



# Tomorrow's Alphabet

*George Shannon , Donald Crews (Illustrator)*

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**Tomorrow's Alphabet** George Shannon , Donald Crews (Illustrator)

A is for seed, B is for eggs, C is for milk -- what's going on here? The seed is tomorrows Apple, the eggs are tomorrows Birds, the milk is tomorrows Cheese! Explore a wonderful world of possibility with an imaginative alphabet puzzle that encouraged young readers to look beyond the obvious.

## Tomorrow's Alphabet Details

Date : Published April 27th 1999 by Greenwillow Books (first published 1996)

ISBN : 9780688164249

Author : George Shannon , Donald Crews (Illustrator)

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Genre : Childrens, Picture Books

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# From Reader Review Tomorrow's Alphabet for online ebook

## Alicia says

Genre: Alphabet

Summary: Tomorrow's Alphabet is an unconventional journey that uses words in their secondary form in connection with the coinciding letter in the alphabet.

A. Area for Comment: Style

B. The simplicity of the word choice and images represent a greater concept of how one object can become another. The images, though not the most artistic, are drawn to an understandable degree and prompt students to picture read the text and make connections to the letter in the alphabet. The letter and the coinciding word are also printed bold and in the same color which makes it much more easier for children to read and comprehend.

C. Instead of stating, "C is for Cheese," The author instead writes "C is for milk- tomorrow's cheese" which requires students to use higher order thinking skills to make the connection between the milk and cheese, as well as the understanding that cheese starts with the letter C. The author uses concepts that are relevant to children, like with the letter K. "K is for tomato-tomorrow's ketchup". Using objects that children are aware of allows for greater connections to take place, in this case students may all know what ketchup is, but maybe not that they are actually made from tomatoes. This allows students' background knowledge to expand and flourish.

Curriculum Connection: I feel that this is a must have book for preschool and kindergarten classrooms since it can provide a rich vocabulary for students at this age. I also think it could be used with ELL students as well since it can prompt them through images as well as foster word and letter connections.

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## Connie says

This book is probably a little advanced for kids who are still trying to figure out A = apple, b = ball, c = cat. (Or maybe not. Sometimes children surprise you!) Instead of a being for apple, it's for seed - TOMORROW'S apple. H is for yarn - TOMORROW'S hat. So kids have to think a little bit about each example.

Still, even with the slightly novel approach, the book is pretty straightforward. Example and tomorrow example are given on opposite pages of the same spread (so you can see the answer before you guess it, if you like), and the language follows a careful pattern: \$LETTER is for \$NOUN, tomorrow's \$OTHER NOUN.

The artwork is well-done and - in a little touch I'm \*very happy with\* - it's inclusive. There are six people shown in this book (well, two people, one person on a raisin box, two sets of hands, and a foot) and these people (and hands and foot) come in a variety of skin tones. Just like the children reading this book do. If

you don't spend your time trying to find books with people that look like your own loved ones, or like your own students, you probably don't know what a big deal this is. But it IS. Children deserve to see themselves reflected in their books. Not all the time, but at least SOMEtimes.

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### **Whitney Leanhart says**

Overall I enjoyed reading this book because it broke down the letters of the alphabet and made connections with each word. For example, H would be for hat but before that it was yarn. The author would add background knowledge to the word and where it comes from.

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### **Rebecca Cauffman says**

Clever take on the traditional Alphabet Book. Could be used well with predicting.

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### **Laura says**

Tomorrow's Alphabet

1- Genre: Alphabet

2- Shannon presents the alphabet in a new way compared to the traditional way one is use to seeing an alphabet book. He uses what we see today and adds a higher level of thinking to the reader and presents what it turns into forming the next letter in the alphabet.

3- (a) The ability of the illustrator to show texture within the illustrations.

(b) On every page the illustrator shows great depth and texture to each illustration that is presented to the reader. This effect adds realism to each illustration for the reader.

