



Songs &
Mini Lessons

Writing
Practice



Super Simple Phonics

The ABCs made **simple** for young learners!

26 phonics songs, 26 mini audio lessons, and 56 pages of ABC writing and recognition practice.

Knock Knock English

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 Z



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Sunstage 3F, 1-29-3 Funabashi, Setagaya-ku, Tokyo, Japan 156-0055 Tel: +81 3-5799-9924 Fax: +81 3-5799-9088
web: www.knockknockenglish.com e-mail: info@knockknockenglish.com

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Created by Devon Thagard and Troy McDonald

Illustrations: Troy McDonald

Vocals: Devon Thagard and Tanja Yoder

Arrangement and Recording: Troy McDonald

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Super Simple Phonics

- | | |
|---------------------|---------------------|
| 1. A - Mini Lesson | 27. N - Mini Lesson |
| 2. A - Song | 28. N - Song |
| 3. B - Mini Lesson | 29. O - Mini Lesson |
| 4. B - Song | 30. O - Song |
| 5. C - Mini Lesson | 31. P - Mini Lesson |
| 6. C - Song | 32. P - Song |
| 7. D - Mini Lesson | 33. Q - Mini Lesson |
| 8. D - Song | 34. Q - Song |
| 9. E - Mini Lesson | 35. R - Mini Lesson |
| 10. E - Song | 36. R - Song |
| 11. F - Mini Lesson | 37. S - Mini Lesson |
| 12. F - Song | 38. S - Song |
| 13. G - Mini Lesson | 39. T - Mini Lesson |
| 14. G - Song | 40. T - Song |
| 15. H - Mini Lesson | 41. U - Mini Lesson |
| 16. H - Song | 42. U - Song |
| 17. I - Mini Lesson | 43. V - Mini Lesson |
| 18. I - Song | 44. V - Song |
| 19. J - Mini Lesson | 45. W - Mini Lesson |
| 20. J - Song | 46. W - Song |
| 21. K - Mini Lesson | 47. X - Mini Lesson |
| 22. K - Song | 48. X - Song |
| 23. L - Mini Lesson | 49. Y - Mini Lesson |
| 24. L - Song | 50. Y - Song |
| 25. M - Mini Lesson | 51. Z - Mini Lesson |
| 26. M - Song | 52. Z - Song |

CD Track Listing

"Karaoke" Tracks

53. If You're Happy (A & N)
54. Baa Baa Black Sheep (B & Q)
55. Skip to My Lou (C & S)
56. The Bear Went Over the Mountain (D & P)
57. She'll be Comin' 'Round the Mountain (E & Z)
58. London Bridge (F & U)
59. Mary Had a Little Lamb (G & T)
60. Frere Jacques (H & W)
61. Oh, Susanna (I & V)
62. Old McDonald (J & O)
63. The Wheels on the Bus (K & X)
64. The Hokey Pokey (L & Y)
65. Row Row Row Your Boat (M & R)

Total Running Time: 61:52



www.yahyasoliman.com

Super Simple Phonics User's Guide

Super Simple Phonics a fun, no-pressure introduction to the English alphabet and phonics for very young learners. It was specially developed to give a head start in language learning to children from preschool and up. It is simple enough for a 3-year-old beginning English learner but fun and appealing to "older" beginners as well.

Learning the alphabet can be intimidating for any child, so Super Simple Phonics was designed to give young learners an "I can do it!" attitude towards letters and phonics. With that in mind, Super Simple Phonics has the following features:

Simple, silly, memorable songs

The songs on the Super Simple Phonics CD are set to familiar children's tunes so that children can learn them quickly and focus on learning the sounds of the English alphabet. The lyrics of each song feature only the sound of the letter and 2 easy-to-gesture vocabulary items beginning with that letter. They're silly. They're fun. You can jump, bounce, and dance to them. And they stick in kids' heads! It's a good idea to play the song in the background as you trace the letters in the book and color the images. This allows the children to become familiar and comfortable with the tune before singing it. The songs are so simple, the children will often start singing along without any prompting. Before singing the song together with the children, model the sound you will be singing with your mouth. For example, before singing the "B" song, show the children the sound B makes, pointing to your mouth as you say it. Tell the children, "Let's sing!" As you sing, exaggerate the sounds. Children love the silliness of just singing sounds rather than full words, so encourage them to have fun with the song. Each song includes two easy-to-gesture vocabulary items, making the songs extra fun to dance to.

Easy-to-follow mini audio lessons

Very young learners enjoy familiar stories with minimal changes. For every letter presented in Super Simple Phonics there is a fun, simple mini lesson teaching the sound the letter makes and two words using that sound. The mini lessons follow a comforting, familiar pattern throughout the book, allowing young learners to relax and focus on the content. Before playing the mini lesson, tell the children, "Let's listen!" As you listen, point out the letters and vocabulary items in the book to the students. After listening to the mini lesson, ask the children, "What sound does A make?" Encourage the children to make the short A sound. Ask the children, "What word starts with A?" Give them hints by mouthing the word or pointing to the image in the book. At first, this may be a little difficult for the children, but the mini lessons follow the same pattern for each letter allowing the children to become familiar with the questions, "What sound does ___ make?" and "What word starts with ___?" For children with larger vocabularies, encourage them to think of more words beginning with that letter.

"Karaoke" tracks

The CD also includes 13 karaoke tracks so you can make your own versions of the phonics songs. This allows you to change the singing style, add more vocabulary, teach new phonics sounds, or simply allow the students to hear the teacher clearly. All 13 tracks are popular children's tunes, so you can also use them to make your own original songs or sing the original lyrics with them!

Vocalization

A word about vocalization: Words are made by combining phonetic sounds. Using an accepted system of phonetic notation, such as the International Phonetic Alphabet, it is possible to isolate each of those sounds. However, when recording those sounds, it is often very difficult to make them clear in isolation. For example, without seeing the sounds in writing or looking at the shape of the speaker's mouth, it is very difficult to distinguish the M and N sounds when they are spoken in isolation. So, when presenting the phonetic sounds of the letters in Super Simple Phonics, we chose to vocalize some sounds when necessary by adding an / ə / sound. The / ə / sound is an unstressed and toneless vowel sound often used when teaching phonics.

"Getting Ready" pages

Super Simple Phonics starts with six "pencil skill" pages for practicing writing the vertical, horizontal, diagonal, and curved lines that make up the letters of the alphabet. These pages help children become comfortable holding a crayon or pencil and develop confidence tracing lines before starting with the letters. Children are also introduced to some of the vocabulary items they will encounter later in the book, giving them a comforting sense of familiarity. Take your time with these pages. Show the children how to trace the lines with their fingers. Teach the children how to hold a crayon/pencil. Trace the lines with a crayon/pencil. Praise the children frequently. Color the images and talk about them as you do. Allow the children to take their time becoming comfortable with the book and tracing.

Large capital letters

The smaller curves and similarities between the letters in the lower-case alphabet (b, d, p, q, etc.) present some difficult motor-skill and letter-discrimination challenges for young learners. Difficulty distinguishing and printing the letters can be demoralizing for a young learner, and self-confidence plays a huge role in developing literacy skills. Super Simple Phonics introduces young learners to the alphabet with large, easily distinguishable, capital letters. The big bubble letters are perfect for tracing with fingers, crayons, or pencils and give children confidence that they can recognize and write the letters of the alphabet.

The stroke order is intended as a guide only. The starting point for each stroke is indicated by a large circle students can easily fit their crayons or pencils in. The first stroke for each letter starts at the top and moves down. Subsequent strokes allow children to leave their crayons or pencils on the page when possible, rather than requiring children to lift their writing utensil off the page for each stroke. For example, many alphabet books for beginners suggest four strokes when writing a "W" (down, down, down, down). Super Simple Phonics suggests one stroke allowing children to keep their pencil on the page (down, up, down, up).

For very young learners, demonstrate the stroke order but allow them to try without pressuring them to follow the guides exactly. Let the children explore the letters in their own way. For older learners, demonstrate the stroke order and encourage the students to follow it, saying the stroke order out loud as they trace with their fingers or write. Introduce each letter by pointing to the letter on the page and saying its name, "A!" "A!" Encourage the children to point and say, "A!" "A!" Next, try tracing the letters with your finger. As you trace the letter, count the stroke order. "1...2...3...A!" Encourage the children to trace and count the stroke order with you. "1...2...3...A!" When you are ready say, "Let's trace with a red crayon!" Help the children identify their red crayons and circle the word, "RED" in their books. Show the children how to trace the letter, again saying the stroke order out loud, "1...2...3...A!!" Monitor the children as they trace or color all the letters on the page.

Easily recognizable vocabulary and fun, simple images

Each letter in the book is represented by two easy-to-gesture, easy-to-learn vocabulary items. Young learners and beginning English speakers with limited vocabularies are able to quickly learn the words and begin to associate the word-initial sounds of the items with the letter on the page. Introduce each vocabulary item by pointing to it and saying its name. "a..., a..., apple!" Encourage the children to point and say, "a..., a..., apple!"

The images in Super Simple Phonics are simply illustrated without too much detail, so as to encourage coloring. In addition, the images are not too large, so that children can finish coloring the images without tiring. All the images either face forward or are facing to the right, reinforcing left-to-right reading.

Tell the children, "Let's color the pictures!" Let the children color the images as they like. As they are coloring, talk about the images and the sounds they use, or play the mini-lesson or song for that letter from the Super Simple Phonics CD. Some children may not be quite ready to color and coloring should not be the focus of these pages. If a child cannot color or gets easily frustrated by not being able to "color inside the lines" do not force them to color. You can finish the activity or suggest that they circle the image with a certain colored crayon.

Stamp/sticker spaces

Measures of success are important in helping young children maintain motivation. Each letter page features an "I can do it!" space for stamps and/or stickers. Children love the reward and can take pride in their accomplishments on every page. After completing each letter page, look over the children's books and praise them for their efforts. "Great job!" "Well done!" If you like, point to the letter and ask, "What letter is this?" Encourage the children to say the name of the letter. Praise them once more and give them each a sticker or stamp.

Frequent review pages

Super Simple Phonics features simple, confidence-building review pages after every three letters and cut-and-paste review activities after every nine letters. These review pages allow children to encounter each letter on multiple pages in a variety of activities. Before doing a review activity, point to the letters on the page and ask the children, "What letter is this?" "What sound does it make?" "What word starts with ___?" Of course, you can grade your questions to suit the level of the children. While doing the review activities, it is a good idea to play the relevant songs in the background!

Teacher support pack

A PDF/MP3 teacher support pack is available for purchase at www.supersimplephonics.com. It features full-color flashcards for all images in the text, a teacher's guide with activity ideas and sample lesson plans, extra songs and chants, mini cards in color and black and white, worksheets, posters, games, completion certificates, and more.

Together with the Super Simple Phonics Book and CD, it is everything you need to introduce the alphabet and phonics to your children.

Mini Lesson



Hi Tanja!

Tanja?

What sound does "A" make?

A...?

Hi Devon!

Yes?

A...A...A...

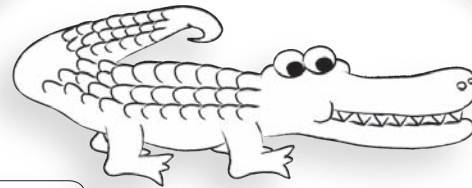
A...

What word starts with "A"?

Apple?

A... A... Apple.

Apple!



What else?

Alligator?

A... A... Alligator.

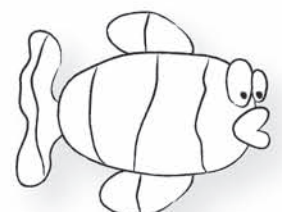
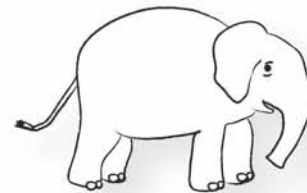
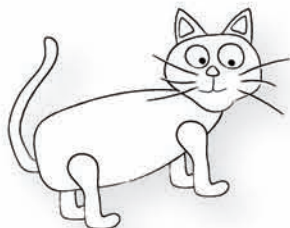
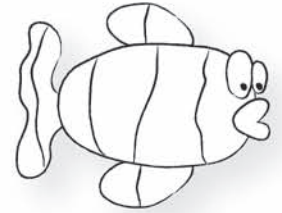
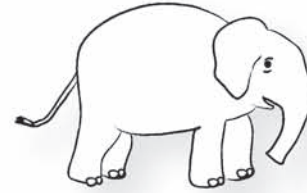
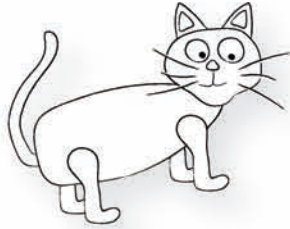
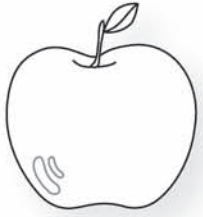
Alligator!

A... A... Alligator!



1 Getting Ready 1

Trace and Color



2 Getting Ready 2

Trace and Color



3 Getting Ready 3

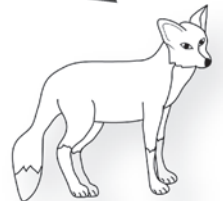
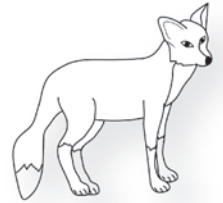
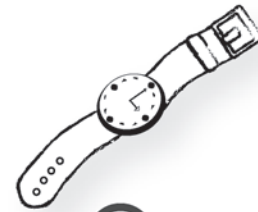
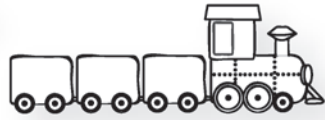
Trace and Color

This block contains a tracing exercise for a zigzag line. At the top, there are three illustrations: a mouse on the left, a nose in the center, and an octopus on the right. Below these is a dashed zigzag line starting with a solid circle on the left and ending with a solid triangle on the right. This pattern is repeated three times across the block. At the bottom, the same three illustrations (mouse, nose, octopus) are shown again.

This block contains a tracing exercise for a zigzag line. At the top, there are two illustrations: a queen on the left and a queen on the right. Between them is a dashed zigzag line starting with a solid circle on the left and ending with a solid triangle on the right. This pattern is repeated three times across the block. At the bottom, there are two illustrations: a rabbit on the left and a rabbit on the right. Between them is a dashed zigzag line starting with a solid circle on the left and ending with a solid triangle on the right. This pattern is repeated three times across the block.

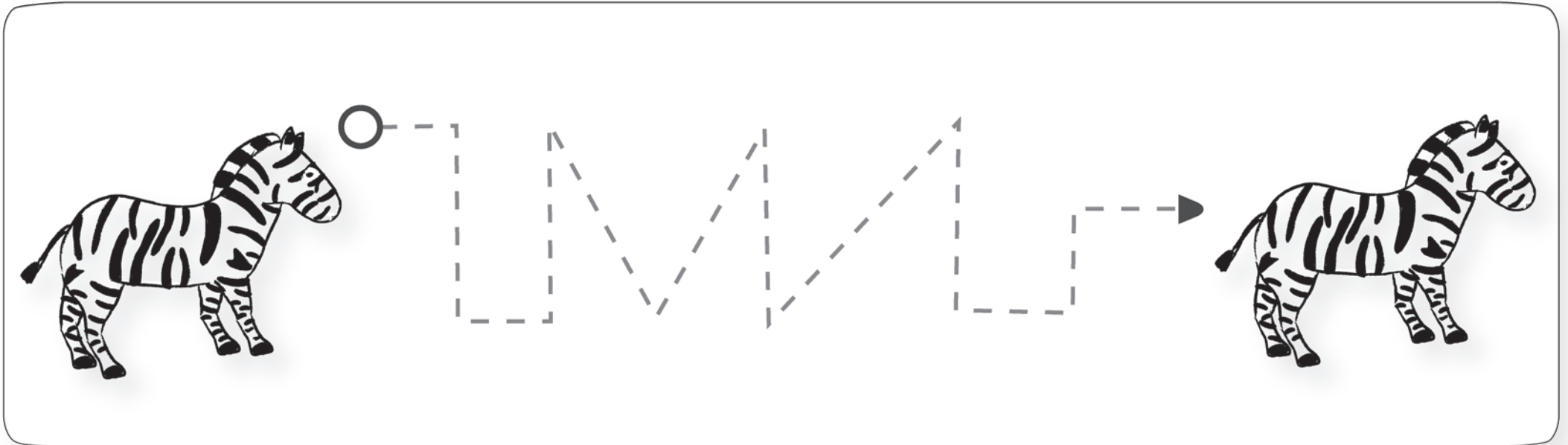
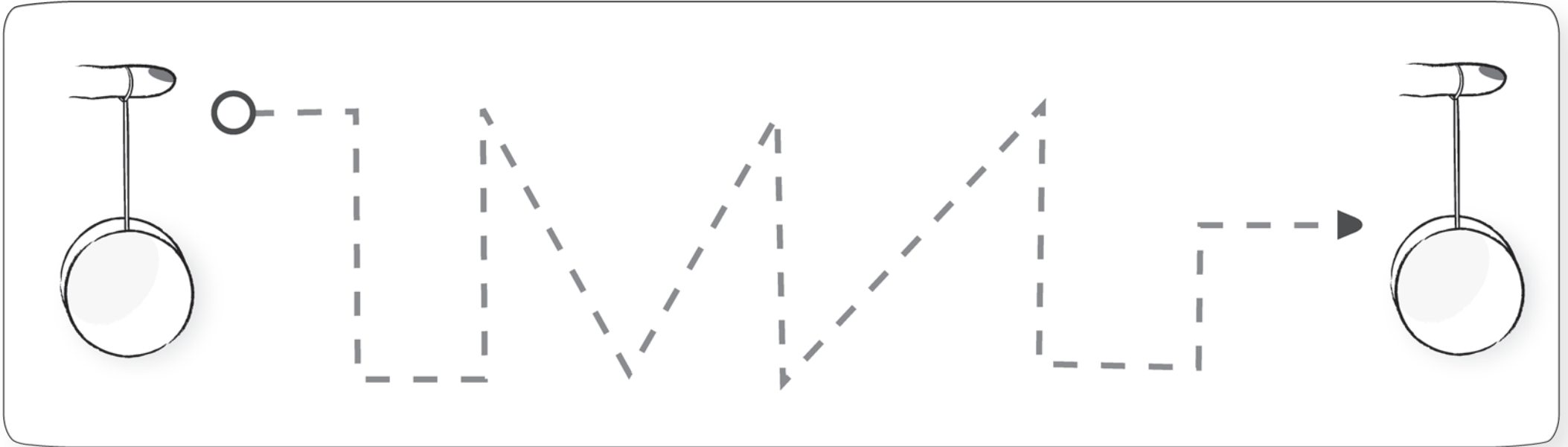
4 Getting Ready 4

Trace and Color



5 Getting Ready 5

Trace and Color



6 Colors

Trace and Color



RED



BLUE



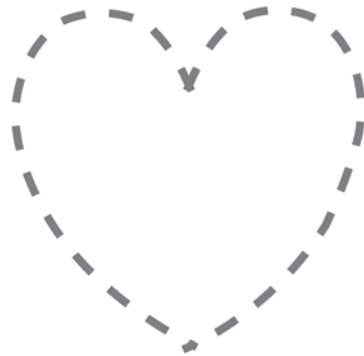
ORANGE



YELLOW



PURPLE



PINK



BROWN

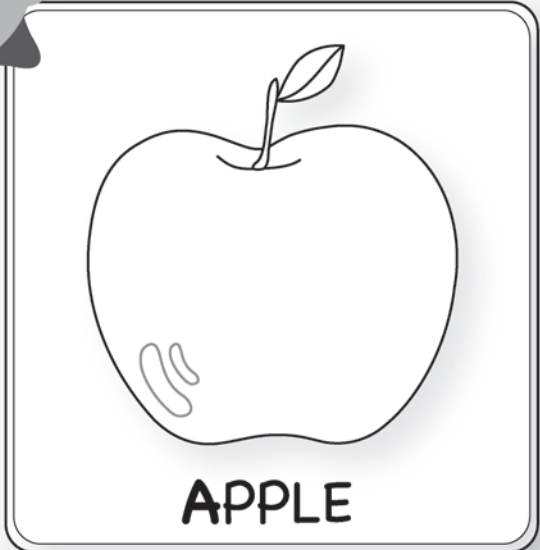
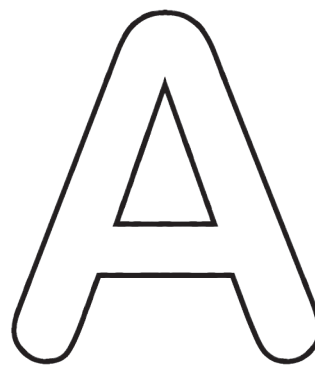
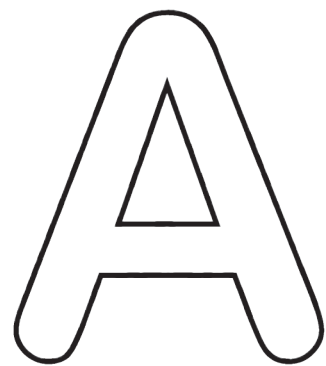
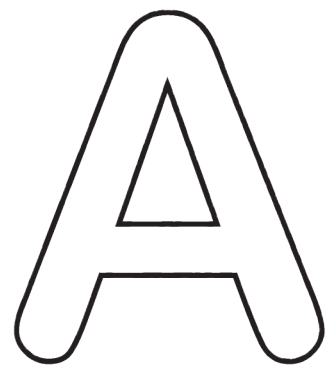
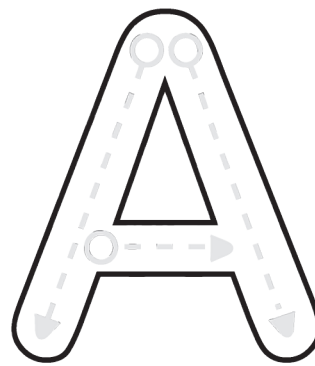
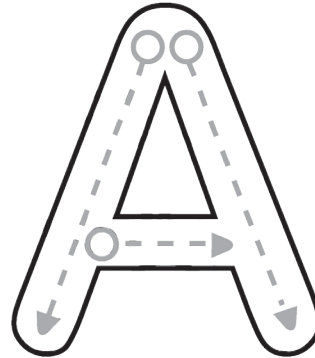
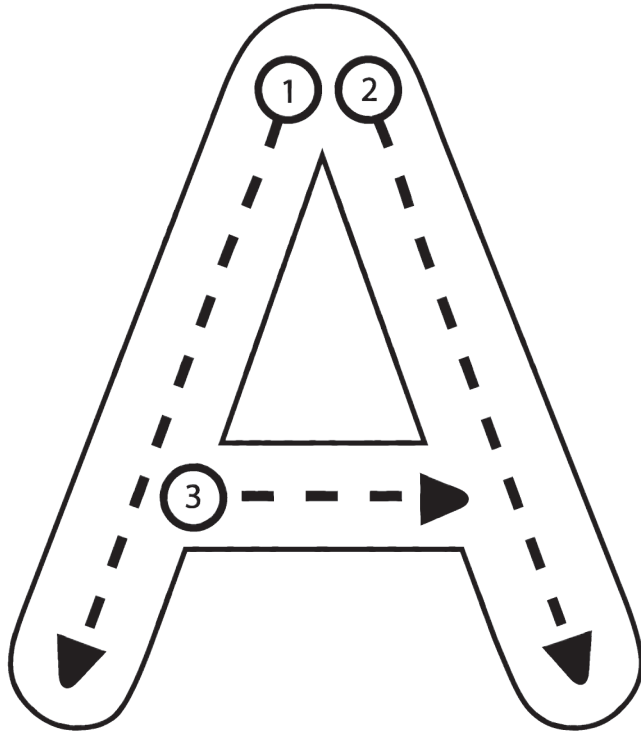


