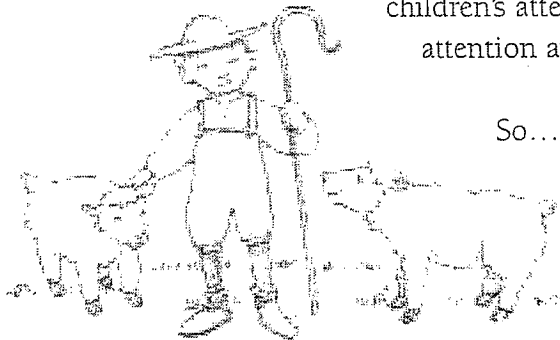
Welcome to *ABC Poem of the Week!*

Have you ever had a song or phrase get “stuck in your head”? That is how poems and rhymes “hook” children into the pleasures of literacy. The 26 poems in this book provide you with alliterative phrases that will do just that!

Sounds, or phonemes, are the major component of words. As children play with sounds, they learn not only about letters but also the places sounds hold in words and phrases. One of the goals of this book is to provide you and your class with some of the “stuff” sound play is made of. The alliterative sounds and repeating rhythms will fill children with the joy of playing with sound. All you have to do is start with a poem and see where it leads! The activities on each page provide you with a few quick and easy ideas, but I bet you and your class will have some great ideas too.



Along with each poem are a few suggestions for activities to expand the learning. The emphasis is on funny concepts in the alliterative word combinations because, as we all know, “silly” works! Unusual words and nonsensical images capture children’s attention. And if they are paying attention and having fun...they learn!



So... open your ears and enjoy
the sound of learning!

—Ellen Booth Church and Jerry Levine

Using This Book

These poems are ideal for introducing letter of the week. You can keep the poem displayed all week long and read it each day. But even if you don't teach letters that way, the poems can be used anytime. For each poem, you'll want to follow the same routine:

Practice

Before introducing a poem to children, practice saying the alliterative line yourself until you can say it easily and with exaggerated inflection. Repeat the poem until the rhythm is familiar and comfortable.

Display the Poem

On chart paper, write out the poem so that children can easily see it.

Read with Enthusiasm

Read the entire poem aloud to children. The more dramatic and rhythmic your reading, the better! Emphasize the beginning sounds in the alliterative line.

Read with Children

When children have heard the poem once, they will be eager to join you in chanting it. In these call-and-response style poems, you recite the first line and children recite the repeating response line.



Top Ten Tips for Teaching Letter of the Week Poems

- 1 Invite children to create movements or facial expressions to go with the alliterative line.
- 2 Read the poem together numerous times throughout the week and watch children's reading become more fluent!
- 3 Spontaneously say the first line of the poem at different transition times of the day (outdoors, play, snack time, lining up) and see if children can "chime in" with the alliterative line.
- 4 Ask children to look for other words in the poem that start with the same letter sound. Give one child a marker and have him or her circle all the target letters in the poem.
- 5 Pass out rhythm sticks or blocks for children to tap the rhythm of the rhyme as they say it.
- 6 Ask, *Is there anyone in the room whose name starts with this letter?* Invite them to put their name in the alliterative line to hear how it sounds. (*Cozy carefree Cathy!*)
- 7 Add rebus pictures near key words so children can use these clues to read the poems.
- 8 Act the poems out! Many of the poems are scenes that can be acted out as little playlets.
- 9 Reproduce the page for children, have them cut off the bottom portion, and mount on construction paper. They can decorate the construction paper "frame" with the target letter.
- 10 Invite a child to track the print with a finger or "magic wand."

Aa

Amazing Active Astronauts

High above our planet, floating out in space.

Amazing active astronauts.

Working on the space station—a really far-off place.

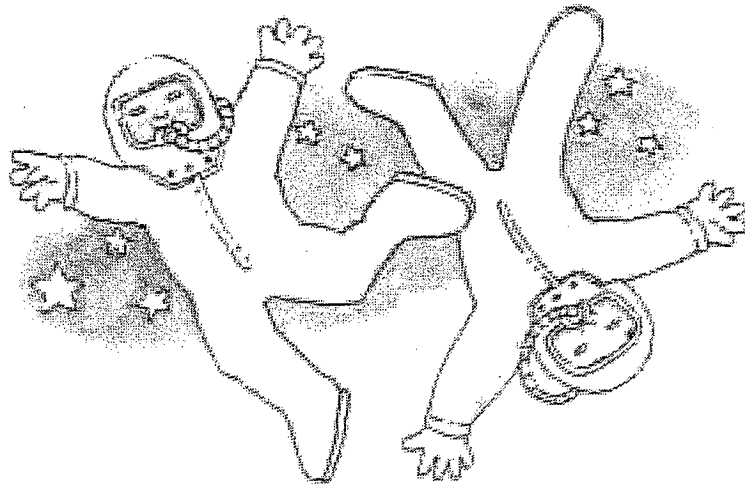
Amazing active astronauts.

The view from here is awesome, really quite a sight.

Amazing active astronauts.

The darkness all around us always feels like night.

Amazing active astronauts.



Activities

- Repeat the alliterative line several times with children. *What do you hear at the beginning of the words in your repeating line? It is the short sound of /a/. What other words do you know that start with the same sound?*
- Talk about the word *active*. Invite children to predict what it means, based on the information in the poem. Use it in another sentence to give children more contextual information. Then, use the word several times throughout the day and week to reinforce meaning.
- Brainstorm a list of animal names that start with A and help children rewrite the poem. What if the line was “Amazing Active Alligators”? What would children include in the poem?
- What do “amazing active astronauts” look like? Create movements and postures to demonstrate this as you say the line. Challenge children to pretend there is no gravity, and move around the room!

Bb

Ball-Batting Baboons

Playing in the jungle, out among the trees.

Ball-batting baboons.

The baboons have challenged the friendly chimpanzees.

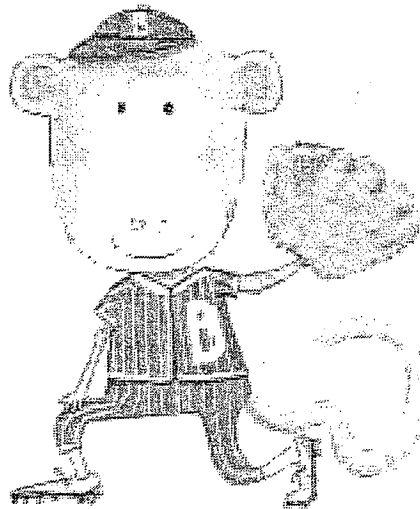
Ball-batting baboons.

One team is throwing, the other wants to hit.

Ball-batting baboons.

The ball goes by the batter into the catcher's mitt!

Ball-batting baboons.



