Module 5-Alphabet Book Instructions

Procedures:

1. Select a subject that is of interest to young children such as animals, insects, snowflakes, and so on. The topic for your ABC Book, however, must be focused and narrow. For example, a topic of “insects” is a good area but to broad. This choice would have to be narrowed down to a specific insect like the bumble bee. Prior to beginning your ABC book the topic must be approved by the professor. So, you must send me via blackboard messenger the idea you are planning for your book topic. The complexity of content and the size of print must be appropriate for the young children. The content of the ABC book must clearly reflect researched information that is accurate and informative. You must provide a reference list to support your research. Choose from texts and websites for a minimum of five sources. The reference list must be APA format. Each letter of the alphabet must be on only one page and must contain both the capital and lower case letter. Letters must be displayed in standard font.

2. Provide at least one picture for each letter. The illustrations must clearly match the written text. The illustrations you use may be produced by hand, traced, pictures cut from magazines, or illustrations that the children produce for your book. You can do your own art work, scan or photograph and then upload to your book pages.

3. The written part of each page of your alphabet book needs to be at the appropriate level for young children. For example, the text (written part) can range from one sentence per page for pre-k and k students, grades 1, 2 - 3 sentences, to a complete paragraph for each letter for children audiences who may be fluent readers.

4. For your final version, you need create an electronic book. Each book must have the following parts in this order:
   a. A front cover containing the title, author, and the illustrator.
   b. A title page with the same information as the front cover
   c. A dedication page
   d. A page for each letter, each letter/page requires an illustration and written text
   e. A Glossary
   f. An Index
   g. A back cover (with summary of book content)

5. Proofread all work before final publication; check for correct grammar and spelling.

6. Reflection: 1 page typewritten, 12 font, single-spaced reflection containing the information from the guideline below.
Alphabet Book Reflection Form

Student Name

Panther ID #

Book Information

Book Title:
Grade Level Targeted:
Book Theme/Focus:
Book Summary: (you can copy the same summary you used on your actual book here)

Reflection Questions

1. Why did you select this topic? Explain how your theme choice connects to the curriculum? (Refer to and think about Common Core State Standards to help you better understand curricular relevance).

2. How can your ABC book be used for instructional purposes?

3. What is the rationale for the specific design of the manner in which you designed your book (the page spreads, the text, etc.)?

4. What did you learned from this process about making a book, an alphabet book?

5. How are alphabet books and writing alphabet books together with children relevant to early literacy development?

When the alphabet book is due you will submit the following:
1. Alphabet Book or Alphabet Book Access (for electronic versions)
2. Alphabet Book Reflection
3. Alphabet Book Scoring Rubric
Topics for ABC books

Informational ABC Books give the opportunity to develop content area concepts and vocabulary on key topics, or big ideas. These big ideas are the themes that thread throughout core curriculum strands. The following list of sample topics comes from [http://www.coreknowledge.org](http://www.coreknowledge.org). That site gives an outline of core knowledge that has been developed and may become part of the Core Curriculum Standards. You may want to access this resource and look at suggested content to identify a topic for your ABC informational book.

Each book should use vocabulary for each letter that directly enriches the students' background knowledge in the area. (You may need to be creative to use the letters X, Y, and Z. These may be within words with the letter written larger to emphasize it.)

Remember that students' listening vocabulary is higher than their reading vocabularies. Therefore, they have the capacity to learn vocabulary and concepts from read-alouds that are beyond what they could read themselves.

Some suggested topics are the following:

**Science**
1. Plants and Plant Growth
2. Animals and their needs
3. The Human Body
4. Seasons and Weather
5. Taking care of the Earth
6. Earth
7. Living Things & their Environment
8. Habitats
9. Oceans and Underwater Life
10. Environmental Change & Habitat Destruction
11. Matter
12. Electricity
13. Life Cycles
14. Water Cycle
15. Insects
16. Magnetism

**Social Studies**
17. Geography of Asia
18. Geography of Africa
19. Geography of North America
20. Geography of Europe
21. Geography of Antarctica
22. Geography of Australia
23. Geography of South America
24. Geography of Continental United States
25. Geography of Alaska
26. Geography of Hawaii
27. Native Americans, Past and Present
28. Early Exploration
29. Symbols and Figures of Democracy
In order for your ABC Book to be evaluated, you must provide the following:

