

Just Imagine ABC



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Text Type: Fiction: Description — Alphabet Book

Summary: Each letter of the alphabet is featured, as a young girl and boy imagine the ways various animals could behave like you and me.

Audio Available Online
www.lpey.ca

Text Features

- ▶ index to items in the illustrations (page 32)

Visual Literacy

- ▶ environmental print
- ▶ items in the illustrations that begin with specific letters of the alphabet

Print Concepts

- ▶ upper and lower case letter and the key word that begins with that letter at top of page
- ▶ question marks

First Reading

Reading Strategies

Comprehension

- ▶ analyzing

Working with Words

- ▶ using picture cues to solve challenging words
- ▶ recognizing rhyming patterns

Assessment Opportunities

Note each student's ability to:

- ▶ join in with the shared reading of rhyming patterns
- ▶ analyze to identify content in the book
- ▶ check picture cues to support word solving/understanding

Teaching Tip: The first reading of any Shared Reading book should flow smoothly from beginning to end. In the case of *Just Imagine ABC*, read just the sentences to provide this uninterrupted flow on all of the pages where the upper and lower case alphabet letters and the key word occur. The letters and key words can be read during subsequent readings.



BEFORE READING

Analyzing

Activating and Building Prior Knowledge

Track the print as you read the title and the names of the author and illustrator on the front cover. Ask, *Which animals do we see?*

Predicting

Reread the title and talk about the meaning of the word *imagine*. Ask students what they think the book will be about. Guide them to explore both the *imagine* and *ABC* parts of the title as they give their ideas.

Evaluating

Track the print as you read the text on the back cover. Discuss what *wacky* means. Invite students to describe what is *wacky* and *funny* in the front and back cover illustrations.

Language predictability

Read page 2, pausing after “Like you and...” to encourage students to predict *me*. Reinforce how to make this type of language prediction by saying, *You knew that word should be me because it makes sense here*. Then track the print as you read, “Like you and me.” Also, *me rhymes with be at the end of* (track the print) “Can it be?”

Analyzing

Setting a Purpose

Let’s read the story and look at the pictures to find out what animals are in this book and what they are doing.

Teaching Tip: At the beginning of kindergarten, you can anticipate a range of alphabet knowledge (i.e., letter names and sounds), depending on previous exposure at home, daycare, and preschool. For shared readings of *Just Imagine ABC*, it is recommended that you focus on letter names to minimize confusion for students with zero or minimal alphabet knowledge.



DURING READING

Tracking print

Track the print as you read, modelling the left to right flow of a line of text and the sweeping movement to a new line of print.

Word solving and building/ building confidence

Point to the text and illustrations on pages 4 and 5 and say, *This word in red letters says alligator, and there’s an alligator in the picture. This word says bike, and there’s a bike in the picture. Let’s read these two pages together to find out what the author says. You can join in reading whenever you’re ready.*

As you read the rest of the book as a class, continue to match the key words on each page with their corresponding illustrations.



AFTER READING

Analyzing

Ask, *Which animals did we see and read about in this book, and what were they doing?* Have students turn to a partner and talk about their ideas. Then invite several students to share their responses. Encourage students to refer back to the book, if necessary, to help them remember.

ESL Note:

Help students identify the animals and items they're not familiar with in the illustrations.

Evaluating

Recall with students the meaning of the words *wacky* and *funny*. Ask, *Do you think that the things that the animals did were wacky and funny? Why?*

Second Reading

Reading Strategies

Comprehension

- ▶ analyzing
- ▶ evaluating

Working with Words

- ▶ attending to print
- ▶ demonstrating letter knowledge

Assessment Opportunities

Note each student's ability to:

- ▶ recognize upper and lower case alphabet letters
- ▶ analyze to make the connection among each letter, key word, and corresponding illustration
- ▶ evaluate whether content is fiction or non-fiction



BEFORE READING

Synthesizing

Activating and Building Prior Knowledge

Ask students to recall some of the animals included in the book and the wacky and funny things they did.

Evaluating

Read page 2 and then open the book so that the front and back covers show and ask, *What do you think? Can a cat really play the piano? Can alligators really dance? Have you ever seen a bird hold a microphone while it's singing?*

Print concepts

Turn to page 4 and point to the letters at the top of the page. *What do we see here?* Once it is established that there is a small "a" and capital "A," flip through the next few pages and point out that each page has upper and lower case letters at the top.

Setting a Purpose

Evaluating/analyzing

As we read, let's ask ourselves whether any of it can really happen. Let's also find the words that start with the alphabet letters at the top of each page.



