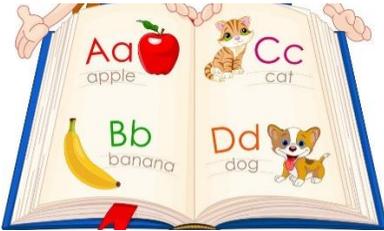


## ABC BY ME

Ages 4 to 7 (Level 1)

<b>Description:</b>	Learners will develop their own alphabet book, thinking through categories, illustrating images and exploring diagraphs!
<b>Leading question:</b>	Can you make your own alphabet book?
<b>Age group:</b>	4 – 7
<b>Subjects:</b>	Literacy, Art and Design
<b>Total time required:</b>	10 hours over 2 weeks
<b>Self-guided / Supervised activity:</b>	Med Supervision
<b>Resources required:</b>	Notebook, Pencils, Eraser and Colors

Day	Time	Activity and Description
1	5 minutes	<p>Learners will think about designing their own alphabet book for their younger siblings to learn the alphabet</p> <p>Learners will look at an alphabet book for reference if they have access to one</p> <ul style="list-style-type: none"> <li>Each letter will be written in Upper and Lower case will have 2 illustrated words that will also be labelled. For example: Aa: Apple and Ant or Bb: Banana and Bird</li> </ul> 
	10 minutes	Learners will think of the two categories for each letter for example names of animals and names of food. Alternatively, learners can think of living and non-living things.
	10 minutes	Science Extension: Learners can mark the living and non-living objects in the ABC book by writing L / NL next to the drawings e.g. a plant, fruit, flower, animal, bird. Fish or person is living – but clothes, cushion, desk, book is non-living. Anything that breathes, needs a source of nourishment (food and water), reproduce (have children) and can get injured is living. Learners can be encouraged to write or explain what makes something living or non-living

	40 minutes	Learners will work on 4 letters the first day starting with the letters A, B, C, D
	5 minutes	<p>Numeracy Extension: (Numbers and Algebra) Learners will label each page number and write numbers in sequence, for the older learners they can mark the odd and even numbers in different colors</p> <p>Learners can also count the number of letters in each of the words. They can then count the number of words with 3 letters, 4 letters, 5 letters, 6 letters etc. and make a tally chart to answer what is the most common number of letters in a word</p> <p><b>Tip: Parents can help with drawing lines for learners to write words on or write letters that learners can trace. For older learners, they can spell their own</b></p> <p><b>Tip: Learners can cut and stick images instead of drawing and illustrating these</b></p> <p>Learners can write the 5 vowels in a different color to recognize them: A, E, I, O and U</p>
Day 2-5	50 minutes	<p>Learners will work on 5 alphabet letters a day</p> <ul style="list-style-type: none"> <li>- On Day 2 they will work on E, F, G, H, I (E and I as a vowel will be done in a different color)</li> <li>- On Day 3 they will work on J, K, L, M, N</li> <li>- Day 4 they will work on O, P, Q, R and S, (O as a vowel will be in done in another color)</li> <li>- Day 5 they will work on T, U, V, W and X, (U as a vowel will be done in another color)</li> </ul> <ul style="list-style-type: none"> <li>- Learners will write the upper and lower case of the alphabet (Cc)</li> <li>- Learners will think of two words one in each category that starts with the letter of choice and write or trace these e.g. Cc: Cat and Cupcake</li> <li>- Learners will draw and color the images of the words they chose</li> <li>- Learners will also write the page number at the bottom of each page</li> </ul> <p><b>Tip: Parents can help with drawing lines for learners to write words on or write letters that learners can trace.</b></p>
	15 minutes	<p>Numeracy Extension: (Data Handling):</p> <ul style="list-style-type: none"> <li>- Learners will draw pictograms of the number of food items of different colors the questions will be: How many food items in your alphabet book are yellow, green, red etc.? Green Food Items: Spinach, Okra etc. Learners will write the total at the end</li> <li>- Learners will draw pictograms of the number of animals that live in land, water or air the question will be: How many animals in the alphabet book live in the water, air or land? Land: Lion, Dog, Water: Fish, Shark, Air: Crow, Sparrow etc. Learners will write the total at the end</li> </ul>

		<p>- Learners will draw pictograms of the number of food items that are fruits, vegetables, dairy or snacks (categories to be determined based on learner understanding): How many food items in your alphabet book are fruits, vegetables, dairy or other snacks? Fruits: Strawberry, Grapes; Vegetables: Potato, Carrots; Dairy: Milk, Yogurt; Other snacks: Sandwich, Pasta etc. Learners will write the total at the end</p> <table border="1"> <thead> <tr> <th>Colors</th> <th colspan="3">Food Items</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Green</td> <td></td> <td></td> <td></td> <td>1</td> </tr> <tr> <td>Red</td> <td></td> <td></td> <td></td> <td>3</td> </tr> <tr> <td>Yellow</td> <td></td> <td></td> <td></td> <td>1</td> </tr> <tr> <td>Orange</td> <td></td> <td></td> <td></td> <td>2</td> </tr> <tr> <td>Brown</td> <td></td> <td></td> <td></td> <td>1</td> </tr> </tbody> </table>	Colors	Food Items			Total	Green				1	Red				3	Yellow				1	Orange				2	Brown				1
Colors	Food Items			Total																												
Green				1																												
Red				3																												
Yellow				1																												
Orange				2																												
Brown				1																												
Day 6	<p>20 minutes</p> <p>20 minutes</p> <p>10 minutes</p> <p>10 minutes</p>	<p>Learners will complete the last two alphabets of Y and Z</p> <p>Learners will design a front cover for their alphabet book</p> <ul style="list-style-type: none"> <li>- Learners will think of a "title" for a book – that represents what the book is about e.g. My Alphabet Book, ABC by me etc.</li> <li>- Learners will illustrate the cover for their younger readers to identify the purpose of the book</li> <li>- Learners will write the name of the author and illustrator (themselves)</li> </ul> <p>Learners will share their completed alphabet books with their families and younger siblings</p> <p>Learners will reflect on all the new words that they have learned</p>																														
Assessment Criteria:		<ul style="list-style-type: none"> <li>- Design and creativity</li> <li>- Critical thinking to think about words in each category</li> <li>- Clarity of writing</li> <li>- Spelling fluency</li> </ul>																														

Learning outcomes:	<ul style="list-style-type: none"> <li>- Communicate information appropriately by making sense of print by interacting with books and by talking about stories, words, letters and sounds.</li> <li>- Recognize print and images and distinguish between the same</li> <li>- Reading and responding appropriately to sounds and letters</li> <li>- Developing appropriate reading strategies</li> <li>- Showing emergent writing behavior</li> <li>- Communicating written information appropriately</li> <li>- Organizing, spelling and punctuating written work appropriately</li> <li>- Developing appropriate writing strategies</li> </ul>
Additional enrichment activities:	<ul style="list-style-type: none"> <li>- Learners can add more categories and focus on spellings and additional words per alphabet</li> <li>- Learners can write a sentence or a few lines describing each of the objects in their book for example: An Apple is a red color fruit. It is healthy food that you can eat everyday etc. (Older learners can also be asked to use one adjective, verb or adverb when writing the sentence)</li> <li>- Learners can set up community libraries that will rent out the completed books in their own communities</li> </ul>
Modifications to simplify003A	<ul style="list-style-type: none"> <li>- Learners can only do 1 word per alphabet</li> <li>- Learners can stick images instead of illustrating and coloring words</li> <li>- Learners can begin understanding phonics and adding words from their own language that have the same sounds in the beginning and then follow with more words in English</li> </ul>