Activities

- ✧ Ask children to listen for the repeating beginning sound in their line.
What sound do you hear? Can you repeat the sound several times in a row?
Repeating the sound will assist children in isolating the phoneme.
- ✧ Ask, *What other words do you know that start with B?* Brainstorm a list of B words. Use some of the words to rewrite the poem together. For instance, the baboons might **bounce** the **balls** or **bat** with **bananas**!
- ✧ Ask, *Which word in the alliterative phrase has the /b/ sound inside it as well as at its beginning?*
- ✧ Invite the class to make up names for all the baboons on the baseball team. All the names have to start with B!

Cc

Cozy Carefree Camels

Climbing up sand dunes, just for the fun.

Cozy carefree camels.

Cooking a meal at the setting of the sun.

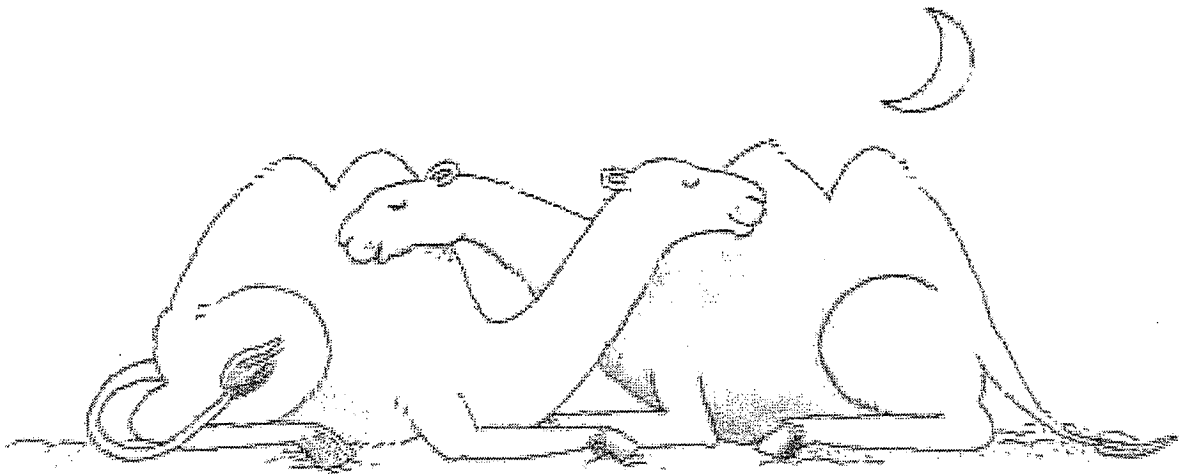
Cozy carefree camels.

Cranking out tunes with a horn and a drum.

Cozy carefree camels.

Cuddle together, nighttime has come.

Cozy carefree camels.



Activities

- ✦ Ask, Can you find all the words that start with the /c/ sound in this poem? (cooking, cuddle, cranking, climbing) What other words can you think of that start with a similar sound?
- ✦ How do camels get cozy? Encourage children to suggest real and pretend ways camels can get cozy in the desert. Ask, Do you think camels really cuddle and cook meals? Why or not?
- ✦ What if the camels were cats? How would the poem be different? Encourage children to rewrite the poem together. Ask, What other animals whose names begin with C can you think of to add to the poem? (cobra, cat, coyote, chameleon)
- ✦ Act it out! Invite several children to pretend to be the camels as the others recite the poem.

Dd

Deep Diving Ducks

What birds go underwater looking for snacks?

Deep diving ducks.

Squawking and talking in loud hungry quacks.

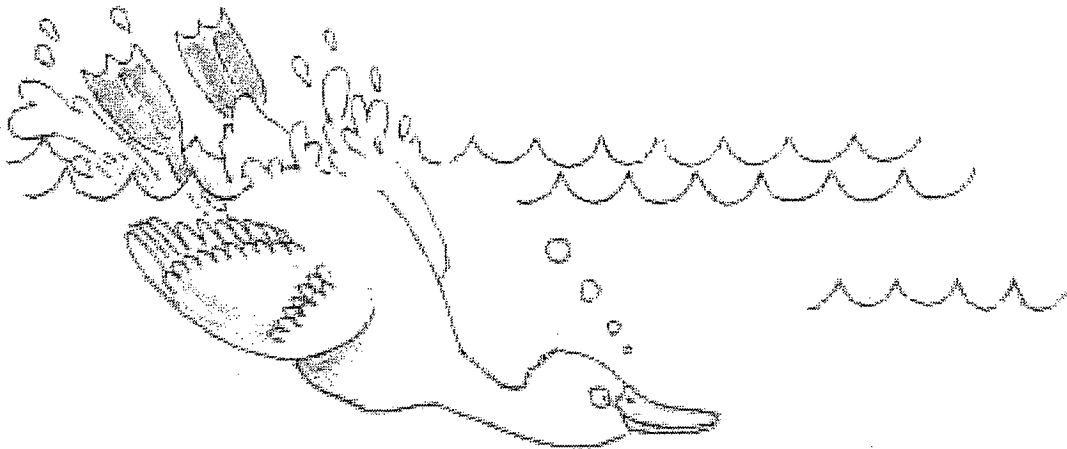
Deep diving ducks.

Full bellies put them in a wonderful mood.

Deep diving ducks.

So they swim with smiles and a great attitude!

Deep diving ducks.



Activities

- ✦ Ask, Is there anyone in the class whose name starts with D? How can we put their names in the poem?
- ✦ Expand children's vocabulary and encourage creative thinking by asking them to consider some silly questions! *Do diving ducks dance? Do ducks like to doodle in the doghouse?*
- ✦ Create picture-word cards representing D words (*dog, duck, dime, daisy, donkey, deer, dinosaur*, and so on) and place them in the writing center. Challenge children to see how many D words they can use in their writing and drawing!

Ee

Eggplants to Eat and Enjoy

They're purple and plump, they grow on a vine.

Eggplants to eat and enjoy.

Some people fry them, they taste just fine.

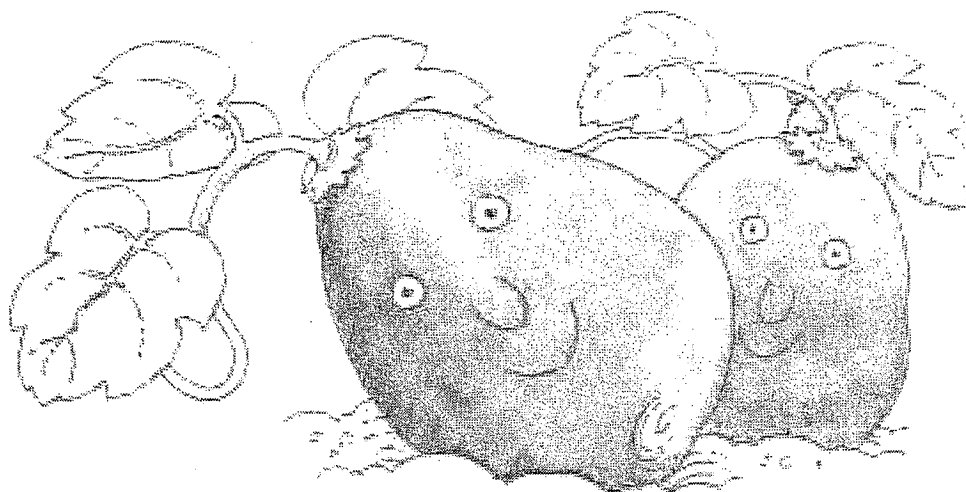
Eggplants to eat and enjoy.

