

Prepare to Write Lesson 1: Alphabetical Order

5 Day Schedule

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

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

Day 3: Section 3 – Alphabetical Order (WS 4) (Instruction and practice) *Assignment Segment 3*

Day 4: Section 4 – ABC Order Game – (play together)
(Notecards need to be prepared for game. See section 4.)
Read from a book chosen from the Reading List.

Day 5: Section 5 – Alphabet Noun Poetry (WS 5, 6) (instruction and practice)
Student writes, edits, and types 1 Alphabet Noun Poem. *Assignment Segment 4*
(Teacher helps as needed and grades or reviews final poems.)

Prepare to Write Lesson 1: Alphabetical Order 1st Letter

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| 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. ABC Order Game
5. Alphabet Noun Poetry WS 5, 6 (TP 5, 6) |
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1. Organize Notebooks WS 1 (TP 1) (*Assignment Segment 1 applies*)

Notebooks need to be organized no later than Lesson 2.

Together:

- Fill in the blanks on WS 1. On WS 1 students should highlight the highlighted words below and fill in the blanks while the teacher explains each one. (TP 1)
- Label notebook tabs with the following highlighted words.
- Student Worksheets: For now, place the full set of worksheets under tab 6. Worksheets will be organized under the other tabs as lessons are completed.
- Do not reorganize the worksheets now.

Organize Notebook WS 1 / TP 1

Organize Notebook – 8 tabs	<i>Teacher explanation:</i>
1. Assignments (<u>Papers</u> and <u>notes</u> for current <u>independent work</u> instruction & completed <u>independent work due</u>)	1. Assignment papers will rotate as lessons are completed.
2. Checklists (<u>Checklist</u> and <u>No List</u> for <u>editing</u> independent work)	2. Store checklists for reference in future lessons.
3. Word Lists (As <u>introduced</u> , keep here for <u>easy reference</u>)	3. Store word lists for reference in future lessons.
4. Reading List (For <u>required</u> outside <u>reading</u>)	4. Place and keep reading list here for reference as needed.
5. Graded Work (Graded <u>paragraphs</u> & <u>poetry</u>)	5. Store graded work as completed.
6. Worksheets (Copies to be <u>used</u> and for <u>independent work</u>)	6. Place worksheets here for easy access.

2. Bible Verse Copy Work WS 2 (TP 2) (*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. The verses could also serve as memory verses for memorization practice.

- 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, but cursive is encouraged.
- 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 verse first copying 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 John 4:16
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.

God is love.

1 John 4:16

Example: The Bible verse copy examples will display a variety of cursive handwriting styles. 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.*
- These different fonts serve as examples of fine penmanship.

God is love.

1 John 4:16

3. Alphabetical Order WS 3, 4 (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. The following exercises on alphabetizing work with all nouns. Nouns are persons, places and things. Nouns will be focused on more in future lessons.

In this lesson students will be looking at just the 1st letters of words to determine the alphabetical order. When a word is 2 words such as sea lion, use the first letter of the first word “sea” to determine where the animal falls in alphabetical order. (Looking at more letters is taught in lesson 2.)

Together: Complete these exercises together. WS 3 & WS 4 do not need to be graded.

Alphabetical Order WS 3 / TP 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

- Write the following lists of animals in alphabetical order where the first letters are all different. Fill in each column with the words at the top of that column.

baboon, armadillo, caribou	fox, elk, dingo	giraffe, iguana, hedgehog	jaguar, lion, kangaroo
1. <i>armadillo</i>	1. <i>dingo</i>	1. <i>giraffe</i>	1. <i>jaguar</i>
2. <i>baboon</i>	2. <i>elk</i>	2. <i>hedgehog</i>	2. <i>kangaroo</i>
3. <i>caribou</i>	3. <i>fox</i>	3. <i>iguanas</i>	3. <i>lion</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

- Continue writing short lists of names of animals in alphabetical order. Fill in each column with the words at the top of that column.

newt, ocelot, quokka, porcupine, mongoose	raccoon, uakari, vulture, sea lion, tapir	xerus, walrus, yak, zebra
1. <i>mongoose</i>	1. <i>raccoon</i>	1. <i>walrus</i>
2. <i>newt</i>	2. <i>sea lion</i>	2. <i>xerus</i>
3. <i>ocelot</i>	3. <i>tapir</i>	3. <i>yak</i>
4. <i>porcupine</i>	4. <i>uakari</i>	4. <i>zebra</i>
5. <i>quokka</i>	5. <i>vulture</i>	

Alphabetical Order (continued) WS 4 / TP 4

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 1st letters are different but some letters are skipped. Fill in each column with the words at the top of that column.

aardvark, groundhog, manatee, camel, hare	grizzly, llama, tiger, coyote, moose	cougar, whale, rhinoceros, koala, otter
1. <i>aardvark</i>	1. <i>coyote</i>	1. <i>cougar</i>
2. <i>camel</i>	2. <i>grizzly</i>	2. <i>koala</i>
3. <i>groundhog</i>	3. <i>llama</i>	3. <i>otter</i>
4. <i>hare</i>	4. <i>moose</i>	4. <i>rhinoceros</i>
5. <i>manatee</i>	5. <i>tiger</i>	5. <i>whale</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

