Creating Sentences Lesson 1: Alphabetical Order
5 Day Schedule

Day 1: Section 1 – Organize Notebook (WS 1) (teacher checks) *Assignment Segment 1*

    Read from a book chosen from the Reading List.

Day 2: Section 2 – Bible Verse Copy Work (instruction) *Assignment Segment 2*

    Read from a book chosen from the Reading List.

Day 3: Section 3 – Alphabetical Order (WS 3, 4) (Instruction and practice)

Day 4: Section 4 – Dictionary Word Find Game – Dictionary (play together)

    Read from a book chosen from the Reading List.

Day 5: Section 5 – Alphabet Noun Poetry (WS 5, 6) (instruction and practice)

    Section 5 – Alphabet Noun Poetry (WS 5, 6) *Assignment Segment 3*

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

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

Creating Sentences Lesson 1: Alphabetical Order

10 Day Schedule

Day 1: Section 1 – Organize Notebook (teacher checks) *Assignment Segment 1*

   Read from a book chosen from the Reading List.

Day 2: Section 2 – Bible Verse Copy Work (WS 1) (instruction) *Assignment Segment 2*

Day 3: Section 3 – Alphabetical Order (WS 3, 4) (Instruction and practice)

Day 4: Section 4 – Dictionary Word Find Game – Dictionary (play together)

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

Day 6: Section 4 – Dictionary Word Find Game – Dictionary (play together)

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

Day 8: Section 5 – Alphabet Noun Poetry (WS 5, 6) (Instruction and practice)

Day 9: Section 5 – Alphabet Noun Poetry (WS 5, 6) *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.

Creating Sentences Lesson 1: Alphabetical Order

1. **Organize Notebooks WS 1 (TP 1)**
2. **Bible Verse Copy Work WS 2 (TP 2)**
3. **Alphabetical Order WS 3, 4 (TP 3, 4)**
4. **Dictionary Word Find Game**
5. **Alphabet Nouns Poetry WS 5, 6 (TP 5, 6, 7)**

1. Organize Notebooks <u>WS 1 (TP 1)</u> *(Assignment Segment 1 applies)*

Notebooks need to be organized no later than Lesson 2. Fill in the blanks on WS 1.

(File WS 1 behind the "Lesson Notes" tab.)

Organize Notebook – 8 tabs

1. Assignments (***Papers*** and ***notes*** for current ***independent work*** instruction *&* completed ***independent work due***)
2. Checklists (Current ***Checklist*** and ***No List*** for ***editing*** independent work)
3. Word Lists (As ***introduced***, keep here for ***easy reference***)
4. Lesson Notes (Other ***papers*** and ***notes***)
5. Reading List (For ***required*** outside ***reading***)
6. Graded Work (Graded ***paragraphs*** & ***poetry***)
7. Worksheets (Copies to be ***used*** and for ***independent work***)
8. Notebook Paper (A few sheets)

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2. Bible Verse Copy Work <u>WS 2 (TP 2)</u> *(Assignment Segment 2 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.

- Handwrite the verse on WS 2 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.

As part of the independent work, students are to copy the following verse. WS 2 / TP 2

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

1. Write the Bible reference first. Genesis 1:1

2. 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.

3. Put in punctuation where it occurs in the original verse, such as the comma after the 3rd word "beginning," and a period at the end of the verse.

> Genesis 1:1
>
> In the beginning, God created the heavens and the earth.

Example: The Bible verse copy examples will display a variety of cursive handwriting styles in the teacher instruction manual and the student worksheets. Students need to learn how to read different cursive handwriting styles.

- Students experience reading a variety of cursive or semi-cursive handwriting styles.

- *Students are not expected to write like the different fonts* or memorize the names of the different kinds of fonts.

- These different fonts serve as examples of beautiful penmanship.

- This example is in Vladimir font.

> *Genesis 1:1*
>
> *In the beginning, God created the heavens and the earth.*

3. Alphabetical Order <u>WS 3, 4</u> **(TP 3, 4)**

When using a dictionary or thesaurus, students need to know how to find words in alphabetical order. The following exercises work on alphabetizing. Complete this exercise together. See the Creating Sentences Introduction for notes on how to teach using the Teacher Presentation pages, TP's, which are found in the Additional Resource folder.

(When complete, file WS 3 and 4 behind the "Lesson Notes" tab.)

