



ALPHABET SEARCH TEACHER'S MANUAL

The *Alphabet Search Coloring Activity Book* Teacher's Manual has been developed to assist in the presentation of Common Core State Standards in an engaging and meaningful way to help children use, apply, and master the skills to be successful.

On pages 2–3, the *Alphabet Search Coloring Activity Book* Teacher's Manual provides a correlation of the Common Core State Standards skills that are introduced, practiced, and reviewed in the manual activities.

On page 4 of the manual, the lessons present activities that can be used with each and every page of the book. The Learning Activities begin with Reading exercises to introduce the page, practice the skills, and review the concepts presented. Following the Reading exercises are Speaking/Listening skills and Language skills that present ways to help children practice these key items. After each activity, the Common Core State Standards are listed to identify the skill focus for that section.

On page 5 of the manual, Vocabulary and Writing Activities are presented. After each activity, the Common Core State Standards are listed to assist the teacher in the skill focus for each section. The Vocabulary section integrates academic and domain-specific words that are presented in the activities. The Writing sections engage children in the three key styles of writing found in the Common Core State Standards: Narrative, Informative/Explanatory, and Opinion.



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ALPHABET SEARCH TEACHER'S MANUAL LESSONS

CCSS

Common Core State Standards

<p>Reading Literature or Informational Text</p>	<p>RI.1.1 Ask and answer questions about key details in a text.</p> <p>RI.1.2 Identify the main topic and retell key details of a text.</p> <p>RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p> <p>RI.2.1 Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>
<p>Foundational Skills</p>	<p>RF.1.1 Demonstrate understanding of the organization and basic features of print.</p> <p>RF.1.3, RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>
<p>Writing</p>	<p>W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p> <p>W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i>, <i>and</i>, <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p>

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Speaking and Listening	<p>SL.1.1, SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade 1 (grade 2) topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>
Language	<p>L.1.1, L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.1.2, L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.1.4, L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 (grade 2) reading and content</i>, choosing flexibly from an array of strategies.</p>

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Summary

This book uses pictures to introduce the alphabet.

Learning Activities	Introduce the Book <ul style="list-style-type: none">• Read aloud the title of the book as you display the cover. Preview the book with children by examining the pictures. Have children identify the alphabet letter on each page. (RI.1.2, RI.1.7, RF.1.1, SL.1.2, RI.2.2, RI.2.7, SL.2.2)• Read the Note at the beginning of the book to children. Have them page through the book and look at the drawings. Ask them to tell what pictures they see. Point out that they will color all the pictures on a page that start with the alphabet letter. (RI.1.1, SL.1.1.c, RI.2.1, SL.2.1.c)
	Present a Reading Routine <ul style="list-style-type: none">• Turn to page 1 and read the directions. Ask children to track the print as you reread the directions. Have them identify the drawings that begin with the letter “A.” Write the words in a list on the board. (RI.1.7, RI.2.7)• Have children write a sentence using one of the “A” words in the list on the board. The sentence may refer to either what is happening in the drawing or an experience in the child’s life. (W.1.2, W.2.2)
	Provide Activities for Reading <ul style="list-style-type: none">• On pages 8–9 have children read the directions with you. Have them name the items they see in the picture as you write a list on the board. When they are finished, help them identify the “E” words. Have children color these items. (SL.1.1.a, SL.1.1.b, SL.2.1.a, SL.2.1.b)• Read the directions for pages 4–5 with children. As they identify the “C” things on the page, write the words on the board. Then ask children to create sentences using some “c” words. Give the following example: <i>The cat drove the car to the castle.</i> Have children draw a picture for their sentence. (SL.1.5, SL.2.5)
	Focus on Language Arts <ul style="list-style-type: none">• Speaking/Listening: Have children turn to pages 26–27. Ask them to describe the picture. Then have children think of a time they played with their friends. Ask them to share their experiences. (SL.1.4, SL.2.4)• Language Skills: Turn to page 29. Have children work in groups to write a sentence using as many “R” words as they can think of. Encourage them to use descriptive adjectives, not just nouns and verbs, such as: <i>Rabbit rapidly rows on the rushing river.</i> Turn to another page. Use the alphabet letter to create another sentence using as many words with the same beginning letter as possible. (RF.1.3, W.1.3, L.1.1.f, L.1.2, RF.2.3, W.2.3, L.2.1.e, L.2.2)

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Vocabulary	
Summary Have children use the following activity to learn about compound words.	
Vocabulary Activities	Compound Words As children write their list for pages 6–7, have them look at the word <i>dragonfly</i> . Point out that some words are made from two words (<i>dragon</i> and <i>fly</i>). This is called a compound word. This skill may help children figure out the meaning of a word they don't know. Have them think of other words they are familiar with that are made from two words (for example, baseball, eyeglasses, necktie, newspaper). (L.1.4, L.2.4.d)
Writing	
Summary Have children develop their writing skills by completing the following activities.	
Writing Activities	Narrative Writing Explain to children that as they write a story, they describe what happens first, next, and last. Have children look at pages 10–11. Say: <i>Hen sets the table. Hen's friends come to visit. Hen cooks pancakes.</i> Have children identify what happens first, next, and last. Have them work together to write sentences that describe what might happen after dinner. (W.1.3, W.2.3)
	Informative/Explanatory Writing Have children turn to pages 6–7. Have them describe what the pigs are doing with the plants. Talk about what plants need to grow, such as sunshine, water, and dirt. If possible, show pictures of growing plants in a reference book. Have groups of children work together to write a report. Encourage them to draw a picture to illustrate their report. Let volunteers share their reports with the class. (W.1.2, W.1.7, W.2.2, W.2.7)
	Opinion Writing Have children look at the picture on pages 32–33. Ask: <i>Why do you think the boy looks happy?</i> Ask children to discuss the toys he is looking at. Ask: <i>Which toy do you think the boy likes?</i> Discuss which toy the children think the boy would like to have. Have them give the reason they feel that way. Have them write about the toy they would like to have. Tell them that when they write their opinion, they need to give the reasons that tell why they feel the way they do. (W.1.1, W.2.1)

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