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<th>Performance Areas for Evaluation</th>
<th>Mastery</th>
<th>Proficient</th>
<th>Limited</th>
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| **Bound Alphabet Book or Complete Electronic Book** | • ABC Book is securely bound  
• Text is clearly written and at the appropriate grade level  
• Cover is made of heavy material  
• Back is made of heavy material  
• Pages are either laminated or in sheet protectors | • ABC Book is bound  
• Text is written and somewhat at the appropriate grade level  
• Cover and Back are made of somewhat heavy material  
• Pages are in sheet protectors | • ABC Book is not bound  
• Text is not clearly written or appropriate for the grade level  
• Cover and Back are not made of heavy material  
• Pages are not in sheet protectors |
| **Specific Parts of the ABC Book** | • Front Cover has title, author and illustrator  
• Title page has the same information  
• Dedication  
• One page for each letter  
• Index  
• Glossary  
• Signing Page  
• Back Cover | • Some parts of the ABC book are missing | • Many parts of the ABC book are missing |
| **ABC Book Theme** | • Theme is clear, focused and relevant  
• Evidence of researched topic; information is accurate and informative  
• Sources are 8-10 Texts, 6-8 Websites  
• All sources are listed in APA format | • Theme is somewhat clear  
• Some evidence of researched topic; information is somewhat accurate and informative  
• Sources are fewer than 8-10 texts, fewer than 6-8 Websites  
• Sources are listed | • Theme is not clear  
• Little or no evidence of researched topic; information is not accurate or informative  
• Text and Website sources are limited  
• Sources are not listed |
| **Illustrations** | • Illustrations display creativity and originality  
• A variety of illustrations such as photographs, pictures from magazines, or illustrations drawn by the student  
• Illustrations support the text  
• There are one or two computer generated illustrations and/or photographs | • Illustrations are somewhat creative  
• Some variety of illustrations such as photographs, pictures from magazines, or illustrations drawn by the student  
• Illustrations somewhat support the text  
• There are several computer generated illustrations and/or photographs | • Illustrations are not creative  
• There is no variety of illustrations  
• Illustrations do not support the text  
• There are mostly computer generated illustrations and/or photographs |
| **Text** | • One page for each letter  
• Both capital and lower case letters are included  
• Letters are clear and formed correctly  
• Text is clearly written and at the appropriate level | • One page for each letter  
• Capital OR lowercase letters  
• Letters are somewhat clear and formed correctly  
• Text is written and mostly at the appropriate level | • One page for each letter  
• Capital and lower case letters are not included  
• Letters are not clear and not formed correctly  
• Text is not clear and
<table>
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<th></th>
<th>level</th>
<th>not at the appropriate level</th>
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| Grammar, Spelling and Sentence Structure | • Sentences have factual, researched information  
   • Writing is free of grammatical errors  
   • All words are spelled correctly | • Sentences mostly have factual, researched information  
   • Writing is somewhat free of grammatical errors  
   • Some spelling errors |
|                                    | • Sentences mostly have factual, researched information  
   • Writing is somewhat free of grammatical errors  
   • Some spelling errors | • Sentences do not have factual, researched information  
   • Many grammatical errors  
   • Many spelling errors |
| ABC Book Reflection               | • Format, Title of book and grade level included  
   • Reasons theme was selected and are supported with many details  
   • Reasons for design of book are supported with many details  
   • Clearly state what was learned and supported with many details | • Format is somewhat correct  
   • Title of Book  
   • Grade Level  
   • Reasons are mostly supported  
   • Statement of what was learned is somewhat clear |
|                                    | • Format is somewhat correct  
   • Title of Book  
   • Grade Level  
   • Reasons are mostly supported  
   • Statement of what was learned is somewhat clear | • Format is incorrect  
   • Title of Book  
   • Grade Level  
   • Reasons are not supported with details  
   • Statement of what was learned is not clear |
| Oral Presentation                 | • Well-prepared  
   • Index card is typewritten and includes all information  
   • Clearly states rationale for theme  
   • Clearly shares and describes 6 pages of ABC book, including Q and X. | • Somewhat prepared  
   • Index card includes most information  
   • Index card not typewritten  
   • States theme rationale  
   • Shares 6 ABC pages including Q and X |
|                                    | • Somewhat prepared  
   • Index card includes most information  
   • Index card not typewritten  
   • States theme rationale  
   • Shares 6 ABC pages including Q and X | • Not prepared  
   • Index card includes little information  
   • Index card is not typewritten  
   • Theme rationale unclear  
   • Shares some ABC pages |

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