



Kindergarten ABC

written and illustrated by Jacqueline Rogers

Essential Question: How is your class the same and different from the class in the story?

BOOK SNAPSHOT

Selected from the New Worlds Reading Initiative Booklist



Text Type: Informational



Genre: Picture Book



Topic: Alphabet



Social & Emotional Development:

III.D.4.a - Uses words to communicate personal characteristics, preferences, thoughts, and feelings



SKILLS ALIGNED WITH FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

Alphabet Knowledge

IV.F.3: Shows alphabetic and print knowledge

Phonological Awareness

IV.F.2.c: Deletes a word from a compound word

Vocabulary

IV.C.1.a: Demonstrates understanding of age-appropriate vocabulary

Comprehension

IV.F.1.b: Makes real-world connections between stories and real-life experiences

BUILDING BACKGROUND

Display the cover, and use the following prompts to introduce *Kindergarten ABC*:

- The title of this book is *Kindergarten ABC*. In this story, the kindergarteners celebrate each letter of the alphabet with fun activities.
 - What letters do you know?
 - What activities do you think children do in kindergarten?
- Imagine you are in kindergarten. What is it like?

As you read, discuss how the kindergarten class celebrates each letter of the alphabet.



PREPARE FOR A READ ALOUD

A book should be read more than once for a child to understand the concepts and themes of the story. Multiple interactive read alouds encourage the development of oral language skills, vocabulary, knowledge and understanding, and print-based skills.

How to Prepare for a Read Aloud:

- Read the book in advance.
- Identify any words or ideas that might need additional clarification.
- Plan how to introduce the book to children.
- Write down questions you will ask during reading.
- Have fun!

ALPHABET KNOWLEDGE – LETTER IDENTIFICATION

IV.F.3: Shows alphabetic and print knowledge

- **Benchmark b:** Recognizes almost all letters when named

Children will identify a letter to strengthen alphabet knowledge.

- **Alphabet knowledge** is the understanding of names, shapes, and sounds of the alphabet.

Display the letter cards located on the last page of this guide.

- Say:
 - “I have some letter cards here. I will say a letter, and you will point to the letter I say.”
 - “If I say the letter *m*, you will point to the card that shows the letter *m*.” (Point to the *m* card.)
 - “This is an uppercase *M*, and this is a lowercase *m*.” (Point to the corresponding grapheme as you say it.)
- Continue guiding children in identifying the letters on the cards.
 - If children respond incorrectly, model the correct response.

Did You Know?

Researchers recommend teaching high-utility letters first. High utility refers to how frequently a letter is used in spelling words. The letters *a*, *n*, *t*, *s*, *i*, *f*, and *d* have a high rate of utility.

PHONOLOGICAL AWARENESS – COMPOUND WORDS

IV.F.2: Shows age-appropriate phonological awareness

- **Benchmark c:** Deletes a word from a compound word

Children will delete a word from a compound word to strengthen phonological awareness.

- **Compound words** are made by putting two words together to make a new word.

Say:

- “Compound words are made by putting two words together. Listen as I say a compound word. The word is *backpacks*.” (p. 3)
- “The first word is *back*.” (Hold your right fist out as you say *back*. Be sure that as you face the students, they will see your fists held up in the same left-to-right direction as reading.)
- “The second word is *packs*.” (With your right fist still in the air, hold your left fist out as you say *packs*.)
- “Say the whole word with me: *backpacks*.”
- “Now we’re going to take one of the words away.”
- “*Backpacks* without *back* is *packs*.” (Put down your right fist as you say *back*.)
- “Say *backpacks* without *packs*. That’s right! *Backpacks* without *back* is *packs*.”
 - If children respond incorrectly, model the correct response.

Use the following examples from the book to continue practicing deleting words from compound words:

outside (p. 2)

eyeglasses (p. 6)

flowerpots (p. 7)

railroads (p. 20)

TALK ABOUT NEW AND INTERESTING WORDS

IV.C.1: Shows an understanding of words and their meanings (receptive)

- **Benchmark a:** Demonstrates understanding of age-appropriate vocabulary

Tier 2 vocabulary words, paired with student-friendly definitions, can be used for explicit vocabulary instruction. It's important to provide background information and learning opportunities to help students make connections to the words. Examples of Tier 2 vocabulary words for this text are:



planting (p. 7): When someone **plants** a seed, they put it in the ground so it will grow. The kindergarteners have fun **planting** flowers.



giggle (p. 8): If someone **giggles**, they laugh in a silly way. The children **giggle** in the gym while they play with the ball.



jiggly (p. 11): **Jiggly** describes moving back and forth or up and down very quickly. The kids get all **jiggly** and jumpy when they play outside.



thump (p. 23): If you **thump** something, you hit it hard. The kindergarteners laugh and **thump** their tambourines.

Vocabulary Extension Activity

Discuss the multiple meanings of **plant**.

- A **plant** is also a living thing that grows in the ground.

READ FOR MEANING – REAL-WORLD CONNECTIONS

IV.F.1: Shows motivation for and appreciation of reading

- **Benchmark b:** Makes real-world connections between stories and real-life experiences

IV.G.1: Begins to show motivation to engage in written expression and appropriate knowledge of forms and functions or written composition

- **Benchmark a:** Intentionally uses scribbles/writing to convey meaning (e.g., signing artwork, captioning, labeling, creating lists, making notes)



FIRST READ:

Build children's enjoyment of the story, and strengthen print awareness.

BEFORE:

Introduce *Kindergarten ABC*.

- Display the front cover, and read the title.
- Read the name of the author/illustrator. Ask volunteers to tell what the author and illustrator do.
 - Explain that Jacqueline Rogers is the author *and* illustrator of *Kindergarten ABC*.
- Locate the title page.
- Lead the children in a picture walk. A picture walk is a time for children to preview the illustrations, create interest, and make connections to the story.

DURING:

As you read each page, find the items in the illustrations that are mentioned in the "Look for" section under each letter.

Try This!

Refer to the Building Background section on the front page of this guide to enhance children's understanding of the story.



SECOND READ:

Recreate the T-chart below. Guide students in making connections between their own class and the class in the story.

In our class, we ...	In their class, they ...
Draw pictures Read books	Find acorns Draw and color dinosaurs

BEFORE:

- In *Kindergarten ABC*, students celebrate each letter of the alphabet with fun activities.
 - What activities do we do in our class?
 - » Encourage children to complete the sentence stem: *In our class, we ...*
 - » Record answers on the T-chart.
 - As we read, we will think about how the activities in the book are the same or different from the activities we do in our class.

DURING:

Read each section below, and use the following prompts to guide students in making connections between their own class and the class in the story. Record the activities on the T-chart.

- Pages 1–10
- Pages 11–21
- Pages 21–31

Prompts:

- What activities do the kindergarteners do?
 - Have you done these activities? What were they like?
 - » If you have not, would you like to try them? Why or why not?
- Which activities are the same as the ones we do in our class?
- Which activities are different from the ones we do in our class?

AFTER:

- Review the T-chart. Discuss the essential question: *How is your class the same and different from the class in the story?*

Reading/Writing Connection

- Children will:
 - Select their favorite activity from the T-chart.
 - Draw a corresponding picture.
 - Color and caption their drawing.
 - » Allow each child to write their caption (a description of their drawing) according to their ability. Encourage them to read their caption back to you.



For more educator resources, visit newworldsreading.com.

LETTER CARDS



Aa

Mm

Tt

Ss

Ii

Ff

Dd