

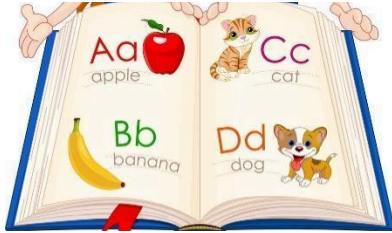
## ABC BY ME (LEVEL 1)

<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>Total Time Required</b>	10 hours over 2 weeks
<b>Supplies Required</b>	Notebook, Pencils, Eraser and Colors
<b>Subject</b>	Literacy, Art and Design
<b>Supervision</b>	Low
<b>Learning Outcomes</b>	<p>By the end of the project, learners will be able to:</p> <ol style="list-style-type: none"> <li>1. Communicate information appropriately by making sense of print by interacting with books and by talking about stories, words, letters and sounds.</li> <li>2. Recognize print and images and distinguish between the same</li> <li>3. Read and respond appropriately to sounds and letters</li> <li>4. Develop appropriate reading strategies</li> <li>5. Show emergent writing behavior</li> <li>6. Communicate written information appropriately</li> <li>7. Organize, spell and punctuate written work appropriately</li> <li>8. Develop appropriate writing strategies</li> </ol>

## DAY 1

Today you will design your own alphabet book for your younger siblings to learn the alphabet!



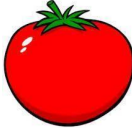



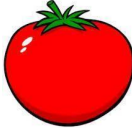



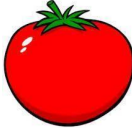

<b>Suggested Duration</b>	<b>Activity and Description</b>
<b>5 minutes</b>	<ul style="list-style-type: none"> <li>• Look at an alphabet book for reference if they have access to one. <ul style="list-style-type: none"> <li>- Each letter will be written in Upper and Lower case and will have 2 illustrated words that will also be labelled. For example: Aa: Apple and Ant or Bb: Banana and Bird</li> </ul> </li> </ul>




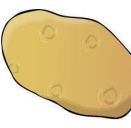
	
<p><b>10 minutes</b></p>	<ul style="list-style-type: none"> <li>Think of the two categories for each letter for example names of animals and names of food. Alternatively, think of living and non-living things.</li> </ul>
<p><b>10 minutes</b></p>	<ul style="list-style-type: none"> <li>Science Extension: 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 person is living – but clothes, cushion, desk, and book are non-living. Anything that breathes needs a source of nourishment (food and water), reproduces (has children) and can get injured is living.</li> <li>Write or explain what makes something living or non-living</li> </ul>
<p><b>40 minutes</b></p>	<ul style="list-style-type: none"> <li>Work on 4 letters on the first day starting with the letters A, B, C, D</li> </ul>
<p><b>10 minutes</b></p>	<ul style="list-style-type: none"> <li>Numeracy Extension: (Numbers and Algebra) Label each page number and write numbers in sequence, for older learners can mark the odd and even numbers in different colors</li> <li><i>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</i></li> <li><i>Tip: Cut and stick images instead of drawing and illustrating these</i></li> <li>Write the 5 vowels in a different color to recognize them: A, E, I, O and U</li> </ul>

## DAY 2 - 5

On days 2-5, you will work on new words for the alphabet.

<p><b>Suggested Duration</b></p>	<p><b>Activity and Description</b></p>
<p><b>50 minutes</b></p>	<ul style="list-style-type: none"> <li>Work on 5 alphabet letters a day. <ul style="list-style-type: none"> <li>On Day 2 work on E, F, G, H, and I (E and I as a vowel will be done in a different color)</li> <li>On Day 3 work on J, K, L, M, N</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>- Day 4 work on O, P, Q, R and S, (O as a vowel will be done in another color)</li> <li>- Day 5 work on T, U, V, W and X, (U as a vowel will be done in another color)</li> <li>- Write the upper and lower case of the alphabet (Cc)</li> <li>- 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>- Draw and color the images of the words they chose</li> <li>- Also, write the page number at the bottom of each page</li> </ul> <p>● <i>Tip: Parents/instructors can help with drawing lines for learners to write</i></p>															
<p><b>15 minutes</b></p>	<ul style="list-style-type: none"> <li>● Numeracy Extension: (Data Handling):             <ul style="list-style-type: none"> <li>- 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>- 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> <li>- 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. Write the total at the end</li> </ul> </li> </ul> <p>Look at the example below:</p> <table border="1" data-bbox="565 1396 1377 1810"> <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> </tbody> </table>	Colors	Food Items			Total	Green				1	Red				3
Colors	Food Items			Total												
Green				1												
Red				3												

Yellow				1
Orange				2
Brown				1

## DAY 6

Today you will finish your alphabet book and share it with your family!

Suggested Duration	Activity and Description
20 minutes	<ul style="list-style-type: none"> <li>Complete the last two alphabets of Y and Z</li> </ul>
10 minutes	<ul style="list-style-type: none"> <li>Design a front cover for their alphabet book                             <ul style="list-style-type: none"> <li>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>Illustrate the cover for their younger readers to identify the purpose of the book</li> <li>Write the name of the author and illustrator (themselves)</li> </ul> </li> </ul>
10 minutes	<ul style="list-style-type: none"> <li>Share your completed alphabet books with your families or peers</li> </ul>
10 minutes	<ul style="list-style-type: none"> <li>Reflect on all the new words that you have learned</li> </ul>

<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</li> </ul>
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<b>Modifications for simplification</b>	<p>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)</p> <ul style="list-style-type: none"> <li>• Learners can set up community libraries that will rent out the completed books in their own communities</li> </ul>
	<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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To have a complete well illustrated Alphabet Book, it should include the following:

- For each letter, learners have identified two objects whose name begins with that letter
- The letters and/or words that the learner writes are understandable
- The drawings are finished or the images cut from other sources represent the objects named on the page
- Pages are numbered
- Pictograms are correctly constructed
- The Book has a title, a cover page