Teaching Alphabetic Order

Blurb

Given groups of three grade-level appropriate words, students will put them in alphabetical order as required in reference and dictionary skills.

Objective/Summary

Introduce the concept of alphabetic order to students using common classroom materials including printable flashcards, a braille writer or labeler, and pencil & paper.

Subject

- ~~Math~~
- **ELA: Language Grade 3 , CCS: 3.L.2g, 3.L4d**

Other Foundational Skills:

- Knows the alphabet
- Reading proficiency matching word list grade level
- Has a good understanding of sequence including "before" & "after" , as well as "1st, 2nd, 3rd"order

Materials

Some materials are optional depending on reading medium required by the student and fine motor skill level for manipulating flashcards and materials.

- ☐ Word Set Flashcards with Large Print & Braille (printable)
- ☐ Word List Sheet (printable)
- ☐ Perkins Brailler or Labeler, or Braille word stickers, or tactile paint/stickers
- ☐ Adhesive-Backed Velcro or Magnets (optional for keeping cards in place)
- ☐ Laminator or Laminating Sheets (optional for extended use)
- ☐ Data Tracking Sheet (printable/editable Excel sheet)

Steps/Procedures

1. Begin by getting all necessary materials ready using list above.
   - Print appropriate "Word Set" activity file and assemble as required to meet students needs
   - Print Data Tracking Sheet or download Excel version for digital data tracking
2. When you're ready to begin the lesson activity, start by introducing the concept of "Alphabetical Order" and explain it can also be referred to as "ABC Order". Ideas for warming up could be:
   - Say the alphabet together from a-z
   - Discuss sequencing order, giving examples of letters that are before and after other letters, making the distinction that letters don't have to come directly after or before (i.e. "s" comes after "a" and "c" comes before "j", and so on).
   - Talk about the sequencing of letters in a word by identifying the first, second, and third letters in a few different words.
3. Give verbal instructions outlining each step of the activity process from beginning to end, along with print or braille instructions for reference. Breaking down the activity into simple steps will help children who may struggle with executive function skills. Below is an example of dialogue for explaining the process. (insert dialogue)

   "Now that we've talked about what alphabetical order means, let's try putting a group of 3 words into alphabetical order. You'll be using the word cards on the table in front of you along with a magnet board where you'll place your answer cards. First, read all three word cards aloud. When you finish reading the last word, say all three words in the group. Next, figure out which letter each word begins with. Which of the three letters comes first in alphabetical order? (Say the alphabet aloud or refer to a print/braille alphabet strip if needed.) Place that word card at the top of your board in front of you. Now, which of the remaining two words has a beginning letter that comes next in the alphabet? Place that word card on the board under the first word card. Last, place the remaining word card under the previous card at the bottom of your board to show that it comes last in alphabetical order in the group. Be sure to double check your work by reading the word cards once more on your board from top to bottom! Great job! Let's move on to the next group of words!"
4. Complete one or two example problems with the student to demonstrate the concept and procedure, asking the student to help you find the answer and complete each step.
5. Present the student with three or more alphabetical order questions as described in Step 3 above. Track the students answers and take notes regarding areas the student struggles with or excels at completing.
6. Continue the activity daily until the proficiency goal is met and the concept is considered mastered. Once Word Set 1 is mastered, consider completing Word Sets 2 & 3 as described in the "Extensions" section of this lesson plan.

Other Tips & Strategies (Adaptations)

Use the velcro or magnet board if desired. It's great for keeping cards in place under wandering fingers or students with fine motor challenges. If you'd rather not use the board, simply have the student arrange the cards in alphabetical order on his/her desk from top to bottom or left to right. Help the student with areas of need such as moving the cards, orienting them correctly to read, etc. so not the student doesn't become frustrated with those skills to where it interferes with the concept being practiced here- alphabetical order.

Discussion Questions

1. Ask the student to explain "Alphabetical Order" in his/her own words.
2. Ask the student to share with you which steps he/she found easiest during the activity and which were hardest.
3. Ask the student to give examples of words that come after and before a given word in a general category. For example, "Tell me a name of an animal that comes after cat." The answer could be dog, goat, zebra, and so on.
4. Talk about other times and places people use alphabetical order, as well as other sequences, such as in the dictionary, lining up for class pictures by last name, and others.

Evaluation

This lesson plan includes a Data Tracking Sheet for Word Set 1 cards for Grade Levels 2 and 3.

Record student's answers Use the Data Tracking Sheet printable or editable Excel worksheet file to record each student's progress.

Determine proficiency goal Set a goal for the number of questions a student answers correctly each week. The concept is considered "mastered" when the student answers all questions correctly during 3 consecutive activity sessions. (Or, determine a unique goal for the individual student.)

Extensions

This lesson plan includes Word Set 1 cards for Grade Levels 2 and 3.

Build on comprehension Move on to alphabetizing words by considering the second letter of the word when the first letters are the same. Use Word Sets 1 & 2.

Continue building on comprehension Move on to alphabetizing words by considering the third letter of the word when the first and second letters are the same. Use Word Sets 1, 2 & 3.

Differentiated Instruction & ECC

- Deaf-Blind
- Dual Media Learner
- **Functional Academics**
- Multiple Impairments
- **Tactual Learner**
- **Visual Learner**
- Assistive Technology
- Career Education
- Compensatory & Functional Academics
- Independent Living Skills
- Orientation & Mobility
- Recreation & Leisure Skills
- Self Determination
- Sensory Efficiency
- Social Interaction Skills

eLearning Topics

- Assessment
- Assistive Technology
- Best Practices
- Communication
- Deafblindness & Multiple Disabilities
- Early Childhood
- ECC
- Families
- **Literacy & Braille**
- STEM
- Transition
- Visual Impairment & Blindness

Suggested Readings

Activities of Daily Living: Teaching Blind Children Everyday Organizational & Living Skills
by Karen and Jay Stiteley, published on the WonderBaby website: http://bit.ly/wbdailyliving

Karen and Jay Stiteley presented information regarding ADL skills at the fourth bi-annual LCA conference in July 2006. The article shares great ideas on how to teach daily living skills to blind children...

Links

www.sensorysun.org
Sensory Sun Educational Technologies shares resources and information for parents and teachers of children with visual impairments. Follow us on Facebook, Twitter, Pinterest & Instagram!

http://bit.ly/wbdailyliving
The suggested reading was published on WonderBaby.org, a project funded by Perkins School for the Blind, a website dedicated to helping parents of young children with visual impairments as well as children with multiple disabilities.

Student Name:

Alphabetic Order: Word Set 1 - Third Grade			
Date: _____	**First**	**Second**	**Third**
Group 1 Question Setup	beach	color	afraid
Student Answered:	☐	☐	☐
Notes:			
Group 2 Question Setup	juice	teacher	quit
Student Answered:	☐	☐	☐
Notes:			
Group 3 Question Setup	place	great	friend
Student Answered:	☐	☐	☐
Notes:			
Group 4 Question Setup	sugar	zesty	window
Student Answered:	☐	☐	☐
Notes:			
Group 5 Question Setup	heat	year	east
Student Answered:	☐	☐	☐
Notes:			

Correct: ____ ***/ 15*** ***Proficiency:*** _____ ***%*** ***Goal Achieved ?*** ☐

Student Name:

Alphabetic Order: Word Set 1 - Third Grade			
Date: _____	**First**	**Second**	**Third**
Group 1 Question Setup	dream	kids	orange
Student Answered:	☐	☐	☐
Notes:			
Group 2 Question Setup	news	visit	in
Student Answered:	☐	☐	☐
Notes:			
Group 3 Question Setup	uncle	month	large
Student Answered:	☐	☐	☐
Notes:			
Group 4 Question Setup	xray	round	kids
Student Answered:	☐	☐	☐
Notes:			
Group 5 Question Setup	sugar	teacher	dream
Student Answered:	☐	☐	☐
Notes:			

