



Something that is dynamic changes, is active, and progresses. The dual identity of our literal/figurative letters, as they progress from A to Z as part of a set of the essential building blocks of the words with which we read and write in the English language throughout our lifetimes, can certainly be considered dynamic, as well as both image and text. Trifecta!

The role of the Alphabet book is one of foundational learning. Counting numbers is to numeracy, what learning the letters of the alphabet is to literacy. It is essential for children to learn alphabets and to count.

In John Bunyan's *A Book for Boys and Girls*, 1686, there is a poem:

*To those who are in years but Babes I bow
My Pen to teach them what the Letters be,
And how they may improve their A. B. C.
Nor let my pretty Children them despise.
All needs must there begin, that would be wise,
Nor let them fall under Discouragement,
Who at their hornbook stick, and time hath spent,
Upon that A. B. C., while others do
Into their primer or their Psalter go.*

Jack Canfield said: "Repetition is key to real learning", but it also can be boring to children which is why so many creative, dynamic approaches to presenting the alphabet have evolved, such as my pop-up pet book, where each letter is the star of the page.

An similar example is a small, thick alphabet book approximately (4 x 3 inches) from 16th century Paris, France. (Walters Art Museum). Its pages consist of a large decorative letter alone in a Medieval manuscript style that shares a similar format to my pop-up pet. Each alphabet letter was large and dominant on the page, but did not have companion words or illustrations that began with the letter. However, it told its own story.