BLACK

7

Let's draw with a RED crayon!

 track 1  track 2



APPLE



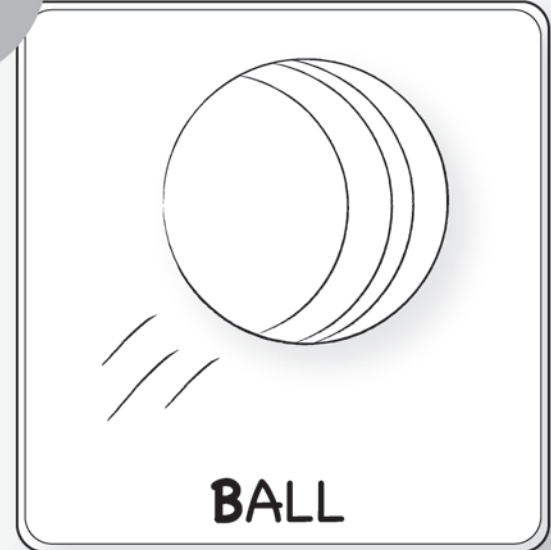
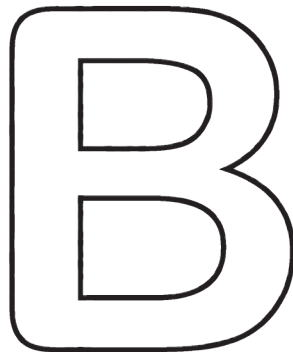
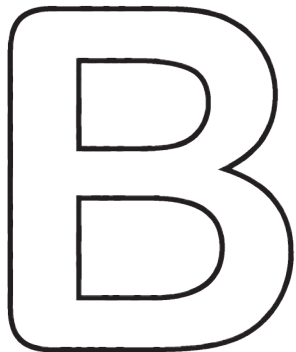
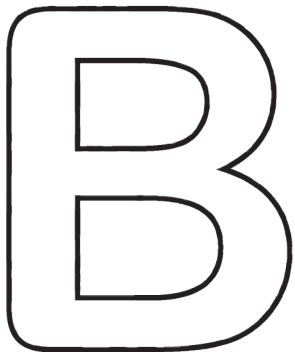
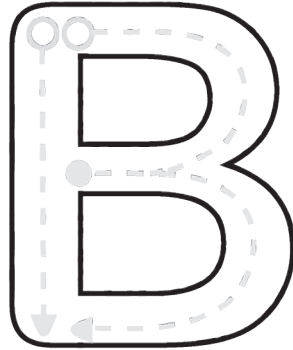
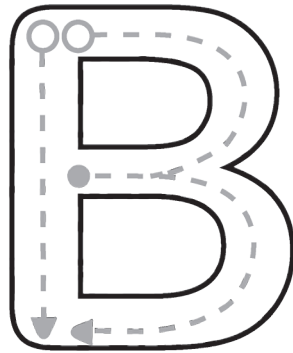
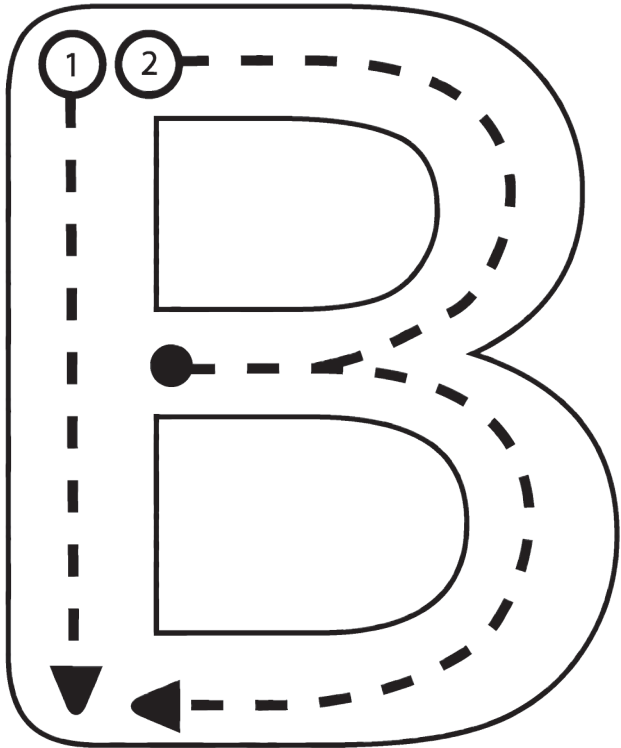
ALLIGATOR

I can do it!

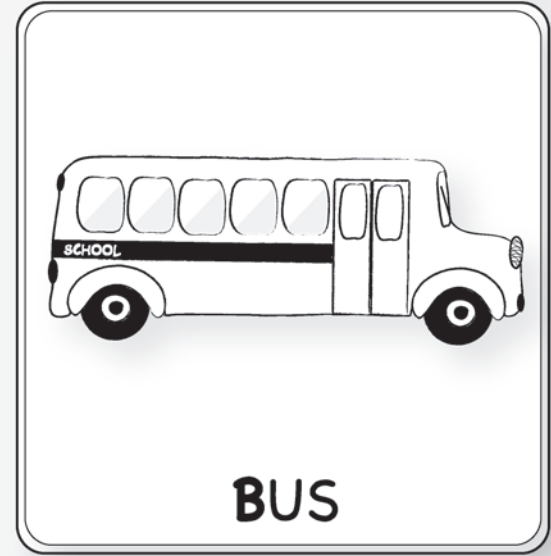
8

Let's draw with a **BLUE** crayon!

 track 3  track 4



BALL



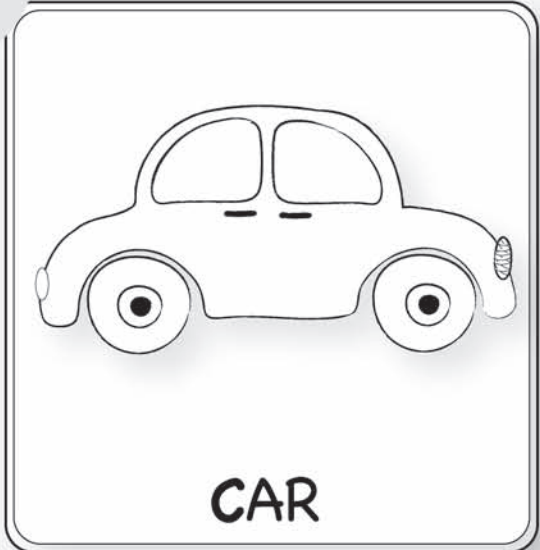
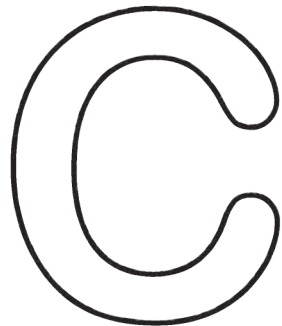
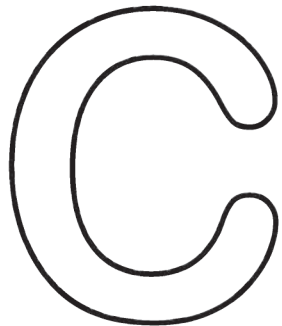
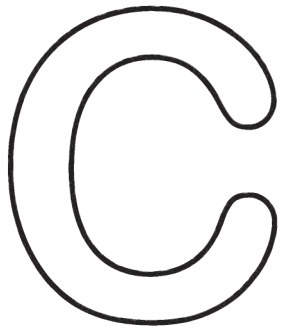
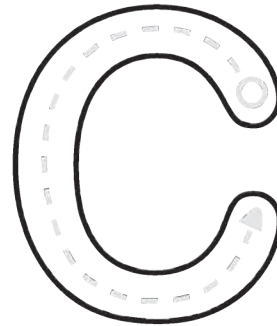
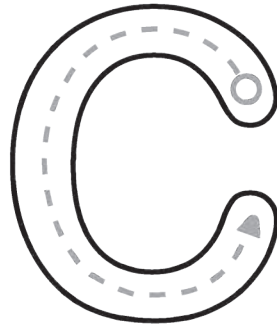
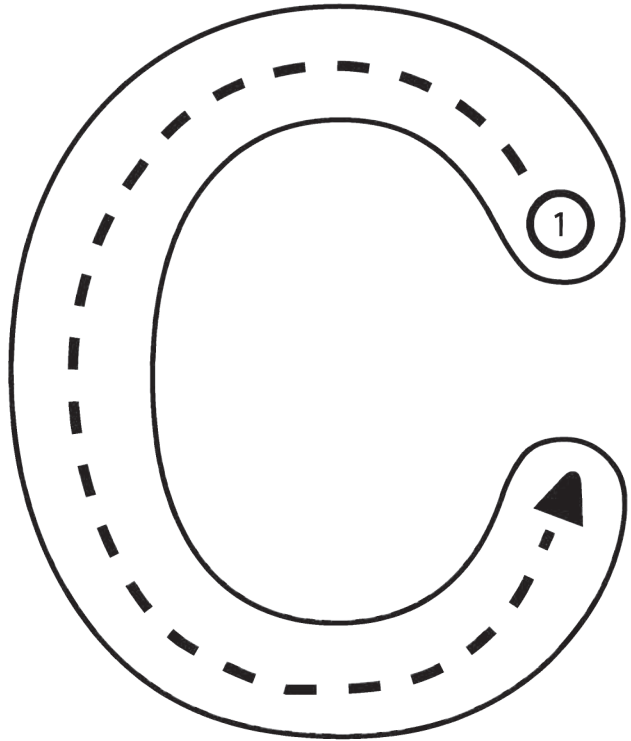
BUS

I can do it!

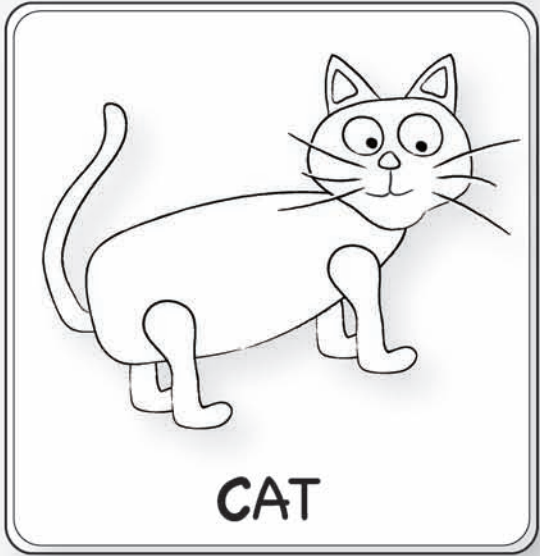
9

Let's draw with an **ORANGE** crayon!

 track 5  track 6



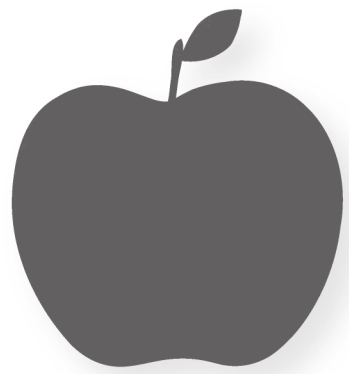
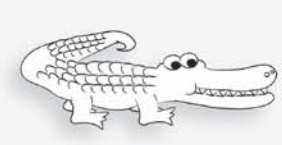
CAR



CAT

I can do it!

10 A-B-C Review



A A

A

A

A

B

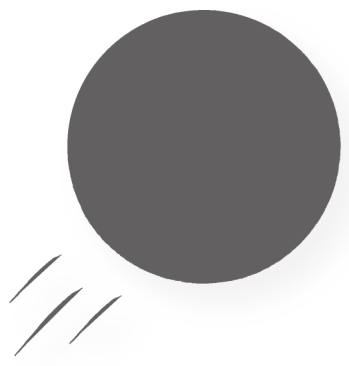
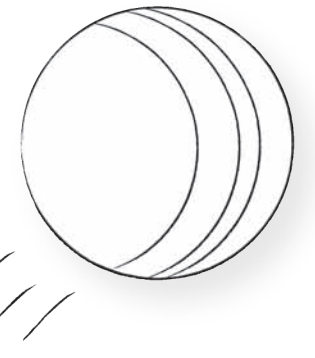
B

B

B

B

B



B

B

B

B

A

A

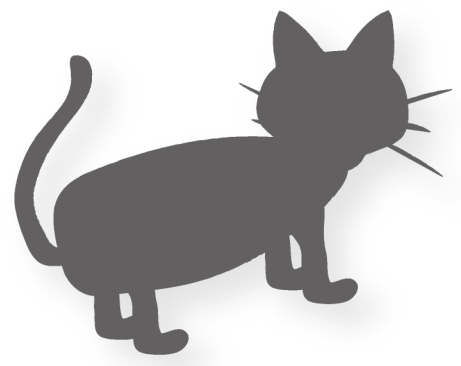
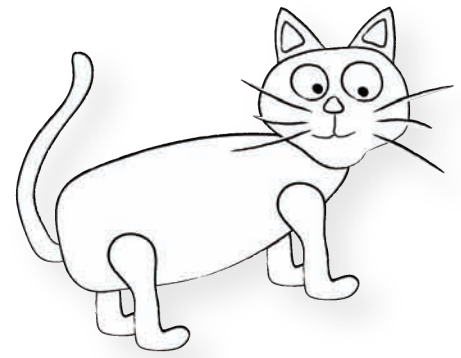
A

C

C

C

C



C

C

C

C

C

C

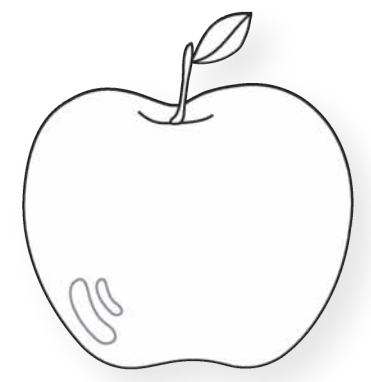
A

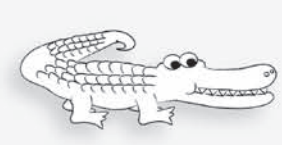
A

A

A

A





Row 1: A dashed uppercase letter 'A' with numbered arrows (1, 2, 3) showing stroke order, followed by an apple, a solid uppercase letter 'A', a crocodile, and another solid uppercase letter 'A'.

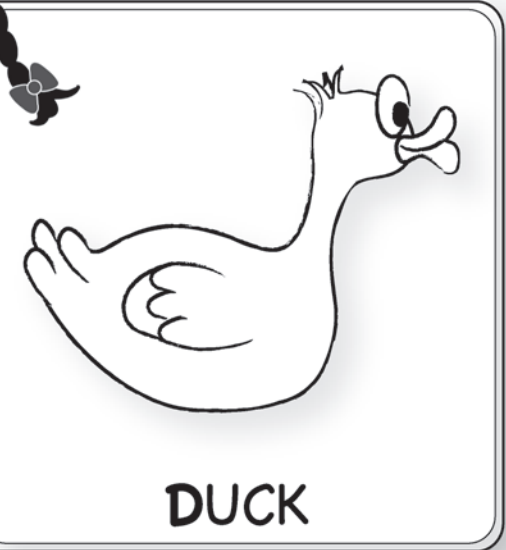
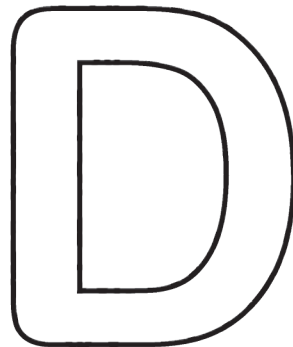
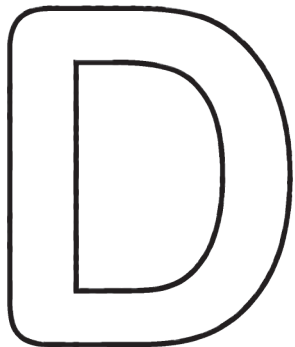
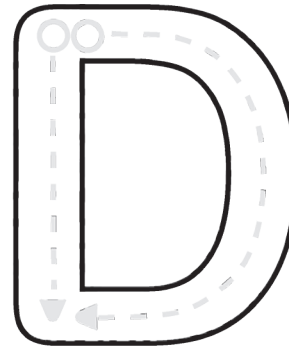
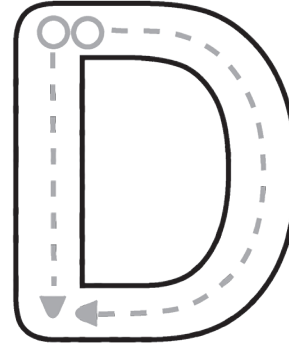
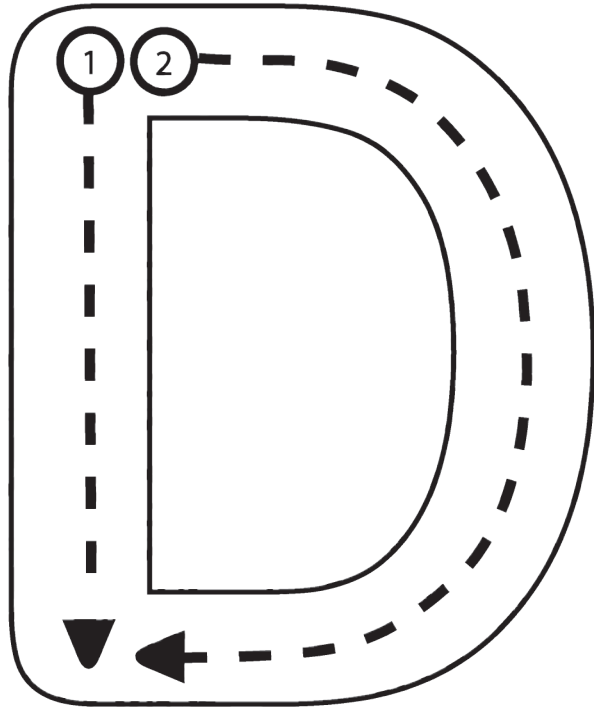
Row 2: A dashed uppercase letter 'B' with numbered arrows (1, 2) showing stroke order, followed by a ball, a solid uppercase letter 'B', a school bus, and another solid uppercase letter 'B'.

Row 3: A dashed uppercase letter 'C' with a numbered arrow (1) showing stroke order, followed by a car, a solid uppercase letter 'C', a cat, and another solid uppercase letter 'C'.