Correct: ____ ***/ 15*** ***Proficiency:*** _____ ***%*** ***Goal Achieved ?*** ☐

Student Name:

Alphabetic Order: Word Set 1 - Third Grade			
Date: _____	**First**	**Second**	**Third**
Group 1 Question Setup	zesty	afraid	friend
Student Answered:	☐	☐	☐
Notes:			
Group 2 Question Setup	beach	round	heat
Student Answered:	☐	☐	☐
Notes:			
Group 3 Question Setup	orange	year	visit
Student Answered:	☐	☐	☐
Notes:			
Group 4 Question Setup	uncle	east	news
Student Answered:	☐	☐	☐
Notes:			
Group 5 Question Setup	color	place	juice
Student Answered:	☐	☐	☐
Notes:			

Correct: ____ ***/ 15*** ***Proficiency:*** _____ ***%*** ***Goal Achieved ?*** ☐

Student Name:

Alphabetic Order: Word Set 1 - Third Grade			
Date: _____	**First**	**Second**	**Third**
Group 1 Question Setup	in	kids	xray
Student Answered:	☐	☐	☐
Notes:			
Group 2 Question Setup	quit	large	month
Student Answered:	☐	☐	☐
Notes:			
Group 3 Question Setup	great	window	afraid
Student Answered:	☐	☐	☐
Notes:			
Group 4 Question Setup	beach	place	year
Student Answered:	☐	☐	☐
Notes:			
Group 5 Question Setup	friend	heat	east
Student Answered:	☐	☐	☐
Notes:			

Correct: ____ ***/ 15*** ***Proficiency:*** _____ ***%*** ***Goal Achieved ?*** ☐

Student Name:

Alphabetic Order: Word Set 1 - Third Grade			
Date: _____	**First**	**Second**	**Third**
Group 1 Question Setup	uncle	orange	in
Student Answered:	☐	☐	☐
Notes:			
Group 2 Question Setup	window	dream	great
Student Answered:	☐	☐	☐
Notes:			
Group 3 Question Setup	xray	color	sugar
Student Answered:	☐	☐	☐
Notes:			
Group 4 Question Setup	large	visit	round
Student Answered:	☐	☐	☐
Notes:			
Group 5 Question Setup	quit	place	kids
Student Answered:	☐	☐	☐
Notes:			

Correct: ____ ***/ 15*** ***Proficiency:*** _____ ***%*** ***Goal Achieved ?*** ☐

Student Name:

Alphabetic Order: Word Set 1 - Third Grade			
Date: _____	**First**	**Second**	**Third**
Group 1 Question Setup			
Student Answered:	☐	☐	☐
Notes:			
Group 2 Question Setup			
Student Answered:	☐	☐	☐
Notes:			
Group 3 Question Setup			
Student Answered:	☐	☐	☐
Notes:			
Group 4 Question Setup			
Student Answered:	☐	☐	☐
Notes:			
Group 5 Question Setup			
Student Answered:	☐	☐	☐
Notes:			

Correct: ____ ***/ 15*** ***Proficiency:*** _____ ***%*** ***Goal Achieved ?*** ☐

Alphabetical Order Word Set 1

3rd Grade-Level Word List

*Find more great resources for teaching children with visual impairments on **www.sensorysun.org**!*

© 2015 Sensory Sun Educational Technologies

Instructions:

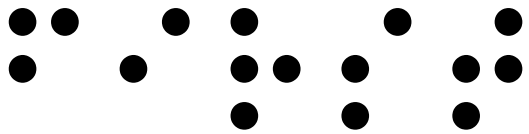
1. Print pages 1-5 of this document on cardstock paper.
2. Print pages 6-14 for Word Set 1 in both Large Print and Braille, or print pages 15-23 for Word Set 1 in Large Print Only, or print pages 24-32 for Braille Only.
3. Laminate the printed pages. *(optional)*
4. Add embossed braille words to each page using a Perkins Brailler or braille stickers. If you don't have access to a brailler, use puffy paint or glitter glue to make the dots tactile. Note: Braille stickers can be purchased or made using a handheld Dyno® Braille Label Maker or 6dot Braille Label Maker®.
5. Cut apart each word card using scissors or paper cutter.
6. Add adhesive-backed Velcro or magnets to each section of the "first, second, third" page, and add opposite pieces to the backs of each word card. Be sure the pieces line up! *(optional)*
7. Use alongside the Sensory Sun Alphabetic Order Word Set 1 Data Tracking Sheet to record the student's answers and progress.
8. This printable is for use with instructions included in the "Teaching Alphabetic Order" Lesson Plan from Sensory Sun Educational Technologies.

(3rd Grade) WORD LIST Set 1

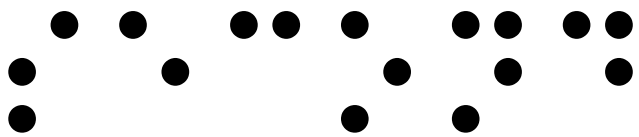
afraid	
beach	
color	
dream	
east	
friend	
great	
heat	
in	
juice	
kids	
large	
month	
news	
orange	
place	
quit	
round	
sugar	
teacher	
uncle	
visit	
wet	
xray	
year	
zesty	

