Alphabetize to the Third and Fourth Letter

25

Language Objectives

- Alphabetize a series of words to the third or fourth letter.
- Use a dictionary to find words.

Building Literacy

Understanding alphabetical order is an important reading and study skill as well as a practical life skill.

- Understanding alphabetical order will help children improve spelling skills.
- Understanding alphabetical order will help children find and explore words in a dictionary or glossary.
- Understanding alphabetical order will help children with practical life skills, such as locating books in a library or finding names in a directory.

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Focus on Language

These English words are used in this lesson. Consider using gestures or displaying pictures of each to make sure the English learners have these words in their vocabulary.

dictionary	fourth
alphabetical order	last
first	top
second	guide words
third	

ENGLISH LANGUAGE LEARNERS

English language learners who do not have a clear understanding of the ordinal numbers *first, second, third,* and *fourth* may have trouble alphabetizing words to the third and fourth letters. Provide them with many opportunities to use these words to describe the positions of objects or people in the classroom. (Examples: Touch the *third* book on the shelf. Who is standing *fourth* in line?)

show me

Lead children in reciting the alphabet or singing the alphabet song. Then have them turn to p. 97 in their Targeted Lessons Student Book and point to the 1. Put your finger on the words as I read them: *planet, rocket, Saturn, space*. Circle the first letter of each word. The words are in alphabetical order. *Planet* comes before *rocket* because *p* comes before *r*. *Rocket* comes before *Saturn* because *r* comes before *s*. The last two words both begin with *s*. What do we do if two words start with the same letter? (Look at the second letter.) Circle the second letter in these two words. *Saturn* comes before *space* because *a* comes before *p* in the alphabet. The words *planet, rocket, Saturn,* and *space* are in alphabetical order.

25

Alphabetize to the Third and Fourth Letter

show me

Circle the first letter in each word. If the first letters are the same, circle the second letter. If the first and second letters are the same, circle the third or fourth letters.

1. planet
   rocket
   Saturn
   space

2. speed
   spin
   stamp
   star

Circle the word you would find on a dictionary page with these guide words.

3. **band – car** bake bark
4. **frog – frost** frozen front

PHONOLOGICAL AND PRINT AWARENESS 97

Point to the 2. Put your finger on the words as I read them: *speed, spin, stamp, star*. The first letter of each word is the same, *s*. Look at the second letter of each word. Are they the same? (The second letter *p* is the same in *speed* and *spin*, the second letter *t* is the same in *stamp* and *star*.) Explain that *speed* and *spin* come before *stamp* and *star* because *p* comes before *t* in the alphabet. Look back at the first two words, *speed* and *spin*. Since the first two letters of each word are the same, you need to look at the third letter. Circle the third letter in each word. What did you circle in *speed*? (*e*) What did you circle in *spin*? (*i*) *Speed* comes before *spin* because *e* comes before *i*. Now point to the words *stamp* and *star*. Guide children to recognize that the first three letters in both words are the same and tell them to circle the fourth letter of each word. Help them see that *stamp* comes before *star* because *m* comes before *r*. When the first two letters of words are the same, you look at the third letter to put the words in alphabetical order. When the first three letters are the same, you look at the fourth letter.

Display a dictionary, and explain that a dictionary is a book or an electronic source that tells the meanings of words. In a dictionary, the words are in alphabetical order. At the top of each page in a dictionary there are two words called guide words.

Touch the guide words next to the 3 as I read them: *band, car*. Imagine these two words are guide words on a dictionary page. These guide words tell us that the first word on that dictionary page is *band* and the last word is *car*. All the words on that page come between *band* and *car* in alphabetical order. Put your finger on the word in the next box. Check that children point to *bake*. What is the first letter of this word? (*b*) What is the second letter? (*a*) What is the third letter? (*k*) Would you find this word on a dictionary page with the guide words *band* and *car*? Why not? Help children understand why *bake* does not come between *band* and *car* in alphabetical order. Put your finger on the word in the next box. Check that children point to the word *bark*. Would you find this word on a dictionary page with the guide words *band* and *car*? Why? That's right, the word *bark* comes between *band* and *car* in alphabetical order. If necessary, explain that *bark* comes between *band* and *car* because *b-a-r* comes between *b-a-n* and *c*. Circle the word *bark*. Do the same with item 4, helping children see why *frozen* would not be on that page but *front* would.

