

## **Prepare to Write Lesson 2: Alphabetical Order 2<sup>nd</sup> & 3<sup>rd</sup> Letters**

### **5 Day Schedule**

**Day 1:** Section 1 – Bible Verse Copy Work WS 1 (instruction) *Assignment Segment 1*

Read from a book chosen from the Reading List.

**Day 2:** Section 2 – Alphabetical Order (WS 2) (Instruction and practice) *Assignment Segment 2*

**Day 3:** Section 2 – Alphabetical Order (WS 3) (Instruction and practice) *Assignment Segment 2*

**Day 4:** Section 3 – ABC Order Game – (play together)

(Commonly misspelled words need to be prepared as notecards for game. See section 3.)

Read from a book chosen from the Reading List.

**Day 5:** Section 4 – Alphabet Noun Poetry (WS 4, 5) (instruction and practice)

Student writes, edits, and types 1 Alphabet Noun Poem. *Assignment Segment 3*

(Teacher helps as needed and grades or reviews final poems.)

## Prepare to Write Lesson 2: Alphabetical Order 2<sup>nd</sup> & 3<sup>rd</sup> Letters

### 10 Day Schedule

**Day 1:** Section 1 – Bible Verse Copy Work (WS 1) (instruction) *Assignment Segment 1*

**Day 2:** Section 2 – Alphabetical Order (WS 2) (Instruction and practice) *Assignment Segment 2*

**Day 3:** Section 2 – Alphabetical Order (WS 3) (Instruction and practice) *Assignment Segment 2*

**Day 4:** Section 3 – ABC Order Game – Use animal cards. (play together)

(Commonly misspelled words need to be prepared as notecards for game. See section 3.)

**Day 5:** Read from a book chosen from the Reading List.

**Day 6:** Section 3 – ABC Order Game – Use food cards. (play together)

(Commonly misspelled words need to be prepared as notecards for game. See section 3.)

**Day 7:** Read from a book chosen from the Reading List.

**Day 8:** Section 5 – Alphabet Noun Poetry (WS 4, 5) (Instruction and practice)

**Day 9:** Section 5 – Alphabet Noun Poetry (WS 4, 5) *Assignment Segment 3*

Student writes, edits, and types 1 Alphabet Noun Poem.

(Teacher helps as needed and grades or reviews final poems.)

**Day 10:** Read from a book chosen from the Reading List.

## Prepare to Write Lesson 2: Alphabetical Order 2<sup>nd</sup> & 3<sup>rd</sup> Letters

- |   |  |
|---|--|
| 1. Bible Verse Copy Work WS 1           | 3. ABC Order Longer Game                   |
| 2. Alphabetical Order WS 2, 3 (TP 2, 3) | 4. Alphabet Nouns Poetry WS 4, 5 (TP 4, 5) |

### 1. Bible Verse Copy Work WS 1 (*Assignment Segment 1 applies*)

Each lesson includes a Bible verse for students to copy as part of their independent work. The verse will be stated at the beginning of each lesson and on the Student Assignment Segment 1.

The primary reason for copying a Bible verse as a part of each lesson is to practice writing well written sentences correctly. The verses could also serve as memory verses for memorization practice.

As part of the independent work, students are to copy the following verse. (WS 1)

- Handwrite the verse on WS 1 to practice handwriting or type the verse to practice typing skills.
- Either printing or cursive may be used, depending on your student's abilities.
- If typed, make sure your student is typing the verse instead of cutting and pasting from an online Bible verse site.

### Lesson 2: Bible Verse Copy Work (*Assignment Segment 1*)

1. Write the verse first. Copy the verse to the box at the bottom of the page. (A box with lines to write on is included on the student worksheet.)
2. Write the Bible reference underneath the verse. 1 Corinthians 13:4
3. Begin the verse with a capital letter and capitalize all words which are capitalized in the verse such as God. All other letters should be lower case.
4. Put in punctuation where it occurs in the original verse, such as the period at the end of the verse.

Love is patient. 1 Corinthians 13:4
<i><u>Love is patient.</u></i>
<i><u>1 Corinthians 13:4</u></i>

## 2. Alphabetical Order WS 2, 3 (TP 2, 3)

When using a dictionary or thesaurus, students need to know how to find words in alphabetical order. The following exercises work on alphabetizing.

In lesson 1, students looked at only the 1<sup>st</sup> letters to put groups of words in alphabetical order. Many times, however, the 1<sup>st</sup> letters are the same so the 2<sup>nd</sup> letters determine how the words are alphabetized. The process of alphabetizing words with the same 1<sup>st</sup> letters continues until a letter that differs is found in the words.