Sensory Sun

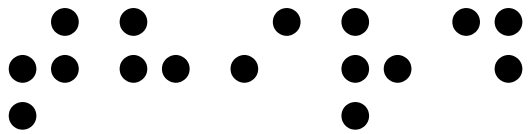
first



second



third



1st	
2nd	
3rd	

SensorySun

SensorySun

afraid

⠁⠋⠗⠁⠊⠙

SensorySun

beach

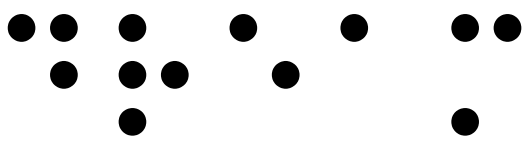
⠃⠑⠁⠉⠓

SensorySun

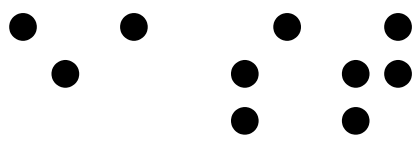
color

⠉⠕⠇⠕⠗

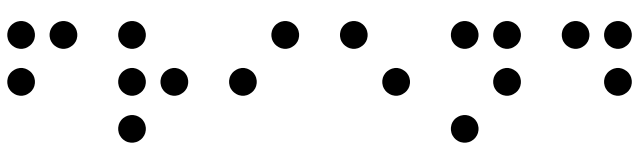
dream



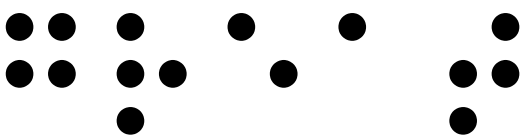
east



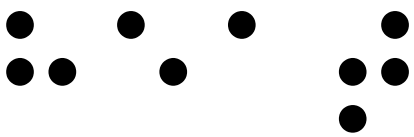
