

The
Early Years Count
Literacy
Connection



**ABC and You
and Me**

Written and illustrated by
Corinna Luyken

Preschool edition

Overview of Book

Different people in many fun poses depict all upper and lower case letters. Fun, easy text takes you through the alphabet in a brand new way.

Genre: Picture/Informational

Vocabulary

Books are a rich source of words new to children. Here are some words from *ABC and You and Me* to introduce in your classroom:

Movement terms from the book:
point, dip, roll, reach, sway,
bend, twist, wiggle

Each time you read the book,
choose 2 or 3 words to highlight.

Use age-appropriate definitions
and/or the illustrations to help
children gain an understanding
of each word's meaning.

Use these new words throughout
the day, reminding the children,
"That's a word from our story!"

**Connecting with the
HighScope Curriculum**

COR Advantage 1.5

Social and Emotional
Development Item F
*(Building relationships with
other children)*

Language, Literacy and
Communication Item O
(Alphabetic knowledge),
Item R *(Writing)*

Reading Tips

Encourage the children to be active participants while you read the text and then show the pictures. Compare with the ABC poster or other visual reminders in the classroom. Encourage children to problem solve to get the letters the way they want to. "It might take more than one person to make a letter, so try what you think will work best." Use the terms "upper case" and "lower case" to help children make the distinctions. This may take several "readings" to get all the letters done!

Three readings are recommended to familiarize children with the story. Each reading provides an opportunity to introduce new vocabulary words, pose open-ended questions, and engage children in activities that make the story "come alive."

Throughout the Routine

Refer to the book throughout the day and use new vocabulary words in meaningful ways. Active engagement with the story helps the content come alive.

Point, bend, wiggle, dip, roll, reach, sway, and twist to make letters, shapes or numbers at **Large Group Time**.

Have an ABC poster or chart handy for children to experiment and make letters with their bodies on the Greeting rug at **Work Time**.

Use magnet letters and cookie trays for **Small Group Time**. Encourage children to locate upper and lower case of the same.

Around the Room

Highlight the book's content and build on the children's excitement in a variety of locations.

Add other alphabet books that are also good stories to the **Book Area**. Include, [You Can Be ABCs](#) by Robert Samuel White, [Chicka Chicka Boom Boom](#) by Bill Martin, Jr. and [Alligators All Around](#) by Maurice Sendak.

Take photos of the children as letters and post in the **Writing Area**.

Open-ended Questions

Enhance active engagement and early critical thinking skills by asking open-ended questions. These questions encourage children to explain why or how things happen, make predictions, or brainstorm possibilities rather than give one "right" answer.

Here are some questions you might ask for *ABC and You and Me*:

How do you move in different ways? Can you show us?

How would you use your body to make another kind of shape?

How would you spell your name by creating the letters with your body?

*For more information on how to use books and stories with children to enhance your curriculum, contact **The Family Connection:***

website—
www.famconn.org

Facebook—
[@famconnsjc](https://www.facebook.com/famconnsjc)

phone—
574-237-9740

@ Home

Since many of the children in our county will have this book at home, use it as a way to further the home-school connection. In your daily contact—in person or by text, email or other notes home—encourage families to share *ABC and You and Me* with their child. Here's a sample message you can send:

As you and your child read this book, try to create the letters together. This will make the read aloud an active experience. Name and trace the letters on pages before you and your child try to make them with your bodies. Use the movement terms in the story (wiggle, twist, reach...) as well as the body parts named to help guide your child into the letter forms. Ask your child to choose which letters to do or try, no need to go in order. Compare your interpretations with the actual letters to see how accurate you both can be. Maybe your child will want to try numbers or shapes!