- When the 1<sup>st</sup> and 2<sup>nd</sup> letters are the same then the 3<sup>rd</sup> letters determine the order. If the 3<sup>rd</sup> letters are the same then the 4<sup>th</sup> letters determine and this continues as far as needed.
- If a word is 2 words such as sea lion the 1<sup>st</sup> letter of the 1<sup>st</sup> word still determines the order.
- If words are each 2 or more words, such as sea lion and sea otter, then the letters from the 2<sup>nd</sup> words lion and otter determine the alphabetical order. Ignore the space between the words.

Complete this exercise together. **Fill in each column with the words at the top of that column.** (When complete, file WS 3 and 4 behind the “Lesson Notes” tab.)

### Alphabetical Order WS 2

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

1. Put each column of animals in alphabetical order where the 1<sup>st</sup> letters are the same but the 2<sup>nd</sup> letter is different.

antelope, apes, aardvarks	crocodile, chipmunks, cows	finch, falcon, flamingo	puma, peacock, panda
1. <i>aardvarks</i>	1. <i>chipmunks</i>	1. <i>falcon</i>	1. <i>panda</i>
2. <i>antelope</i>	2. <i>cows</i>	2. <i>finch</i>	2. <i>peacock</i>
3. <i>apes</i>	3. <i>crocodile</i>	3. <i>flamingo</i>	3. <i>puma</i>

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

2. Put each column of animals in alphabetical order where 1<sup>st</sup> and 2<sup>nd</sup> letters are the same but the 3<sup>rd</sup> letters are different.

badger, bald eagle, baboon, bat	cape buffalo, camel, canid, caribou	rattlesnake, rabbit, rainbow trout, raccoon
1. <i>baboon</i>	1. <i>camel</i>	1. <i>rabbit</i>
2. <i>badger</i>	2. <i>canid</i>	2. <i>raccoon</i>
3. <i>bald eagle</i>	3. <i>cape buffalo</i>	3. <i>rainbow trout</i>
4. <i>bat</i>	4. <i>caribou</i>	4. <i>rattlesnake</i>

## Alphabetical Order (continued) WS 3

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

3. Put each column of animals in alphabetical order where the 1<sup>st</sup> letters are the same but the 2<sup>nd</sup> or 3<sup>rd</sup> letters are different.

toucan, terrapin, tortoise, toad	megamouth shark, mole, meerkat, mongoose	gecko, gorilla, gopher, gerbil
1. terrapin	1. meerkat	1. gecko
2. toad	2. megamouth shark	2. gerbil
3. tortoise	3. mole	3. gopher
4. toucan	4. mongoose	4. gorilla

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

4. Put this entire list of animals in alphabetical order following the numbers on the chart.

cheetah, badger, albatross, elephant, hippopotamus, bison, water buffalo, alpaca, walrus, wallaby, beaver, otters, chameleon, emu, alligator		
1. <i>albatross</i>	6. <i>bison</i>	11. <i>hippopotamus</i>
2. <i>alligator</i>	7. <i>chameleon</i>	12. <i>otters</i>
3. <i>alpaca</i>	8. <i>cheetah</i>	13. <i>wallaby</i>
4. <i>badger</i>	9. <i>elephant</i>	14. <i>walrus</i>
5. <i>beaver</i>	10. <i>emu</i>	15. <i>water buffalo</i>

### 3. ABC Order Longer Game

Students will race to put words in alphabetical order either as teams or individually.

Preparation:

- The teacher or a teacher's helper will need to neatly write the words on notecards from the Word List.
- The following list is 65 Commonly Misspelled Nouns. Using the words from this list exposes students to the correct spellings for these words. A similar version of this list will be used again for other games in future lessons.
- The 2 words that are capitalized are supposed to be capitalized. Capitalization makes no difference in alphabetical order.

How to Play: Version 1

- Students may work with others or independently.
- Teams of 2 – 4: Give each student 1, 2, or 3 notecards with 1 word written on each card.
- Students work together in their teams to put their team's notecards in alphabetical order.
- First team that finishes correctly putting their words in alphabetical order wins 1 point.
- Swap out cards and repeat.

How to Play: Version 2

- Everyone works together.
- Give each student 1, 2, or 3 notecards with 1 word written on each card. Do not pass out all the cards so letters will need to be skipped.
- Time how long it takes for the students working together to put all the cards in alphabetical order.
- Record the amount of time it takes this round.
- Swap out cards and repeat.
- Students work together to beat the time it took for the 1<sup>st</sup> round.
- Each round they try to beat the time of previous rounds.