(c) An excellent example of the illustrator's ability to show texture is in the illustration for the letter H. When the reader turns the page they immediately see the tightly wound balls of soft yarn. As their eyes leave that page and move to the next, they are presented with a hat that gives the appearance that it is fuzzy and fluffy because of the small stray brush strokes that seem to come off from the hat. Another example for the use of texture is the illustration for raisins. The illustrator uses different variations of brown in oblong shapes to show the shriveled appearance that raisins have.

4- This is a excellent book to share with students to enhance their knowledge of the alphabet. This book can be used at the end of an alphabet unit to engage students in higher-level thinking about the items that represent the various letters of the alphabet and what they can be turned into.

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### **Allison Webster says**

1. This book belongs in the Alphabet genre.

2. Concept book and alphabet book all in one! This book combines higher order thinking with simple alphabet concepts that creates an alphabet book that isn't as simple as A, B, C.

3. The area for critique is style.

The large sized book offers a two page spread for each letter. The high impact illustrations clearly communicates the harder concepts to young or non-readers. The letters in question are bold, large, and attention grabbing.

All of these elements make the concept of the book easier to swallow for young readers. While it may be a little difficult for young readers, don't underestimate them; they may surprise you!

This alphabet book is appropriate for young readers, English language learners, or older students whom may have difficulty reading.

F didn't use to be for wheat, but with this book it is because it is tomorrow's flour.

Z didn't use to be for countdown, but in tomorrow's alphabet it becomes zero.

This book may have a more difficult concept than other alphabet books, but it makes the book more universal to older kids and other learning concepts. It could be difficult for kindergartner to understand, but teachers could just take it slow and create a lesson a day. A is for seed, tomorrow's apple. Who know what that means, what is the connection between a seed and an apple. By the time Z is for countdown twenty-six days later, the kindergartners will be able to make the connection for themselves. The style of the book makes this an easier read for everyone.

4. This could be used in curriculum in the following ways:

English/Reading: Letters, letter sounds (phonics), analogies

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### **Nicole Disilvestro says**

1. I would classify this book as an alphabet book.

2. This book teaches the alphabet in a way where connects letters with different objects that relate to something happening "tomorrow"

3. (a) I think this is a very accurate alphabet book. It connects letters with objects that begins with the letter. It creates a really cute story that is very organized for the concept of an alphabet book.

(B) I think this is a very appropriate alphabet book. It uses the connection of the letters and the different objects to teach the concept of the alphabet. The book is very child friendly and has concepts that children would easily understand. I think this book is very appropriate for younger children to read.

(c) I think this book is a great book because it connects the letters with concepts that children would easily understand. For example, one way it connects the letters with a concept is it says D is for puppy, which it then connects to tomorrow's dog. It is a very easy concept a child could understand and also connect to the alphabet.

4. I really enjoyed this book. I thought it had a very cute concept and I think that children would really enjoy reading this book. I think it would really engage young learners. I would defiantly use this book to teach the

alphabet.

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## **Lacey Luce says**

Tomorrow's Alphabet

By George Shannon

Shannon, G. (1996). Tomorrow's alphabet. New York: Greenwillow Books.

### 1. Alphabet Picture Book

2. This alphabet book takes a new twist. Instead of simply saying A is for Apple, this clever book takes a look into tomorrow's alphabet. What A might stand for today might not be what it will stand for tomorrow.

### 3. Style

b. This book does a great job of laying out the style for the story. Each letter of the alphabet has its own two page spread. This gives the readers complete attention on each letter of the alphabet. Each letter that is being identified is also in bold face and color along with the word that begins with the same letter. This is eye catching and presented nicely for young readers.

c. My favorite page of the story is for the letter J. The page says J is for pumpkin- tomorrow's Jack-O'-Lantern. The page is wonderfully spread out with the J in bold orange and the word Jack-O'-Lantern also in bold orange. Along with that the pumpkins are in the same orange and the page just really pops.

4. This is such a clever book for young children. This could be a great mini lesson for the students to come up with their own version. It also gives a great look into more complex ideas such as evolution and what things become.

