

5E Lesson Plan

Teacher: Molly McMahon

Date: July 15, 2017

Subject / grade level: English - Reading - Beginning Reference Skills - Alphabetical Order

Duration: 1 Hour

Strategies/Activities:

Pairs Check with a Switch – John Strebe – ELABORATION

Student Accountability Piece - Megan Mlinarchik and Jackie Gulino - EXPLANATION (Alphabet “Surprise” Bags)

Materials:

1. 26 pieces of white construction paper each labeled with one of the letters of the alphabet
2. crayons or magic markers
3. alphabet books, dictionaries, children's textbooks with glossaries, phone directory and a class roster
4. pocket chart
5. pocket chart alphabet letter cards
6. pocket chart alphabet word cards
8. internet access and a whiteboard for viewing the video
8. green and yellow copies of the Pairs Check with a Switch printable
9. assessment sheet
10. magnetic, wooden, foam, and felt letters - “Alphabet Surprise Bags” center activity
11. brown paper lunch bags
12. recording sheet – “Alphabet Surprise Bags” accountability piece
13. “Knowledge of Alphabetical Order” Hall of Fame Poster or Smart Notebook Hall of Fame file with a collection of the Hall of Fame slides accumulated throughout the school year included within the file.
14. large capacity stapler

NC SCOS Essential Standards and Clarifying Objectives

(2017 VA Standards of Learning Reading - First Grade 1.8 - The student will use simple reference materials. a) Use knowledge of alphabetical order by first letter.

Lesson objective(s):

Using an alphabet chart as a reference, the students will alphabetize five to eight word cards to the first letter of the alphabet.

Differentiation strategies to meet diverse learner needs:

Students will be paired during the Pairs Check with a Switch activity. Pairs will be strategically assigned by the teacher. Students will use words which they are proficient in reading to alphabetize. These will be words with the consonant-vowel-consonant pattern. The assessment piece will use picture-word cards to cut and paste in alphabetical order allowing immature readers to have success with alphabetizing.

ENGAGEMENT

- Describe how the teacher will capture students' interest.
- What kind of questions should the students ask themselves after the engagement?

Students will watch and sing along with the YouTube video called, Do You Know Your Alphabet? By Mark D.

Pencil/Harry Kindergarten Music Collaboration. Video link here: <https://youtu.be/4sySEGRm8TQ>

The teacher will play the video a second time pausing at points to ask students to predict what letter will come next in the song. Students should ask themselves how letters in the alphabet are presented during the video. (Lowercase letters beginning with a and ending with z, then uppercase letters beginning with A and ending with Z.)

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EXPLORATION

- Describe what hands-on/minds-on activities students will be doing.
- List “big idea” conceptual questions the teacher will use to encourage and/or focus students’ exploration
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The teacher signals the students to turn their voices off and turn their ears on. The teacher gives each student a scrap of paper.

The teacher says,

“We are going to make an alphabet book. Each one of you will be responsible for drawing a picture for one page in our alphabet book. You will need to draw a picture of something that begins with the letter you are assigned. Think about three of the letters in the alphabet. Write those letters down on the scrap of paper. Think about something that begins with each letter. I’m going to show you the pages of the alphabet book that we’re going to make. When you see the letter of the page that you would like to make, raise your hand. If a classmate is assigned to the page that you wanted, raise your hand for one of the other letters that you wrote down.” When I call Time you will need to label your page with the word for the picture. Make sure that your word begins with the same letter that you have been assigned. If you are not finished with your picture when Time is called, you may work on it later after the book is put together.”

The teacher shows the class a page with the letter Aa printed in both uppercase and lowercase form. The teacher looks for a student volunteer to take the Aa page. The teacher repeats for each letter of the alphabet in sequential order. The teacher signals students that “Ears On/Voices Off” is over and permits students to talk among themselves as they draw a picture of something beginning with their assigned letter. The teacher posts the unused pages for the alphabet book on the white board. The teacher calls Time and asks students to make sure that their page is labeled. The teacher calls the class helper to find an alphabet book located at the classroom library. The teacher asks this student to hold the book while standing in front of the class.