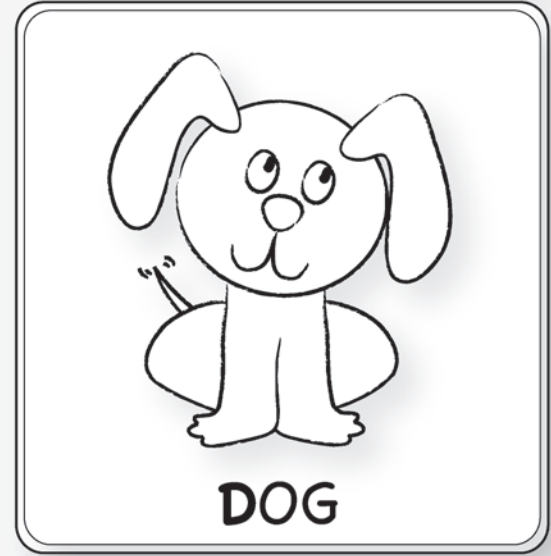
12

Let's draw with a PINK crayon!

 track 7  track 8



DUCK



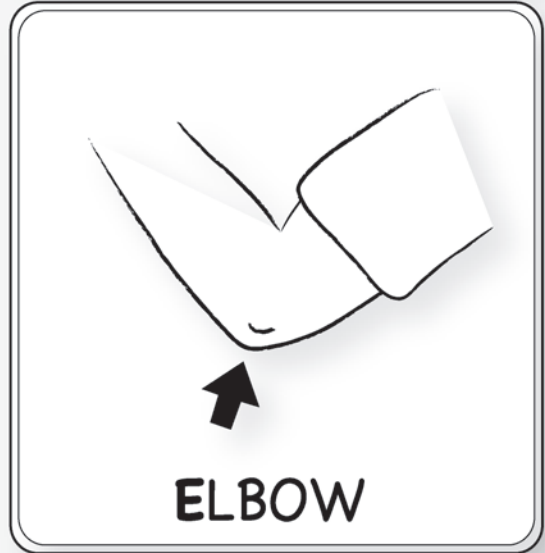
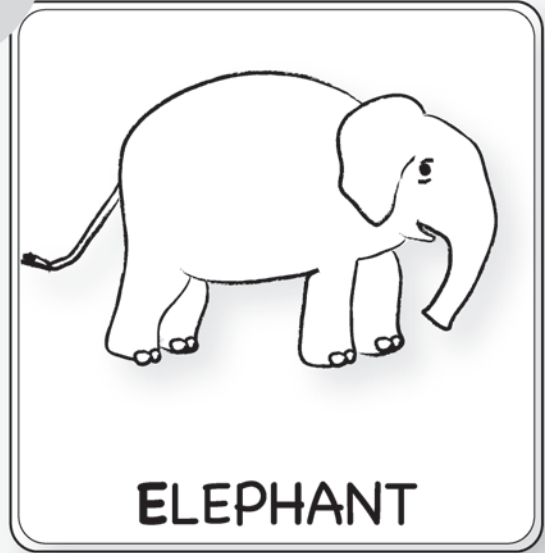
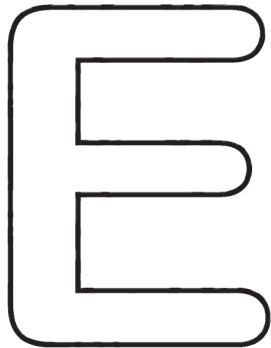
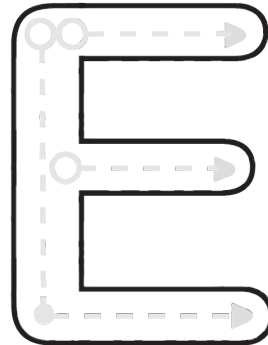
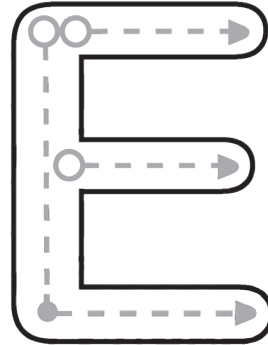
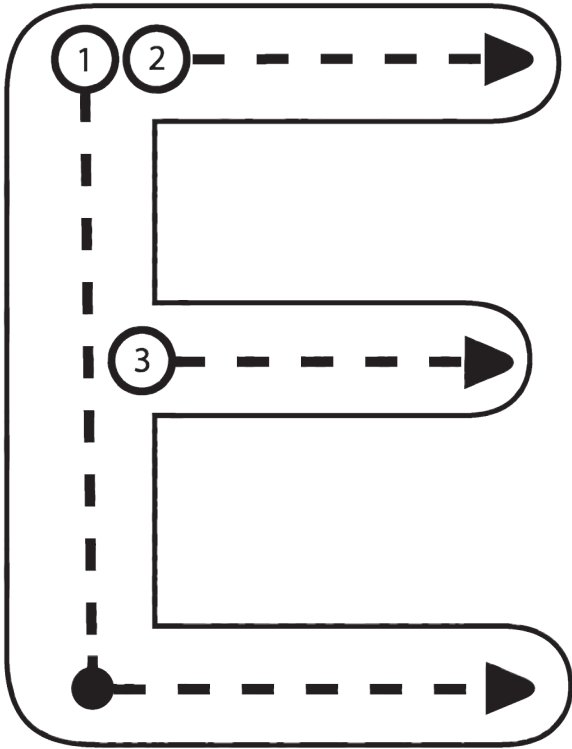
DOG

I can do it!

13

Let's draw with a **YELLOW** crayon!

 track 9  track 10

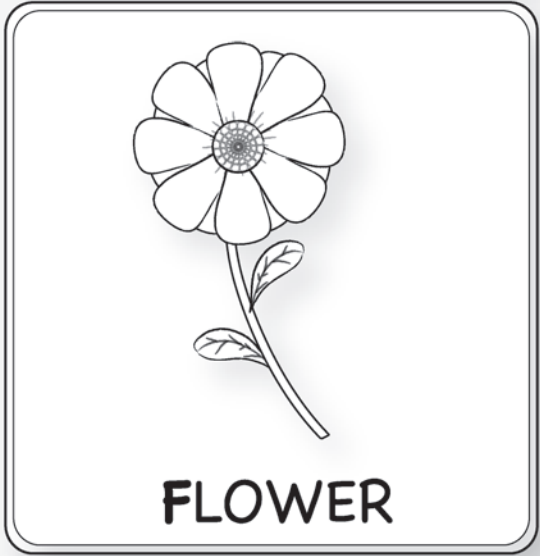
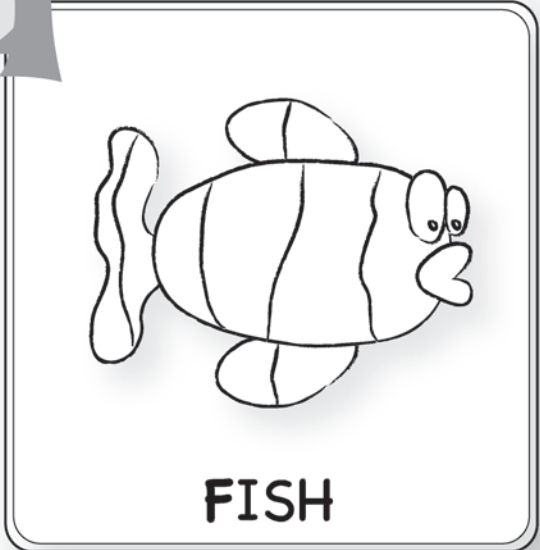
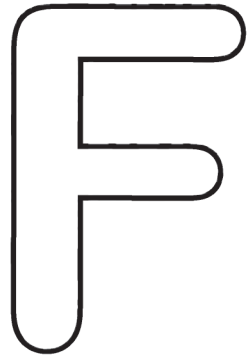
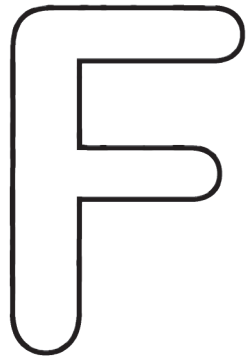
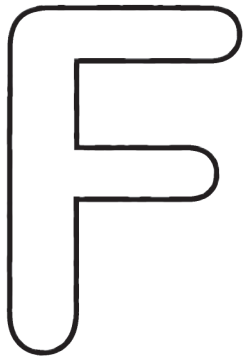
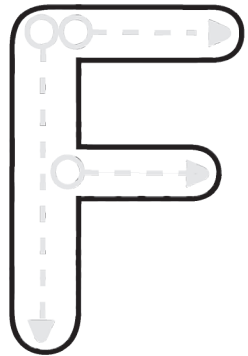
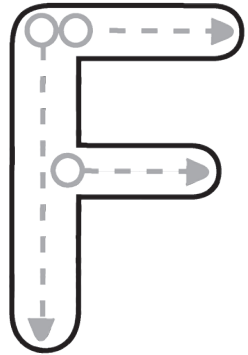
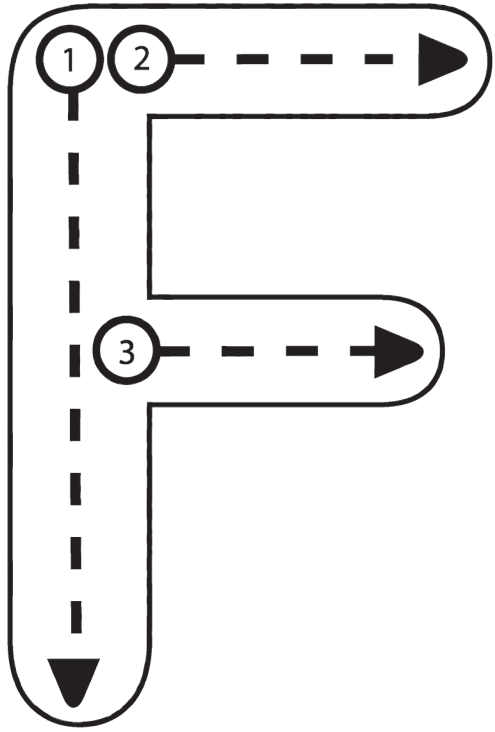
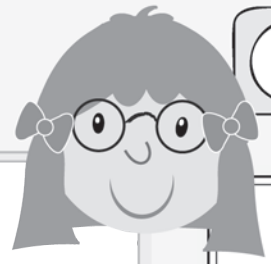


I can do it!

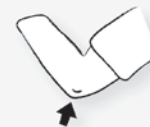
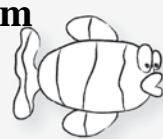
14

Let's draw with a **BROWN** crayon!

 track 11  track 12



I can do it!



D

D

D

D

D

D

D

D

D

D

D

D

E

E

E

E

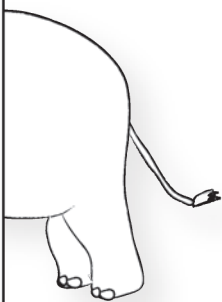
E

E

E

E

E



F

F

F

F

F

F

F

F

F

F



F

F

F

F

F

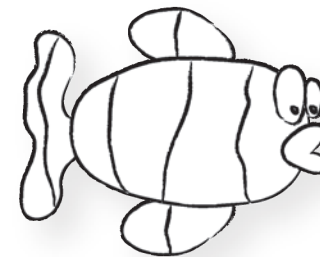
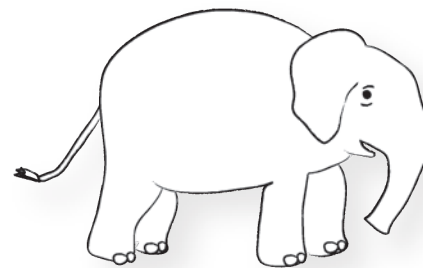
F

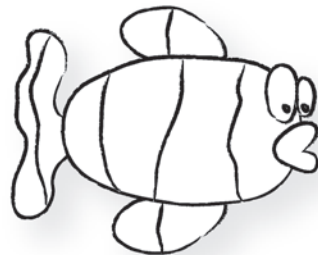
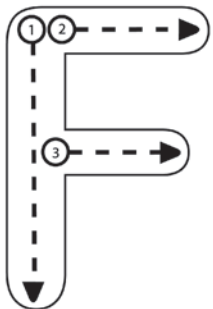
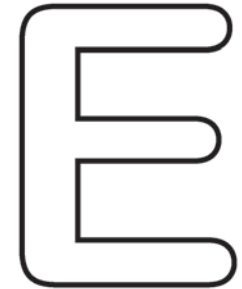
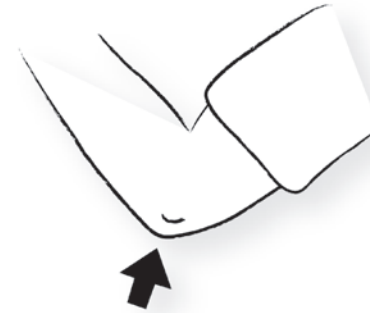
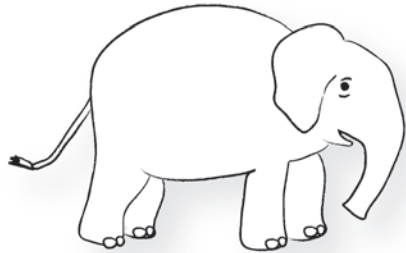
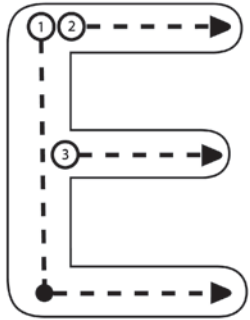
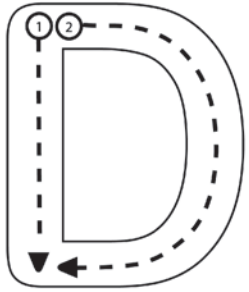
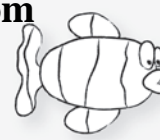
F

F

F

F

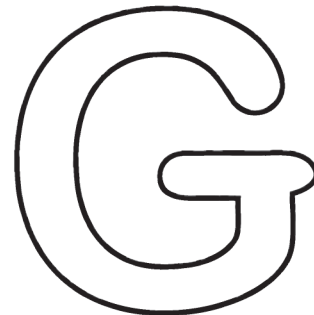
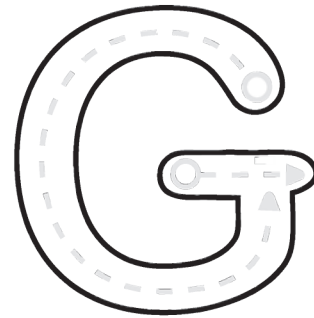
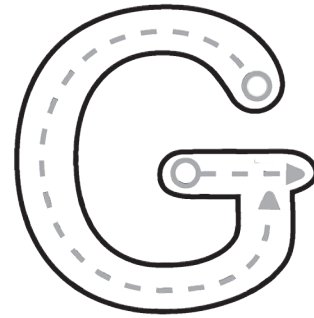
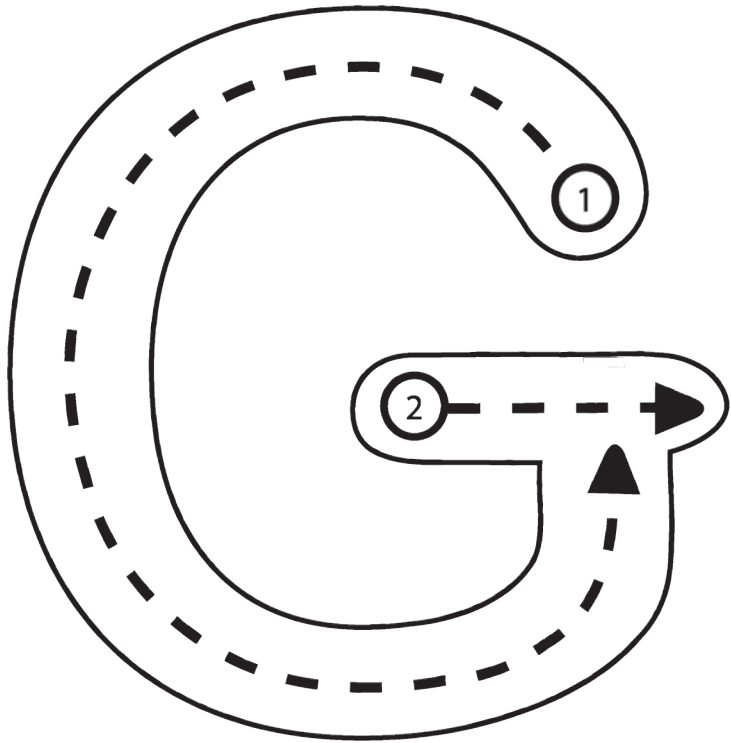




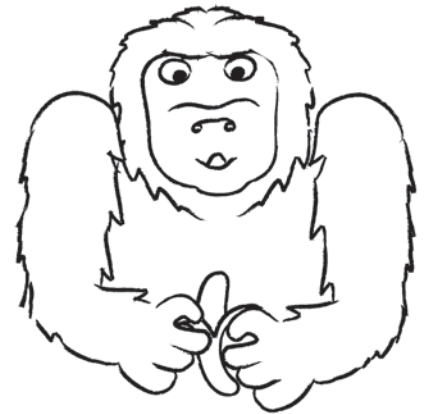
17

Let's draw with a **PURPLE** crayon!

 track 13  track 14



GRAPES



GORILLA

I can do it!

18

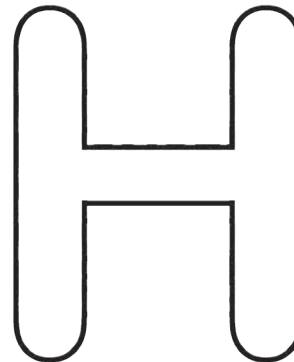
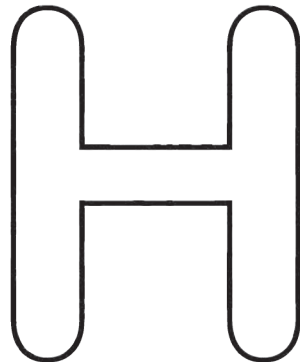
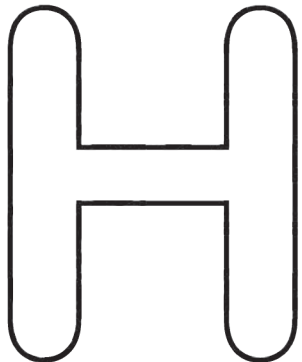
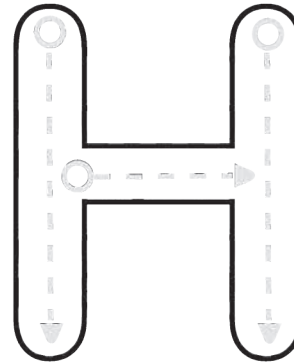
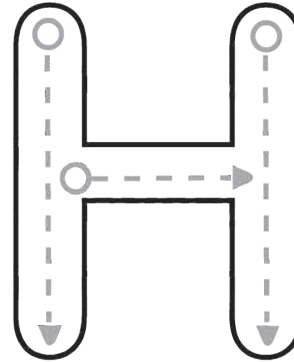
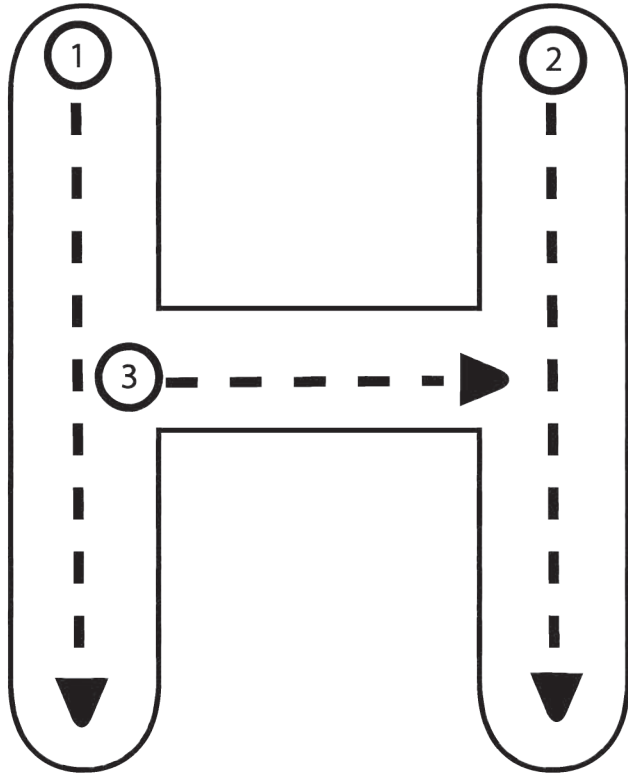
Let's draw with a **BLACK** crayon!



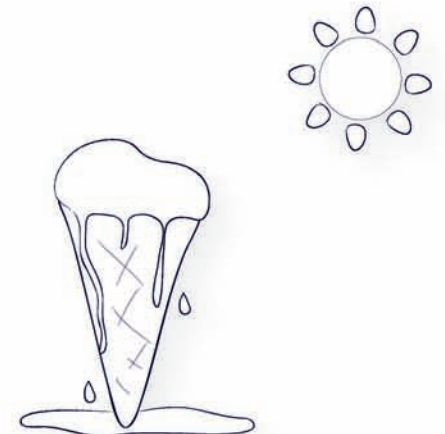
track 15



track 16



HAT



HOT

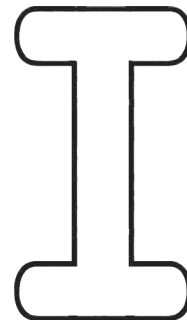
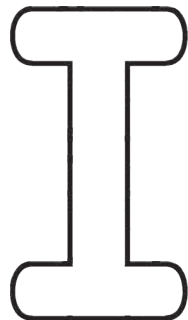
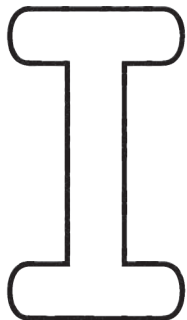
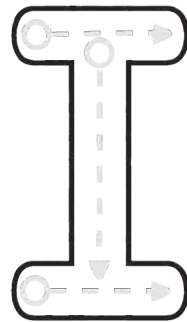
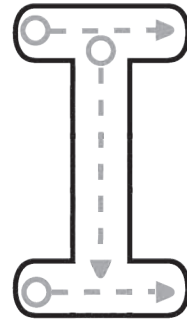
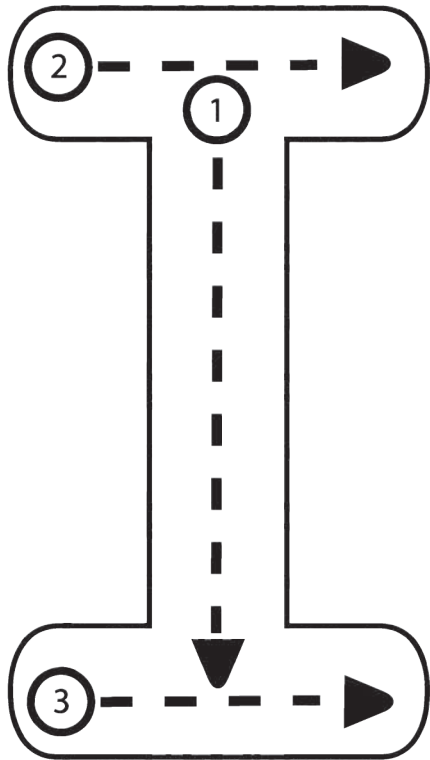


I can do it!

19

Let's draw with a RED crayon!

track 17 track 18



IGUANA



ITCHY

I can do it!