friend



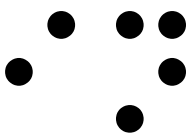
great



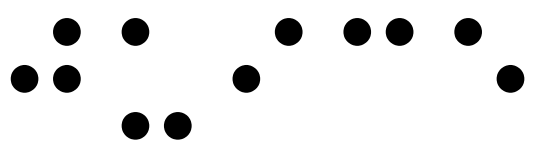
heat



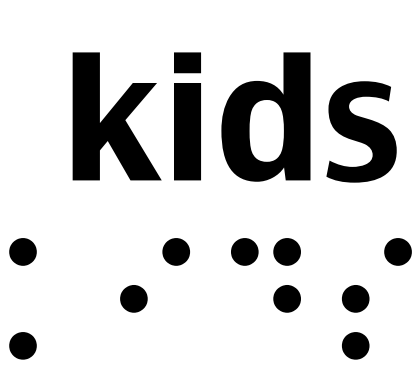
in



juice

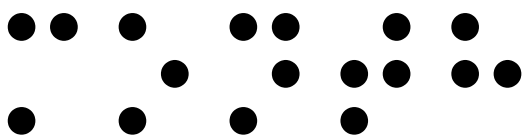


kids

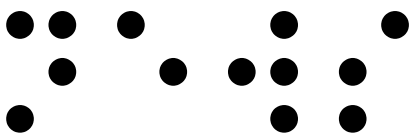


large

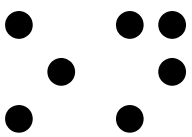
month



news

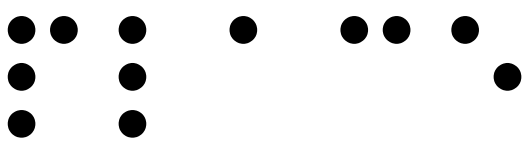


on



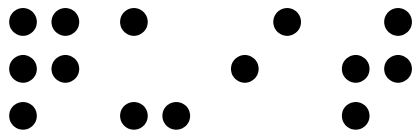