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## **Nicole Lamb says**

Picture Book Critique #14

Tomorrow's Alphabet

Written By: George Shannon

Illustrated By: Donald Crews

### 1. Picture Book Genre: Alphabet

2. Brief Summary: George Shannon takes a clever twist on a traditional alphabet picture book in Tomorrow's Alphabet by first stating the letter and showing an element that would turn into the word used on the next page, for example: K is for tomato – tomorrow's Ketchup and M is for caterpillar – tomorrow's Moth. Shannon's alphabet book uses both scientific elements and traditional alphabet instruction to teach students both the order of the alphabet as well as the process by which objects are created.

3.

A. Area for comment: The best feature of this book is that along with being a traditional alphabet picture book it also incorporates scientific understandings of how things are formed or created.

B. Professional Evaluation: Tomorrow's Alphabet takes an interesting twist on a traditional alphabet picture book by displaying first the letter of the alphabet featured and then how the object (word) is formed. By combining science and language arts this book makes learning about the alphabet interesting and new and can be used inside of the classroom as a means to truly begin to learn not only about the alphabet but also about science. Overall, this book is fun, interesting and entertaining!

C. Specific Example: Each set of pages is yet another great example of how the author and illustrator use this interesting twist on the traditional alphabet book to not only teach the alphabet but also teach scientific elements as well. One great example can be found on the pages for the letter B stating "B is for eggs – tomorrow's Birds" and "E is for campfire – tomorrow's embers." Page after page the author and illustrator use great examples to teach not only the alphabet but also science.

4. Curriculum Connection: There are a number of great elements found throughout this book as it not only vibrantly highlights the letters of the alphabet on their own page it also features the scientific elements of how beings or objects are formed. This book would be great to use not only during a language arts lesson but also during a science lesson in which the students can research, compare and contrast how things are made and/or created, such as twigs forming a nest or milk creating cheese. The uses of this book are endless as teachers can teach and students can learn the alphabet in a fun and interesting way.

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## **Laurie says**

Citation: Tomorrow's Alphabet, by George Shannon. (Greenwillow Books, 1996). 56p. Alphabet Concept Book.

Summary: This creative take on the traditional alphabet invites the reader to imagine the possibilities of tomorrow. The letters are linked to the item of the future, not the present, challenging the young reader to think ahead.

Critique: (a.) This book successfully illustrates the theme of change. Vibrant watercolors and clear graphic text allow the reader's thought to take center stage. The page arrangement, however, halts the readers' creativity.

(b.) The challenge posed by this book, what can each object become, is a great way to introduce change to young readers. It could only be improved upon by pushing the answer to the following page. For example, the reader would enjoy coming up with his own possibilities before turning the page to find out the author's chosen word. If the letter page was moved to the right hand side, the book would be much more intriguing.

(c.) This problem with page arrangement is easily seen on the "C" page. The author states that "C is for milk, tomorrow's cheese." This would be the perfect time to address any misconception in the concept. I would imagine many young learners would first suggest "cow" as the answer, if you did not show them the pages beforehand. The book would be much stronger if it planned for this dialogue. Yes, a cow is related to milk, but it comes before not after the change. The simple change of page arrangement would allow for greater

thinking and conversation.

Curriculum Connection: This is a great book to get young students thinking. I would read the letter pages aloud and have students give predictions before sharing the pictures. Students can also use the concept of change presented in the book to develop their own alphabet of tomorrow. The teacher also could accomplish this surge of ideas by sharing the first few pages of the book and then asking students to generate their own ideas individually or with groups for the remaining letters. After completing the task, students would be interested to find out if their examples matched the author's.

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## **Chris Connolly says**

Category (Alphabet book)

Found on pg.73 in the textbook

### Description

1. A is for tomorrow's apple; B is for tomorrow's birds. If one were to get the inclination, T is for grade for tomorrow's test, or T is for person for tomorrow's teacher. Any word can be created to with this book as the imagination can work without restrictions. Shannon's book sparks the genius in every child.