20 G-H-I Review



G G

G

G

G

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G

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G

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G

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H

H

H

H

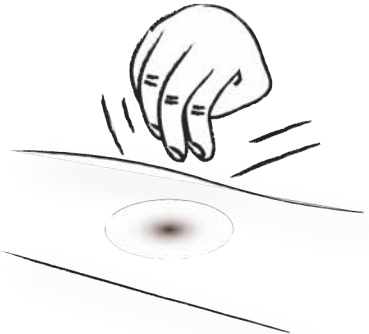
H

H

H

H

H



I

I

I

I

I

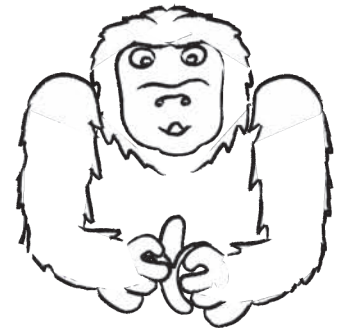
I

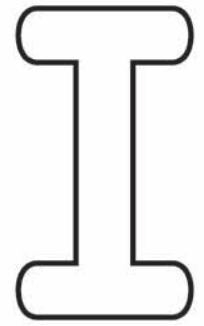
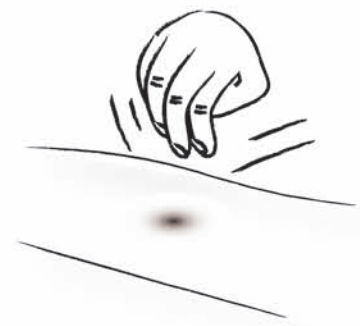
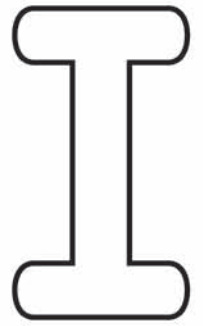
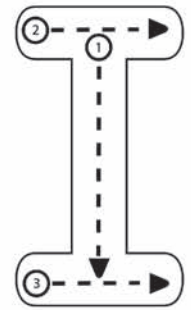
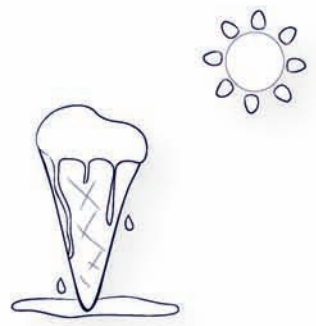
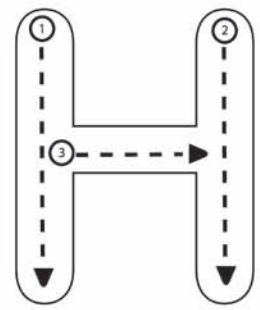
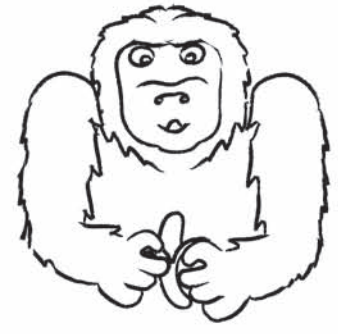
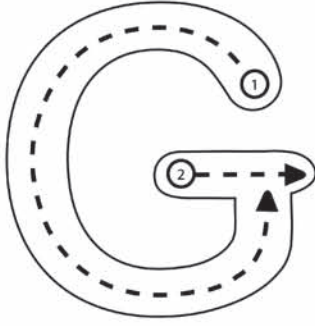
I

I

I

I





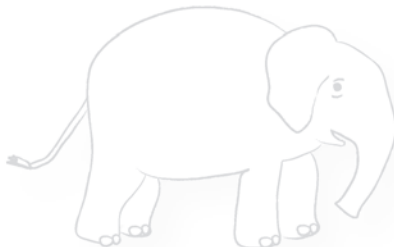








22

A-I Paste!

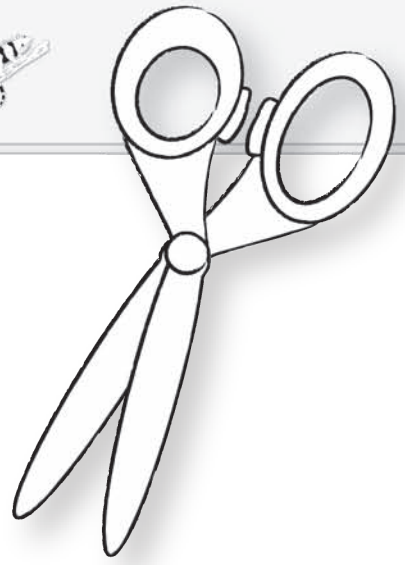



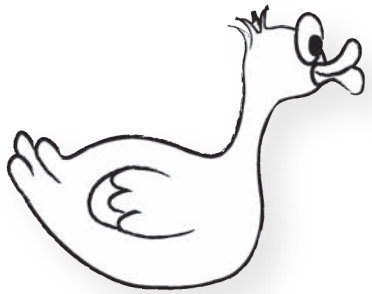

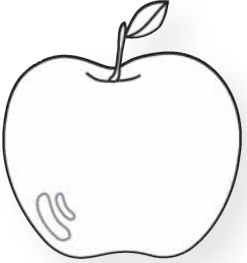

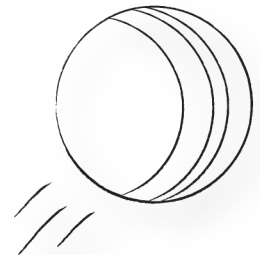
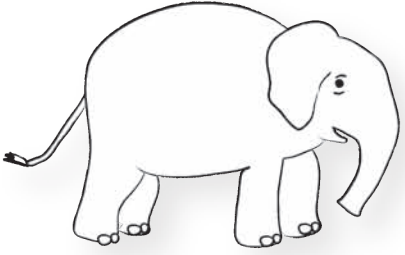
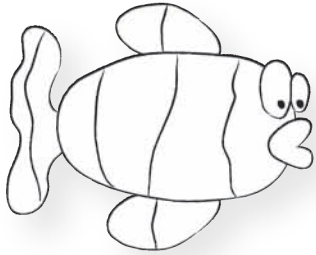
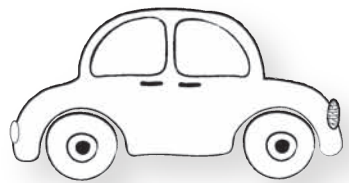
 <p>A</p>	 <p>B</p>	 <p>C</p>
 <p>D</p>	 <p>E</p>	 <p>F</p>
 <p>G</p>	 <p>H</p>	 <p>I</p>

Z
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A

Keep Up
the Good
Work!

A-I Color and Cut!



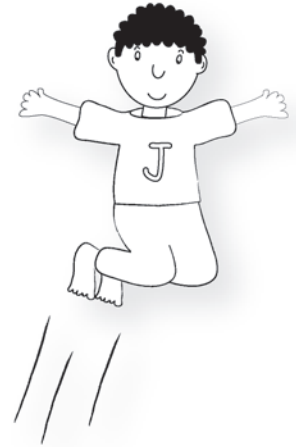
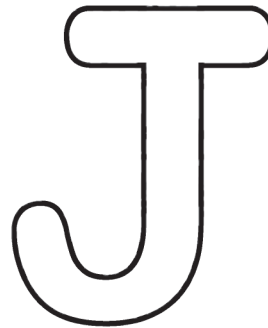
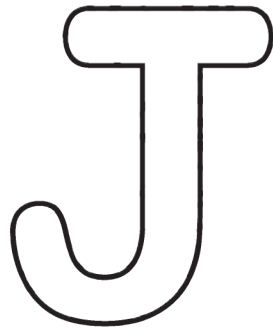
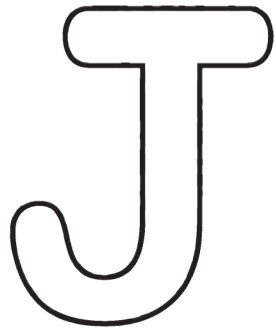
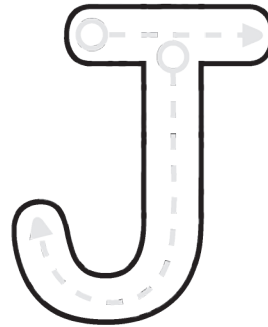
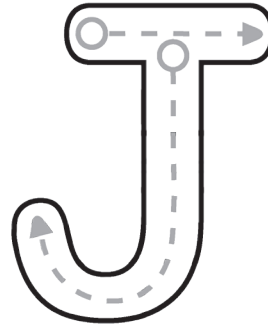
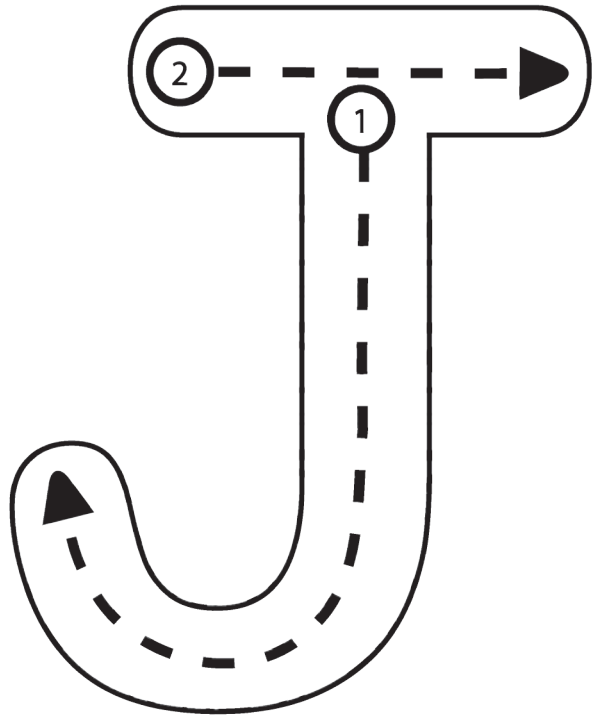
 H	 D	 I
 A	 G	 B
 E	 F	 C



25

Let's draw with a **BLUE** crayon!

 track 19  track 20



JUMP



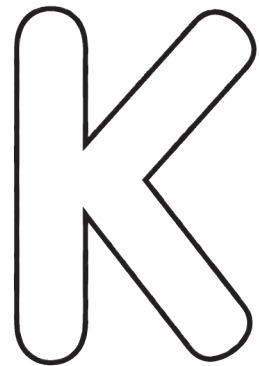
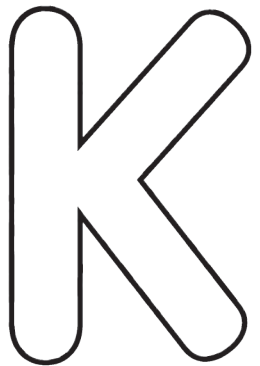
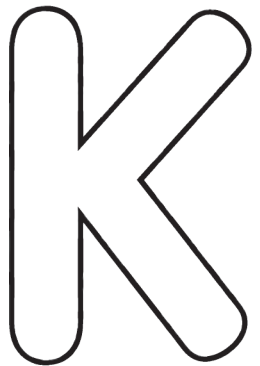
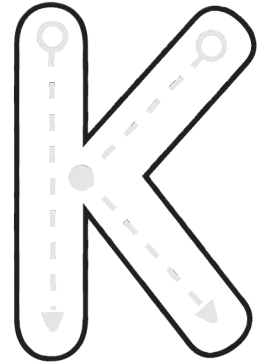
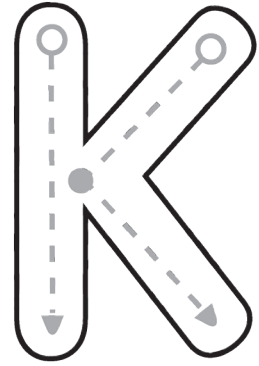
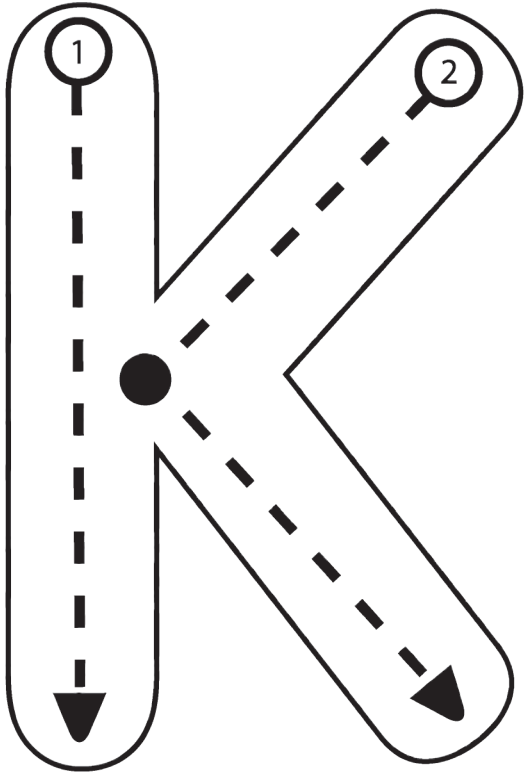
JELLYFISH

I can do it!

26

Let's draw with an **ORANGE** crayon!

 track 21  track 22



KANGAROO



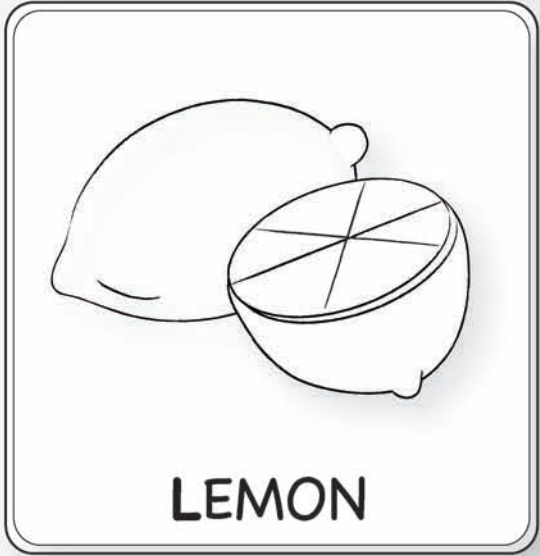
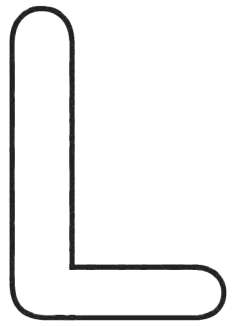
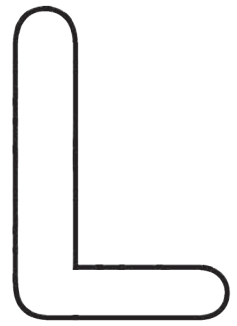
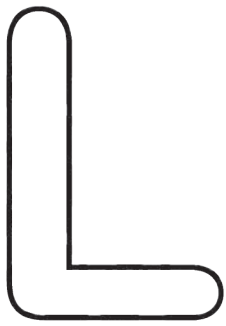
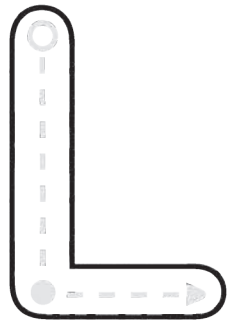
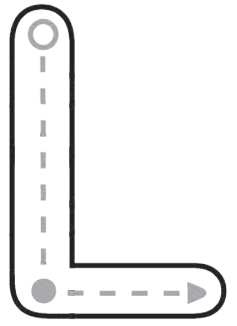
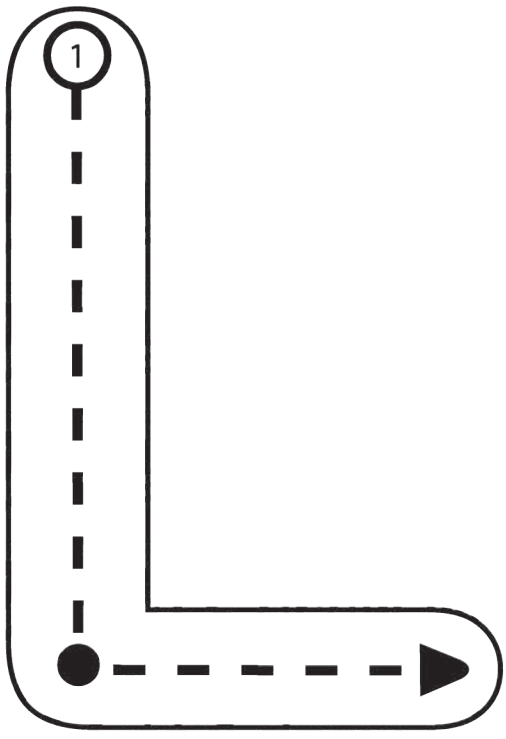
KEY

I can do it!

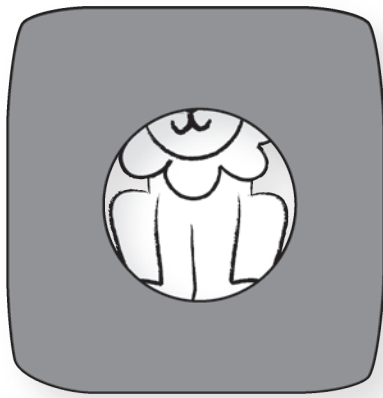
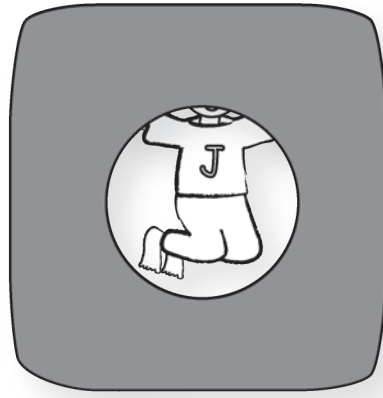
27

Let's draw with a **YELLOW** crayon!

 track 23  track 24



I can do it!

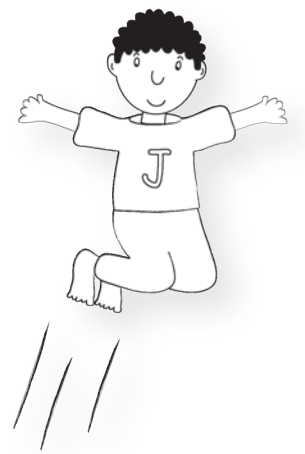


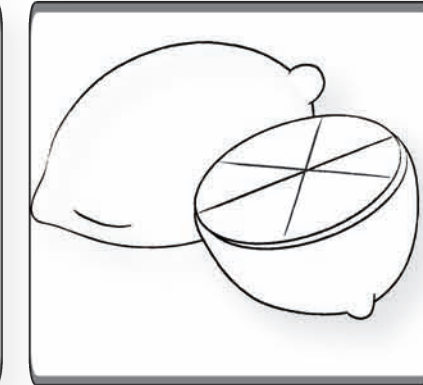
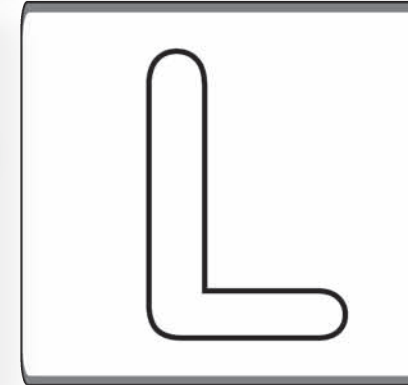
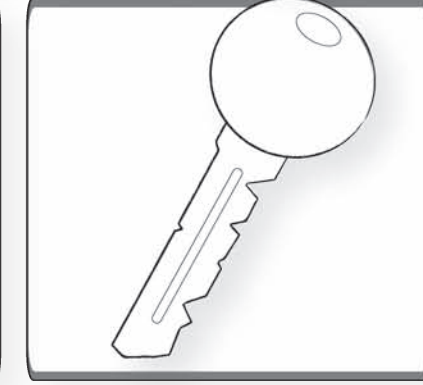
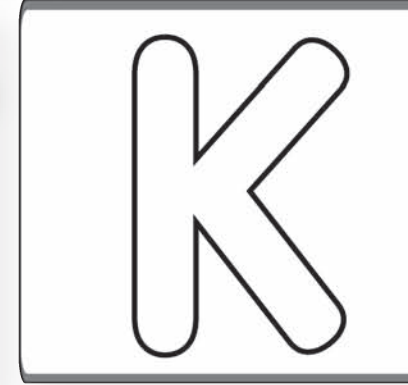
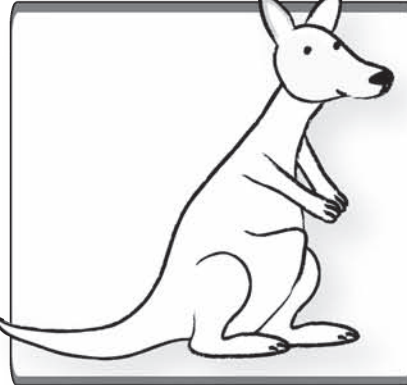
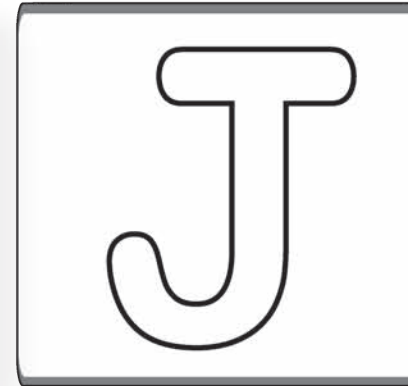
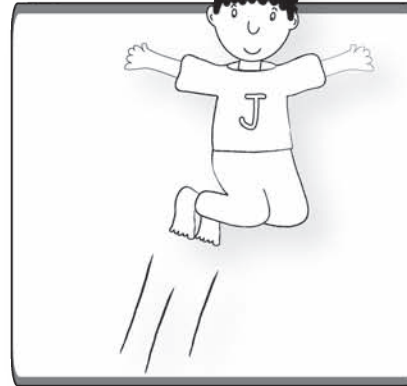
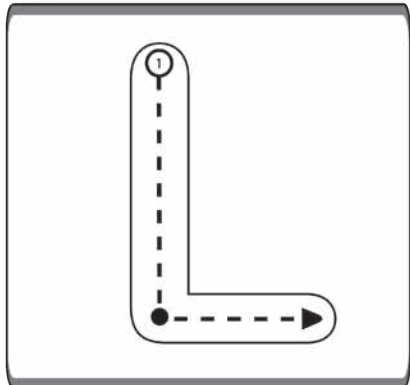
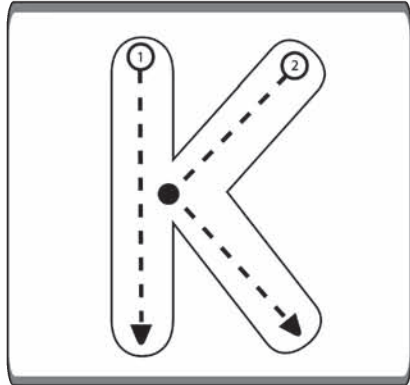
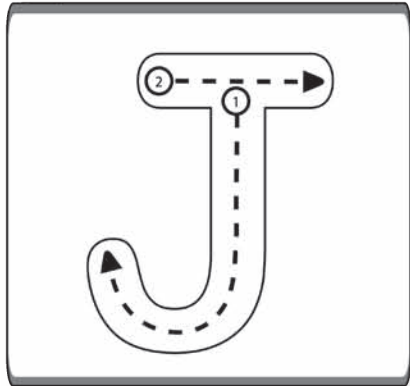
J J J J K K K K