Who'd ever eat such an ugly thing?

Eggplants to eat and enjoy.

People who love purple everything!

Eggplants to eat and enjoy.



Activities

- * The letter E can be confusing since it has two different sounds, short and long. Point out the difference between the beginning sounds in the words *eat* and *enjoy*.
- * Make a list of the ways children have eaten eggplant (eggplant parmesan, eggplant salad, fried eggplant, eggplant on pizza, eggplant in a sandwich, and so on).
- * Ask, What would happen if there were a "bumper crop" of eggplant one year and there were millions of extra eggplants? Have children write or dictate a story about all the extra eggplant!

Ff

Four Feathery Falcons

Sharp eyes looking from up in the sky.

Four feathery falcons.

Swooping right down as a mouse scurries by.

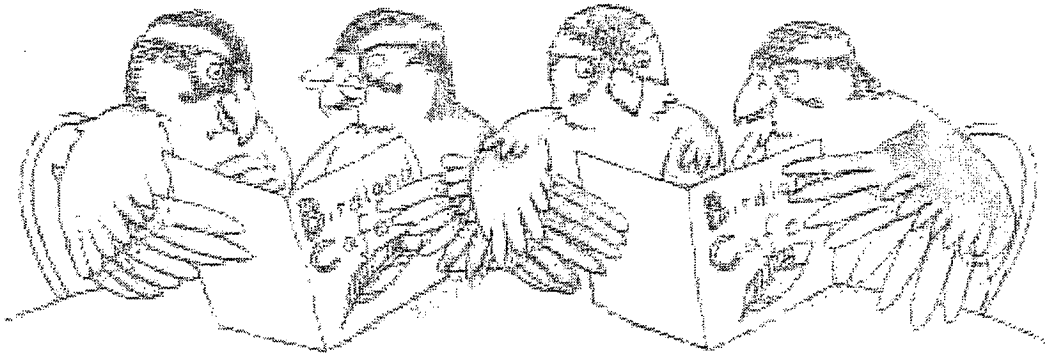
Four feathery falcons.

The mouse will hide; he'll just get away.

Four feathery falcons.

So they eat tonight at the Birdland Café!

Four feathery falcons.



Activities

- ✧ Understanding the difference between fantasy and reality is an important part of intellectual development. Ask, *What's real and what's pretend in this rhyme? Do falcons have good eyesight? Do falcons eat mice? Do they eat at a café?*
- ✧ Invite children to suggest another number word that starts with F (*five, fourteen, fifteen, fifty, fifty-four*). Then say the poem again, substituting *four* with the new number!
- ✧ Have children think of foods that have names beginning with F. Ask, *What would the falcons eat at the café?* (*french fries, fruit, figs, fish, falafel, fettuccine, flapjacks, fritatas*) Have children draw or write a menu for the café.
- ✧ Put out feathers in the art center for children to paint the letter F with. They can also glue feathers to socks or paper bags to make falcon puppets.

Gg

Gorgeous Galloping Gazelles

Frolicking free over hill and dale.

Gorgeous galloping gazelles.

Flying fast with a flip of the tail.

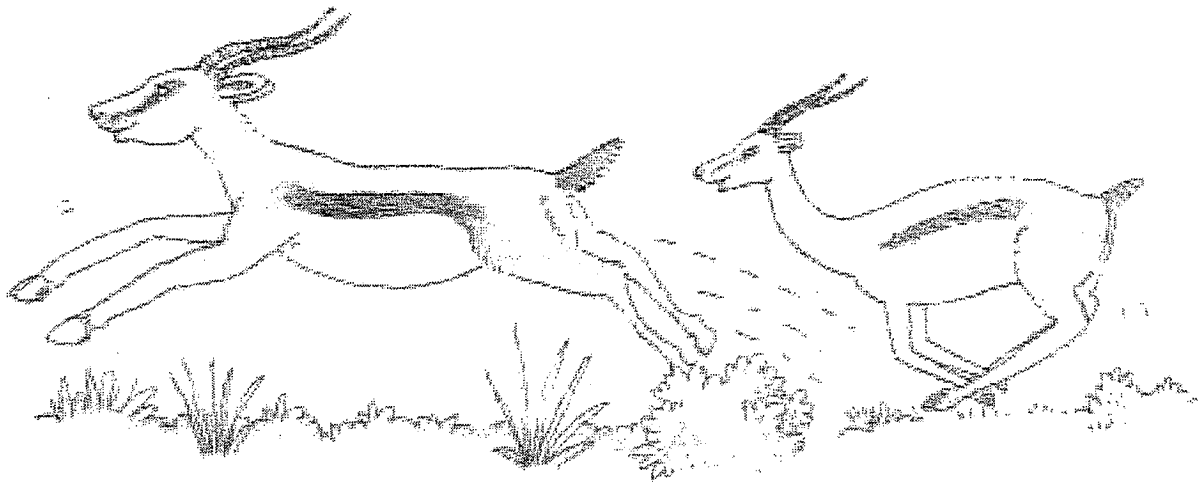
Gorgeous galloping gazelles.

Movement so smooth they just seem to sail.

Gorgeous galloping gazelles.

Pretty as pictures from a fairy tale.

Gorgeous galloping gazelles.



Activities

- ✦ Point out the alliterative line *gorgeous galloping gazelles* and ask children if they have ever seen a gazelle. Provide photos or drawings from books to introduce children to these gorgeous creatures.
- ✦ Say, *If you look closely at the poem you will find many words which start with the sound from the previous poem—F! How many F words can you find?*
- ✦ Have children brainstorm other words that start with the /g/ sound. Ask, *What other animal names start with the letter G? (geese, guinea pig, groundhog). Do they gallop?*
- ✦ Together, rewrite the rhyme with a new animal phrase such as “Grumpy Green Groundhogs.”

Hh

Hank's Handy Hammer

Inside the toolbox waiting for a chore.

Hank's handy hammer.

Tap in a loose nail on the back door.