SensorySun

place



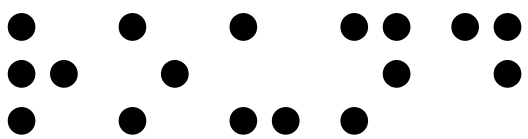
SensorySun

quit

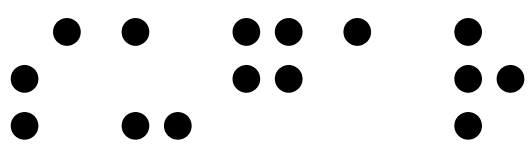


SensorySun

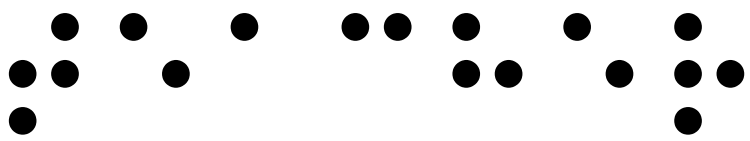
round



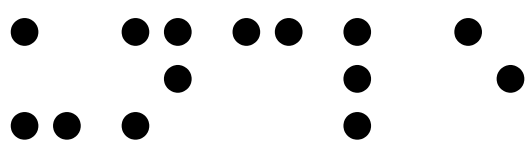
sugar



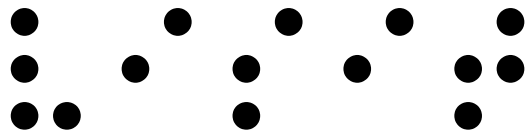
teacher



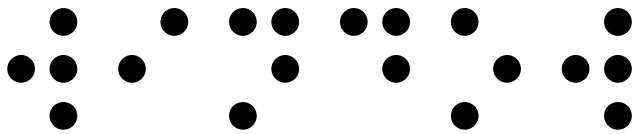
uncle



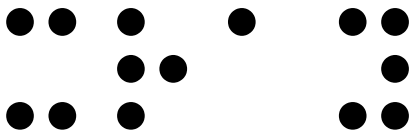
visit



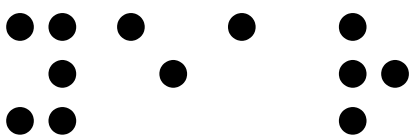
