

Prepare to Write Lesson 2: Alphabetical Order 2nd & 3rd 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 2nd & 3rd Letters

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| 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 WS 1 (*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 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>Love is patient.</i>
<i>1 Corinthians 13:4</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.

WS 2, 3 / TP 2, 3

Explain: In lesson 1, students looked at only the 1st letters to put groups of words in alphabetical order. When the 1st letters are the same, go to the next letters in the spelling to determine how the words are alphabetized. The order is determined when a letter that differs is found in each of the words.

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

Together: Complete this exercise together. **Fill in each column with the words at the top of that column.** Answers are in italics. WS 3 & WS 4 do not need to be graded.

Alphabetical Order WS 2 / TP 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 1st letters are the same but the 2nd letter is different. *The 2nd letter determines the order.*

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 1st and 2nd letters are the same but the 3rd letters are different. *The 3rd letter determines the order.*

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 / 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

3. Put each column of animals in alphabetical order where the 1st letters are the same but the 2nd or 3rd letters are different. *The 2nd letter has priority over the 3rd letter.*

toucan, terrapin, tortoise, toad	megamouth shark, mole, meerkat, mongoose	gecko, gorilla, gopher, gerbil
1. <i>terrapin</i>	1. <i>meerkat</i>	1. <i>gecko</i>
2. <i>toad</i>	2. <i>megamouth shark</i>	2. <i>gerbil</i>
3. <i>tortoise</i>	3. <i>mole</i>	3. <i>gopher</i>
4. <i>toucan</i>	4. <i>mongoose</i>	4. <i>gorilla</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. 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.
- Or, make a copy of page 7 and cut along the lines of the words to use.
- 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-word cards 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 word 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.

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 each 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.

Poetry Grading guidelines are page 10 of this lesson and page 5 in the introduction with how to evaluate poetry. (File WS 5 and WS 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 – Fill in the blanks and **highlight** specified words.

Places to Go Alphabet Poetry Instruction WS 4 / TP 4

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 a list of nouns as in lesson 1 only this poetry uses places.

Select 10 places from 1 category.

Places I would like to go, my favorite places, or places that have something in common: beaches, mountains, deserts, Great Lakes, largest places, small places, border other countries, have islands...

- | |
|---|
| • Countries – same continent |
| • States |
| • Cities (Do not 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)

Complete the alphabetical lists on WS 2 and 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, my favorite places, or places that have something in common: beaches, mountains, deserts, Great Lakes, largest places, small places, border other countries, have islands...

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

Segment 4: 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)**