

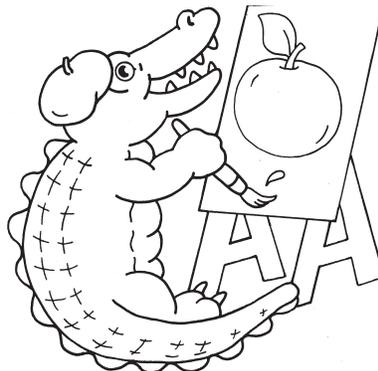
## ABC TEACHER'S MANUAL

The *ABC 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 page 2, the *ABC 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 3 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 4 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.



Dover Publications, Inc.  
Mineola, New York

# ABC

**CCSS**

## Common Core State Standards

<p><b>Reading Literature or Informational Text</b></p>	<p><b>RL.K.1</b> With prompting and support, ask and answer questions about key details in a text.</p> <p><b>RL.K.7</b> With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p><b>RI.K.1</b> With prompting and support, ask and answer questions about key details in a text.</p>
<p><b>Foundational Skills</b></p>	<p><b>RF.K.1</b> Demonstrate understanding of the organization and basic features of print.</p> <p><b>RF.K.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>
<p><b>Writing</b></p>	<p><b>W.K.1</b> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is . . .</i>).</p> <p><b>W.K.2</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p><b>W.K.3</b> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p><b>W.K.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
<p><b>Speaking and Listening</b></p>	<p><b>SL.K.1</b> Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p><b>SL.K.2</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p><b>SL.K.4</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p><b>SL.K.6</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p>
<p><b>Language</b></p>	<p><b>L.K.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.K.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.</p> <p><b>L.K.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>

# ABC

## Summary

The book uses pictures and text to introduce the concepts about the alphabet to children.

<b>Learning Activities</b>	<b>Introduce the Book</b> <ul style="list-style-type: none"><li>• Display the book and point to the title. Read the title and tell children that <i>ABC</i> means the book is about the alphabet. Page through the book to help children understand the content of the book. (SL.K.1)</li><li>• Page through the book with children and have them identify the letters on each page. Remind children that the first letter is a capital, or uppercase, letter and the second letter is the lowercase form of the same letter. (RL.K.1, RI.K.1, SL.K.2)</li></ul>
	<b>Present a Reading Routine</b> <ul style="list-style-type: none"><li>• Display page 1 of the book and have children identify the letters. Point to and read a word. Say the word again and have children read the word with you. Explain that the word begins with the letter <i>a</i>. Say the word as children listen for the beginning short <i>a</i> vowel sound. Repeat for the other words on the page. Then continue the procedure for the other pages. (RL.K.7, RF.K.1, RF.K.2)</li><li>• Display page 1. Have children identify the letters. Then demonstrate how to write the capital <i>A</i>. Have children trace the letter in the air and on their pages as you rewrite the letter on the board. Continue with the lowercase letter <i>a</i>. Use other pages to practice each of the letter forms. (RF.K.1, RF.K.2)</li></ul>
	<b>Provide Activities for Reading</b> <ul style="list-style-type: none"><li>• Sing the alphabet song with children as you show the pages in the book. Then have children form a line showing the pages of the book as they sing the song with you. Next, write a letter on the board and have children find the letter in their books. (RL.K.1, RI.K.1)</li><li>• Show page 2. Have children name the letters and items that begin with the sound the letter <i>b</i> stands for. Then say these words and have children tell which words begin like the word <i>bear</i>: band, basket, car, baby, moon, book, big, lock, bell, king, bee, base, top, bank, bike. Continue with other sets of words. (RF.K.1, RF.K.2)</li></ul>
	<b>Focus on Language Arts</b> <ul style="list-style-type: none"><li>• <b>Speaking/Listening:</b> Have children turn to page 7. Give a clue to one of the pictures: an animal. Have children name the picture that begins with the sound <i>g</i> stands for. Then ask volunteers to think of a phrase about the goat that has other words that begin like <i>goat</i>: good goat, goat's garden, golden goat, golfing goat. Repeat the activity with other letter pages. (SL.K.1, SL.K.4)</li><li>• <b>Language Skills:</b> Show the picture on page 1. Ask children to think of a name for the alligator that begins with the same sound as <i>alligator</i> (Andy, Alice). Then have children work in groups to create a sentence about the alligator using other words that begin like <i>alligator</i>: Alice Alligator asks and answers anything. Continue the activity with other pages. (RL.K.1, RI.K.1, L.K.1)</li></ul>

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<b>Vocabulary</b>	
<b>Summary</b> Have children use the following activity to learn about dictionary entries.	
<b>Vocabulary Activities</b>	<b>Picture Dictionaries</b> Display a classroom picture dictionary. Explain each part of the entry: the entry word, the picture or photograph, the definition, the example sentence or phrase. Help children look up a word and use the picture to tell what the word means. Then have children make their own picture dictionary page using the first letter in their own name. Have children share their dictionary pages. (L.K.4)
<b>Writing</b>	
<b>Summary</b> Have children develop their writing skills by completing the following activities.	
<b>Writing Activities</b>	<b>Narrative Writing</b> Explain to children that a story tells what happens first, next, and last. Have children look at the picture on page 11. Ask them to think of a story about a kangaroo. Write: <i>The kangaroo went to the park. He will fly his kite. Then he will hop home.</i> Read the story aloud to children and have them identify what happens first, next, and last. Then have groups of children write or dictate other events to create a story about a kangaroo, or they may choose one of the other animals in the ABC book. Have them draw pictures to illustrate their story events. (W.K.3, L.K.6)
	<b>Informative/Explanatory Writing</b> Show page 5 of the book. Have children talk about the animal in the picture. Ask them to describe the elephant and make a list of things such as trunk, big ears, four legs, eyes, and tail. Show pictures of elephants from reference books if available. Have the group write a report about the elephant and record it on chart paper. Have children make drawings to put on the chart. (W.K.2, W.K.8, SL.K.6)
	<b>Opinion Writing</b> Page through the book with children. Have children select an animal they like and draw a picture of their choice. Then help them write or dictate a sentence that tells why they chose that animal and what they like about it. Have volunteers share their pictures and stories with the group. (W.K.1, SL.K.6)

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