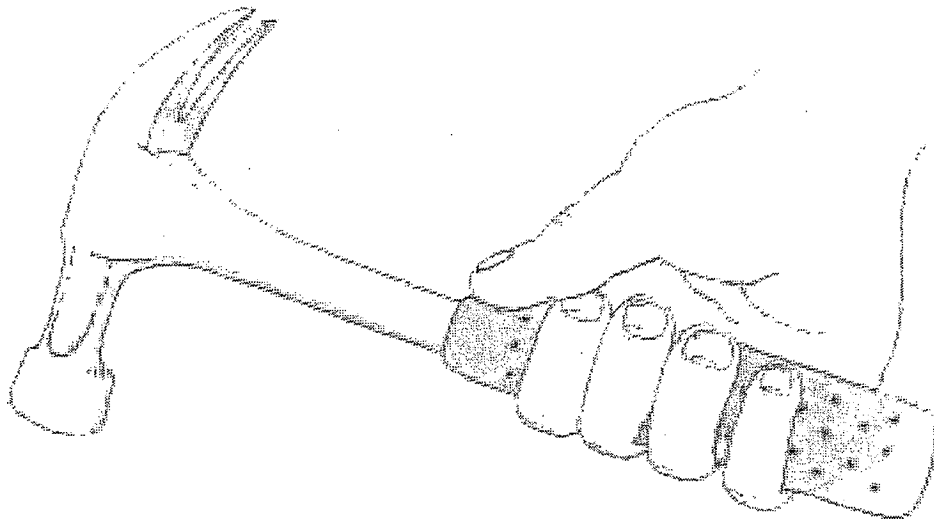
Hank's handy hammer.

It can even play a rhythm on the floor.

Hank's handy hammer.

This tool is terrific, it has uses galore!

Hank's handy hammer.



Activities

- Invite children to repeat the /h/ sound several times so they can see how it sounds and feels. As children make the sound, ask them what they think it sounds like (*a laugh, someone running fast, and so on*).
- Develop vocabulary by looking at new words. What does *galore* mean? Invite children to use the context of the poem to figure out the meaning of the word.
- Pass out rhythm sticks or blocks for children to tap the rhythm of the rhyme as they read it. They will be hammering just like Hank!
- Sing the old song "If I Had a Hammer." Have children write about what they would build if they had one.

Ii

Into Invisible Igloos

Let's play outside—where can we go?

Into invisible igloos.

So hard to see—they're all made of snow.

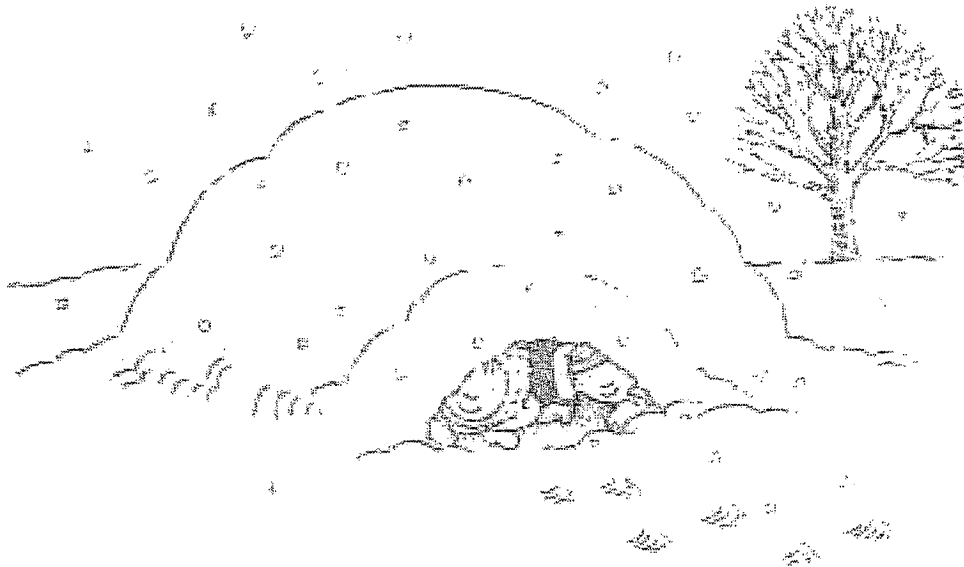
Into invisible igloos.

When it's windy, inside we go.

Into invisible igloos.

How lovely it is with the fires aglow!

Into invisible igloos.



Activities

- ✦ Help children hear the short /i/ sound by repeating it in a fun way. Saying "I-I-I-I" in a row sounds like someone who can't make up his mind!
- ✦ Invite children to discuss the poem. Ask, *What is an igloo? Are they really invisible? What is real and pretend in this poem?*
- ✦ Have children use blocks or sugar cubes to build their own igloos and then write about an igloo adventure.

Jj

Jiggly Jolly Jellyfish

Joining their friends, they move with the tide.

Jiggly jolly jellyfish.

Hoping to find a big wave they can ride.

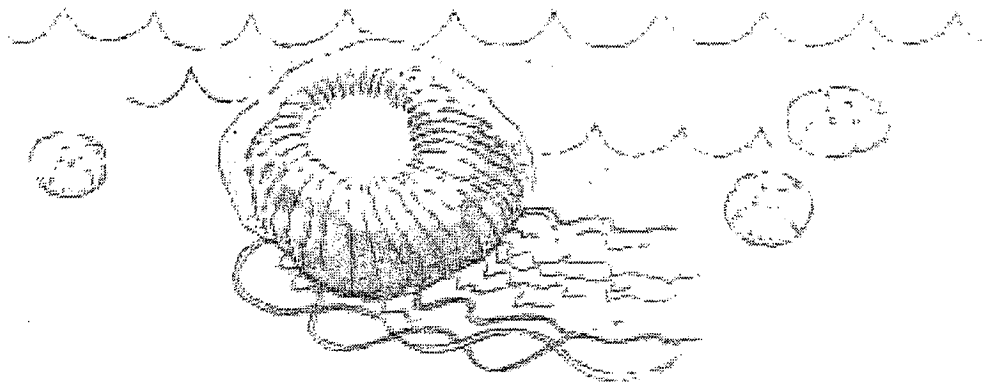
Jiggly jolly jellyfish.

The sea moves so fast in the month of July.

Jiggly jolly jellyfish.

But they joggle the most when a jetboat goes by!

Jiggly jolly jellyfish.



Activities

- Invite children to close their eyes and imagine that they are jellyfish playing in the waves. You might even play a tape or CD of ocean waves as background sound to help create the scene. Invite them to move as if they are jellyfish. Encourage children to say the alliterative line as they move!
- Make some "jellyfish jelly" by mixing a small amount of cornstarch in cold water. Ask children to make up their own adjectives that start with J to describe the experience. Made-up words are fine, since the focus is on the letter sound. Wear smocks because this is some great gooey fun!
- This poem is perfect for talking about adjectives. *Jiggly* and *jolly* are fun describing-words. You can just see and feel these words in the poem! Invite children to suggest other J adjectives (*juicy, jumpy, jazzy*).

Kk

Kim's Kissing Kittens

What's more fun than a fish or a pooch?

Kim's kissing kittens.

They'll sneak up on you and give a smooch!