**1 student:** If one student is playing, play against the clock. Time how long it takes with the first set of words. Set a goal time of about 5 minutes depending on how many cards he or she is alphabetizing. The student will then race against the timer using a 2<sup>nd</sup> set of words to see if he or she can beat the 1<sup>st</sup> time.

- For every 10 seconds of time shaved off, 1 point is scored.
- For every point scored add 1 minute to a favorite activity.
- Adjust the seconds shaved off to fit your student. You want to challenge them, not frustrate or bore them.

## 65 Commonly Misspelled Nouns

intelligence	knowledge	ignorance	rhyme	judgment
argument	experience	questionnaire	peninsula	amateur
Fahrenheit	guarantee	schedule	onomatopoeia	leisure
embarrassment	pistachio	refrigerator	occurrence	liaison
perseverance	existence	reference	tyranny	scissors
cemetery	lieutenant	existence	consensus	license
ukulele	carburetor	restaurant	personnel	lightning
collectible	pharaoh	rhythm	possession	maneuver
marshmallow	tongue	Caribbean	acquaintance	consensus
diorama	receipt	flotation	discipline	memento
usage	mischief	hypocrisy	deterrence	calendar
maintenance	cantaloupe	congratulations	handkerchief	sandwich
barbecue	coliseum	savvy	subpoena	camouflage

#### 4. Alphabet Nouns Poetry **WS 4, 5 (TP 4, 5)** (*Assignment Segment 3 applies*)

Poetry gives students practice using words creatively within a set structure.

- When writing poetry, students will be allowed to use some poetic license.
- Poetic license is liberty taken by an artist or a writer when they are deviating from conventional form or fact to achieve a desired effect that helps communicate the word picture painted by their poem.
- For every poem students write for the lessons in this curriculum, they are given a set structure or form to adhere to and then instructed what creative freedom and poetic license is allowed.

(File WS 5 and 6 behind the “Assignments” tab for reference when completing independent work.)

Students will need the following instructions to complete their own alphabet poem for independent work.

#### Places to Go Alphabet Poetry Instruction WS 4

**Fill in the blanks** and **highlight** specified words.

1. Minimum **10 words** in alphabetical order not including the title.
2. Must have a **title**.
3. **No** rhyme.
4. **Type** your poem using **1 fun font style** and **1 font size** for your entire poem.
5. These are names of places so they should be **capitalized**. Some fonts have variation on capitalization with capital letters used in the middle of words, which is fine to use in fun poetry. **Stay consistent within the selected font.**
6. Can **skip letters** in the alphabet.
7. If **repeating a letter**, the words should still be in **alphabetical order**.
8. Keep the **font size and style easy to read**, but with the **entire poem** taking no more than **1 page**.

This poetry is also nouns as in lesson 1 only this poetry uses places. Students should select 10 places from 1 category. Do not use more than 2 states from the example.

Places I would like to go or my favorite places:

- Countries – same continent
- States
- Cities (Do not have to also put the state or country with the city for this lesson.)
- National Forests
- National Parks

If students have an idea for another category of places that is similar to the suggested categories of places, the teacher needs to approve the category. Make sure there are at least 10 different places easily available to alphabetize.



Example: WS 5 / TP 5

## **FAVORITE STATES**

**ALASKA**

**ARIZONA**

**HAWAII**

**MAINE**

**MICHIGAN**

**MINNESOTA**

**MONTANA**

**NORTH CAROLINA**

**OREGON**

**PENNSYLVANIA**

The following Student Assignment is designed to help students as they complete their Independent Work. Read through this page with your students to help them understand how to use the information to help them with their independent work. Highlight and add specific instructions you want them to follow. WS 6 / TP 6

## Prepare to Write Assignment 2

### Independent work due:

- Alphabetical Order Practice WS 2 & WS 3
- Places to Go Alphabetical Poem

**Segment 1:** Bible Verse Copy Work – 1 Corinthians 13:4 (WS 1)

**Segment 2:** Alphabetical Order (WS 2 & WS 3)

If the teacher chooses, students need to independently complete the alphabetical lists on WS 2 and or WS 3.

**Segment 3:** Places to Go Alphabetical Poem (WS 4, 5)

Write a list of places in alphabetical order that are from 1 topic category.

Type and center the poem using a fun font, but keep it all on 1 page.

- See WS 4 for more instructions.
- See WS 5 for an example of how your final copy should look.

Select 1 category. Places I would like to go or my favorite places:

- Countries – same continent
- States
- Cities
- National Forests
- National Parks

**Segment 4:** Read from a book chosen from the Reading List.