

The Alphabet

Forward and Backwards

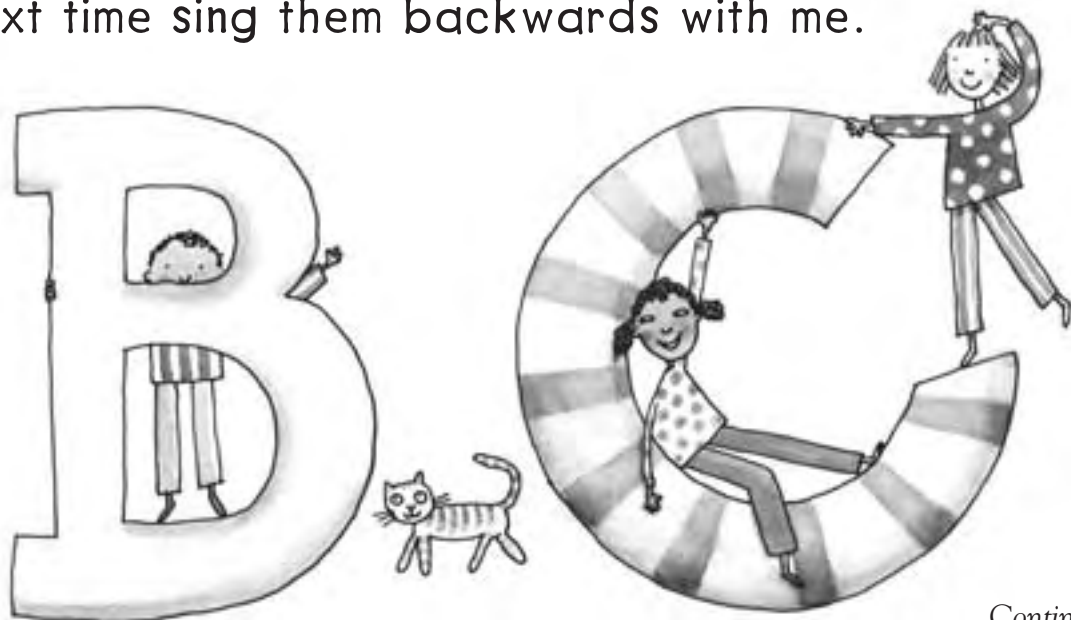
—TRADITIONAL

A - B - C - D - E - F - G,
H - I - J - K - L - M - N - O - P,
Q - R - S,
T - U - V,
W - X,
Y and Z.

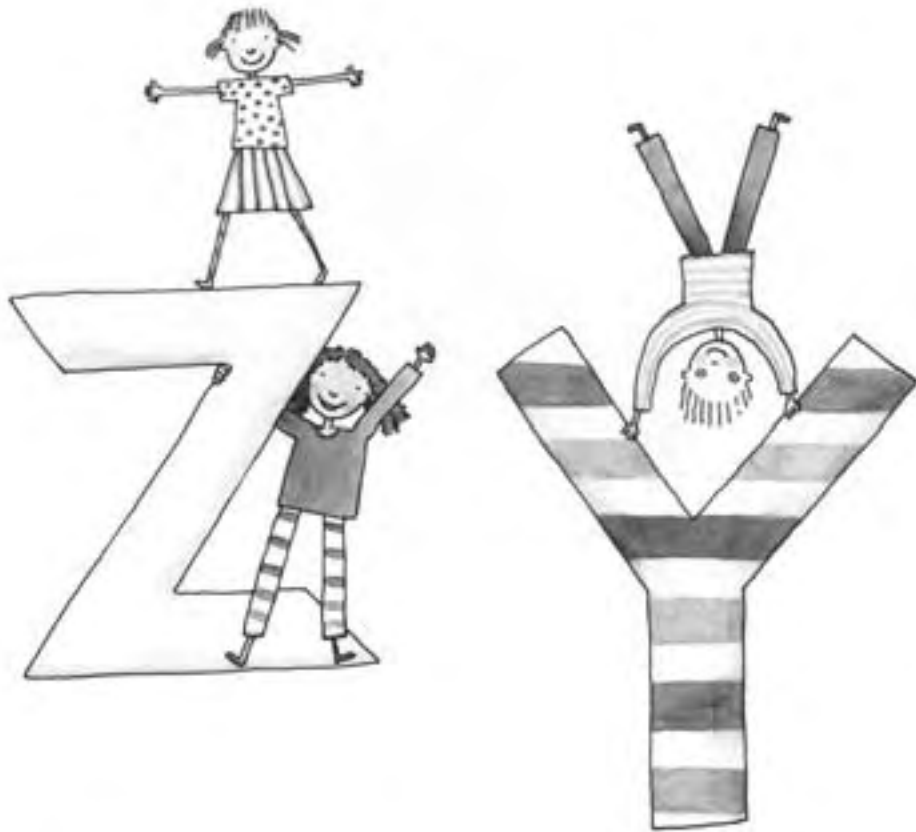


Now I know my ABCs.

Next time sing them backwards with me.



Continued



Z - Y - X - W - V - U - T

S - R - Q - P - O - N - M - L - K

J - I - H,

G - F - E,

D - C,

B and A

Now I've said my ZYXs.

Bet that's not what you expected!



Instructional Routine

Use the following routine for introducing each poem.

STEP 1: Distribute copies of the poem or write the poem on chart paper. As an alternative, make a transparency of the poem and show it on the overhead projector.

STEP 2: Read aloud the poem. Highlight one or two aspects of fluency, such as intonation or phrasing. Discuss these aspects of fluency and model them using selected sentences or phrases from the poem.

STEP 3: Do an echo reading of the poem. Read aloud each stanza and have students repeat using the same pace, accuracy, and expression.

STEP 4: Assign the poem to partners, small groups, or individuals based on the goal of each poem. For example, poems designed for repeated readings should be assigned to individuals, whereas poems for choral readings should be assigned to small groups.

STEP 5: Provide time throughout the week for students to practice reading aloud their poems. Circulate and listen in. Provide feedback on key aspects of fluent reading. Then, allow students to share their readings at the end of the week.

Poems are like language amusement parks; they represent the works of those playing with language in rhythmic and creative ways. Sharing the joys of written language with students is a wonderful and valuable gift.