J J K K

K K K J J J J J J

L L L L L L L L L L

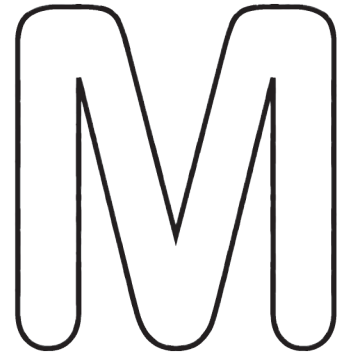
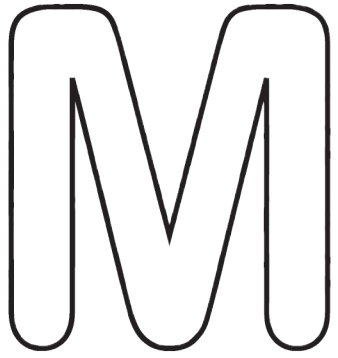
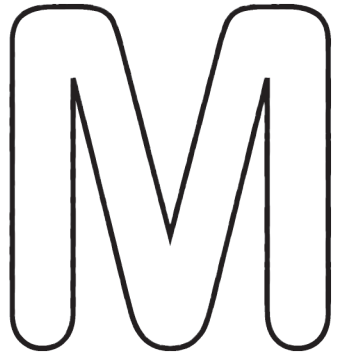
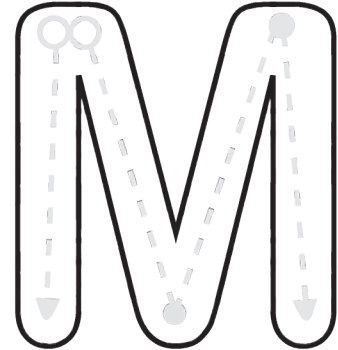
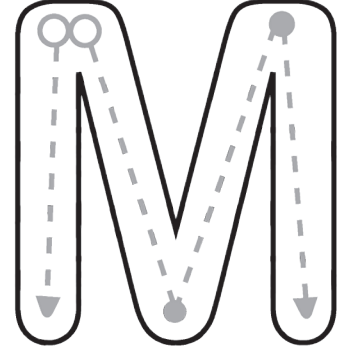
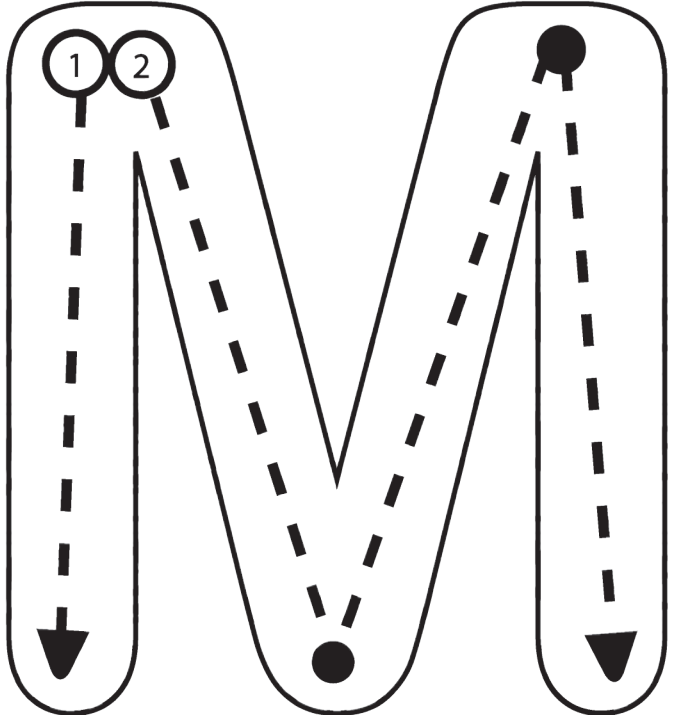




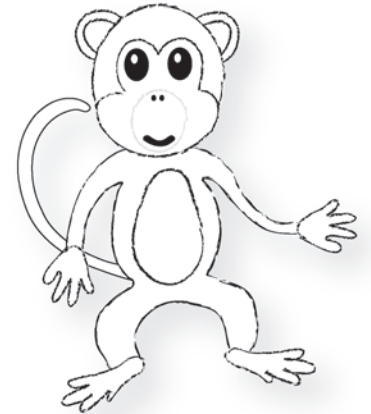
30

Let's draw with a **PURPLE** crayon!

 track 25  track 26



MOUSE



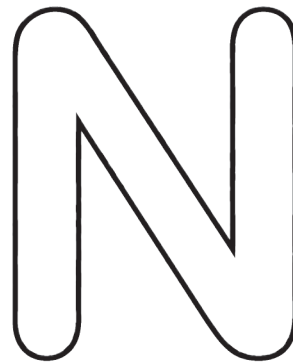
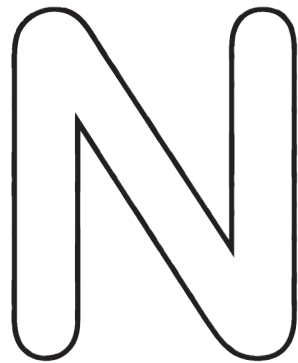
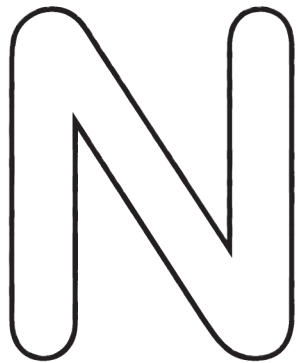
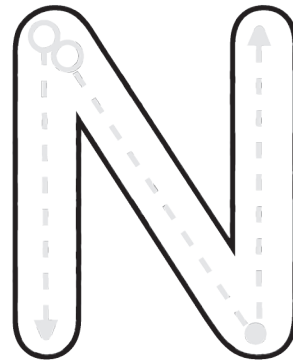
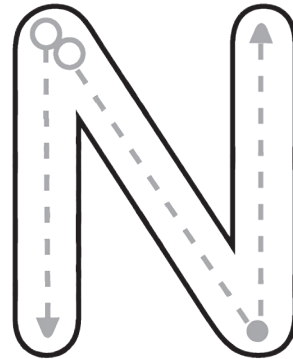
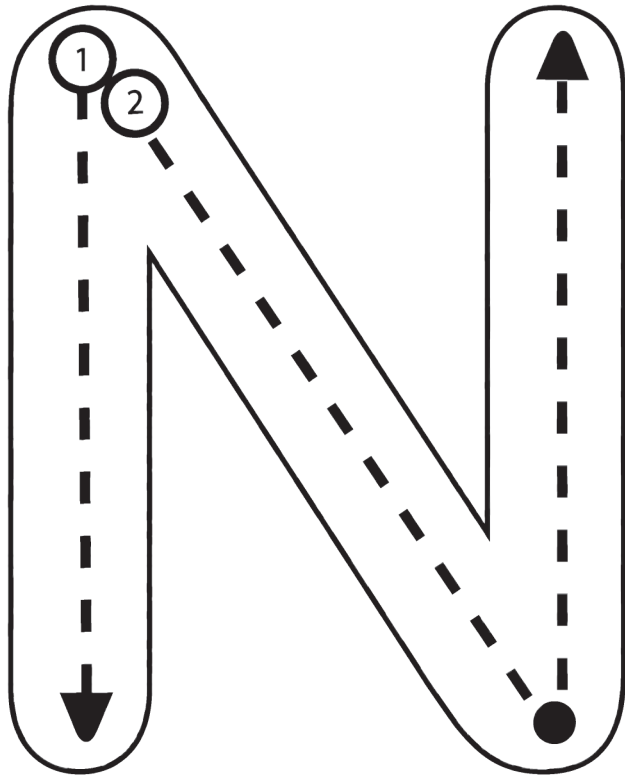
MONKEY

I can do it!

31

Let's draw with a PINK crayon!

track 27 track 28



NOSE



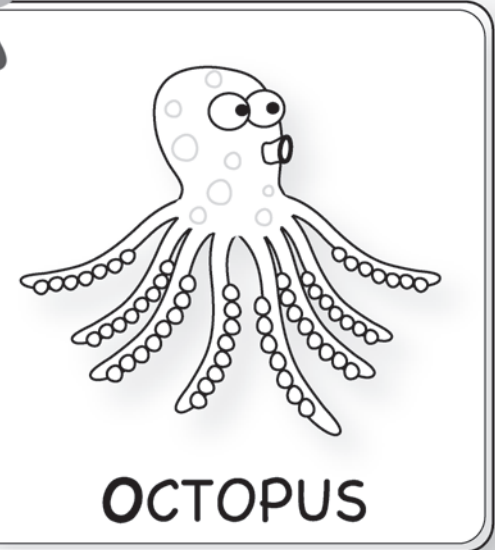
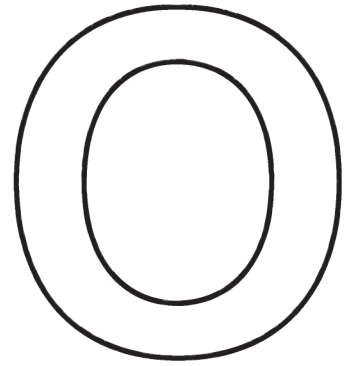
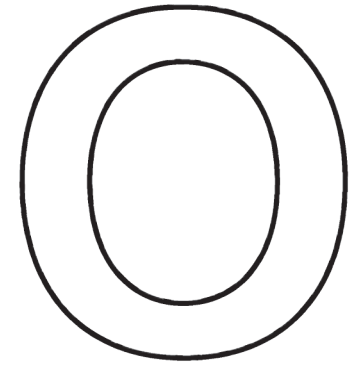
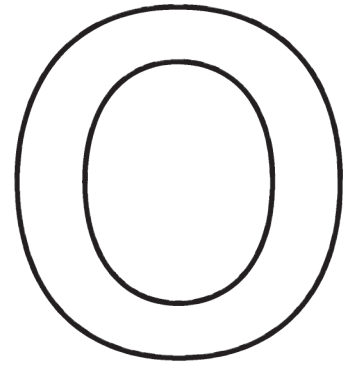
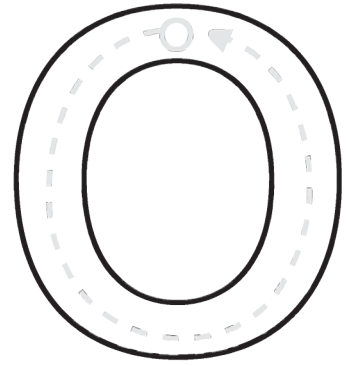
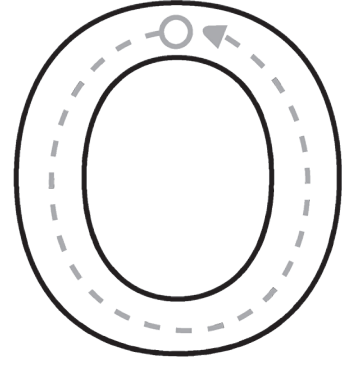
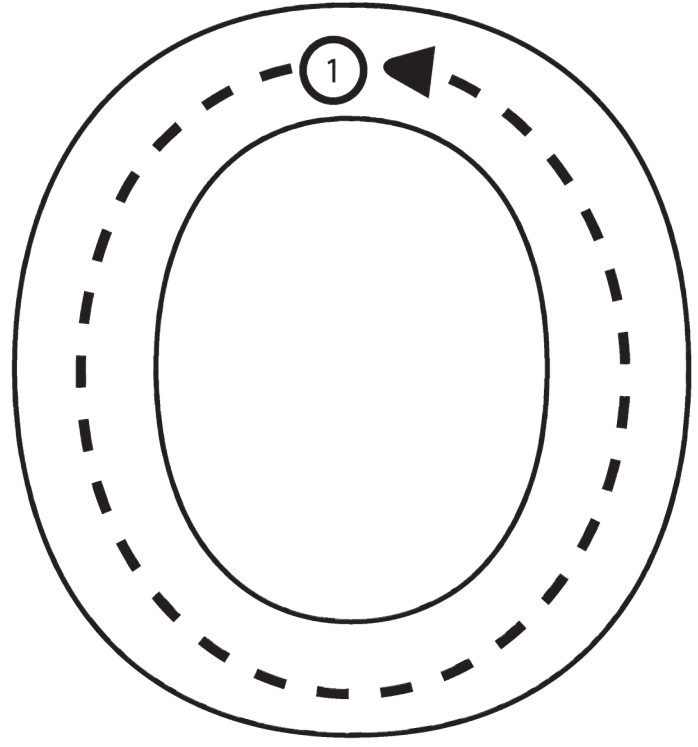
NOODLES

I can do it!

32

Let's draw with a **BROWN** crayon!

 track 29  track 30



OCTOPUS



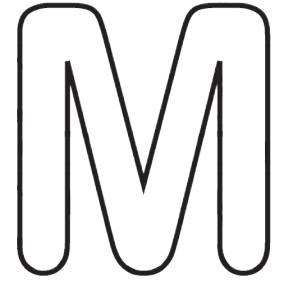
OSTRICH

 I can do it!

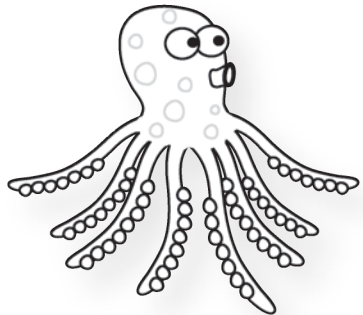
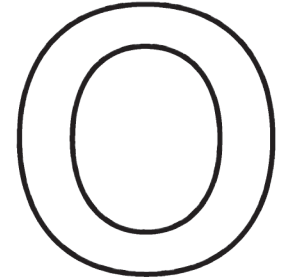
33 M-N-O Review



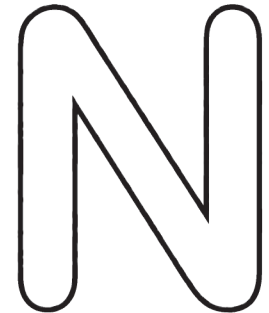
M M M M M M M M M M

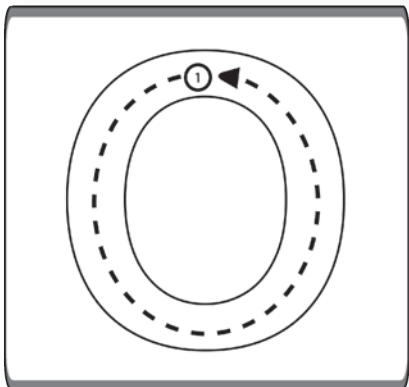
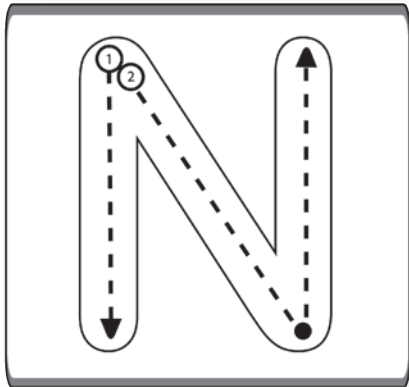
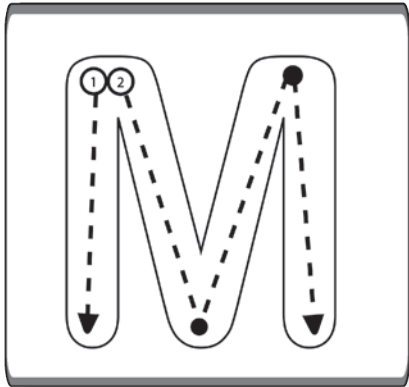


N N N N N N N N N N



O O O O N N N N

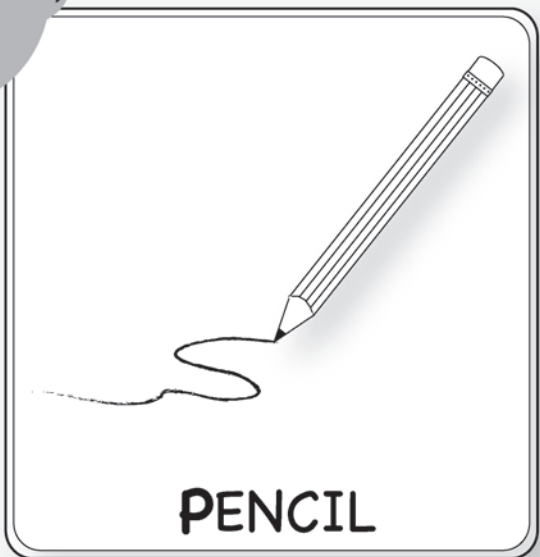
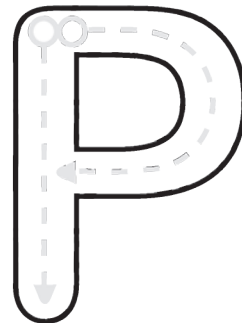
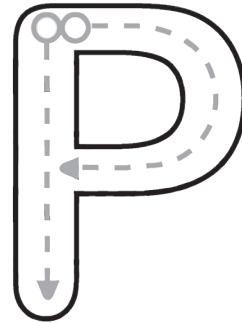
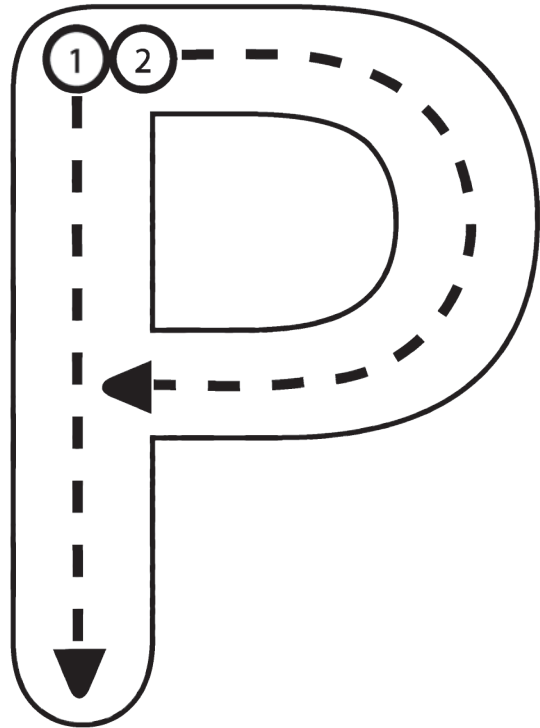




35

Let's draw with a **BLACK** crayon!

 track 31  track 32



PENCIL



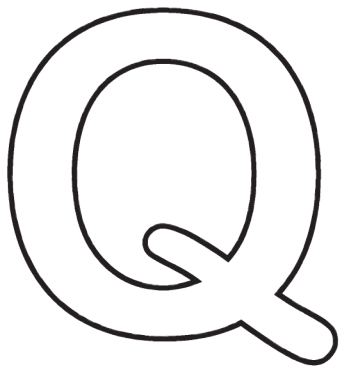
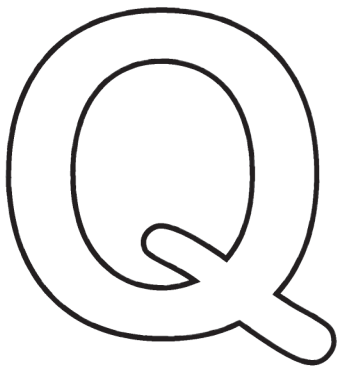
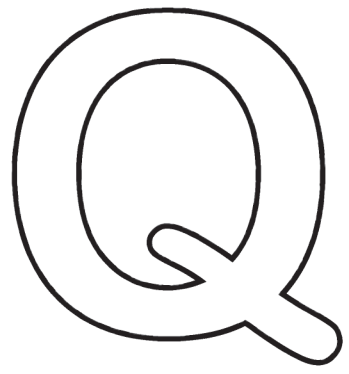
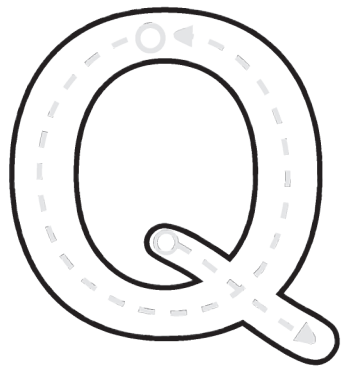
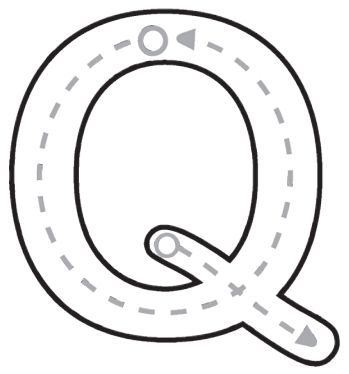
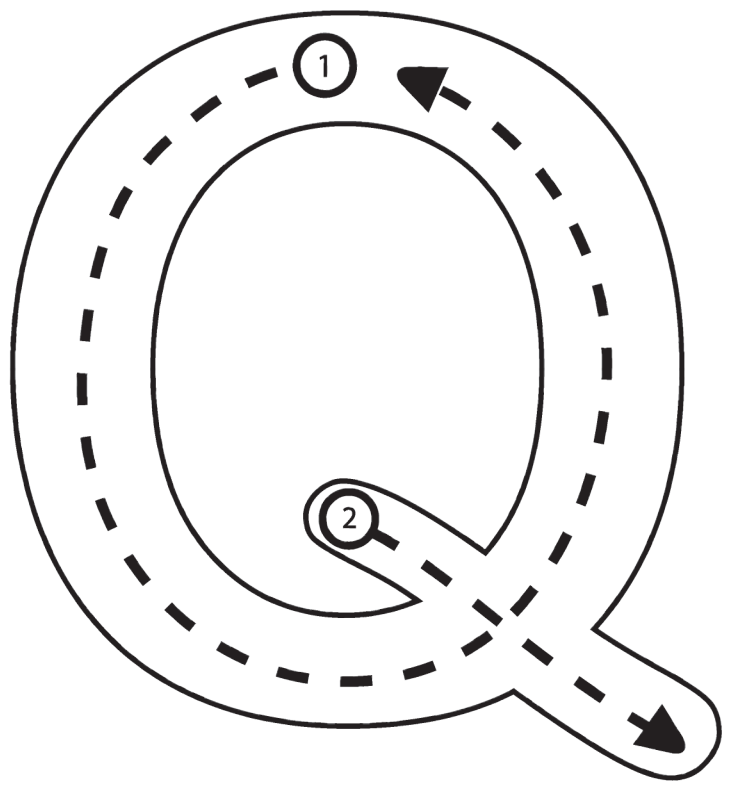
PIANO

I can do it!