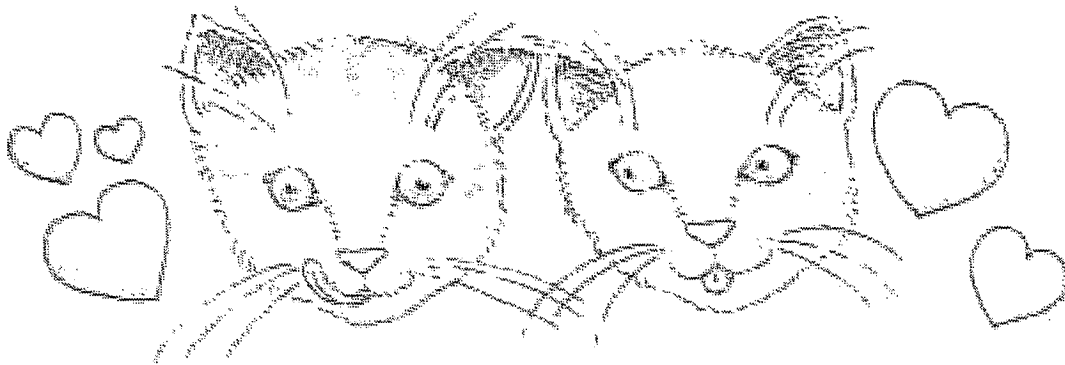
Kim's kissing kittens.

You'll soon wear a smile when they tickle your face.

Kim's kissing kittens.

They make her home a happy place!

Kim's kissing kittens.



Activities

- ✦ Ask children to whisper their second line (as if they are kittens sneaking up on a person) and giggle their third line (as if they are being tickled)!
- ✦ Invite children to find another word in the poem that starts with the /k/ sound (*kooky*). Ask, *What do you think the word means?*
- ✦ Add a line! Brainstorm other K words to add a new line or two. What would happen if Kim's Kittens came to Kindergarten? The might hide in the Kitchen or serenade the Kids with a Kazoo!
- ✦ Play an alliterative writing game with the children's names and pets. Help children create an alliterative line using their name and a real or pretend pet that starts with the same letter. Then, they can think of the middle word (an adjective or verb). For instance, a child named Larry could write *Larry's laughing lion!*

LI

Little Loving Lambs

Small in size with hearts full of care.

Little loving lambs.

Friends to animals everywhere.

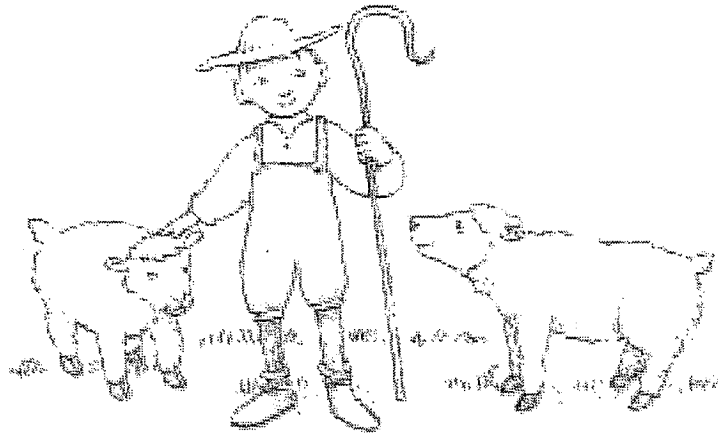
Little loving lambs.

Living in peace on a gentle green farm.

Little loving lambs.

The shepherd's there to keep them from harm.

Little loving lambs.



Activities

- Discuss the poem together. Ask, *What feelings do you have when you hear or say it?* Most children will say it feels peaceful or calm. Read a different poem, such as *Jiggly Jolly Jellyfish*, and compare the feeling it suggests. Talk about the power of words and how they can affect how we feel.
- Ask children to find another word in the poem that starts with L.
- Put on soft music and use the poem as a playlet. Half the children act out the poem as the other half recites it.
- Ask, *What if the alliterative line was "Looney little lion" and the poem was about a Lion who Likes to play Little League by Lamp Light?* Create a new poem together using as many L words as possible!

Mm

My Merry Mother

Happiest always with children around.

My merry mother.

Her melodic singing, what a sweet sound.

My merry mother.

She takes us often to the merry-go-round.

My merry mother.

She's the best mommy to ever be found.

My merry mother.



Activities

- ✦ The /m/ sound is one of the first sounds that children learn to make. Invite children to play with the /m/ sound by saying it with different inflections and emphases. It can sound like someone is hungry, curious, angry or happy!
- ✦ Look for new words in the poem. Invite children to guess what the word *melodic* means. *Does it sound like another word you know?* (melody).
- ✦ Invite children to brainstorm a list of foods that have names starting with M (*meatballs*, *muffins*, and *macaroni*). They can look through magazines and catalogs for pictures of M foods, cut them out, and glue them onto paper to create an "M" menu.

Nn

Nice New Neighbors

A moving van stops on our street.

Nice new neighbors.

I wonder who we're going to meet!

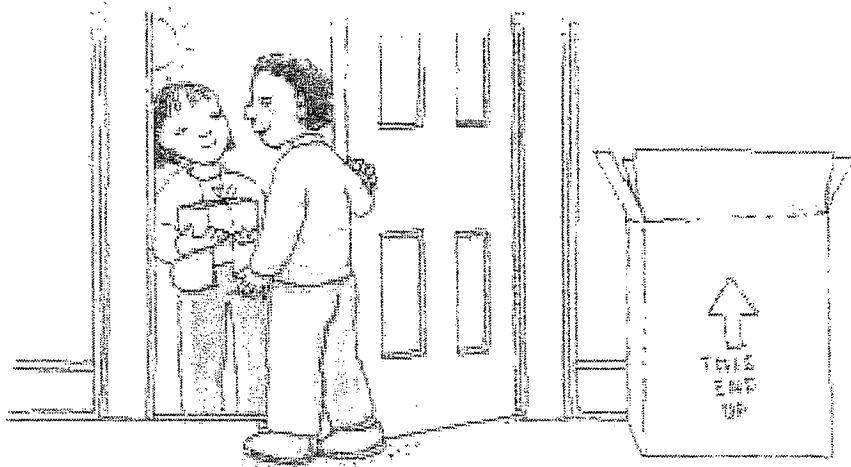
Nice new neighbors.

To play with them could be a treat.

Nice new neighbors.

Let's bring them something good to eat!

Nice new neighbors.



Activities

- Draw children's attention to the last words of each of the lead lines in this poem (*street, meet, treat, eat*). Point out that they rhyme. Have children suggest real or pretend words that rhyme with the sound. Write the list on chart paper and invite children to suggest silly new lines for the poem that end in these rhyming words (*Our neighbors might have really big feet!*).
- Create a list of *N* words together. Focus children's thinking by suggesting different categories such as food (*noodles, nuts*) or action words (*nap, nod, nibble*). Ask children to think of ways to use these new words in sentences for the poem.
- Have children think of *N* names for the neighbors (*Nancy, Nan, Nell, Ned, Nelly, Nels, Norbert*). Ask, *Does anyone have a first or last name that begins with N?*

Oo

Over Old Oaks

Breezes and sunshine fill up the sky.

Over old oaks.

Owls and eagles soar as they fly.