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guide me

Alphabetize to the Third and Fourth Letter Have children look at the top of p. 98 from the Targeted Lessons Student Book and point to the 5. Look at the words. Are these words in alphabetical order? Why or why not? (The first two letters of the words are the same, but the third letters are different. The third letters are not in the order of the alphabet.) Circle the third letter of each word. Which letter comes first in the alphabet, *i, a,* or *e*? (*a*) Write the word that starts with *c-h-a* on the first line. Which letter comes next in the alphabet? (*e*) Write the word that starts with *c-h-e* on the next line. What is the third letter of the word that's left? (*i*) Does *i* come after *a* and *e*? Write the word that starts with *c-h-i* on the last line. Now look at the words you wrote. Are they in alphabetical order? How do you know? (The first two letters are the same and the third letters are in the order of the alphabet.)

Point to the 6 and look at the words under the picture. What do you notice about the first letter of each word? (The first letter of each word is *t*.) What do you notice about the second letter of each word? (The second letter of each word is *r*.) What do you notice about the third letter of each word? (The third letter of each word is *a*.) How can you put these words in alphabetical order? (Look at the fourth letter in each word.) Circle the fourth letter of each word. Which letter comes first in the alphabet? (*c*) Write the word that starts with *t-r-a-c* on the first line. What word will you write next? Guide children to recognize that *train* comes next because *t-r-a-i* comes after *t-r-a-c* and before *t-r-a-v*. Guide children to write *travel* last because *v* comes after *i*.

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guide me

Write the words in alphabetical order. Look at the third or fourth letter.

5.	children	chair	6.	train	track
	chair	chess		travel	train
	chess	children		track	travel

work time

Write each group of words in alphabetical order.

7.	beetle	bear	8.	sweater	suit
	beaver	beaver		sundress	sundress
	bee	bee		swimsuit	sweater
	bear	beetle		suit	swimsuit

98 PHONOLOGICAL AND PRINT AWARENESS

TEACHING STRATEGIES

Give children index cards on which you've written the words to be alphabetized. For alphabetizing to the third letter, write the third letter of each word in a different color. For alphabetizing to the fourth letter, write the fourth letter of each word in a different color. Reinforce which letters are the same and which is the third or fourth letter as you guide children to manipulate the cards to put the words in alphabetical order.

work time

Have children look at the bottom of p. 98 and find the 7. There are four words in this list. Look at them carefully. Which word comes first in alphabetical order? Write it on the first line. Here's a hint: If words start with the same letter, look at the second, third, or fourth letter until you find one that is different. Which word comes next? Write it on the next line. Which word comes after that? Write it on the next line. Which word comes last? Write it on the last line. Check to see that children have written the words in alphabetical order: *bear, beaver, bee, beetle*. Direct them to continue similarly with 8. Write the words in alphabetical order. Remember, if the first letters are the same, look at the second, third, or fourth letter. Check children as they work independently and offer assistance as needed.

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guide me

Use a Dictionary to Find Words Have children look at p. 99 from the Targeted Lessons Student Book. Remind children that words in a dictionary are arranged in alphabetical order and that guide words at the top of a page help you know what words you will find on that page. Then call children's attention to the box at the top of p. 99 and tell them it is the top of a page from a dictionary. Point to the guide words while I read them: *desk, dirt*. What is the first word on the dictionary page? (*desk*) What is the last word on the page? (*dirt*) What can you tell about the words that will be on this page? That's right, the words will come between *desk* and *dirt* in alphabetical order.

Find the 9 and point to the guide words, *desk* and *dirt*. Now point to the other words in the row as I read them: *dent, dig*. Point to the first word, *dent*. Would this word be on a page with the guide words *desk* and *dirt*? Why not? (The word *dent* does not come between *desk* and *dirt* because *d-e-n* comes before *d-e-s* in alphabetical order.) Point to the next word, *dig*. Would this word be on a page with the guide words *desk* and *dirt*? How do you know? That's right, the word *dig* comes between *desk* and *dirt* in alphabetical order; *d-i-g* comes between *d-e* and *d-i-r*. Draw a circle around the word *dig*. Continue with 10–13. Guide children to look at the guide words in each row and then find and circle the word they would find on a dictionary page with those guide words.