window



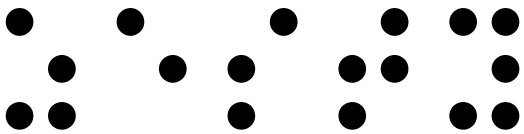
xray



year



zesty



afraid

beach

color

dream

east

friend

great

heat

in

juice

kids

large

month

news

orange

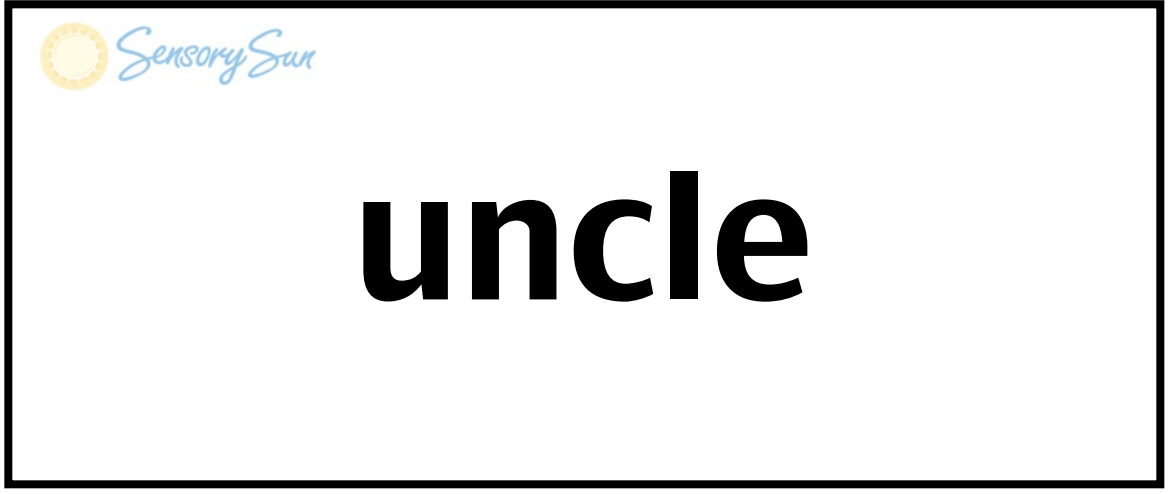
place

quit

round

SensorySun
sugar

SensorySun
teacher


SensorySun
uncle

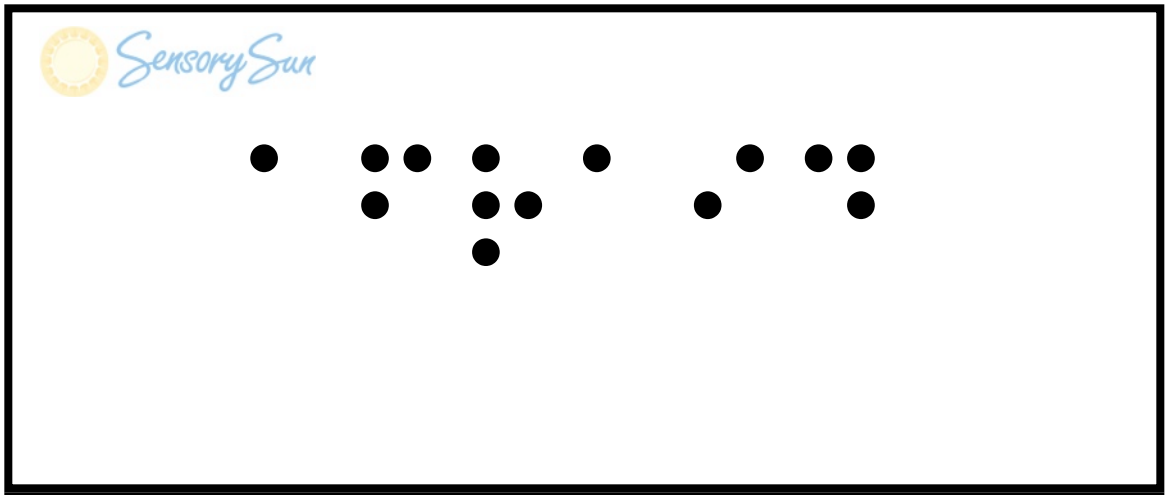
visit

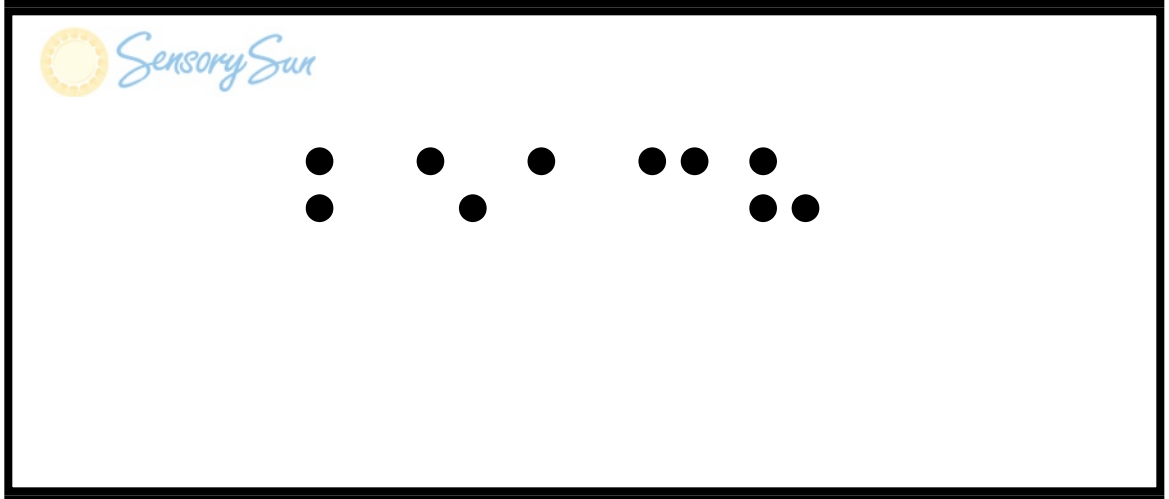
window