4. Write this longer list of animals in alphabetical order where letters are skipped. Fill in all of the columns with all the words at the top following the numbers on the chart.

monkey, cheetah, lynx, bobcat, fox, aye-aye, penguins, sloth, impala, wallaby, dolphin, gorilla, tiger, hippopotamus, rabbits		
1. <i>aye-aye</i>	6. <i>gorilla</i>	11. <i>penguin</i>
2. <i>bobcat</i>	7. <i>hippopotamus</i>	12. <i>rabbit</i>
3. <i>cheetah</i>	8. <i>impala</i>	13. <i>sloth</i>
4. <i>dolphin</i>	9. <i>lynx</i>	14. <i>tiger</i>
5. <i>fox</i>	10. <i>monkey</i>	15. <i>wallaby</i>

4. ABC Order Game

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

- The teacher or a teacher's helper will need to neatly write the animal words on notecards from the 1st Word List. This list has 1 animal for each letter of the alphabet.
- A 2nd Word List is provided for variety of words. This list has 1 food for each letter of the alphabet.
- Do not combine the 2-word lists. Students will work on alphabetizing words that start with the same letter in the next lesson.
- If you use both of the word lists you might want to write the words with a different color to differentiate between the 2 lists.

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 1st 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 2nd set of words to see if he or she can beat the 1st 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.

1st Word List

Animals

armadillo	giraffe	mongoose	skunk	yak
baboon	hedgehog	newt	tapir	zebra
caribou	iguanas	ocelot	uakari	
dingo	jaguar	porpoise	vulture	
elk	kangaroo	quokka	walrus	
fox	lion	raccoon	xerus	

2nd Word List

Food

apple	grape	mango	strawberry	yogurt
banana	honey	nectarine	tomato	zucchini
celery	incaberries	orange	umeboshi	
dates	jalapeño	pear	vinegar	
eggplant	kale	quinoa	waffles	
feta	lemon	ricotta	No x food so skip it.	

5. Alphabet Noun List Poetry **WS 5, 6 (TP 5, 6)** *(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.
- For every poem students are given a set structure or form to adhere to and then allowed creative freedom within the given structure or guidelines.

Poetry Grading guidelines are page 11 of this lesson and page 5 in the introduction with how to evaluate poetry. (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.

Together: Students should fill in the blanks and highlight WS 5 using TP 5.

Alphabet Poetry Instruction WS 5 / TP 5

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

1. Use **8 – 10 words in alphabetical order** plus the title. (Example has 10 + title)
2. Must have a **title**. **Capitalize** the title.
3. **No** rhyme.
4. **Type** your poem using **1 fun font style** and **1 font size** for your entire poem.
5. The **1st word on each line** 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. Keep the **font size and style easy to read**, but with the **entire poem** taking no more than **1 page**.
7. Can **skip letters** in the alphabet.
8. **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.)
9. If using something that has 2 words, **each set of 2 words counts for 1 word** such as sea lion.

Select **1 category**. If an animal category is chosen, only **2 of the same animals** from this lesson may be used. Each of these categories are nouns that are things.

- Sports
- Musical Instruments
- Reptiles
- Ocean Life

If students have an idea for a noun category that is similar to the suggested noun (things) categories, the teacher needs to approve the category. Make sure there are at least 8 – 10 different variations easily available to alphabetize.

Example: WS 6 / TP 6

Wild Land Animals

Ant-eaters

Bears

Chipmunks

Elk

Foxes

Hogs

Moose

Opossums

Rabbits

Wolves

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 7 / TP 7

Prepare to Write Assignment 1

Independent work due:

- Organized Student Notebook
- 1 John 4:16 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 4) and unused **Worksheets** (tab 6) 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. 1 John 4:16
2. Begin the verse with a capital letter.
3. Punctuate the verse.

Segment 3: Alphabetical Lists (WS 3, WS 4)

If the teacher chooses, students need to independently complete the alphabetical lists on WS 3 and or WS 4.

Segment 4: Alphabetical Poem (WS 5, 6)

Write a list of words 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.

- Sports
- Musical Instruments
- Reptiles
- Ocean Life

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

Prepare to Write Poetry Grading

Student's poetry must stay within the assigned form for the lesson.

1. Be arranged neatly according to each lesson's instructions such as: centered, double spaced, neatly written or typed using 1 easy-to-read font for each poem unless specified otherwise. (Keep any extra decorations within reason.)
2. All poems must have titles. **(-5)**
3. Spelling **(-1 per word misspelled)**
4. Letters capitalized incorrectly **(-1)**: Do not randomly capitalize. Use capital letters to begin lines (phrases and sentences) and proper nouns. Capitalizing the 1st word of each line should be consistent and pleasing to view.
5. Awkward or sloppy phrases **(-3)**: gross, vulgar or negative words and phrases are not allowed.
6. Missing or extra words **(-5 per word)**: Students need to stay within the given structure.
7. Missing parts of speech **(-10 per required missing part of speech)**
8. Do not repeat any important words: nouns, verbs, adjectives, adverbs. May repeat articles (a, an, the), conjunctions, and prepositions. **(-5 per repeated word)**