

# PREFACE

I wanted to work on an alphabet project. But I didn't want to do the same old "A is for apple...Z is for zebra" type of resource. That's been done a million times and the world doesn't need one more of those (at least not from me).

So, I went around visiting several first grade, kindergarten, and even preschool teachers. I wanted to learn what the biggest challenges are in teaching the alphabet to their students. Here are some of the most common themes:

- The names of some of the letters have different sounds than the letters themselves. For example, the letter W starts with a "D" sound in its name, yet makes a "W" sound in words. The same is true with letters like U and Y. That can be confusing.
- When two letters with their own sounds come together, they often make a new sound. C+H, T+H, and Q+U are just a few examples.
- When two vowels appear next to each other in a word, what sound do they make? When one preschool teacher taught me this classic mnemonic—"When two vowels go walking, the first one does the talking."—I nearly came out of my seat. It practically sang itself.
- The letter X almost always makes a "KS" sound. But in loads of alphabet books and bulletin boards, what do we see for X? A xylophone with a "Z" sound. The children need to see more examples of X where it is more often found—in the middle or at the end of a word.
- Recognizing a silent E and how it changes a preceding vowel from short vowel-sound to a long vowel-sound.

And there were many other comments from experienced teachers that helped shape this collection.

*Alphabet Adventures* was written specifically for Pre-K through early First Grade students. The songs are simple and repetitive, with each song emphasizing a particular concept. A ten-song collection can't possibly cover every issue related to children learning to navigate the alphabet. But when students leave the music room with these songs in their heads, they've memorized more than just some cute little lyrics for a PTA program. They've internalized some concepts that will enrich their learning and help them throughout the school year.

# I KNOW MY ALPHABET



Twenty six letters A to Z.  
 We can sing them easily.  
 But what if we go from Z to A?  
 Then would they be so easy to say?  
 Let's find out.

Rock ♩ = 112

Mark Burrows

F F/A B $\flat$  C F/C C7 F

5 F *mf* F/A B $\flat$  C

I know my al - pha - bet back - ward and for - ward.

7 F F/A B $\flat$  B $\flat$ /C C7 F F/A

I know my al-pha-bet back-ward and for - ward. I know my al-pha-bet

10 B $\flat$  C F/C C7 F F/C C7

back-ward and for - ward. It's eas - y as A B C. —

14 F B $\flat$  C F

A B C D E F G — H I J K

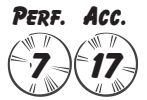
18 B $\flat$  C F F7/E $\flat$  B $\flat$ /D G $\flat$ <sup>7</sup>/D $\flat$  F/C

L M N O P Q R S T U V — W X

22 F F/A B $\flat$  C

Y and Z. — I know my al-pha-bet back-ward and for - ward.

# SOMETIMES Y



Am I a vowel or consonant?  
It makes my noggin spin.  
What am I supposed to be?  
Where do I fit in?

Sometimes it makes me want to yell.  
Sometimes I want to cry.  
It always hurts my feelings when  
They call me "Sometimes Y."

Mark Burrows

Blues ♩ = 104 D G D7 *mf*

5 G not quite a con - so - nant, not quite a vowel. It

7 G7 C makes it hard to find a pal. — I'm Some - times Y.

10 G I'm Some - times Y.

13 D C G Why, oh, why must I be Some-times Y? —

16 D7 G I'm known as a con - so - nant in yo - del and yell, in

19 G7 C yel - low, yak, and yard, as well. — I'm Some - times Y.