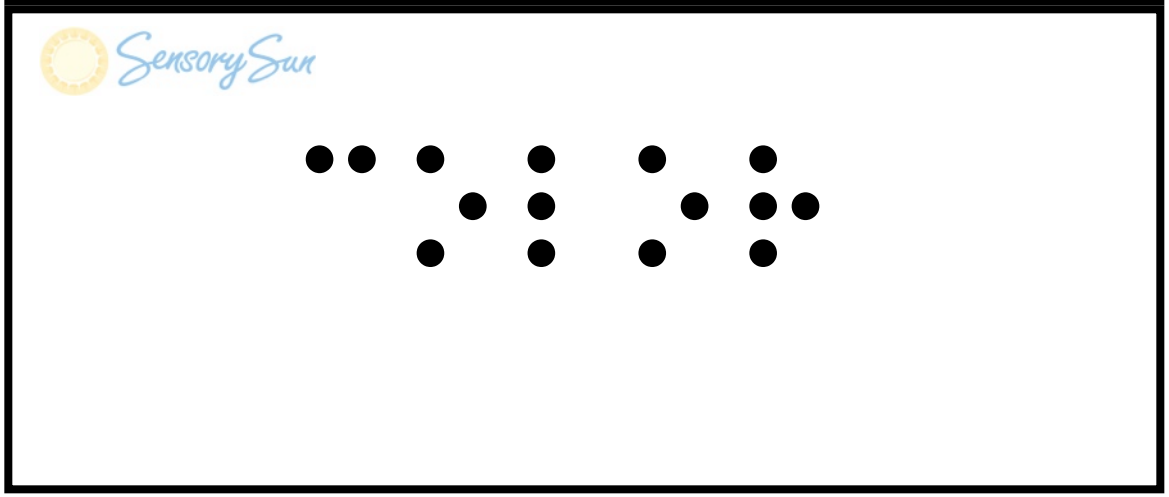
xray

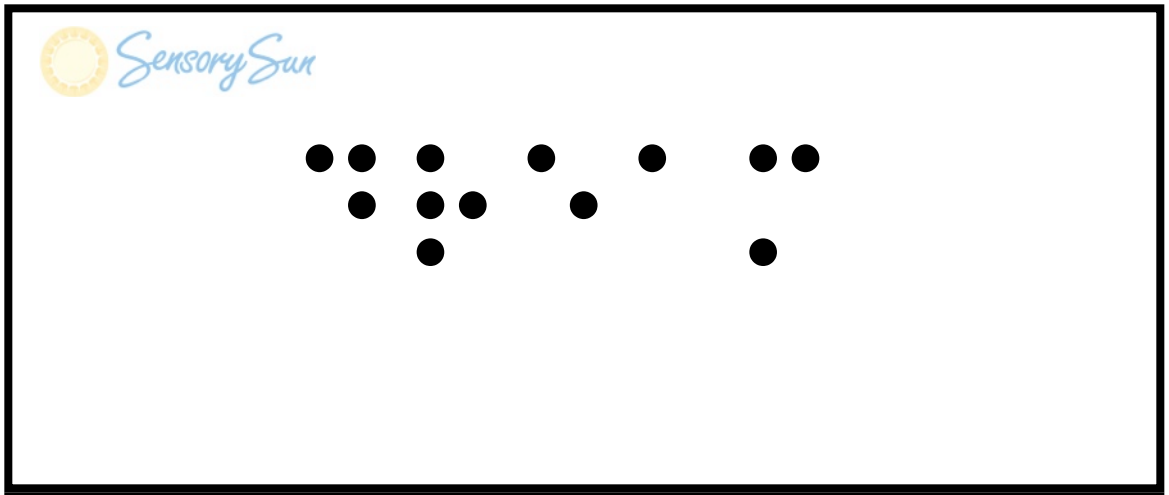
year

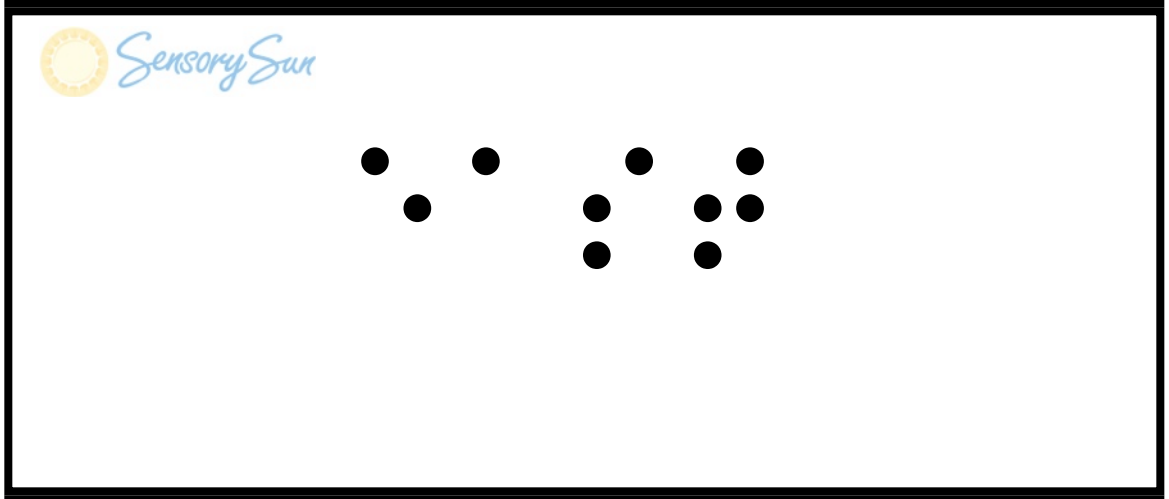
zesty

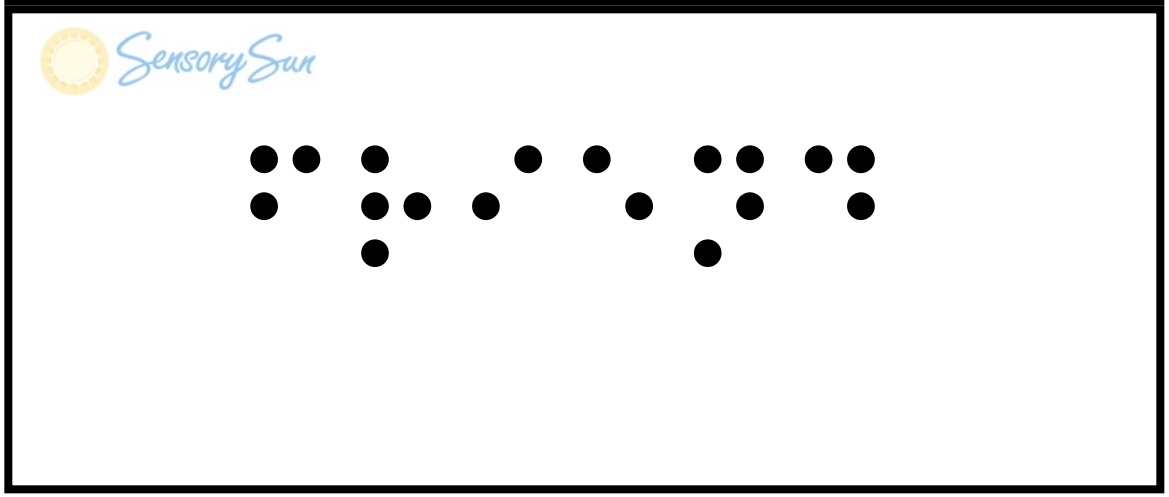


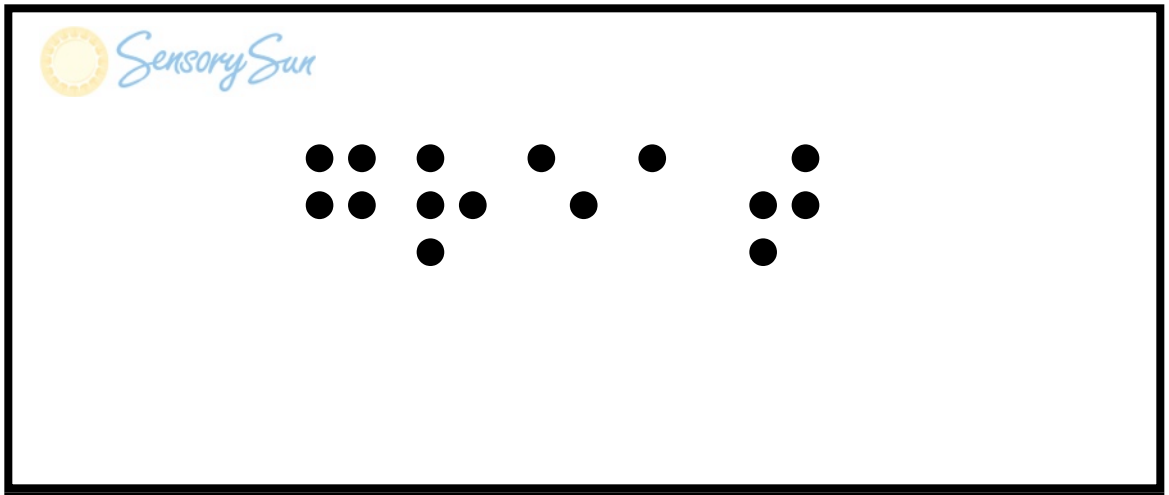


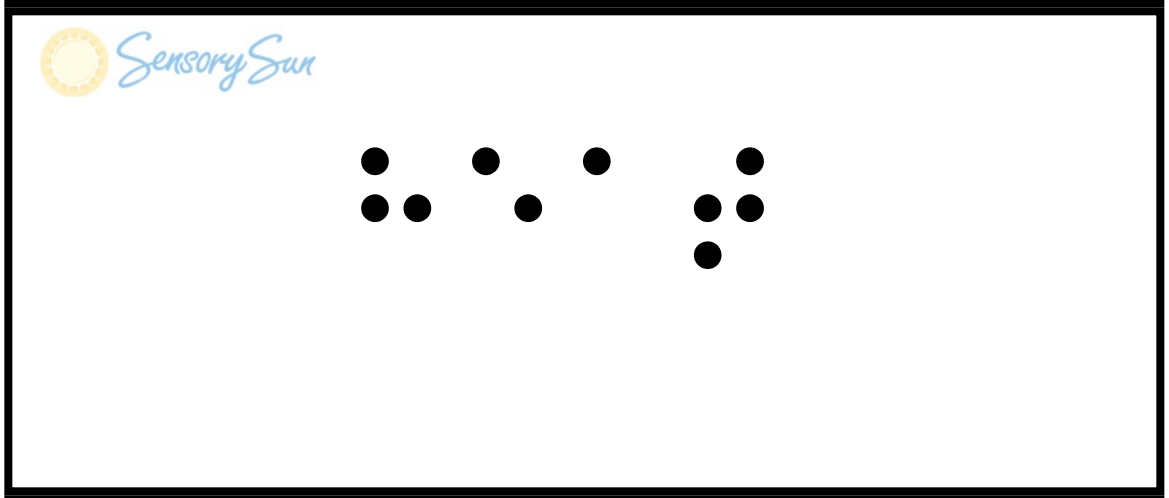


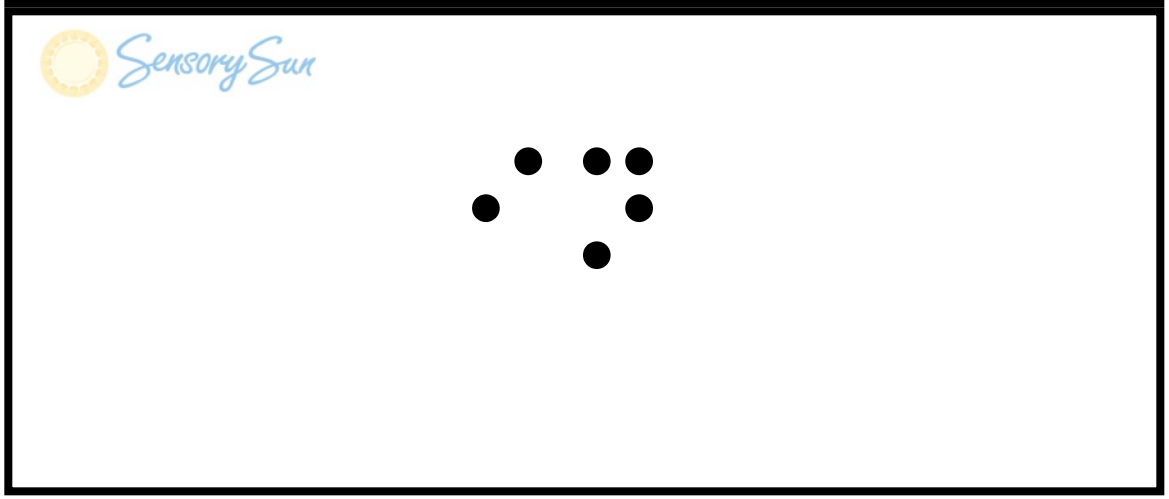


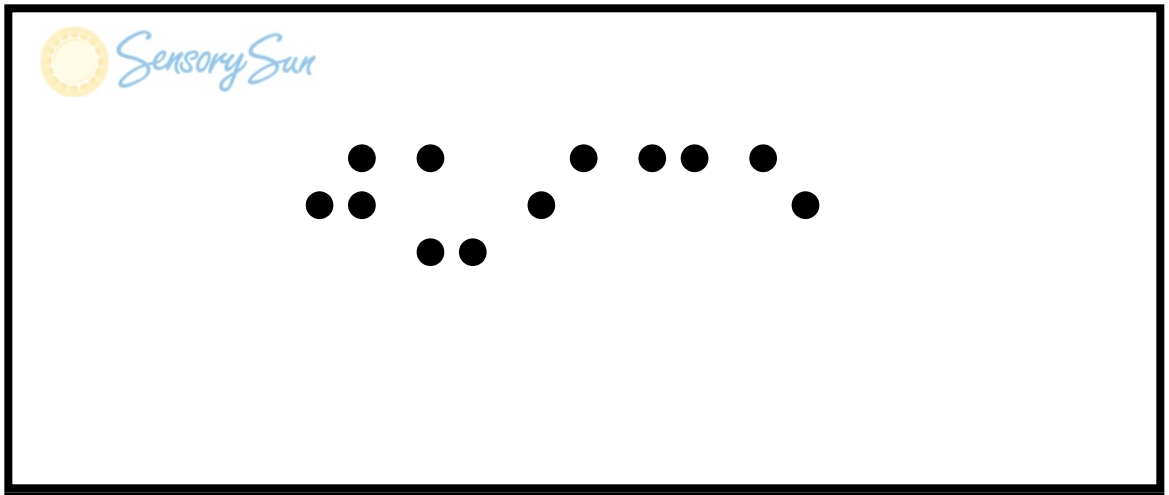


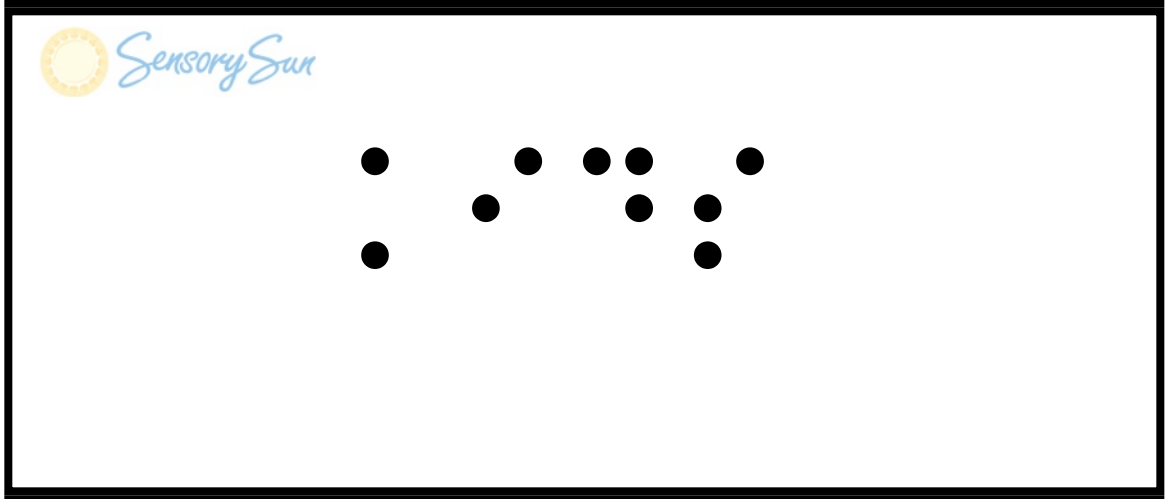