### Possible use for the classroom

2. Teachers can give to groups of students time to create their own list of words for the alphabet; this mini-lesson can be useful with higher level grades although the lesson would have to be more difficult and sophisticated.

### Visual Elements

3. This book is very colorful and full of real-life illustrations that children can relate to. The white background on almost every page makes it easy for the illustrations to be conspicuous to the reader.

### Personal Reaction

4. I found this boo really awesome because it reminded me of watching Sesame Street on television. At first, I found the relationship between the letter and the example to be confusing; however, at second glance, I understood the relationship. For example, C is for milk, tomorrow's cheese.

3.

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## **Michelle says**

Very clever!



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## Katelyn says

1. ABC

2. This is a quick ABC book that shows a letter of the alphabet, and an example of something that will grow or turn into something that begins with the letter. For example: - A is for seed, tomorrow's Apple.

3. A - The illustrations are decent, but the concept may be hard for some children to follow. It really depends on the child, or group of children who are listening and reading the book.

B- There was nothing particularly strong or weak about this book. It has the letters of the alphabet, and examples of words that begin with those letters. Some children may find it helpful, others may find it confusing. It can be a positive read if children understand that the first picture does not start with the targeted letter, but it grows into something that begins with the targeted letter. They can learn letters, new vocab, and acquire some background knowledge.

C- One example that may help prove my point about the confusion is the L page. "L is for bud-tomorrow's leaf." If the author had worded the story differently, it may not be as confusing. If he had written "Today's bud is tomorrow's leaf, L is for leaf", it might make things flow easier.

\*I read this to a 3 year old with autism, his reaction made me form my opinion. This particular child knows his ABC's and he did not follow along with all of the confusion. He was very upset, and I had to stop reading it. Please note that it might not be a good read for children who prefer routines!\*

4. This book can connect with a lesson on the alphabet, as well as growth and development. I may not recommend it, I think it is a book that you should form an opinion on before trying to incorporate it.

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## Courtney says

Genre: This is an alphabet picture book

Summary: This alphabet book takes a different approach to learning about the alphabet. Instead of just a word for each letter, there are beginnings to what become tomorrow's word.

Critique:

a. The area for critique is the creativity while using the alphabet and the use of other concepts along with learning about the alphabet.

b. Not all alphabet books are created equally and this book is definitely different, which is where its true strength can be found. Each letter is an example of a process, such as, "C is for milk-tomorrow's cheese." The alphabet is used to teach other concepts, as well. It combines a lot of interesting science concepts that students will love to read.

c. Another example of combining science with the alphabet would be "I is for water, tomorrow's ice cubes." This is such a fun way to teach across curriculum and students will have a great time, as they are surprised with every page turn.

Curriculum Connection: This book would work great for cross-curriculum lessons. The science piece to the story is neat because it gives students a basic understanding of how things are formed. The only downside I can find is that I would use this book in a class that already knows the alphabet because it could be confusing for early learners.

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## **Mae says**

Genre: Alphabet Book

Summary: This unusual alphabet book goes beyond "A is for Apple" inviting the reader to look at what comes before the apple and before the x-ray. Each page is a single letter with the right side devoted to the letter and the left side to what the letter object was previously.

Criteria: This book uses the alphabet "as an organizational device for conveying concepts.(Johnson, 73)" In this case the concept is the past - more specifically that things change over time.

Critique: George Shannon does an excellent job of opening the door for a lot of discussions with children. While they may already be familiar with the letter / word relationship, this book expands that to a greater dialog about how things change.

Curricular Tie: This would be great to read before and after a nature walk. Students could collect objects that can transform into other things. If they collect sticks, they could be made into a nest - as in the book or seed to grow into plants; a bud that will grow into leaves, etc. It would also be fun to read while the kids take turns shaking a pint of butter milk - changing the milk to butter for their toast after they're done reading. :-)

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