Alphabetical Order

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 lists of animals in alphabetical order where the first letters are all different.

beavers, apes, cows	fish, elephants, dogs	iguanas, jackals, horse	zebra, xenop, yak
1. apes	1. dogs	1. horse	1. xenop
2. beavers	2. elephants	2. iguanas	2. yak
3. cows	3. fish	3. jackals	3. zebra

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 lists of animals in alphabetical order where 1st letters are different but some are skipped.

leopards, otter, quetzal, moose	penguin, vulture, squirrel, geese	newt, walrus, tiger, rabbit
1. leopards	1. geese	1. newt
2. moose	2. penguin	2. rabbit
3. otter	3. squirrel	3. tiger
4. quetzal	4. vulture	4. walrus

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 a list of animals in alphabetical order where the 1st and 2nd or 1st, 2nd and 3rd letters are the same.

turkey, terrapin, tortoise, tiger	moose, mole, monkey, mongoose	shrimp, skunks, sheep, shark
1. terrapin	1. mole	1. skunks
2. tiger	2. mongoose	2. shark
3. tortoise	3. monkey	3. sheep
4. turkey	4. moose	4. shrimp

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 lists of animals in alphabetical order where letters are skipped and repeated.

skunks, squirrels, geese, rabbits, moose, tortoise, penguins, iguanas, terrapins, walrus, , beavers, otters, mongoose, leopards, snakes		
1. beavers	6. moose	11. snakes
2. geese	7. otters	12. squirrels
3. iguanas	8. penguins	13. terrapins
4. leopards	9. rabbits	14. tortoise
5. mongoose	10. skunks	15. walrus

4. Dictionary Word Find Game

Students find a word in the dictionary called out by the teacher and then read the definition of the word from the dictionary. The purpose of this game is to practice looking words up in the dictionary that students probably do not know how to spell. You will not have time to look up all of the words, so lightly mark which words you use this time. These words will be used again in other games.

- Students may work with a partner or independently.
- Write one of the following words on a white board and show it to the students. Students must race to find the word in the dictionary and then stand.
- The first one to stand reads the 1st definition from their dictionary when the teacher calls on him or her. If correct, he or she scores 1 point.
- Students must find the words in their dictionaries. They are not allowed to guess.
- The following list includes a brief definition or synonym under each word. This is to help the teacher. Do not write or read the words in parentheses out loud when giving the word for the students to find.

1 student: If one student is playing, play against the clock. Give 30 seconds to find the word. Students then read the 1st definition out loud. If correct, 1 point is scored. For every point scored add 1 minute to a favorite activity.

- Adjust the time limit to fit your student. You want to challenge them, not frustrate or bore them.

Word List

acquit *(set free)*	knowledge *(information)*	publicly *(openly)*	incidentally *(by the way)*	judgment *(decision)*
intelligence *(brainpower)*	chocolaty *(like chocolate)*	questionnaire *(survey)*	peninsula *(neck of land)*	amateur *(unpaid)*
noticeable *(obvious)*	inadvertent *(unintentional)*	recommend *(advise)*	occasionally *(seldom)*	leisure *(free time)*
argument *(quarrel)*	pistachio *(edible nut)*	refrigerator *(cold food)*	occurrence *(happening)*	liaison *(connection)*
necessary *(needed)*	existence *(survival)*	reference *(mention)*	tyranny *(dictatorship)*	scissors *(shears)*
Fahrenheit *(temperature)*	experience *(knowledge)*	relevant *(related)*	desperate *(frantic)*	license *(permit)*

embarrassment (*awkwardness*)	fiery (*burning*)	restaurant (*eating place*)	personnel (*employees*)	lightning (*flash of light*)
perseverance (*insistence*)	relevant (*applicable*)	rhythm (*beat*)	possession (*ownership*)	maneuver (*plan*)
cemetery (*graveyard*)	grateful (*thankful*)	schedule (*timetable*)	generally (*usually*)	medieval (*Middle Ages*)
ukulele (*instrument*)	guarantee (*promise*)	separate (*divide*)	discipline (*restraint*)	memento (*souvenir*)
collectible (*valued object*)	harass (*annoy*)	humorous (*funny*)	nauseous (*queasy*)	conscientious (*careful*)
marshmallow (*fluffed sugar*)	maneuver (*plan*)	ignorance (*unawareness*)	immediate (*instant*)	irresistible (*tempting*)
committed (*dedicated*)	lieutenant (*1st officer*)	commemorate (*remember*)	noticeable (*obvious*)	consensus (*agreement*)
diorama (*3D scene*)	receipt (*receiving*)	exhilarate (*thrill*)	ingenious (*clever*)	calendar (*schedule*)
usage (*practice*)	criticize (*disapprove*)	definitely (*absolutely*)	foreign (*distant*)	physical (*bodily*)
vicious (*cruel*)	accumulate (collect)	accelerate (*go faster*)	rhyme (*poetry*)	deceive (mislead)
maintenance (*preservation*)	tongue (*for speaking*)	existence (*survival*)	sacrilegious (*blasphemous*)	sandwich (*squeeze in*)
barbecue (*char-grill*)	pharaoh (*ruler*)	sensible (*sane*)	onomatopoeia (*sounds*)	foreign (*alien*)
indispensable (*essential*)	carburetor (*engine part*)	Caribbean (*islands*)	consensus (*agreement*)	deterrence (*avoidance*)
savvy (*confidence*)	mischief (*misbehavior*)	flotation (*floating*)	liquefy (*dissolve*)	dissipate (*dissolve*)
subpoena (*legal order*)	cantaloupe (*melon*)	presumptuous (*arrogant*)	acknowledge (*admit*)	handkerchief (*hankie*)
camouflage (*disguise*)	coliseum (*event center*)	lightning (*flash of light*)	congratulations (*best wishes*)	questionnaire (*survey*)
chauvinism (*bigotry*)	especially (*particularly*)	hypocrisy (*insincere*)	defiant (*disobedient*)	acquaintance (*friend*)