Alphabetize to the Third and Fourth Letter 25

guide me

desk – dirt

desk (desk) a piece of furniture with a flat top: *The girl sits at her desk.*

Look at each pair of guide words. Circle the word you would find on a dictionary page with those guide words.

9.	**desk – dirt**	dent	dig
10.	**shed – sleep**	shake	shell
11.	**name – nation**	napkin	nature
12.	**shake – sharp**	shave	shape
13.	**hound – house**	hour	how

PHONOLOGICAL AND PRINT AWARENESS 99

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work time

Have children look at p. 100 from the Targeted Lessons Student Book. Call their attention to the word box at the top of the page and explain that they will choose words from this box to compete the page. Read aloud the words and have children repeat. Then have children point to the 14. These two words are guide words found at the top of a dictionary page. Point to the guide words as I read them: *jump, Jupiter*. Look at the words in the word box. Which word would you find on a dictionary page with those guide words? (*jungle*) Write the word on the line next to the guide words.

To complete the remainder of the page, tell children to look at the guide words in each row, choose a word from the box that they would find on a dictionary page with those guide words, and write the word on the line.

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work time

Look at each pair of guide words. Write the word from the box you would find on a dictionary page with those guide words.

jug	jungle	people	pool	water	wink

14. **jump – Jupiter** jungle
15. **pond – puddle** pool
16. **judge – July** jug
17. **pencil – pet** people
18. **window – winter** wink
19. **watch – wild** water

100 PHONOLOGICAL AND PRINT AWARENESS

check for understanding

Let's see what you learned about alphabetizing words. I'm going to write some words on the board. Then you'll tell me how to write them in alphabetical order. Write the following words on the board:

hit hill his

Have children direct you to rearrange the words and write them in alphabetical order. Encourage children to explain why *hill* is first, *his* is second, and *hit* is last. Repeat with other groups of words: *sport/spin/spray, real/read/reason, glance/glad/glass*.

Write two guide words on the board: **computer – contest**. Write two other words, such as *cone* and *comic*. Ask children to tell which of the two words would be on that dictionary page. Repeat with other guide words and groups of words such as ***deep – detail*** (*desk, dear*) and ***leader – learn*** (*leave, leaf*).

reflect

Have children turn and talk to a partner about what they have learned. What did you learn about alphabetizing to the third and fourth letters? What did you learn about finding words in a dictionary?

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show me

Circle the first letter in each word. If the first letters are the same, circle the second letter. If the first and second letters are the same, circle the third or fourth letters.

1. p l a n e t
   r o c k e t
   S a t u r n
   s p a c e

2. s p e e d
   s p i n
   s t a m p
   s t a r

Circle the word you would find on a dictionary page with these guide words.

3. **band – car** | bake | bark

4. **frog – frost** | frozen | front

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guide me

Write the words in alphabetical order.
Look at the third or fourth letter.

5. children _____
   chair _____
   chess _____

6. train _____
   travel _____
   track _____

work time

Write each group of words in alphabetical order.

7. beetle _____
   beaver _____
   bee _____
   bear _____

8. sweater _____
   sundress _____
   swimsuit _____
   suit _____

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guide me

desk – dirt

desk (desk) a piece of furniture with a flat top: *The girl sits at her desk.*

Look at each pair of guide words. Circle the word you would find on a dictionary page with those guide words.

9.	**desk – dirt**	dent	dig
10.	**shed – sleep**	shake	shell
11.	**name – nation**	napkin	nature
12.	**shake – sharp**	shave	shape
13.	**hound – house**	hour	how

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work time

Look at each pair of guide words. Write the word from the box you would find on a dictionary page with those guide words.

jug	jungle	people	pool	water	wink

14. **jump – Jupiter** _____

15. **pond – puddle** _____

16. **judge – July** _____

17. **pencil – pet** _____

18. **window – winter** _____

19. **watch – wild** _____

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