

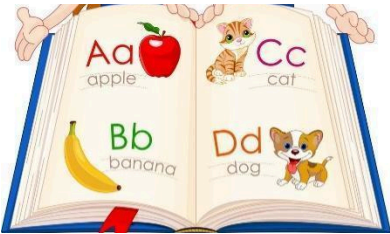
## ABC BY ME (LEVEL 0)

<b>Description</b>	Learners will develop their own alphabet book, thinking through categories, illustrating images and exploring digraphs!
<b>Leading Question</b>	Can you make your own alphabet book?
<b>Total Time Required</b>	10 hours over 2 weeks
<b>Supplies Required</b>	Notebook, Pencils, Eraser and Colors
<b>Subjects</b>	Literacy, Art and Design
<b>Supervision</b>	Low
<b>Learning Outcomes</b>	By the end of the learning, the learner will be able to: <ol style="list-style-type: none"> <li>1. Recognise small and capital forms of the English alphabet in context and in isolation</li> <li>2. Recognize print and associated images</li> <li>3. Understand the English alphabet</li> <li>4. Understand the characteristics of living and non-living things</li> <li>5. Write simple words</li> <li>6. Construct simple histograms</li> </ol>
<b>Previous Learning</b>	None

## DAY 1

Learners will think about designing their own alphabet book for someone to learn the alphabet.

<b>Suggested Duration</b>	<b>Activity and Description</b>
<b>5 minutes</b>	Learners will look at an alphabet book for reference if they have access to one or listen to the following characteristics. An alphabet book has many entries or pages, one for each letter of the alphabet. Do you know how many letters are in the alphabet? (26 in the English Alphabet)
<b>5 minutes</b>	Numeracy Extension: List along the learners all the letters of the alphabet and let the learner count them.
<b>10 minutes</b>	What should an entry include? Let the learners brainstorm some ideas, then, share the following (include anything that the learners have brainstormed):  In each entry,



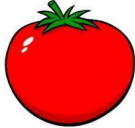





	<ul style="list-style-type: none"> <li>• each letter will be written in Upper and lowercase</li> <li>• There will be 2 illustrations of objects that begin with the letter in the entry</li> <li>• The name of the object will be written down next to it.</li> </ul> <p>For example: Aa: Apple and Ant or Bb: Banana and Bird</p>  <p>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.</p>
<p><b>10 minutes</b></p>	<p><b>Science Extension:</b> 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, or bird. Fish or people are living – but clothes, cushions, desks, and books are non-living. Anything that breathes needs a source of nourishment (food and water), reproduces (has children) and can get injured is living. Learners can be encouraged to write or explain what makes something living or nonliving.</p>
<p><b>40 minutes</b></p>	<p>Learners will work on 4 letters on the first day starting with the letters A, B, C, D</p>
<p><b>5 minutes</b></p>	<p>Numeracy Extension: (Numbers and Algebra) Learners will label each page number and write numbers in sequence, so the older learners can mark the odd and even numbers in different colours</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/instructors 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 colour to recognize them: A, E, I, O and U</p>
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## DAY 2-5

Learners will work on 5 alphabet letters a day.

Suggested Duration	Activity and Description
50 minutes	<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 colour)</li> <li>- On Day 3 they will work on J, K, L, M, N</li> <li>- On 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>- On day 5 they will work on T, U, V, W and X, (U as a vowel will be done in another colour)</li> </ul> <p><b>Tip: Parents/instructors can help with drawing lines for learners to write words on or write letters that learners can trace.</b></p>
15 minutes	<p><b>Numeracy Extension:</b> (Data Handling):</p> <ul style="list-style-type: none"> <li>- Learners will draw pictograms of the number of food items (or items, in case they didn't draw food) of different colours. Prompts: :               <ul style="list-style-type: none"> <li>o 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> </ul> </li> <li>- Learners will draw pictograms of the number of animals that live in land, water or air. Prompts: How many animals in your 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> <li>- 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</li> <li>-</li> </ul> <p style="text-align: center;">Learners can look at the example below:</p>

Colours	Food Items			Total
Green				1
Red				3
Yellow				1
Orange				2
Brown				1

## DAY 6

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Suggested Duration	Activity and Description
20 minutes	Learners will complete the last two alphabets of Y and Z
20 minutes	Learners will design a front cover for their alphabet book <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>
10 minutes	Learners will share their completed alphabet books with their families and younger siblings
10 minutes	Learners will reflect on all the new words that they have learned Learners will use their Alphabet Book to support their younger sibling or younger children of their neighbours to learn the letters of the English alphabet. Based on their experience, learners will make modifications to improve their Alphabet Book where necessary.

<b>Additional enrichment activities</b>	<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 coloured fruit. It is a healthy food that you can eat every day 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>
<b>Modifications for simplification</b>	<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 colouring 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>

## ASSESSMENT CRITERIA

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By the end, the learner should be able to:

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EAA welcomes feedback on its projects in order to improve. For feedback please use this link <https://forms.gle/pVXs3vQEufuzSShs7>

- Write the upper and lower case of the alphabet (Cc)
- Identify two words one in each category that starts with the letter of choice and write or trace these e.g. Cc: Cat and Cupcake (critical thinking)
- Draw and colour the images of the words they chose
- Write the page number at the bottom of each page
- Complete their alphabet book.
- Spell fluently and write clearly
- Build pictograms