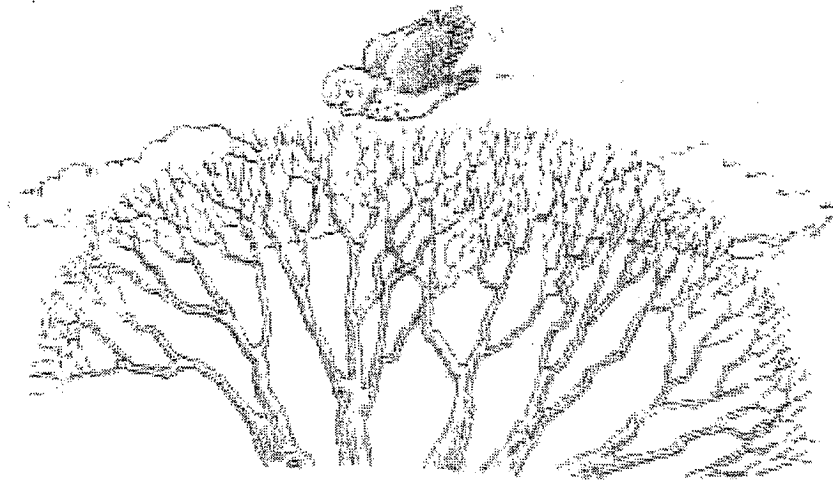
Over old oaks.

Branching green leaves reach up so high.

Over old oaks.

A beautiful sight that pleases the eye.

Over old oaks.



Activities

- ✦ The /o/ sound in this alliterative phrase sounds like the sound of the word *oh*. Children can practice using the letter sound by saying *oh-oh*. Ask, *What does it mean when someone says that?*
- ✦ Brainstorm a list of words that end in the /o/ sound (*go, no, show, flow, blow*, and so on). Work together to create two new lines for the poem that end in these rhyming words.
- ✦ Ask, *If you close your eyes and imagine this poem, what does the scene look like? Who or what do you think is over the oaks?* There is no “right” answer to this! Provide paper, pencils and crayons for children to draw and write.
- ✦ If you have an oak tree nearby, gather its fallen leaves and glue them onto posterboard in the shape of a large O.

Pp

Polly's Pink Pelican

On a trip to the store, she's hoping to find...

Polly's pink pelican.

That special soft toy that's been on her mind.

Polly's pink pelican.

Cuddling close with her newfound friend.

Polly's pink pelican.

So warm in bed at the evening's end.

Polly's pink pelican.



Activities

- Many children have teddy bears and other stuffed animals, but does anyone have a pink pelican? This poem is a great opportunity to get children talking about their stuffed friends. Invite children to bring them to school to introduce to the group.
- In the writing center, have children draw pictures of their own stuffed friend and write about it, how they got it, or what they like to do with it. They can then introduce their animal to the group and read what they've written.
- What could Polly name her pink pelican if the name had to start with the letter P? (*Paul, Paula, Petunia*) Have fun making up real and pretend names for Polly's pelican.

Qq

Quite Quarrelsome Queens

Never agreeing, they quibble and shout.

Quite quarrelsome queens.

Stomping their feet, always rumbling about.

Quite quarrelsome queens.

Should they eat inside or have a cookout?

Quite quarrelsome queens.

Should they eat their hot dogs with sauerkraut?

Quite quarrelsome queens.



Activities

- ✦ Ask children to think of other descriptive words that start with Q (quick, quiet, queasy).
- ✦ What does the word *quarrelsome* mean? Invite children to use the context of the poem to figure out its meaning. Ask, *What are the queens doing? How are they feeling?* Then introduce the word *quibble*. Throughout the rest of the day, use these words in context.
- ✦ Make a large letter Q on posterboard, using Q-tips as paint brushes!

Rr

Rock and Roll Rabbits

Racing on stage with the flashing of lights.

Rock and roll rabbits.

Hoping for the most exciting of nights.

Rock and roll rabbits.

Who would have thought of such a thing?

Rock and roll rabbits.

Hares that play music and really sing!

Rock and roll rabbits.



Activities

- ✦ Build vocabulary by inviting children to find the other word for rabbit in the poem (*hare*).
- ✦ Ask children to think of other R animals who could play in the band. Possibilities might include *raccoon*, *robin*, and *Rhodesian ridgeback* (a dog)! Try another round of the poem, this time adding the new players.
- ✦ Rock musicians usually have some pretty interesting names! Ask children to create names for the rock and roll rabbits. In the writing center, children can draw the rabbits and write their names. They might also write or dictate a story about the rabbits.

Ss

Silly Sisters Sing

Their stage awaits them and the curtain is set.

Silly sisters sing.

But they giggle too much—they're not ready yet.

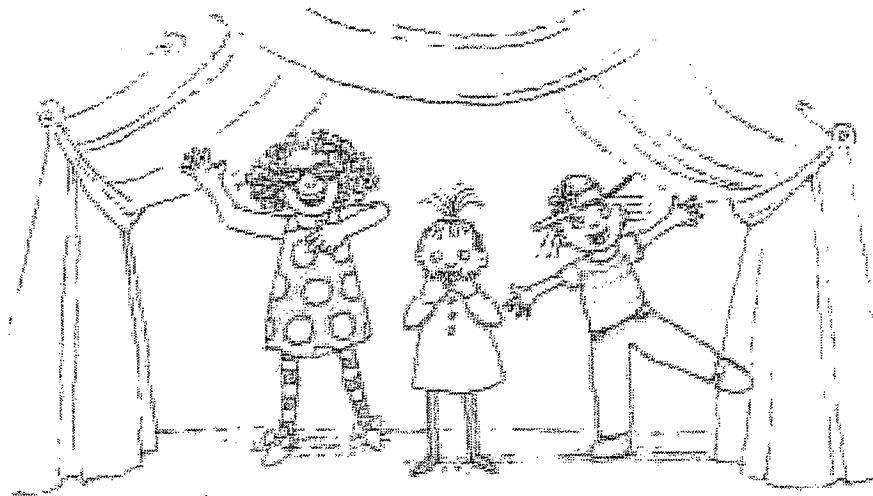
Silly sisters sing.

Once they begin, it's the words they forget.

Silly sisters sing.

So they dance and sing the alphabet!

Silly sisters sing.



Activities

- ✦ What if the silly sisters were snakes? What would they sound like? (sssssssss) Invite children to say or sing the Alphabet Song as if they were the silly sister snakes!
- ✦ Ask children to say the alliterative line of the poem repeatedly, trying different emphases and inflections. Which sounds best?
- ✦ Introduce the concept of verbs by brainstorming a list of action words that start with S. Ask, *What are some of the other S things the silly sisters might like to do?* (swim, skate, skip, sleep) Post the list in the writing center and invite children to draw and write about the sisters' S activities!

Tt

Two Tuneful Toucans

Up in tall trees they like to climb.

Two tuneful toucans.

Holding on tight—their songs in rhyme.