DURING READING

Analyzing

Invite students to read along when they're ready. When you reach page 4, say, *This time we're going to read the letters (point to "Aa") and the word under them (track the word alligator) first. Then we'll read what it says under the picture (track under the text on page 4).* Encourage all students to join in as you read the letters and key words at the top of the page.

Evaluating

After you have read pages 4 and 5, ask, *What do you think? Can these animals do these things?* Once students have answered, reinforce their responses and also emphasize the key words for these pages by saying, *No, an alligator can't drive a truck, and a giraffe can't ride a bike.*

Teaching Tip:

Track slowly under the letters and word at the top of pages, and track under the lines of text, pausing briefly under each key word.



AFTER READING

Evaluating

Ask, *Did we see anything in this book that could happen in real life?* Verify students' responses that the book's events can't really happen by saying, *You're right. None of this can happen in real life, only in our imaginations.*

Print concepts

Ask students to describe where they can find the word that begins with the letter at the top of the page (i.e., below the letters and in the text). Reread the upper and lower case letters and key words, from "Aa alligator" to "Zz zebra," to highlight the alphabet's sequential flow.

Visual literacy

Turn to pages 4 and 5 and read the key words (*alligator* and *bike*). Invite individual students to come up and point to the pictures of the key words on these pages. Then follow the same process with a few more pages.

Print concepts/ visual literacy

Reinforce how the word printed in bold red letters in the text is the same as the word printed in black letters at the top of the page, and how the letter at the beginning of the word is the same as the letter at the top of the page.

Third Reading

Reading Strategies

Comprehension

- ▶ analyzing
- ▶ evaluating

Working with Words

- ▶ attending to print
- ▶ recognizing initial letter sounds
- ▶ demonstrating knowledge of the sequence of letters in the alphabet

Assessment Opportunities

Note each student's ability to:

- ▶ attend to print
- ▶ analyze illustrations
- ▶ evaluate illustrations
- ▶ demonstrate knowledge of initial letter sounds



BEFORE READING

**Letter knowledge/
visual literacy**

Activating and Building Prior Knowledge

Turn to page 4 and ask students what letter appears in the corner. Then ask them what the key word is that begins with this letter. Once they have responded that it is *alligator*, tell them, *There are other things on the page that begin with this letter. The author didn't write about them; the illustrator added them to the pictures. Can you find them?* Confirm or correct students' responses. Ensure that they point out both the drawn objects and the written words that have been incorporated into the illustration.

Analyzing/evaluating

Setting a Purpose

We're going to read the whole book together again. As we read, we're going to find the new things on each page that match the alphabet letters. Also, think about why these things might have been included in the book.



DURING READING

Tracking print

Read the entire book together, inviting various students to come up and track the print with a pointer.

Letter knowledge

As you read, occasionally ask students, *Which letter of the alphabet do you think will be next?*

Analyzing

Remind students to watch for new things that start with the letter at the top of each page, e.g., *Remember to look for anything in the picture that starts with the letter "g."* *Gorilla starts with a "g."* *What else on this page starts with the letter "g"?*



AFTER READING

Analyzing

Ask, *Which new animals and other things that match the letters did we see on each page? Let's take a look.* Invite students to talk about the animals and items that are not featured in the text but that begin with the letter at the top of the page. As they identify the animals and items, have students point them out in the book.

Evaluating

Ask students why the illustrator might have included all these extra things in the pictures that start with the letters at the top of the page. Guide them to note that it makes the pictures more interesting, that it gives students practice in identifying words that start with the letters of the alphabet, and that it makes the book more fun because finding the items is like solving a picture puzzle.

Text features

Turn to the index at the back of the book and read the introductory question. Explain to students that this page tells some of the things that appear in the illustration for each letter. Choose a letter and read out the words listed under it. Turn to the corresponding page and ask if students had already found all these items. If not, challenge students to search for the items and then come up and point them out.

**Letter knowledge/making
connections: text to world**

Have students think of other animals and items that could have been included on the pages in the book. Choose a number of pages, avoiding letters that students will have difficulty thinking of words for, such as "q," "x," and "z."



FURTHER READINGS

Many texts benefit from being reread with students. The three readings suggested in this plan can be expanded to include further readings. Participation will increase when a book becomes familiar and students will become more comfortable taking turns and using a pointer to track print.

For each rereading, we recommend a balance of Print Concepts, Comprehension, and Working with Words strategies from the following suggestions. Make your selections based on the needs of the students in your class.