The teacher signals the students to turn their voices off and turn their ears on. The teacher says, “We need to put our alphabet book together. We need to think about how we can organize the pages so that our book makes sense and is easy to follow. How should we arrange the pages in our book?” The teacher gives the students one minute to think. The teacher calls on a student volunteer to share how the book should be organized eliciting from the child that the book needs to be put in alphabetical order. The teacher has the student helper turn to the page in the alphabet book that has the letter Aa. The teacher says, “The first letter is an Aa. If you made the Aa page please bring it to me.” The teacher repeats this procedure as the student helper turns the pages in the alphabet book. The letters that were posted on the whiteboard are added in to the book in sequence. When the pages in the student created alphabet book are in order, the teacher uses a large capacity stapler and staples the book together.

EXPLANATION

- Student explanations should precede introduction of terms or explanations by the teacher. What questions or techniques will the teacher use to help students connect their exploration to the concept under examination?
- List higher order thinking questions which teachers will use to solicit *student* explanations and help them to justify their explanations.

Small Groups and Centers

The class is divided into three groups. Two groups are centers and the third group works with the teacher. All students will rotate among the groups.

1. Print Exploration Group - This group will be at a table with books and other forms of print that were selected by the teacher earlier. The books will include several alphabet books, children’s picture dictionaries, an adult dictionary, a phone directory, class text books with glossaries, and a class roster with names listed in alphabetical order according to last names. The questions posed to this group are: “How were the words in the print materials organized?” “How does this help me find what I am looking for in the book?” “Where would I open a dictionary if I was looking for the word umbrella?” “What would I need to do if I opened the dictionary on a page with a Tt for turtle and I was looking for a Uu for umbrella?”

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2. Alphabetical Order Surprise Bags - The students will arrange letters in alphabetical order. There will be eight brown paper lunch bags with five different letters placed inside each bag. The lunch bags will be labeled with a numeral from one to eight. The children at this center will select a brown paper lunch bag, remove the letters from the bag, and arrange the letters in alphabetical order. The students will then use a numbered recording sheet and write the order of the letters that corresponds with his/her lunch bag. The recording sheet is the student accountability piece. The students will repeat using additional numbered lunch bags as time permits.

3. Alphabetical Order Words on the Pocket Chart - This group will work directly with the teacher alphabetizing five to eight word cards on a pocket chart. Letters of the alphabet are displayed in the first two rows of the pocket chart in alphabetical order for students to refer to as they alphabetize words. The teacher will model a correctly alphabetized group of words. Then the teacher will alphabetize the same group of words incorrectly and ask students to explain the errors. The teacher will give students the opportunity to alphabetize groups of words on the pocket chart or at their table space. The questions the teacher will ask this group is, "What helps you to find the correct order of a group of words?" "Which letter is it important to focus on within a word when alphabetizing to the first letter?"

ELABORATION

- Describe how students will develop a more sophisticated understanding of the concept.
- What vocabulary will be introduced and how will it connect to students' observations?
- How is this knowledge applied in our daily lives?

Alphabetical Order Knowledge with Pairs Check with a Switch

The teacher strategically pairs children. The teacher gives each pair a "GREEN" sheet or a "YELLOW" sheet for the Pairs Check with a Switch activity pertaining to alphabetical order knowledge. The teacher asks the students to complete the first question on their page and nonverbally signal their partner when they are finished with question. Once two partners have indicated that they have completed the question, they switch papers and check their partners' answer. If a partner disagrees, he/she must attempt to lead his/her partner to the "TRUTH" explain his/her reasoning. The child has the option to change his/her answer based on his/her partner's reasoning or defend his/her own reasoning and leave the answer as is. The students keep their partners' papers and complete the next question. They signal their partners when they are finished and switch papers again. This continues until all eight questions on the page have been answered. Pairs signal the teacher that they are finished. The teacher provides them with a copy of the answer keys. The students check their answers for both the "GREEN" sheet and the "YELLOW" sheet using the answer keys. The students may post their names on the "Knowledge of Alphabetical Order" Hall of Fame poster provided that one or both sheets are completed with 100% accuracy.

SEE ALPHABETICAL ORDER PAIRS CHECK WITH A SWITCH PRINTABLES HERE.

EVALUATION

- How will students demonstrate that they have achieved the lesson objective?
- This should be embedded throughout the lesson as well as at the end of the lesson

The students will cut out five picture-word cards (all beginning with a different letter) and paste the picture-word cards in alphabetical order where indicated on the assessment. See it HERE.