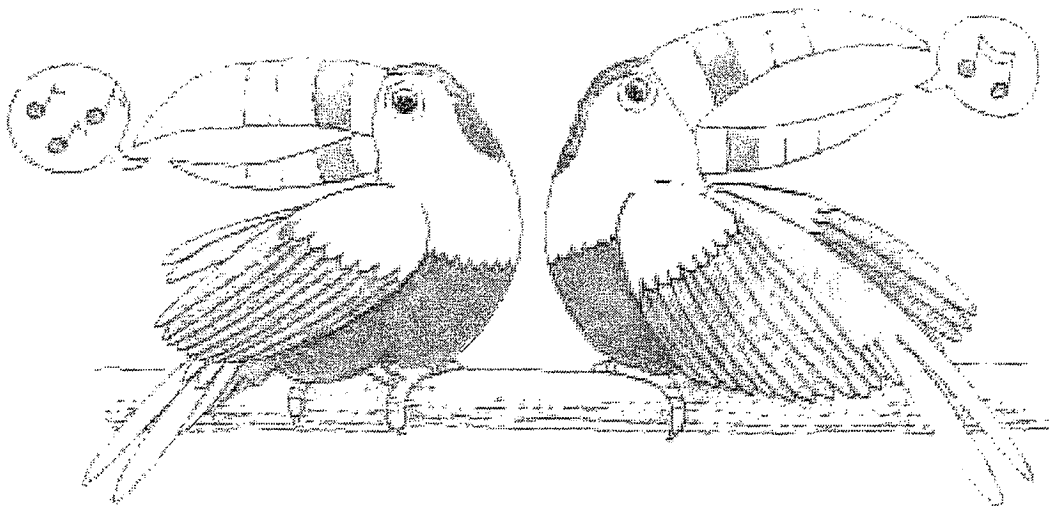
Two tuneful toucans.

To sing all day sure is fine.

Two tuneful toucans.

They sing until it's suppertime!

Two tuneful toucans.



Activities

- What is a toucan? Invite children to use the text of the poem to guess what it might be. Once children decide it is a bird, ask them to describe what they think it looks like! Then show them pictures of toucans. Provide art materials for children to create their versions of a toucan and write about them.
- Write the poem on chart paper and invite children to be *T* detectives searching for other words in the poem that start with the same letter. Do they all sound the same? (*trees* has the sound /tr/.)
- Talk about other *T* words that can be added to the alliterative line (*tasteful, tricky, terrific, twirly*). Ask, *How many T words can we put in the alliterative line and still be able to say it?* (Two terrifically tricky twirly tuneful toucans!)

Uu

Uli the Unusual Unicorn

Walking along, an unforgettable sight.

Uli the unusual unicorn.

With a polka dot body and a giant's height.

Uli the unusual unicorn.

When people see her they make quite a to-do

Uli the unusual unicorn.

But I've never seen a unicorn—have you?



Activities

- ✦ Point out that the letter *U* has more than one sound. The words in the alliterative line actually say the letter's name. It almost sounds like the word "you." Introduce other letters that say their names. (A, E, I, O). If children are ready, show them other *U* words that start with the short /u/ sound (*umbrella, under, up*).
- ✦ Ask, What do you think "to-do" means in this poem?
- ✦ Have children draw and decorate their own unusual unicorn (they might add glitter, feathers, and so on to their drawings). Have them write or dictate a sentence about their unicorn.

Vv

Victor the Very Good Vet

Caring for cats and dogs all day.

Victor's a very good vet.

Keeping them healthy so they can go play.

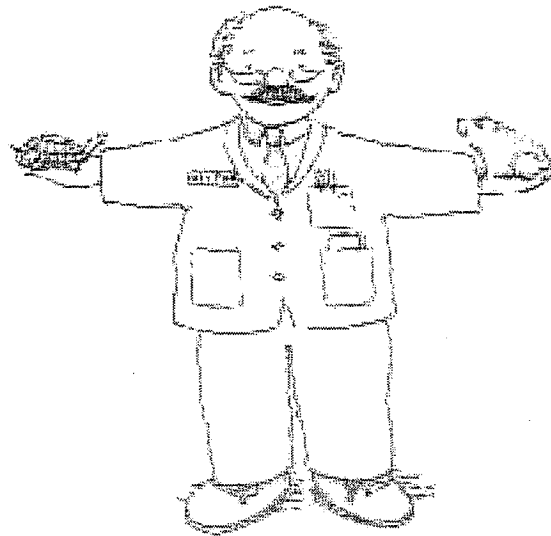
Victor's a very good vet.

Lizards and hamsters and turtles, too.

Victor's a very good vet.

They all visit Victor—wouldn't you?

Victor's a very good vet.



Activities

- ✧ Invite children to repeat the alliterative line several times and clap the rhythm of the syllables. The beat is 1-2, 1, 1-2, 1-2. This helps children segment the words and hear the phonemes that make up each word.
- ✧ Have children repeat the alliterative line using other names that begin with V (Victoria, Violet, Vince, Van).
- ✧ Make a list of words that rhyme with *day* and *play*. Make another list of words that rhyme with *too* and *you*. Point out that the spelling of the /oo/ sound may vary (*few, moo, to*).

Ww

Wild Winter Weather

Whirling around in the wind—it's snow!

Wild winter weather.

We bundle up from head to toe.

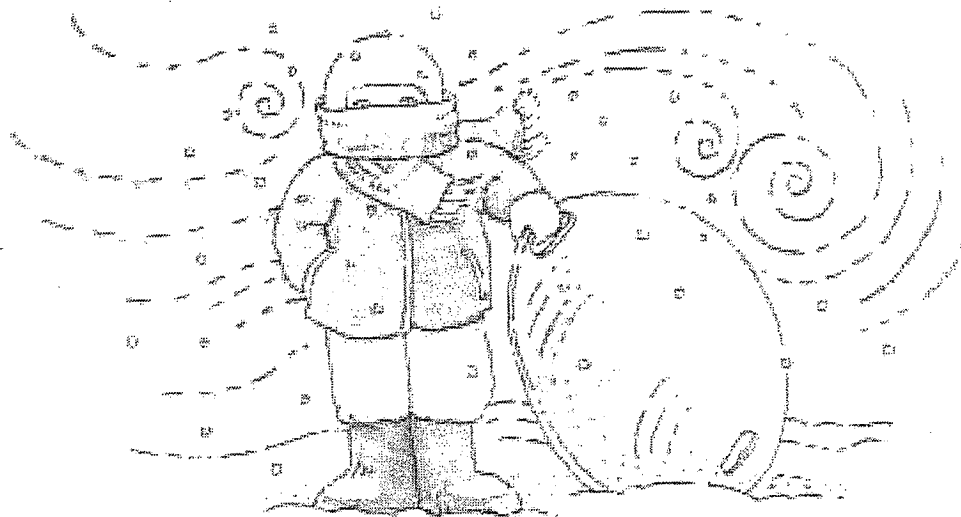
Wild winter weather.

Maybe tomorrow we won't go to school.

Wild winter weather.

To play in a snowbank—now that would be cool!

Wild winter weather.



