

## ABC BY ME

Ages 4 to 5 (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>Age group:</b>	4 – 5
<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

Learning outcomes	<ul style="list-style-type: none"> <li>● Recognise small and capital forms of the English alphabet in context and in isolation</li> <li>● Recognize print and associated images</li> <li>● Understanding the English alphabet</li> <li>● Understanding characteristics of living and non-living things</li> <li>● Able to write simple words</li> <li>● Able to construct simple histograms</li> </ul>
Topics/concepts covered and skills developed	<ul style="list-style-type: none"> <li>● Names of letters of the alphabet in order</li> <li>● Reading simple words with the help of pictures</li> <li>● Writing simple words</li> <li>● Colours</li> <li>● Simple counting</li> <li>● Data handling using pictograms</li> <li>● Living and non-living things</li> <li>● Vocabulary related to names of animals and names of foods</li> <li>● Reading with good understanding</li> <li>● Creativity, design and drawing skills</li> <li>● Presentation and communication skills</li> </ul>
Required previous learning	

Day	Time	Activity and Description
1		Learners will think about designing their own alphabet book for someone to learn the alphabet.
	5 minutes	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,

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<https://forms.gle/LGAP9k17fMyJrKJN7>

	<p>5 minutes</p> <p>10 min</p> <p>10 minutes</p> <p>40 minutes</p> <p>5 minutes</p>	<p>one for each letter of the alphabet. Do you know how many letters are in the alphabet? (26 in the English Alphabet)</p> <p>Numeracy Extension: List along the learners all the letters of the alphabet and let the learner count them.</p> <p>What should an entry include? Let the learners brainstorm some ideas, then, share the following (include anything that the learners has brainstormed):</p> <p>In each entry,</p> <ul style="list-style-type: none"> <li>• each letter will be written in Upper and Lower case</li> <li>• There will be 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> <div data-bbox="495 898 881 1129" data-label="Image"> </div> <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>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, bird. Fish or people are living – but clothes, cushions, desk, book are non-living. Anything that breathes, needs a source of nourishment (food and water), reproduces (have children) and can get injured is living. Learners can be encouraged to write or explain what makes something living or nonliving</p> <p>Learners will work on 4 letters the first day starting with the letters A, B, C, D</p> <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>
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		<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> <p><b>Tip: Parents can help with drawing lines for learners to write words on or write letters that learners can trace.</b></p> <p><b>Numeracy Extension: (Data Handling):</b></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 colors. 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> </ul> <p>Learners can look at the example below:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">Colors</td> <td style="width: 50%;">Food Items</td> <td style="width: 25%;">Total</td> </tr> </table>	Colors	Food Items	Total
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	15 minutes				

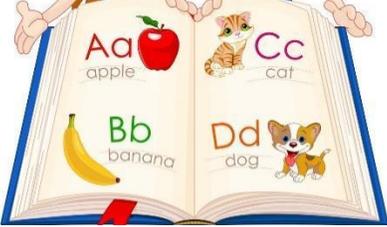
		Green				1
		Red				3
		Yellow				1
		Orange				2
		Brown				1
Day 6	20 minutes	Learners will complete the last two alphabets of Y and Z				
	20 minutes	Learners will design a front cover for their alphabet book <ul style="list-style-type: none"> <li>- Learners will think of a "title" for a book – that 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.				
		- Learners write the upper and lower case of the alphabet (Cc)				

<p>Assessment Criteria:</p>	<ul style="list-style-type: none"> <li>- Learners 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)</li> <li>- Learners draw and color the images of the words they chose</li> <li>- Learners write the page number at the bottom of each page</li> <li>- Learners complete their alphabet book.</li> <li>- Learners spell fluently and write clearly</li> <li>- Learners build pictograms</li> </ul>
<p>Additional enrichment activities:</p>	<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 colored 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>
<p>Modifications to simplify</p>	<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>

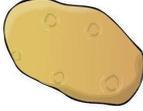
## Ages 6 to 7 (Level 1)

<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>	6 – 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
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>● Recognize and use small and capital forms of the English alphabet in context and in isolation</li> <li>● Recognize print and associated images</li> <li>● Identifying the letters in the English alphabet</li> <li>● Understanding characteristics of living and non-living things</li> <li>● Write simple words</li> <li>● Construct simple histograms</li> </ul>
<b>Required previous learning</b>	NA
<b>Topics/concepts covered and skills developed</b>	<ul style="list-style-type: none"> <li>● Names of letters of the alphabet in order</li> <li>● Reading simple words with the help of pictures</li> <li>● Writing simple words</li> <li>● Colors</li> <li>● Simple counting</li> <li>● Data handling using pictograms</li> <li>● Living and non-living things</li> <li>● Vocabulary related to names of animals and names of foods</li> <li>● Creativity, design and drawing skills</li> <li>● Presentation and communication skills</li> </ul>

Day	Time	Activity and Description
1	5 minutes	<p>Learners will design their own alphabet book for their younger siblings or friends to learn the alphabet</p> <p>Learners will look at an alphabet book for reference if they have access to one</p> <p>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</p>

	<p>10 minutes</p> <p>10 minutes</p> <p>40 minutes</p> <p>5 minutes</p> <p>10 minutes</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>Learners will do one example with one letter and share it with family members or teachers for feedback.</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, 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), reproduces (have children), and can get injured is living. Learners can be encouraged to write or explain what makes something living or non-living</p> <p>Learners will work on 4 letters the first day starting with the letters A, B, C, D</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> <p><b>Numeracy Extension:</b> (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>Day 2-5</p>	<p>50 minutes</p>	<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> </ul>

	15 minutes	<ul style="list-style-type: none"> <li>- Day 5 they will work on T, U, V, W and X, (U as a vowel will be done in another color)</li> <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> <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 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> </ul> <p>Learners can look at the example below:</p> <table border="1" data-bbox="407 1352 1208 1885"> <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> </tbody> </table>	Colors	Food Items			Total	Green				1	Red				3	Yellow				1
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Assessment Criteria:	<p>In order to have a complete well illustrated Alphabet Book, check for the following:</p> <ul style="list-style-type: none"> <li>- For each letter, children have identified two objects whose name begins with that letter</li> <li>- The letters and/or words that children write are understandable</li> <li>- The drawings are finished or the images cut from other sources represent the objects named on the page</li> <li>-Pages are numbered</li> <li>-Correctly constructed pictograms</li> <li>-The Book has a title, a cover page</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</li> </ul>						

	<p>everyday 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>
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