36

Let's draw with a RED crayon!

 track 33  track 34



QUEEN



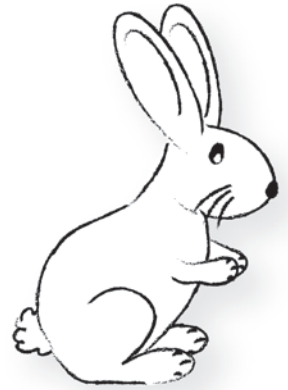
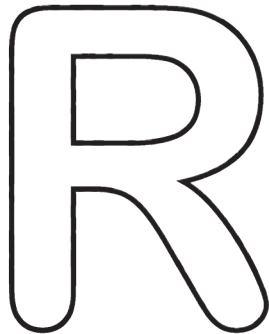
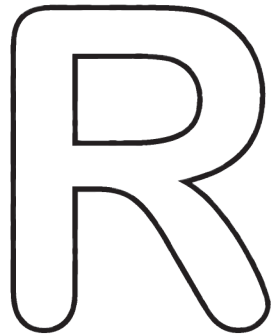
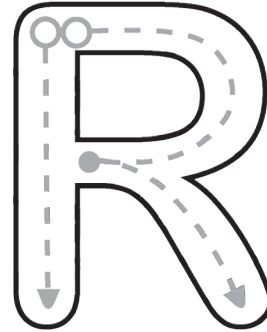
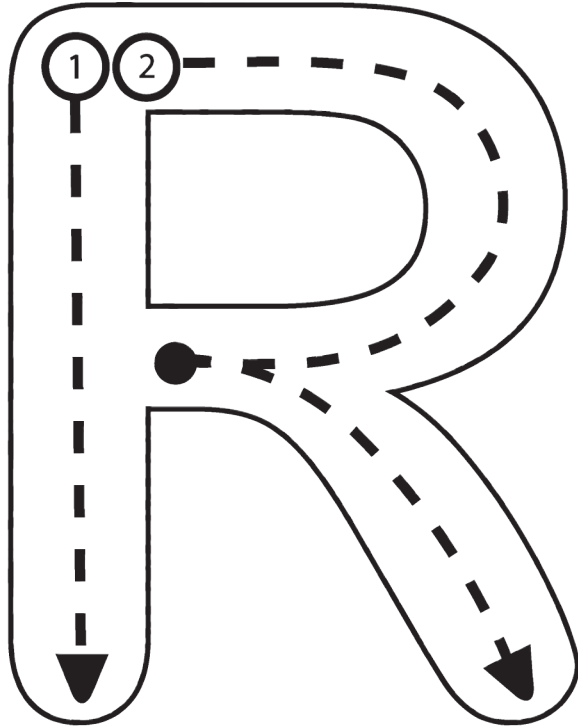
QUIET

I can do it!

37

Let's draw with a **BLUE** crayon!

 track 35  track 36



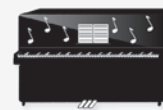
RABBIT



ROCKET

I can do it!

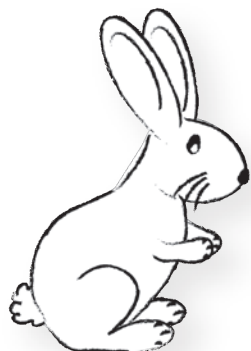
38 P-Q-R Review



P P P P R R R R R R R R R R

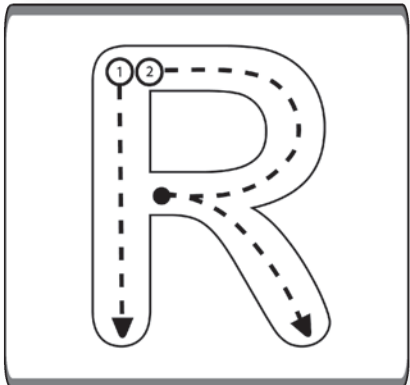
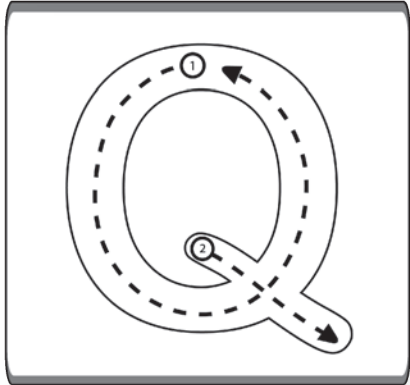
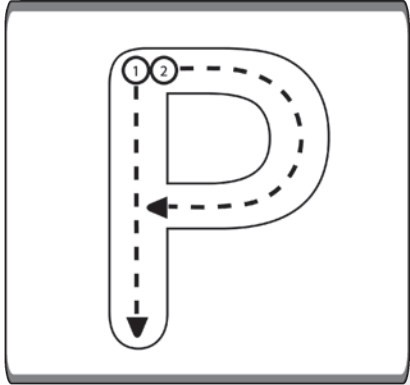


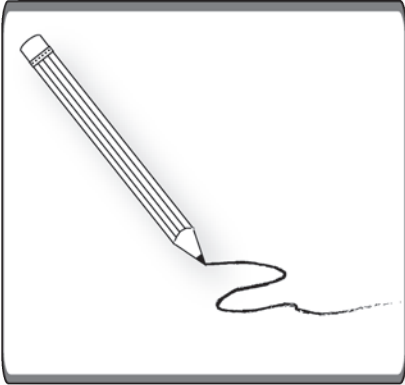




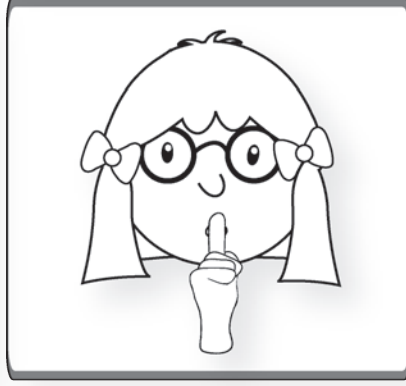
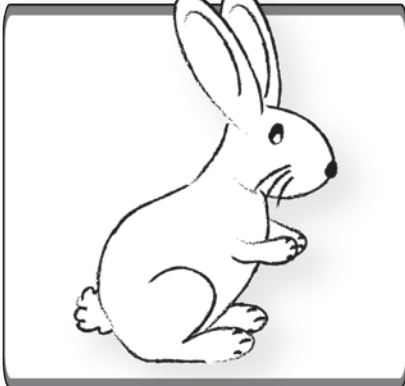


Q Q Q Q Q Q Q Q Q Q Q Q Q Q Q



R R R R P P P P P P P P P P








39 P-Q-R Review



*use this page to play non-competitive BINGO, tic-tac-toe or just color!



 J	 K	 L
 M	 N	 O
 P	 Q	 R

You're doing great!

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

41

J-R Color and Cut!



K



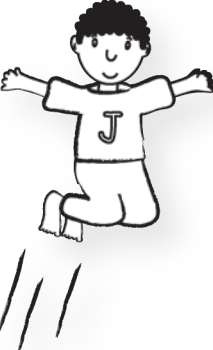
L



M




Q



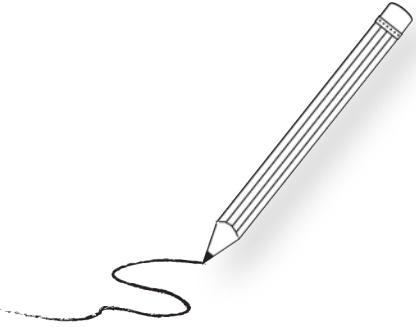
J



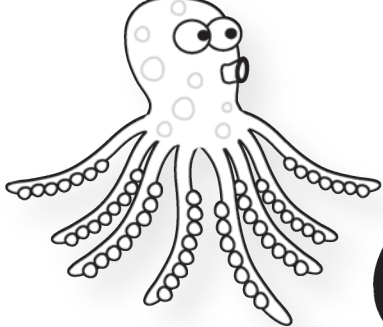
N



R



P



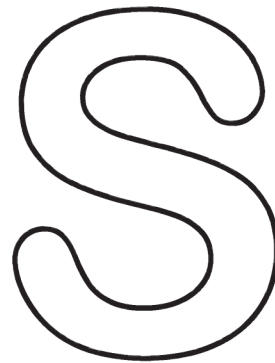
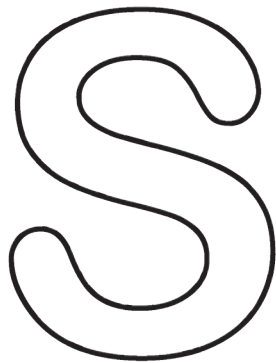
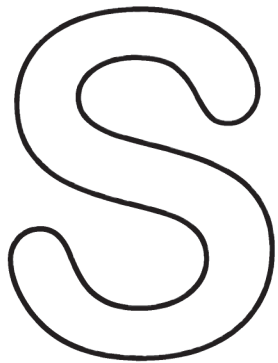
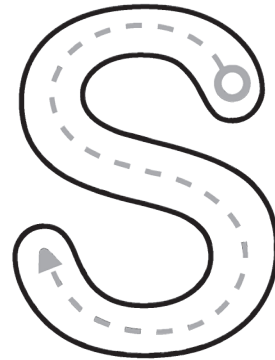
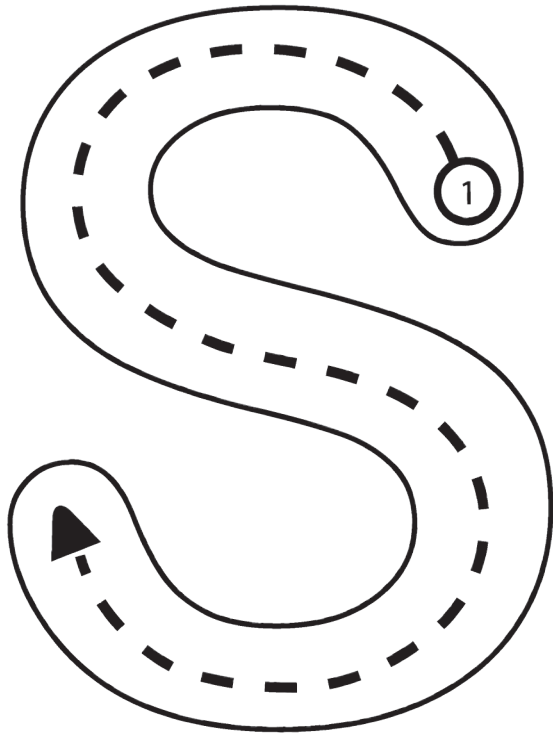
O



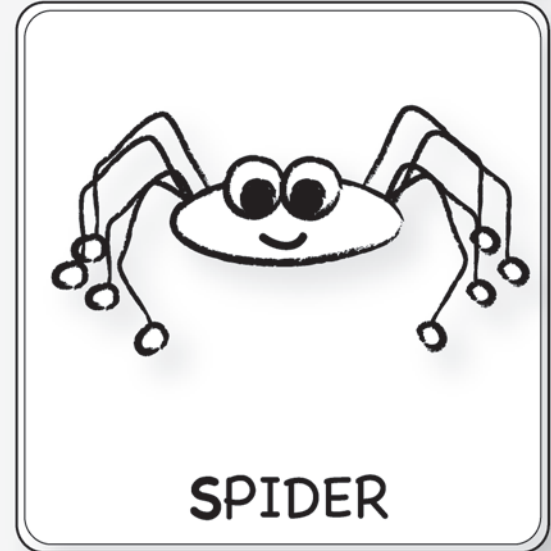
43

Let's draw with an **ORANGE** crayon!

 track 37  track 38



SNAKE



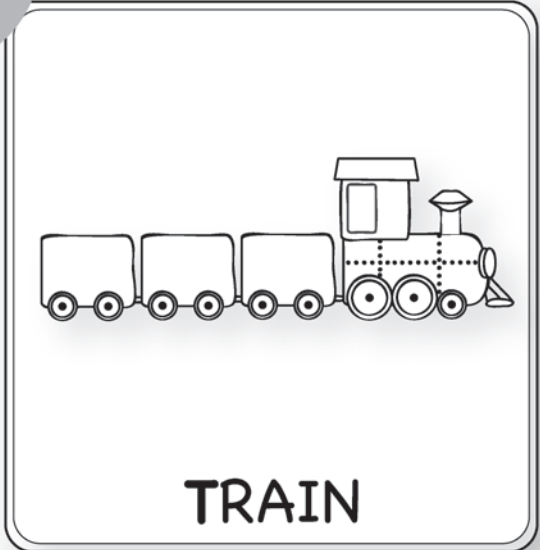
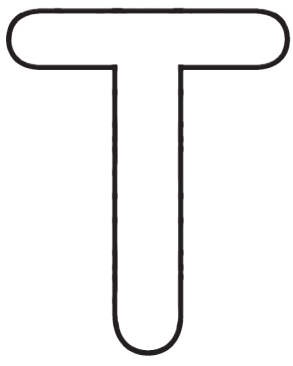
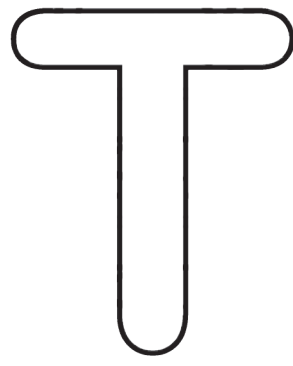
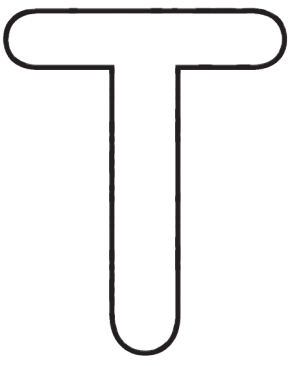
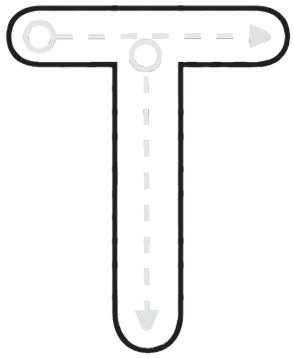
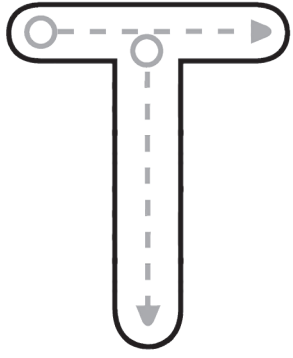
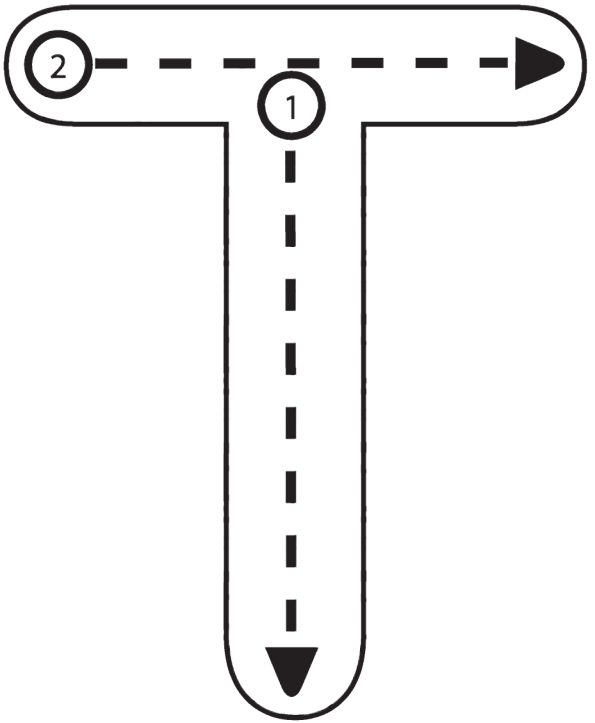
SPIDER

I can do it!

44

Let's draw with a **YELLOW** crayon!

 track 39  track 40



TRAIN



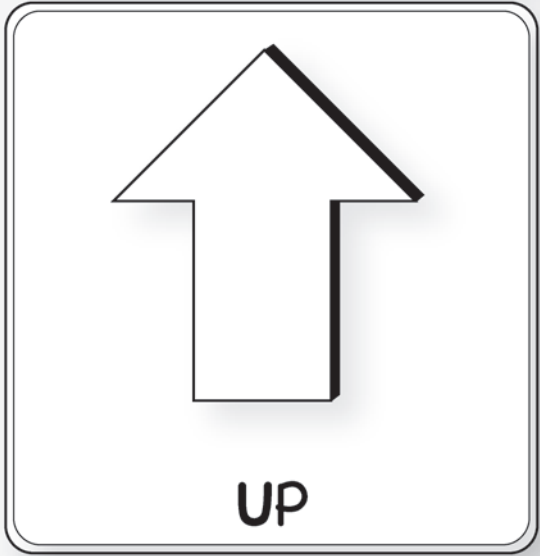
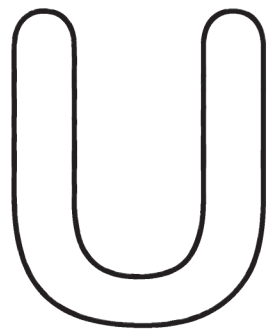
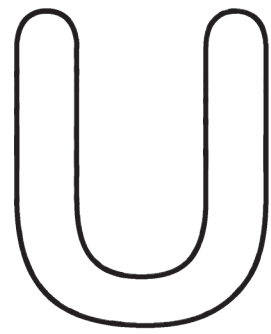
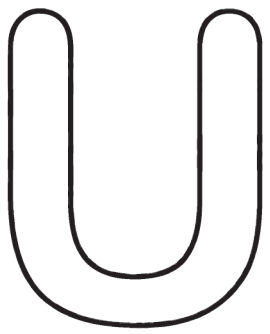
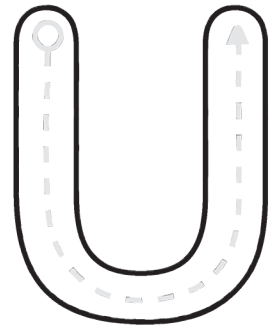
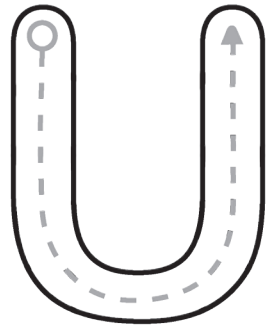
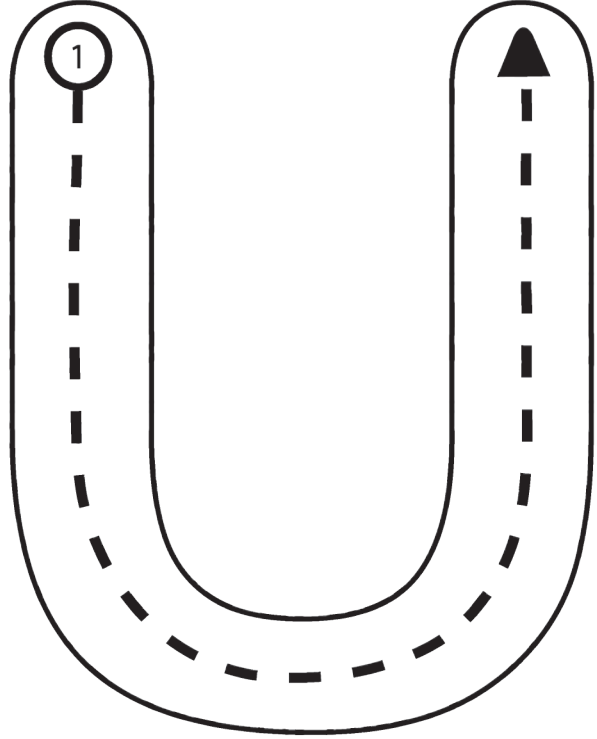
TELEPHONE

I can do it!

