

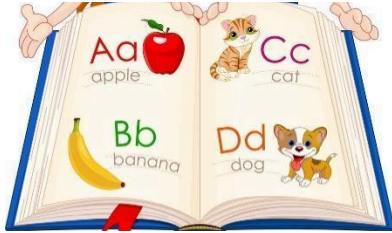
ABC BY ME (LEVEL 1)

Description	Learners will develop their own alphabet book, thinking through categories, illustrating images and exploring diagraphs!
Leading Question	Can you make your own alphabet book?
Total Time Required	10 hours over 2 weeks
Supplies Required	Notebook, Pencils, Eraser and Colors
Subject	Literacy, Art and Design
Supervision	Low
Learning Outcomes	<p>By the end of the project, learners will be able to:</p> <ol style="list-style-type: none"> 1. Communicate information appropriately by making sense of print by interacting with books and by talking about stories, words, letters and sounds. 2. Recognize print and images and distinguish between the same 3. Read and respond appropriately to sounds and letters 4. Develop appropriate reading strategies 5. Show emergent writing behavior 6. Communicate written information appropriately 7. Organize, spell and punctuate written work appropriately 8. Develop appropriate writing strategies

DAY 1

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



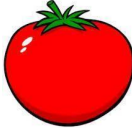



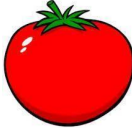



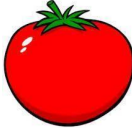

Suggested Duration	Activity and Description
5 minutes	<ul style="list-style-type: none"> • Look at an alphabet book for reference if they have access to one. <ul style="list-style-type: none"> - Each letter will be written in Upper and Lower case and will have 2 illustrated words that will also be labelled.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




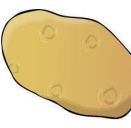
	
<p>10 minutes</p>	<ul style="list-style-type: none"> ● Think of the two categories for each letter for example names of animals and names of food. Alternatively, think of living and non-living things.
<p>10 minutes</p>	<ul style="list-style-type: none"> ● Science Extension: Mark the living and non-living 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. ● Write or explain what makes something living or non-living
<p>40 minutes</p>	<ul style="list-style-type: none"> ● Work on 4 letters on the first day starting with the letters A, B, C, D
<p>10 minutes</p>	<ul style="list-style-type: none"> ● 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 ● <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> ● <i>Tip: Cut and stick images instead of drawing and illustrating these</i> ● Write the 5 vowels in a different color to recognize them: A, E, I, O and U

DAY 2 - 5

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

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

	<ul style="list-style-type: none"> - Day 4 work on O, P, Q, R and S, (O as a vowel will be done in another color) - Day 5 work on T, U, V, W and X, (U as a vowel will be done in another color) - Write the upper and lower case of the alphabet (Cc) - 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 - Draw and color the images of the words they chose - Also, write the page number at the bottom of each page <p>● <i>Tip: Parents/instructors can help with drawing lines for learners to write</i></p>															
<p>15 minutes</p>	<ul style="list-style-type: none"> ● Numeracy Extension: (Data Handling): <ul style="list-style-type: none"> - 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 - 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 - 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 <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"> Complete the last two alphabets of Y and Z
10 minutes	<ul style="list-style-type: none"> Design a front cover for their alphabet book <ul style="list-style-type: none"> Think of a “title” for a book – that represents what the book is about e.g. My Alphabet Book, ABC by Me etc. Illustrate the cover for their younger readers to identify the purpose of the book Write the name of the author and illustrator (themselves)
10 minutes	<ul style="list-style-type: none"> Share your completed alphabet books with your families or peers
10 minutes	<ul style="list-style-type: none"> Reflect on all the new words that you have learned

Additional enrichment activities	<ul style="list-style-type: none"> Learners can add more categories and focus on spellings and additional words per alphabet 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
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	<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"> • Learners can set up community libraries that will rent out the completed books in their own communities
Modifications for simplification	<ul style="list-style-type: none"> • Learners can only do 1 word per alphabet • Learners can stick images instead of illustrating and colouring words • 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

ASSESSMENT CRITERIA

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