Name _____

Pairs Check with a Switch (Green)

First Grade (2017 VA SOL 1.8 – a) Use knowledge of alphabetical order by first letter

1. Put these letters in alphabetical order: S, Q, T, R, U

2. Which letter should go between the J and L ?

3. Underline the first letter in this word: hop

4. Put these words in alphabetical order: net, lap, mug, job, kid

5. Where would you find words organized alphabetically?

a) a book titled, *Sleeping Beauty* b) a map c) a dictionary

6. Put these letters in alphabetical order: x, z, c, m, e

7. Put these words in alphabetical order: zip, pan, big, web, fun

8. Where in a dictionary would you find the word wet?

a) near the end b) near the middle c) near the beginning

Name _____

Pairs Check with a Switch (Yellow)

First Grade (2017 VA SOL 1.8 – a) Use knowledge of alphabetical order by first letter

1. Put these letters in alphabetical order: F, H, G, E, I

2. Which letter should go between the R and T?

3. Underline the first letter in this word: men

4. Put these words in alphabetical order: hen, cap, dog, egg, got

5. Where would you find words organized alphabetically?

a) a box of cereal b) an alphabet chart c) a calendar

6. Put these letters in alphabetical order: k, u, g, n, a

7. Put these words in alphabetical order: tan, pit, fog, run, jet

8. Where in a dictionary would you find the word bus?

a) near the end b) near the middle c) near the beginning

Name _____

Pairs Check with a Switch (Green) Answer Key

First Grade (2017 VA SOL 1.8 – a) Use knowledge of alphabetical order by first letter

1. Put these letters in alphabetical order: S, Q, T, R, U
Q R S T U

2. Which letter should go between the J and L?
K

3. Underline the first letter in this word: hop

4. Put these words in alphabetical order: net, lap, mug, job, kid
job kid lap mug net

5. Where would you find words organized alphabetically?

- a) a book titled, *Sleeping Beauty* b) a map c) a dictionary

6. Put these letters in alphabetical order: x, z, c, m, e
c e m x z

7. Put these words in alphabetical order: zip, pan, big, web, fun
big fun pan web zip

8. Where in a dictionary would you find the word wet?

- a) near the end b) near the middle c) near the beginning

Name _____

Pairs Check with a Switch (Yellow) Answer Key

First Grade (2017 VA SOL 1.8 – a) Use knowledge of alphabetical order by first letter

1. Put these letters in alphabetical order: F, H, G, E, I
 E F G H I

2. Which letter should go between the R and T?
 S

3. Underline the first letter in this word: men

4. Put these words in alphabetical order: hen, cap, dog, egg, got
 cap dog egg got hen

5. Where would you find words organized alphabetically?

- a) a box of cereal b) an alphabet chart c) a calendar

6. Put these letters in alphabetical order: k, u, g, n, a
 a g k n u

7. Put these words in alphabetical order: tan, pit, fog, run, jet
 fog jet pit run tan

8. Where in a dictionary would you find the word bus?

- a) near the end b) near the middle c) near the beginning

Name: _____

Alphabetical Order Assessment


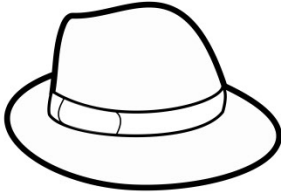
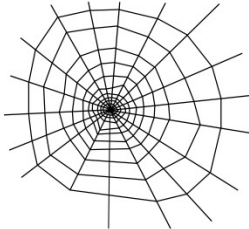

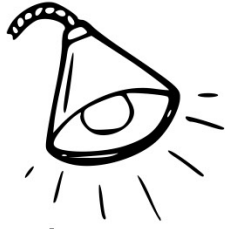
First Grade Reference Skills Assessment for Knowledge of Alphabetical Order by First Letter - 2017 VA SOL Reading 1.8 - a

Cut out the picture word cards and paste in alphabetical order.

a b c d e f g h i j k l m
n o p q r s t u v w x y z

--	--	--	--	--



 umbrella	 hat	 web	 cat	 lamp
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Name _____

Alphabet Surprise Bags

Write each group of letters in ABC order from the bags of letters.
Write the letters in the rectangle with the number that matches your bag.

a b c d e f g h i j k l m
n o p q r s t u v w x y z

1 _____	5 _____
2 _____	6 _____
3 _____	7 _____
4 _____	8 _____