Activities

- * Ask children to imitate wind *whooshing* by making the W sound! Children can pretend to be out in the cold, shaking in the wild, wintry wind.
- * Help children find the words that rhyme in the poem.
- * Ask, *When you look out a real or imaginary winter window, what do you see?* Ask children to draw and write about a wild winter wonderland. Ask, *What color starts with W and is a "wintery" color?* Put out white paint and dark construction paper for children to create their windows.

Xx

Xavier's X-Ray Experience

Waking one morning his eyes felt so strange.

Xavier's X-ray experience.

He found he could see in an interesting way.

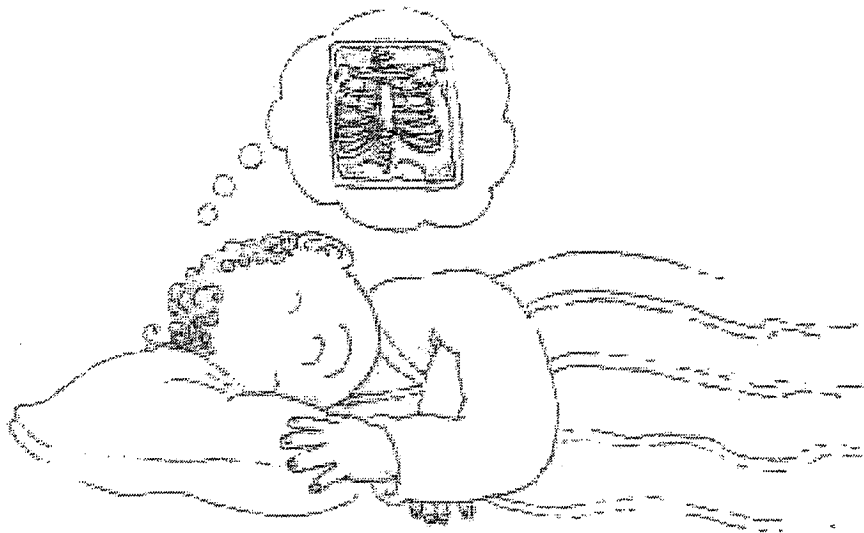
Xavier's X-ray experience.

Seeing through objects was super-extreme.

Xavier's X-ray experience.

But he was still sleeping—it was only a dream!

Xavier's X-ray experience.



Activities

- Ask children what is different about this poem. (*There are very few words in English that start with this letter and sound!*) Help children find those words in the poem. Point out that many words start with *ex*, like *extreme*. Invite children to brainstorm a list of *ex* words and use them throughout the day and week (*excellent, explode, express*).
- Encourage children to imagine having X-ray vision like Xavier. Ask, *What would you do if you had X-ray vision? How would you feel? Draw a picture and write or tell a story about it!*

Yy

Your Yellow Yo-Yo

A circle with a string to spin it around.

Your yellow yo-yo.

If you yank it quick, it will walk on the ground.

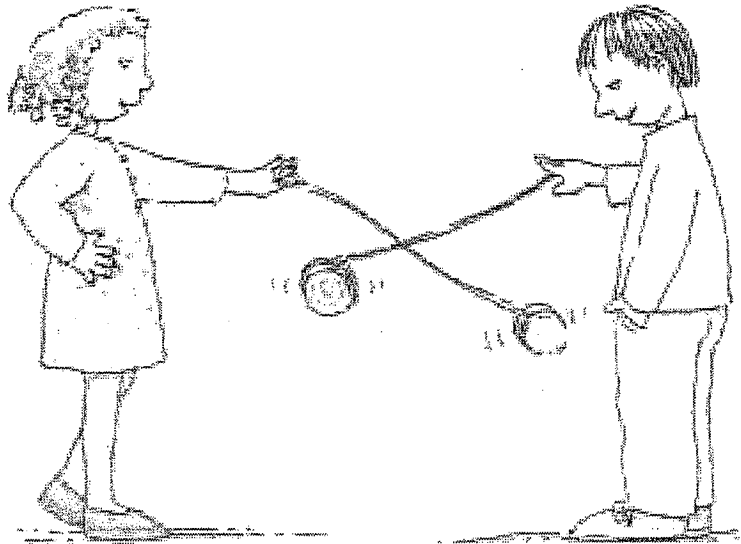
Your yellow yo-yo.

Yolanda can play, and Yoshi can, too.

Your yellow yo-yo.

They both think it's a cool thing to do!

Your yellow yo-yo.



Activities

- ✦ What other words beginning with Y can children think of? Brainstorm a list on yellow paper.
- ✦ What rhymes with yo as in yo-yo? Isolate the short /o/ sound and make a list of rhyming words (*go, show, blow*, and so on).
- ✦ Provide colorful pieces of yarn for children to glue down onto yellow paper in the shape of Y.

Zz

Zany Zippy Zebras

Why are these animals so happy today?

Zany zippy zebras.

Running and jumping in a glorious way.

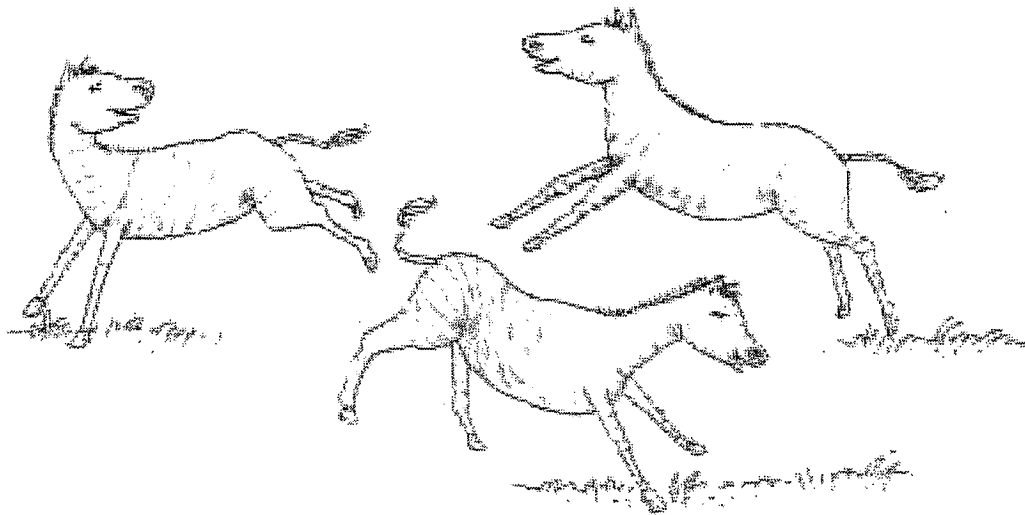
Zany zippy zebras.

They're feeling so happy, just wanting to play.

Zany zippy zebras.

It seems the mean lions have all gone away!

Zany zippy zebras.



Activities

- Ask children to make the /z/ sound as loud as they can. Ask, *What does the sound remind you of?* Tell children *catching some Z's* means *sleeping*!
- Help children find the words that rhyme in the poem.
- Z words are often used as sound effects in comics, such as *zap*, *zoom*, *zing*, and *zip*. Invite children to illustrate an event in which one of these words might be used, and write the word on their picture.