45

Let's draw with a **PURPLE** crayon!

 track 41  track 42

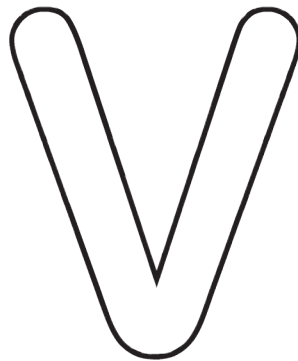
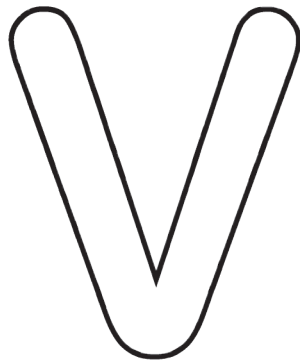
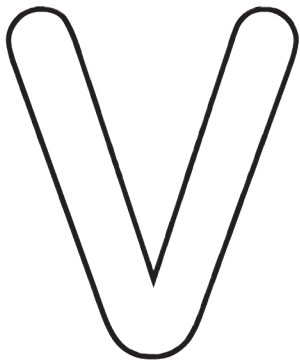
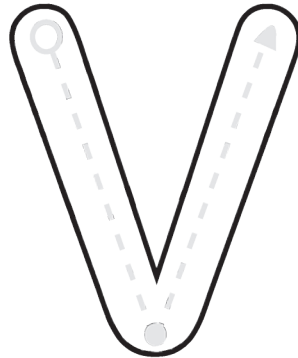
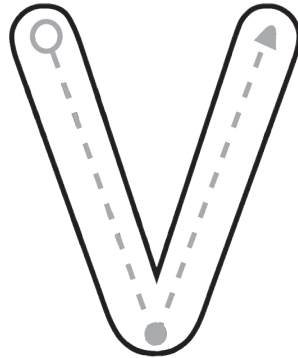
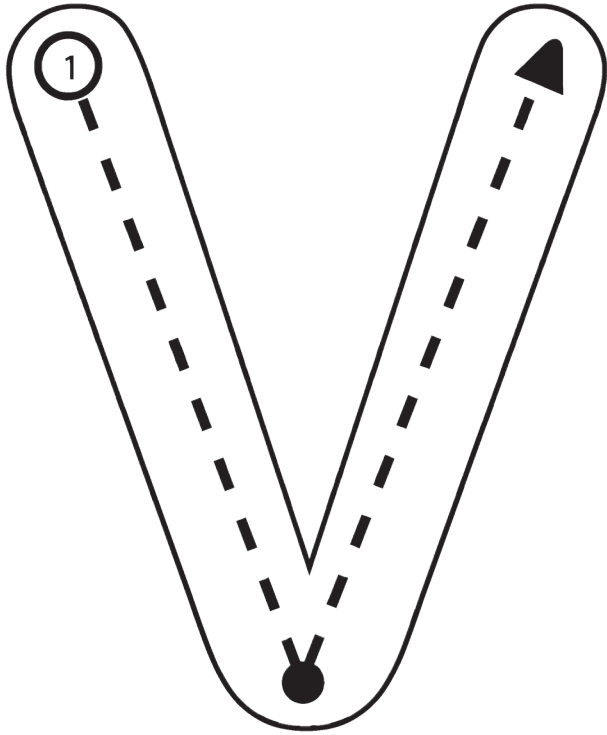


I can do it!

46

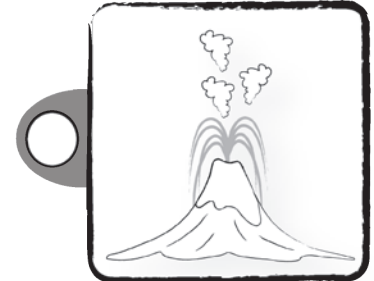
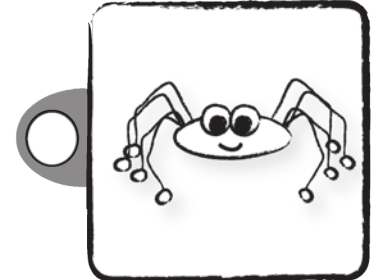
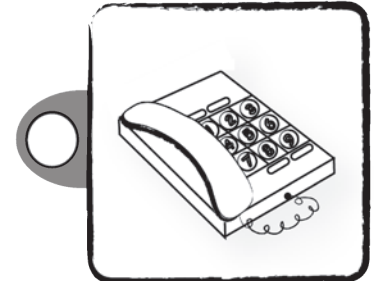
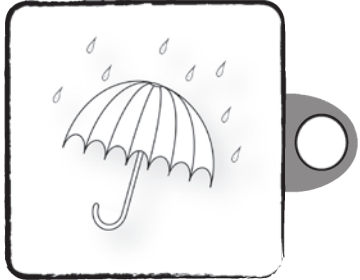
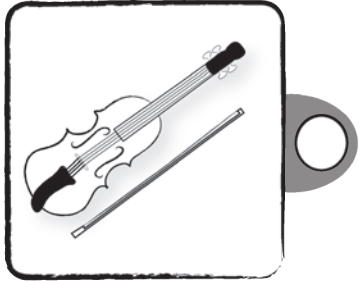
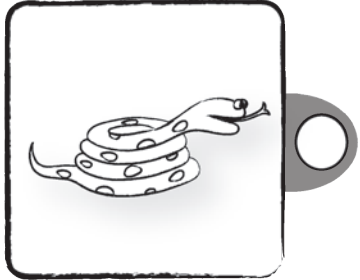
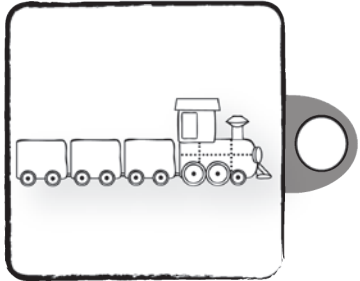
Let's draw with a PINK crayon!

 track 43  track 44

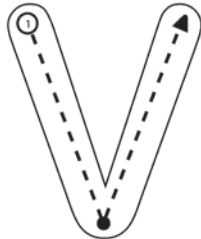
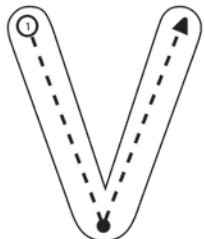
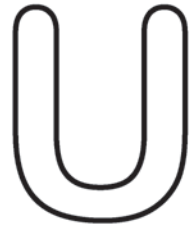
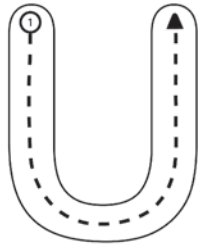
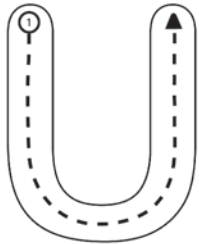
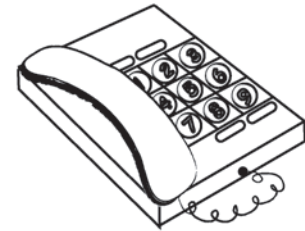
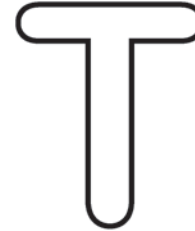
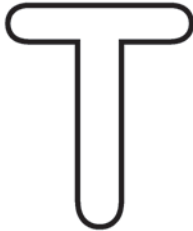
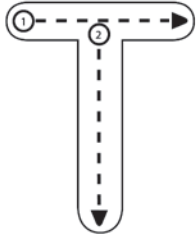
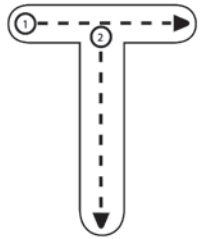
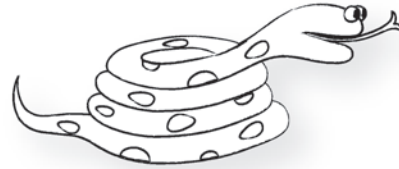


I can do it!

47 S-T-U-V Review



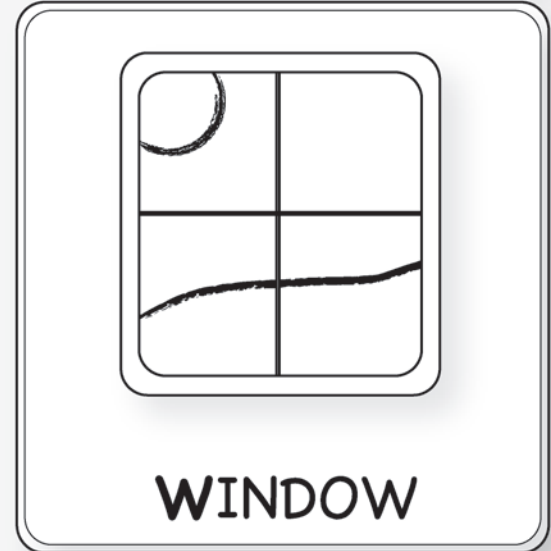
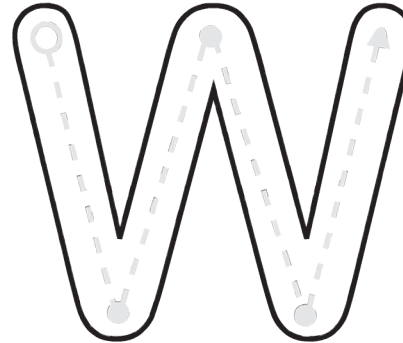
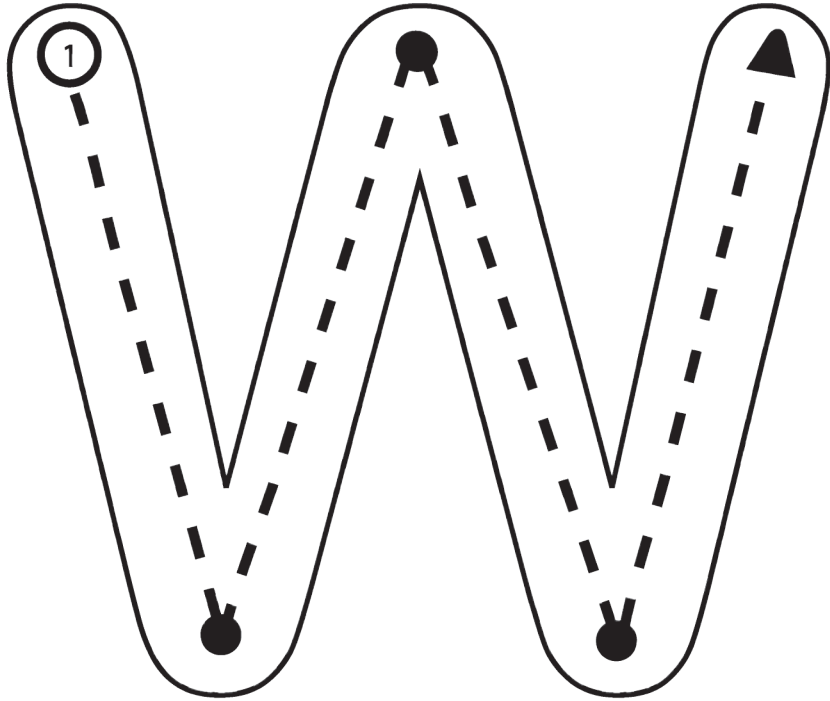
S-T-U-V Review



49

Let's draw with a **BROWN** crayon!

 track 45  track 46

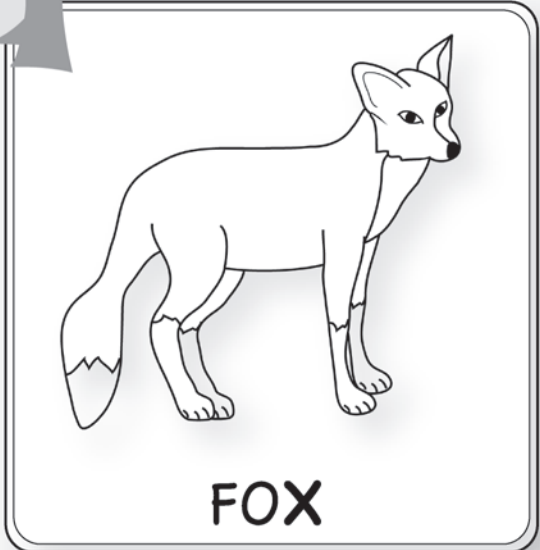
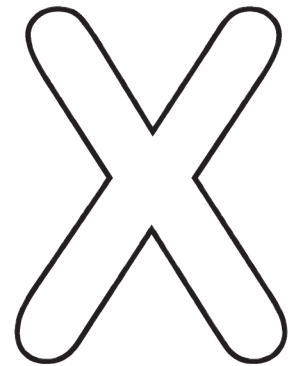
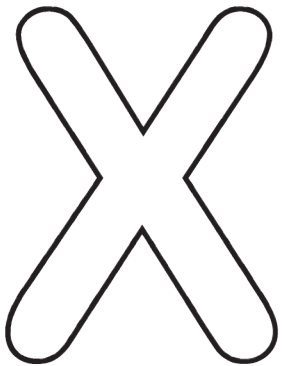
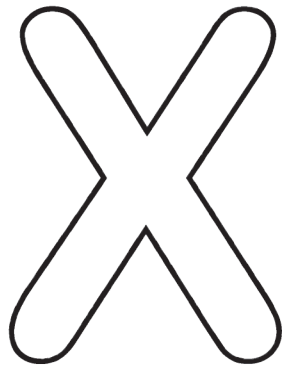
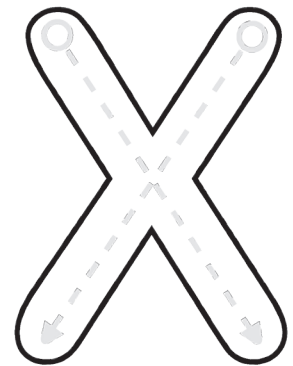
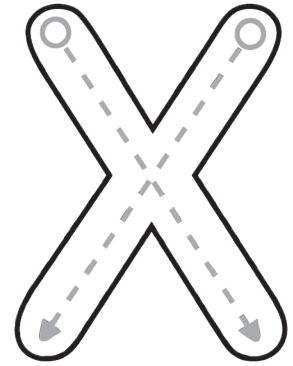
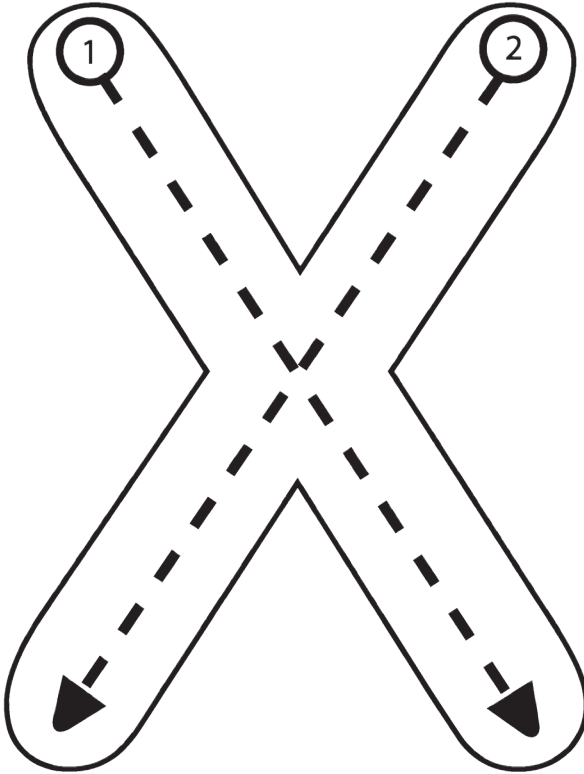


I can do it!

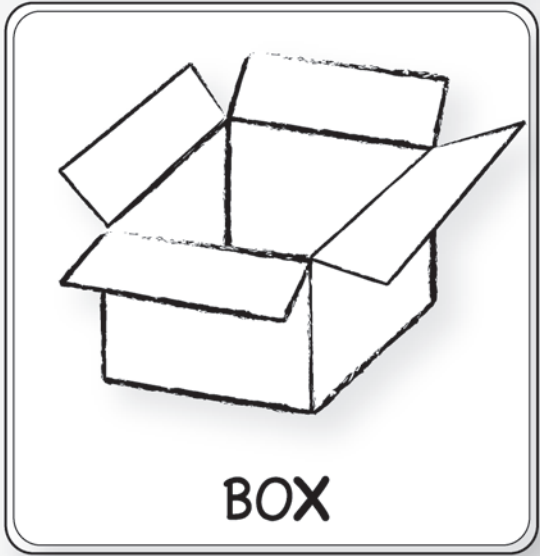
50

Let's draw with a **BLACK** crayon!

 track 47  track 48



FOX



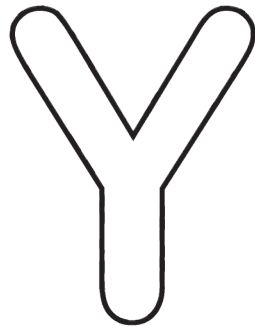
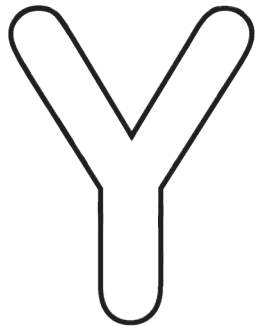
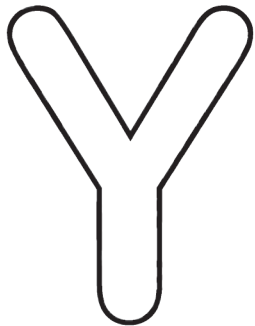
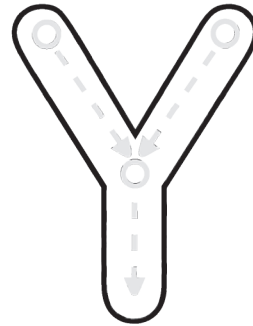
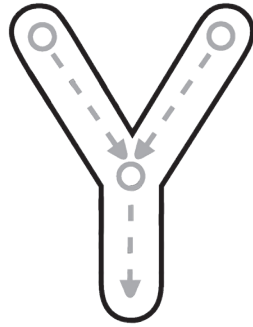
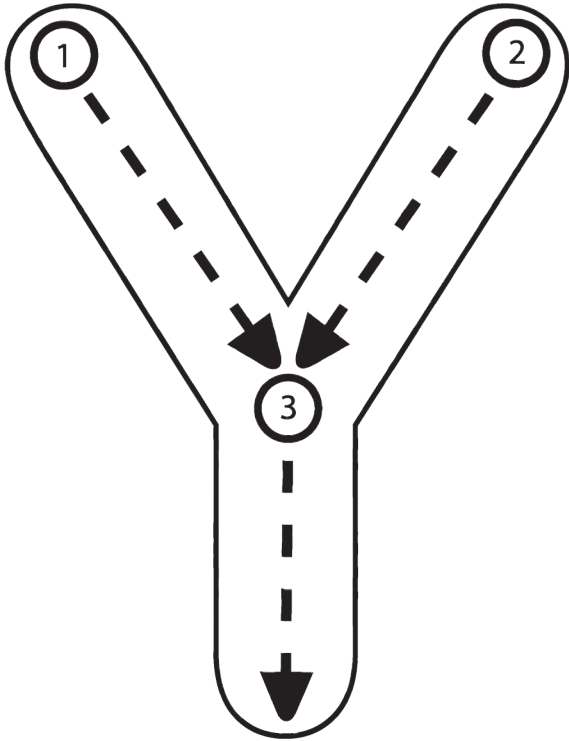
BOX

I can do it!

51

Let's draw with a RED crayon!

 track 49  track 50



YO-YO



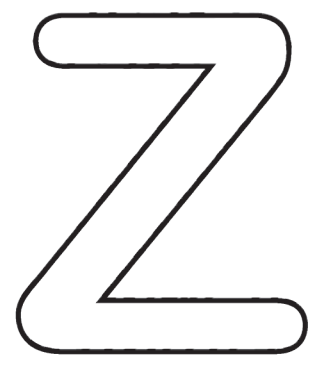
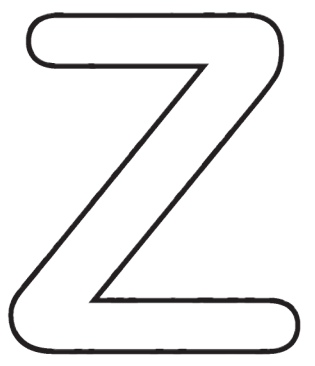
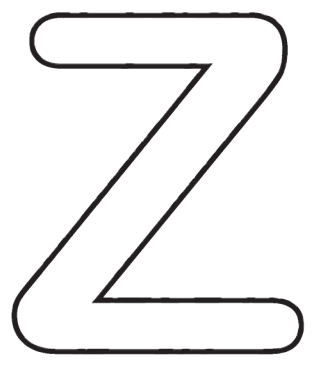
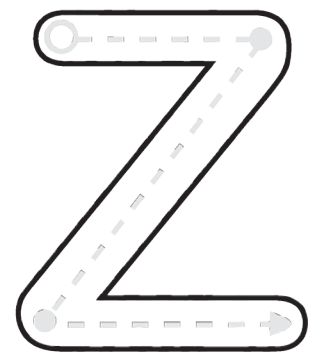
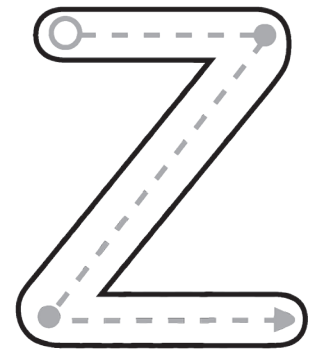
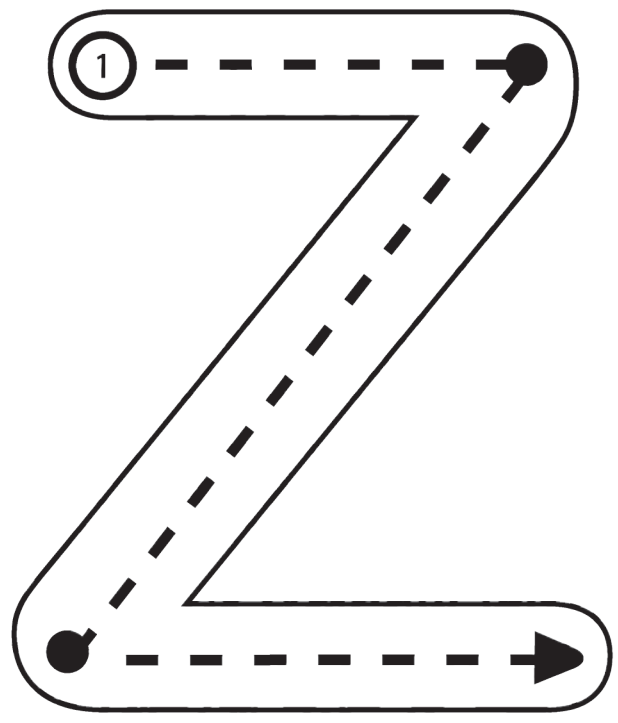
YUMMY

I can do it!