Print Concepts, Book Handling, and Text Features

Building confidence

Guide students to become more confident in locating specific letters, key words, matching illustrations, and print within the illustrations. Offer as much support as needed.

Text features

Review the title, names of the author and illustrator, and text on the back cover.

Visual literacy

Look again at the illustrations that include print within them and initiate a discussion about the different forms of text that are included, e.g., a sign, a label, a thank-you picture, a book title. Read the print and have students identify what they are.

Print concepts

Turn to page 4 and ask students what appears at the end of the sentence. As you point to the punctuation, confirm that it is a question mark. Discuss its purpose with students and how your voice should sound when you read a question. Turn the pages and ask students what they notice about the end of the sentences. Students will note that there are a lot of sentences that end in question marks. Reread pages 8 and 9, exaggerating the rise in your voice as you read the questions. Then reread pages 10 and 11, pointing out how your voice sounds different when there isn't a question mark at the end of the sentence.

Focusing on Comprehension

Evaluating

Reread *Just Imagine ABC* and invite students to generate realistic responses to what the author says. Model the process for them, e.g., “*Can an alligator drive a truck?*” *No. My dad can drive a truck. “Or a giraffe ride a bike?” No. I can ride a bike.*

Making connections: text to world

Remind students that they have discussed that the animals in the book cannot really do what the pictures show them doing. Tell that that they are now going to talk about what these animals can do. Model by turning to page 4 and saying, *An alligator can't drive a truck. What can it do? It can swim.*

Working with Words

Letter knowledge

▶ Have students write their names on cards. Use a set of alphabet cards (e.g., the *Just Imagine ABC* Alphabet Cards) and ask who has a name that starts with the letter “a.” Encourage students to say “a” as they place their name cards next to the “Aa” card from the set of alphabet cards. Repeat the procedure until all name cards have been appropriately placed.

- ▶ Without showing students the book, read the key words one by one, but not in alphabetical order. As you read each word, have students say aloud what letter it starts with. If students have difficulty, show them the word in the book while you keep the letter covered.
- ▶ Hand out alphabet cards to students. Reread the book together and invite the student whose card matches the featured letter to hold it up (if you have the *Just Imagine ABC* Alphabet Cards, students can also trace the embossed letter on it) as he or she says its name.
- ▶ Read the key words in the alphabet book, and invite students whose names begin with the same letters to create and then orally share a new sentence about that word. For example, Gregorio: *I'd like a gorilla for a pet.* Tina: *Tigers have stripes.*



RESOURCE LINKS

You may wish to do some of these optional follow-up activities. Choose those that best meet the needs and interests of your students.

Writing

Have students print a sentence that begins with their name and ends with something that starts with the same letter as the first letter in their names, e.g., “Andy likes apples;” “Betty likes bananas;” “Carlos likes candies.” Provide spelling support as needed. Then have students illustrate their sentence. When they’re finished, ask students to hand you their writing in alphabetical order, e.g., *Everyone whose name starts with “a,” give me your papers...now “b”...etc.* Prepare pages for the alphabet letters that are not represented by students’ names, with student input if time is available, and insert the pages in sequence. Print a title page, e.g., *Our Just Imagine ABC* (which students can illustrate later), and compile all of the pages into a booklet for subsequent shared and independent reading and read aloud sessions.

Have students choose a letter and create a page like the ones in the book. Their picture should include some kind of animal doing something that they wouldn’t do in real life. The sentence they write underneath should follow the pattern of “Can an alligator drive a truck?” Some students will need assistance with their writing. You may wish to refer to the Description text-type study in the Writing Guide.

Independent Reading

Make the six small versions of *Just Imagine ABC* and the online audio available for students. Invite students to use these materials to read the book independently.

Teaching Tip: The online audio for this book includes a cloze reading of this text. In this reading, selected words have been omitted. Students listening to the cloze reading have the opportunity to chime in with the missing words.



Home Links

Gather a collection of two or three alphabet books for the Literacy Backpacks (see Home Links in the Planning Guide). Suggest to family members that they read alphabet books to students at home.

Tell them to encourage students to say the letter names and any words that they recognize.

Make available a collection of other alphabet books for individual or paired reading.

Put students' *Our Just Imagine ABC* in the book box.

Working with Words

Once concepts have been introduced in context, see the focused lessons in the Working with Words Guide for more direct instruction for those students who need it.

See also the specific Building Words lesson ("Insect") in the Working with Words Guide.

Read Aloud

Read other alphabet books (including the class's booklet, *Our Just Imagine ABC*) to students, and discuss the contents, focusing on the items that represent the alphabet letters.