5. Alphabet Nouns Poetry <u>WS 5, 6 (TP 5, 6, 7)</u> *(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.

(When complete, 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.

Alphabet Poetry Instruction

<u>Fill in the blanks</u> and **highlight** specified words.

1. Minimum **<u>20 words</u>** in alphabetical order not including the title.

2. Must have a **<u>title</u>**.

3. **<u>No</u>** rhyme.

4. **<u>Type</u>** your poem using **1 fun font style** and **1 font size** for your entire poem.

5. The **1st word on each line** should be **<u>capitalized</u>**. 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.**

<div align="center">Anteaters, armadillos</div>

6. Can **skip letters** in the alphabet.

7. Use **commas** to **separate** words on the **same line**, but do not use commas at the end of each line. ("Experts" debate how to punctuate poetry. For now, limit punctuation because short-lined poetry is messy with too much punctuation.)

8. When **repeating a letter,** the words must still be in **alphabetical order**.

9. **Maintaining alphabetical order**, <u>**group words**</u> on the same line when possible of 2 or 3 words that have something in **common.**

    Horses, llama and moose are all larger 4-legged land mammals.

    Horses, llamas, moose

    Rabbits, skunks and squirrels are all rodents.

    Rabbits, skunks, squirrels

10. Can use letters more than 1 time. Keep these words on the <u>**same line**</u>.

    Anteaters, armadillos

11. If using something that has 2 words, such as Tasmanian devils put a **hyphen between the 2 words** so only the first word counts for the alphabetical order. Limit the **2 word items** to **no more than 3 sets**. Each set of 2 hyphenated words counts for <u>**1 word**</u>.

    Tasmanian-devils

12. Keep the **font size and style easy to read,** but with the **entire poem** taking no more than **1 page**.

Students should select 1 category. If use animals, may only use 2 of the same animals used in this lesson.

- Gardening and growing things – trees, flowers, herbs...
- Motorized machines – heavy duty equipment, motorcycles, cars, trucks, lawn mowers…
- Creepy crawly creatures – Insects, bugs, spiders…
- Birds of all feathers
- Types of dogs or cats or all pets

If students have an idea for a category that is similar to the suggested categories, the teacher needs to approve the category. Make sure there are at least 20 different variations easily available to alphabetize.

Example: WS 6 / TP 7

Land Loving Animals

Anteaters, armadillos

Buffalo

Chipmunks, coyotes

Deer

Elk, elephants

Foxes

Goats, groundhogs

Horses, llamas, moose

Opossums

Polar-bears

Rabbits, skunks, squirrels

Tasmanian-devils

Wolves

Yaks, Zebras

The following page is the Student Assignment page, which 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 7 / TP 8

Creating Sentences Assignment 1

Independent work due:

- Organized Student Notebook
- Genesis 1:1 handwritten
- Alphabet Noun Poetry (typed centered on the page)

Segment 1: Organize your notebook by labeling, organizing and putting your tabs in your notebook according to WS 1.

✓ Put your **Reading List** (tab 5) and unused **Worksheets** (tab 8) under the correct tabs.

✓ The rest of the tabs will be filled throughout the year.

Segment 2: Bible Verse Copy Work – handwrite on WS 2

1. Write the Bible reference first. Genesis 1:1
2. Begin the verse with a capital letter.
3. Punctuate the verse.

Segment 3: Alphabet Noun Poem (WS 5, 6)

Write a list of nouns 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 5 for instructions.

➢ See WS 6 for an example of how your final copy should look.

Select 1 category. If use animals, may only use 2 of the same animals used in the lesson example.

- Gardening and growing things – trees, flowers, herbs...
- Motorized machines – heavy duty equipment, motorcycles, cars, trucks, lawn mowers…
- Creepy crawly creatures – Insects, bugs, spiders…
- Birds of all feathers
- Furry and other friends – different pets

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