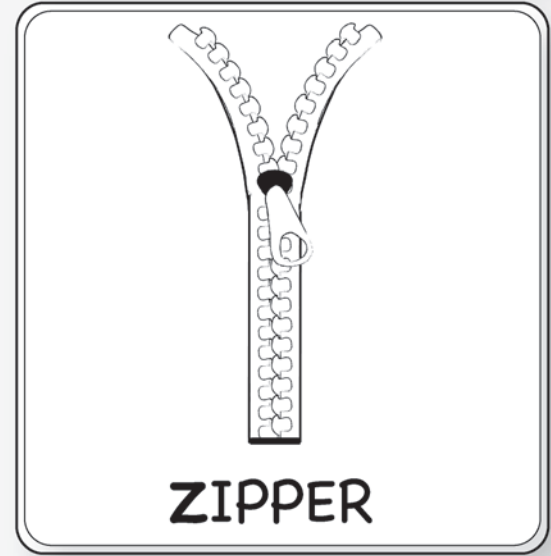
52

Let's draw with a **BLUE** crayon!

 track 51  track 52

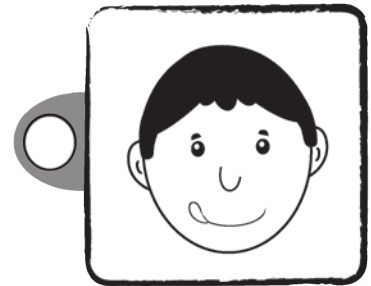
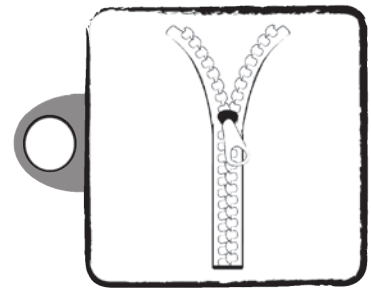
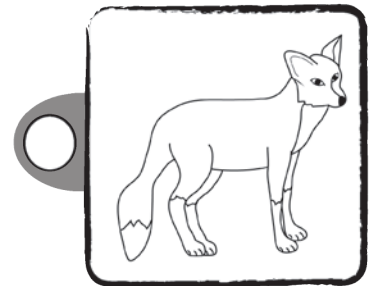
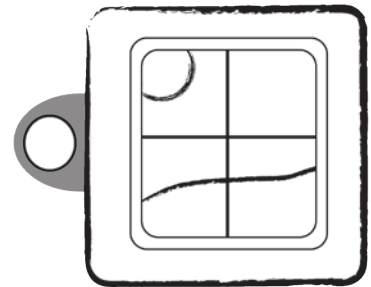
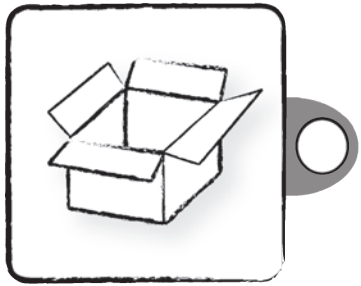
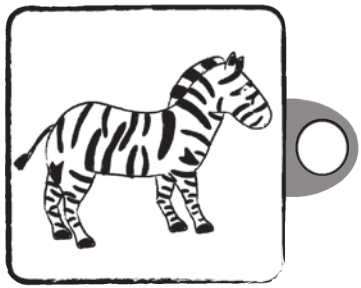
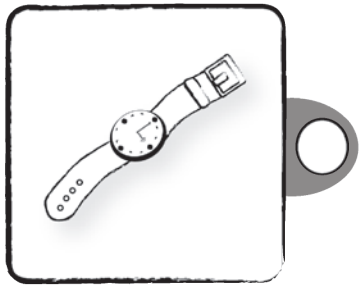
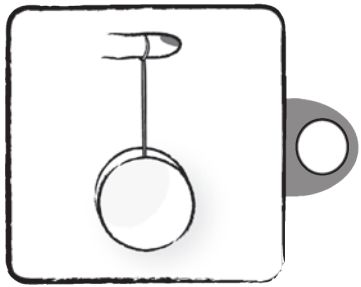


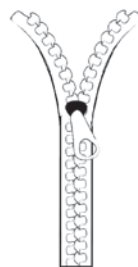
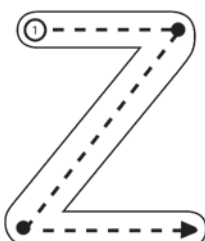
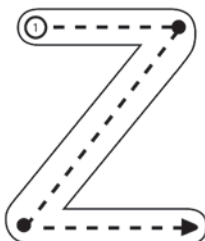
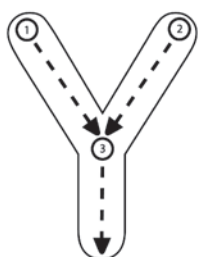
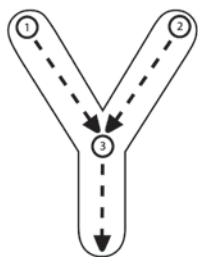
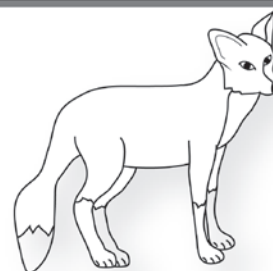
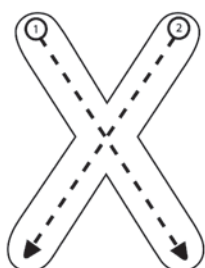
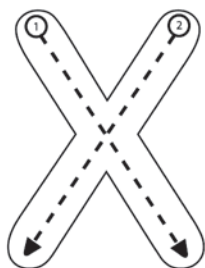
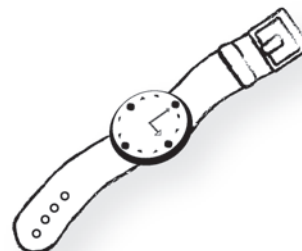
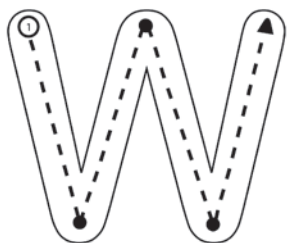
ZEBRA



ZIPPER

I can do it!

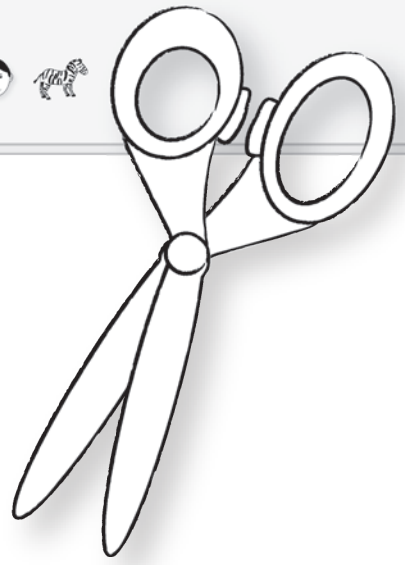
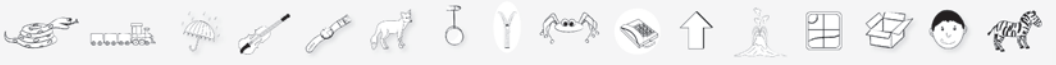






56

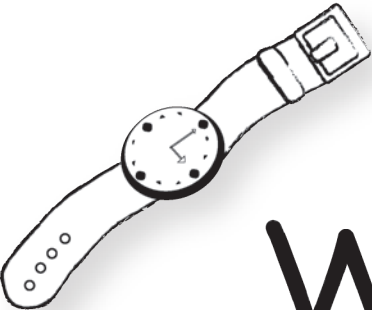
S-Z Color and Cut!



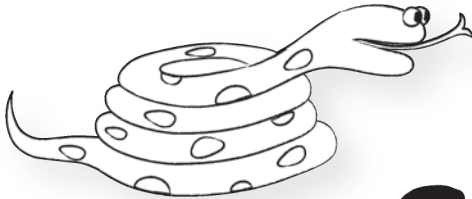
U



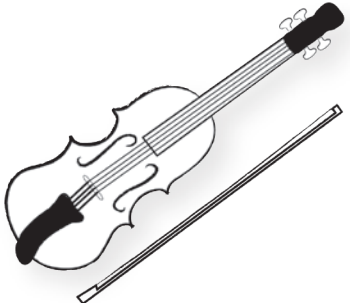
T



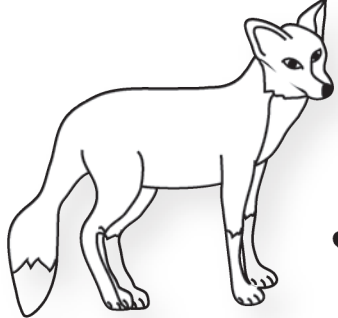
W




S




V



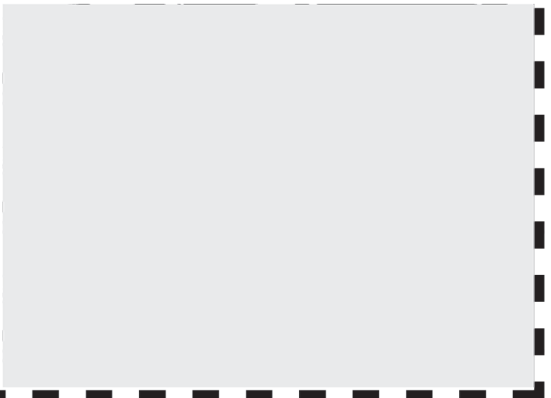
X



Z











Y



57 S-Z Paste!



 <p>S</p>	 <p>T</p>	 <p>U</p>
 <p>V</p>	 <p>W</p>	 <p>X</p>
 <p>Y</p>	 <p>Z</p>	<p>(Empty shaded box)</p>

You did it!

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
A

Lyrics

A

(to the tune of *If You're Happy*)

Apple!
A... (A...) A... (A...) A... Apple!!
A... (A...) A... (A...) A... Apple!!
A... (A...) Apple!!
A... (A...) Apple!!
A... (A...) A... (A...) A... Apple!!

Alligator!
A... (A...) A... (A...) A... Alligator!!
A... (A...) A... (A...) A... Alligator!!
A... (A...) Alligator!!
A... (A...) Alligator!!
A... (A...) A... (A...) A... Alligator!!

A... (A...) A... (A...) A... A!!

B

(to the tune of *Old McDonald*)

Ball!
B... (B...) B... (B...) B... Ball!!
B... (B...) B... (B...) B... Ball!!

B... (B...) B... (B...) B... Ball!!
B... (B...) B... (B...) B... Ball!!

B... (B...) B... (B...) B... Ball!!
B... (B...) B... (B...) B... Ball!!

Bus!
B... (B...) B... (B...) B... Bus!!
B... (B...) B... (B...) B... Bus!!

B... (B...) B... (B...) B... Bus!!
B... (B...) B... (B...) B... Bus!!

B... (B...) B... (B...) B... Bus!!
B... (B...) B... (B...) B... Bus!!

B... (B...) B... (B...) B... B!!

C

(to the tune of *Skip to my Lou*)

Car! Cat!
C... (C...) C... Car!! C... (C...) C... Cat!!
C... (C...) C... Car!! C... (C...) C... Cat!!
C... (C...) C... Car!! C... (C...) C... Cat!!
C... (C...) Car!! C... (C...) Cat!!

C... (C...) C!!

D

(to the tune of *The Bear Went Over the Mountain*)

Dog! Duck!
D... (D...) Dog!! D... (D...) Duck!!
D... (D...) Dog!! D... (D...) Duck!!
D... (D...) D... Dog!! D... (D...) D... Duck!!
D... (D...) Dog!! D... (D...) Duck!!

D... (D...) D!!

E

(to the tune of *She'll Be Comin' Round the Mountain*)

Elephant!
E... (E...) E... (E...) E... Elephant!!
E... (E...) E... (E...) E... Elephant!!
E... (E...) Elephant!!
E... (E...) Elephant!!
E... (E...) E... (E...) E... Elephant!!

Elbow!
E... (E...) E... (E...) E... Elbow!!
E... (E...) E... (E...) E... Elbow!!
E... (E...) Elbow!!
E... (E...) Elbow!!
E... (E...) E... (E...) E... Elbow!!

E... (E...) E... (E...) E... E!!

F

(to the tune of *London Bridge*)

Fish!
F... (F...) F... Fish!!
F... (F...) F... Fish!!
F... (F...) F... Fish!!
F... (F...) Fish!!

Flower!
F... (F...) F... Flower!!
F... (F...) F... Flower!!
F... (F...) F... Flower!!
F... (F...) Flower!!

F... F... F!!

G

(to the tune of *Mary Had Little Lamb*)

Grapes!
G... (G...) G... (G...) G... (G...) Grapes!!
G... (G...) Grapes!!
G... (G...) Grapes!!
G... (G...) G... (G...) G... (G...) Grapes!!
G... (G...) G... (G...) G... Grapes!

Gorilla!
G... (G...) G... (G...) G... (G...) Gorilla!!
G... (G...) Gorilla!!
G... (G...) Gorilla!!
G... (G...) G... (G...) G... (G...) Gorilla!!
G... (G...) G... (G...) G... Gorilla!!

G... (G...) G... (G...) G... G!!

H

(to the tune of *Frere Jacques*)

Hat! Hot!
H... (H...) H... Hat!! H... (H...) H... Hot!!
H... (H...) H... Hat!! H... (H...) H... Hot!!
H... (H...) Hat!! H... (H...) Hot!!
H... (H...) Hat!! H... (H...) Hot!!
H... (H...) H... Hat!! H... (H...) H... Hot!!
H... (H...) H... Hat!! H... (H...) H... Hot!!
H... (H...) Hat!! H... (H...) Hot!!
H... (H...) Hat!! H... (H...) Hot!!

H... (H...) H!!

I

(to the tune of *Oh, Susanna*)

Iguana! Itchy!
I... (I...) I... Iguana!! I... (I...) I... Itchy!!
I... (I...) Iguana!! I... (I...) Itchy!!
I... (I...) I... Iguana!! I... (I...) I... Itchy!!
I... (I...) Iguana!! I... (I...) Itchy!!

I... (I...) Iguana!! I... (I...) Itchy!!
I... (I...) Iguana!! I... (I...) Itchy!!
I... (I...) I... Iguana!! I... (I...) I... Itchy!!
I... (I...) Iguana!! I... (I...) Itchy!!

I... (I...) I... I!!

J

(to the tune of *Old McDonald*)

Jump! Jellyfish!
J... (J...) J... Jump!! J... (J...) Jellyfish!!
J... (J...) Jump!! J... (J...) Jellyfish!!
J... (J...) J... Jump!! J... (J...) Jellyfish!!
J... (J...) Jump!! J... (J...) Jellyfish!!

J... (J...) Jump!! J... (J...) Jellyfish!!
J... (J...) Jump!! J... (J...) Jellyfish!!

J... (J...) J... Jump!! J... (J...) Jellyfish!!
J... (J...) Jump!! J... (J...) Jellyfish!!

J... (J...) J!!

K

(to the tune of *The Wheels on the Bus*)

Kangaroo! Key!
K... (K...) K... Kangaroo!! K... (K...) K... Key!!
K... (K...) K... Kangaroo!! K... (K...) K... Key!!
K... (K...) K... Kangaroo!! K... (K...) K... Key!!
K... (K...) Kangaroo!! K... (K...) Key!!

K... (K...) K!!

L

(to the tune of *The Hokey Pokey*)

Lion! Lemon
L... (L...) Lion! L... (L...) Lemon!
L... (L...) Lion! L... (L...) Lemon!
L... (L...) Lion! L... (L...) Lemon!
L... (L...) Lion! L... (L...) Lemon!

L... (L...) L!!

M

(to the tune of *Row, Row, Row Your Boat!*)

Mouse! Monkey!
M... (M...) Mouse! M... (M...) Monkey!
M... (M...) Mouse! M... (M...) Monkey!
M... (M...) Mouse! M... (M...) Monkey!
M... (M...) Mouse! M... (M...) Monkey!

M... (M...) M!!

N (to the tune of *If You're Happy*)

Nose!
N... (N...) N... (N...) N... Nose!
N... (N...) N... (N...) N... Nose!
N... (N...) Nose!
N... (N...) Nose!
N... (N...) N... (N...) N... Nose!

Noodles!
N... (N...) N... (N...) N... Noodles!
N... (N...) N... (N...) N... Noodles!
N... (N...) Noodles!
N... (N...) Noodles!
N... (N...) N... (N...) N... Noodles!

N... (N...) N... (N...) N... N!!

O (to the tune of *Old McDonald*)

Octopus! Ostrich
O... (O...) O... Octopus!! O... (O...) O... Ostrich!!
O... (O...) Octopus!! O... (O...) Ostrich!!
O... (O...) O... Octopus!! O... (O...) O... Ostrich!!
O... (O...) Octopus!! O... (O...) Ostrich!!

O... (O...) Octopus!! O... (O...) Ostrich!!
O... (O...) Octopus!! O... (O...) Ostrich!!

O... (O...) O... Octopus!! O... (O...) O... Ostrich!!
O... (O...) Octopus!! O... (O...) Ostrich!!

O... (O...) O!!

P (to the tune of *The Bear Went Over the Mountain*)

Pencil! Piano!
P... (P...) Pencil!! P... (P...) Piano!
P... (P...) Pencil!! P... (P...) Piano!
P... (P...) P... Pencil!! P... (P...) P... Piano!
P... (P...) Pencil!! P... (P...) Piano!

P... (P...) P!!

Q (to the tune of *Baa Baa Black Sheep*)

Queen!
Q... (Q...) Q... (Q...) Q... (Q...) Queen!
Q... (Q...) Q... (Q...) Q... (Q...) Queen!

Q... (Q...) Q... (Q...) Q... (Q...) Queen!
Q... (Q...) Q... (Q...) Q... (Q...) Queen!

Q... (Q...) Q... (Q...) Q... (Q...) Queen!
Q... (Q...) Q... (Q...) Q... (Q...) Queen!

Quiet!
Q... (Q...) Q... (Q...) Q... (Q...) Quiet!
Q... (Q...) Q... (Q...) Q... (Q...) Quiet!

Q... (Q...) Q... (Q...) Q... (Q...) Quiet!
Q... (Q...) Q... (Q...) Q... (Q...) Quiet!

Q... (Q...) Q... (Q...) Q... (Q...) Quiet!
Q... (Q...) Q... (Q...) Q... (Q...) Quiet!

Q... (Q...) Q... (Q...) Q... (Q...) Q!!

R (to the tune of *Row, Row, Row Your Boat!*)

Rabbit! Rocket!
R... (R...) Rabbit! R... (R...) Rocket!
R... (R...) Rabbit! R... (R...) Rocket!
R... (R...) Rabbit! R... (R...) Rocket!
R... (R...) Rabbit! R... (R...) Rocket!

R... (R...) R!!

S (to the tune of *Skip to My Lou*)

Snake! Spider!
S... (S...) S... Snake! S... (S...) S... Spider!
S... (S...) S... Snake! S... (S...) S... Spider!
S... (S...) S... Snake! S... (S...) S... Spider!
S... (S...) Snake! S... (S...) Spider!

S... (S...) S!!

T (to the tune of *Mary Had a Little Lamb*)

Train!
T... (T...) T... (T...) T... (T...) Train!
T... (T...) Train!
T... (T...) Train!
T... (T...) T... (T...) T... (T...) Train!
T... (T...) T... (T...) T... Train!

Telephone!
T... (T...) T... (T...) T... (T...) Telephone!
T... (T...) Telephone!
T... (T...) Telephone!
T... (T...) T... (T...) T... (T...) Telephone!
T... (T...) T... (T...) T... Telephone!

T... (T...) T... (T...) T... T!!

U (to the tune of *London Bridge*)

Umbrella! Up!
U... (U...) U... Umbrella! U... (U...) U... Up!
U... (U...) U... Umbrella! U... (U...) U... Up!
U... (U...) U... Umbrella! U... (U...) U... Up!
U... (U...) Umbrella! U... (U...) Up!

U... U... U!!

V (to the tune of *Oh, Susanna*)

Violin! Volcano!
V... (V...) V... Violin!! V... (V...) V... Volcano!!
V... (V...) Violin!! V... (V...) Volcano!!
V... (V...) V... Violin!! V... (V...) V... Volcano!!
V... (V...) Violin!! V... (V...) Volcano!!

V... (V...) Violin!! V... (V...) Volcano!!
V... (V...) Violin!! V... (V...) Volcano!!
V... (V...) V... Violin!! V... (V...) V... Volcano!!
V... (V...) Violin!! V... (V...) Volcano!!

V... (V...) V!!

W (to the tune of *Frere Jacques*)

Watch! Window!
W... (W...) W... Watch! W... (W...) W... Window!
W... (W...) W... Watch! W... (W...) W... Window!
W... (W...) Watch! W... (W...) Window!
W... (W...) Watch! W... (W...) Window!
W... (W...) W... Watch! W... (W...) W... Window!
W... (W...) W... Watch! W... (W...) W... Window!
W... (W...) Watch! W... (W...) Window!
W... (W...) Watch! W... (W...) Window!

W... (W...) W!!

X (to the tune of *The Wheels on the Bus*)

Fox! Box!
X... (X...) Fox! X... (X...) Box!
X... (X...) Fox! X... (X...) Box!
X... (X...) Fox! X... (X...) Box!
X... (X...) Fox! X... (X...) Box!

X... (X...) X!!

Y (to the tune of *The Hokey Pokey*)

Yo-yo!
Y... (Y...) Yo-yo!
Y... (Y...) Yo-yo!
Y... (Y...) Yo-yo!
Y... (Y...) Yo-yo!

Yummy!
Y... (Y...) Yummy!
Y... (Y...) Yummy!
Y... (Y...) Yummy!
Y... (Y...) Yummy!

Y... (Y...) Y!!

Z (to the tune of *She'll Be Comin' Round the Mountain*)

Zebra!
Z... (Z...) Z... (Z...) Z... Zebra!
Z... (Z...) Z... (Z...) Z... Zebra!
Z... (Z...) Zebra!
Z... (Z...) Zebra!
Z... (Z...) Z... (Z...) Z... Zebra!

Zipper!
Z... (Z...) Z... (Z...) Z... Zipper!
Z... (Z...) Z... (Z...) Z... Zipper!
Z... (Z...) Zipper!
Z... (Z...) Zipper!
Z... (Z...) Z... (Z...) Z... Zipper!

Z... (Z...) Z... (Z...) Z... Z!!



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