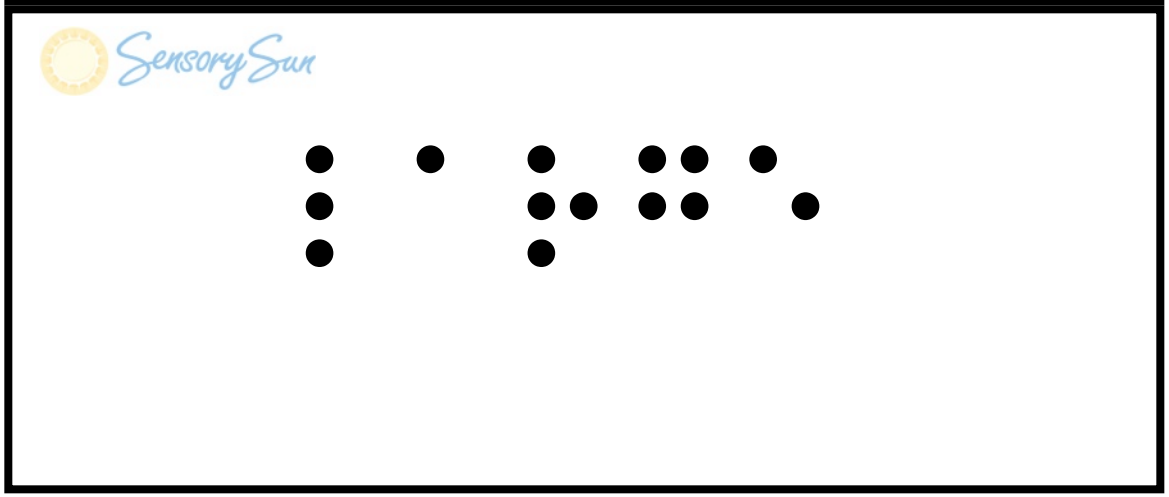


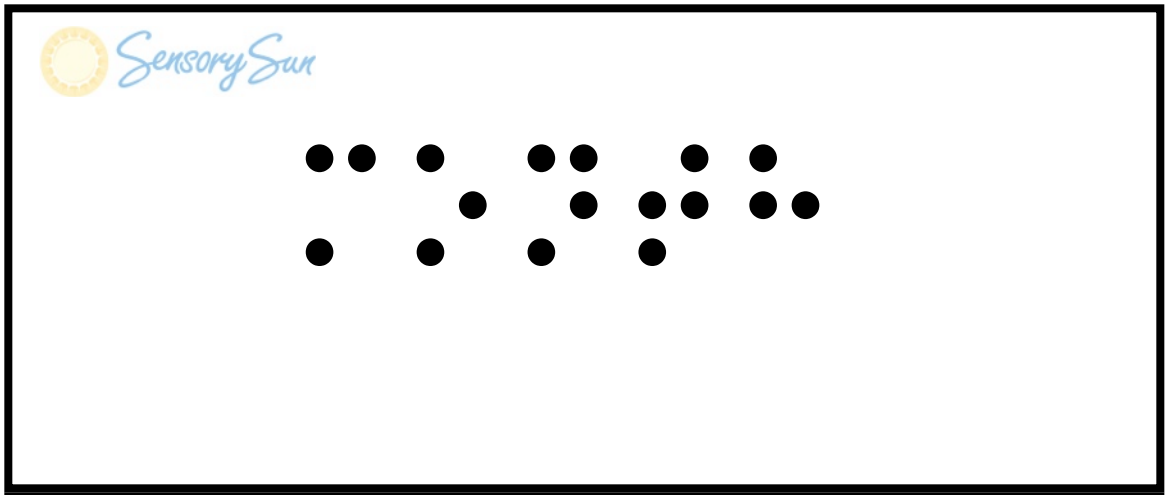


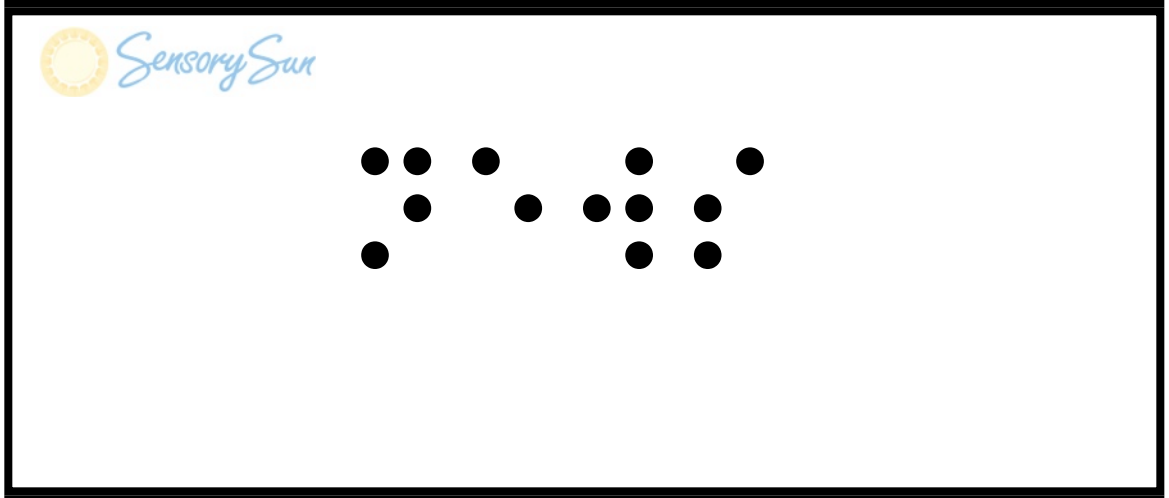


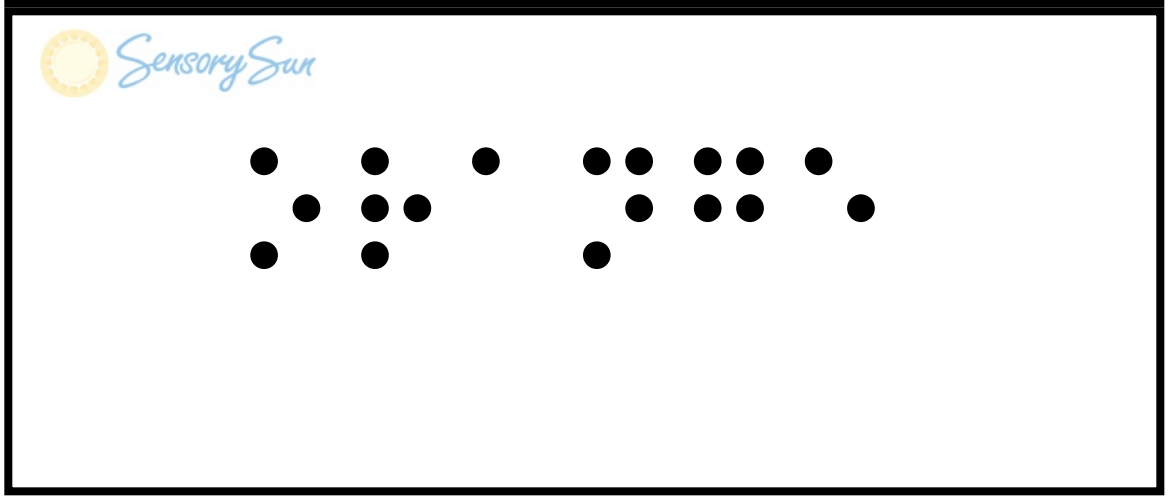


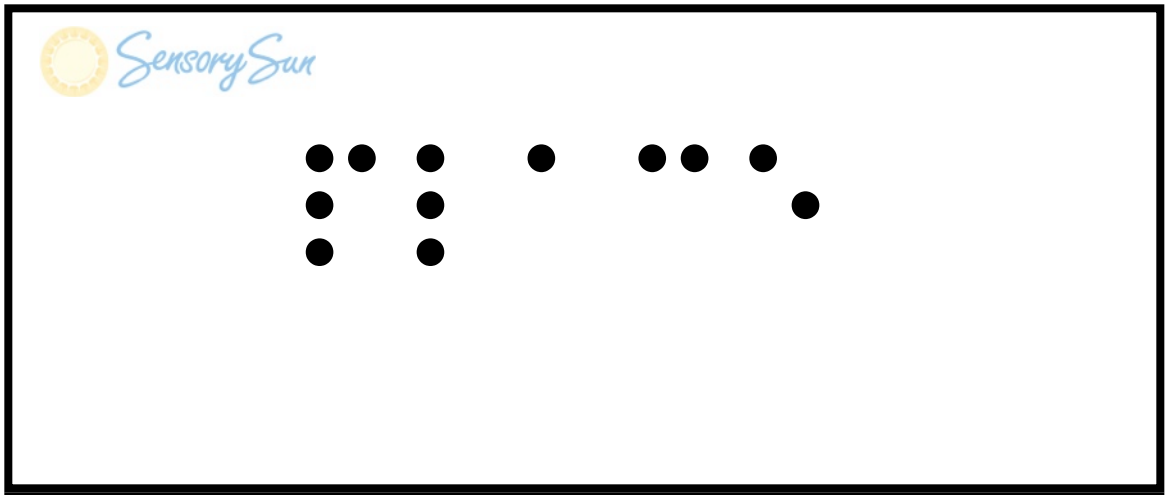


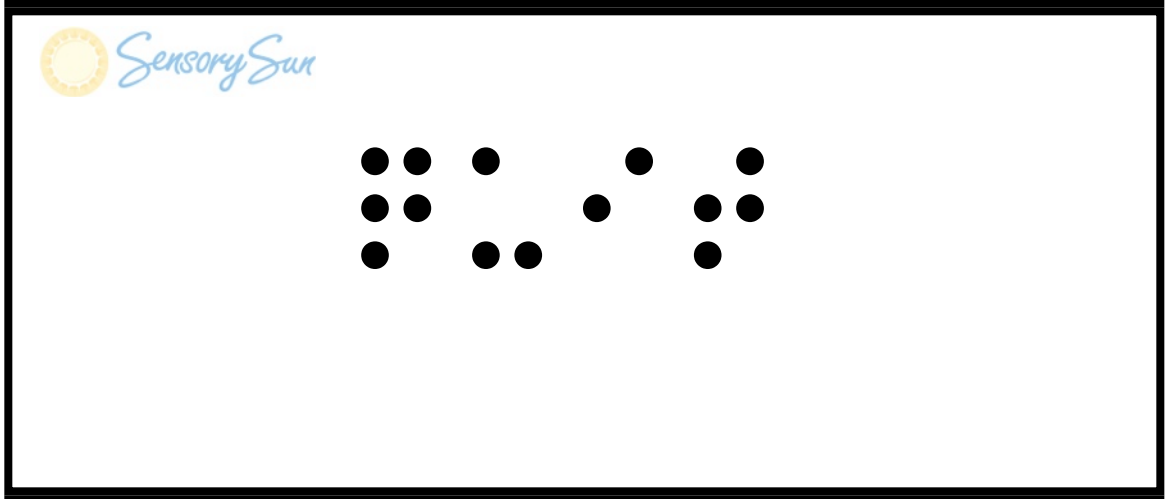


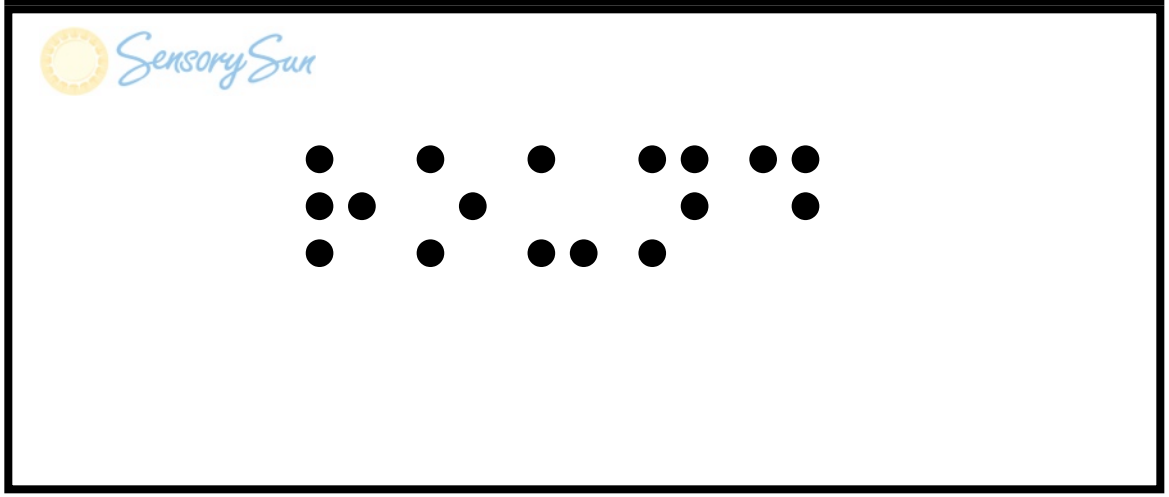


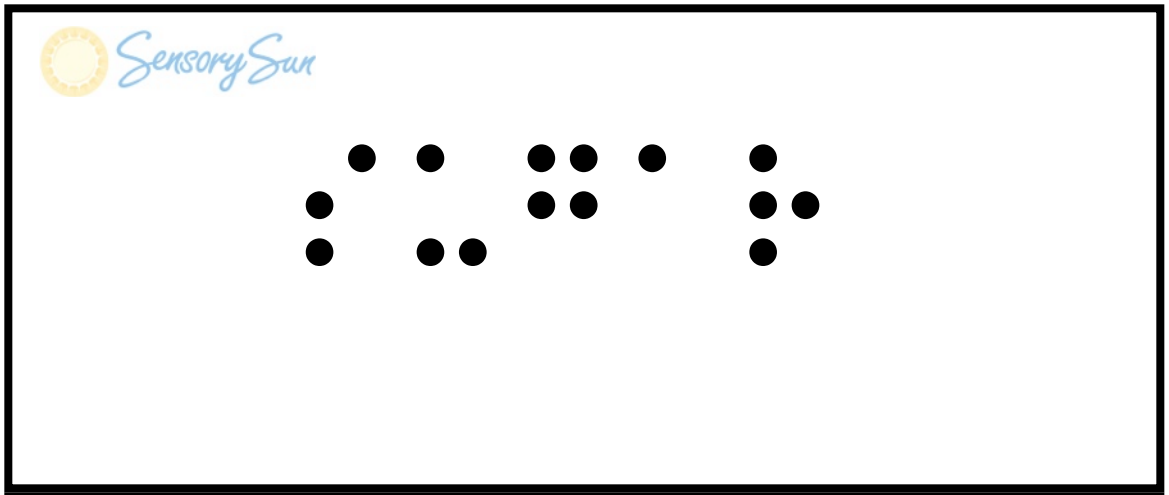


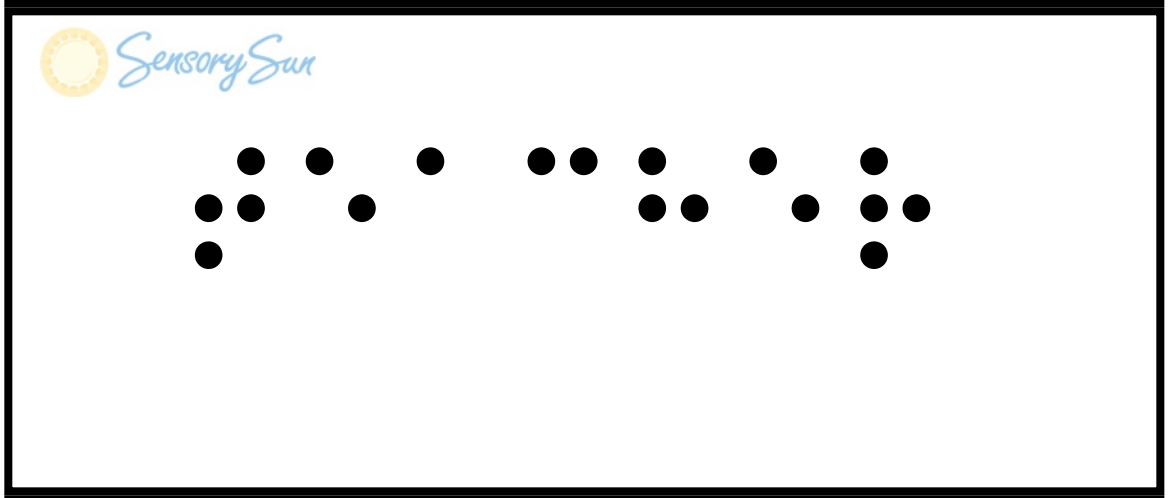


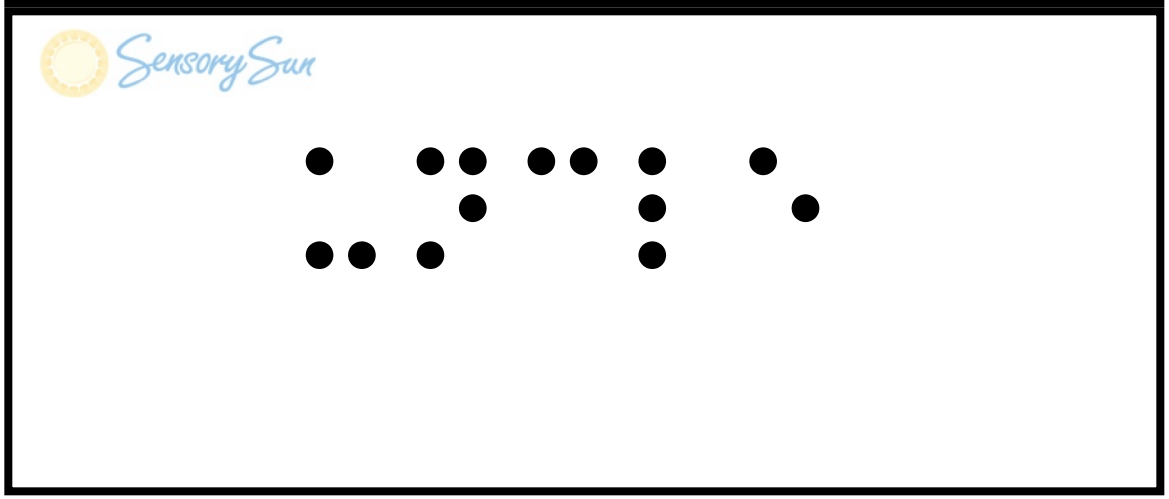


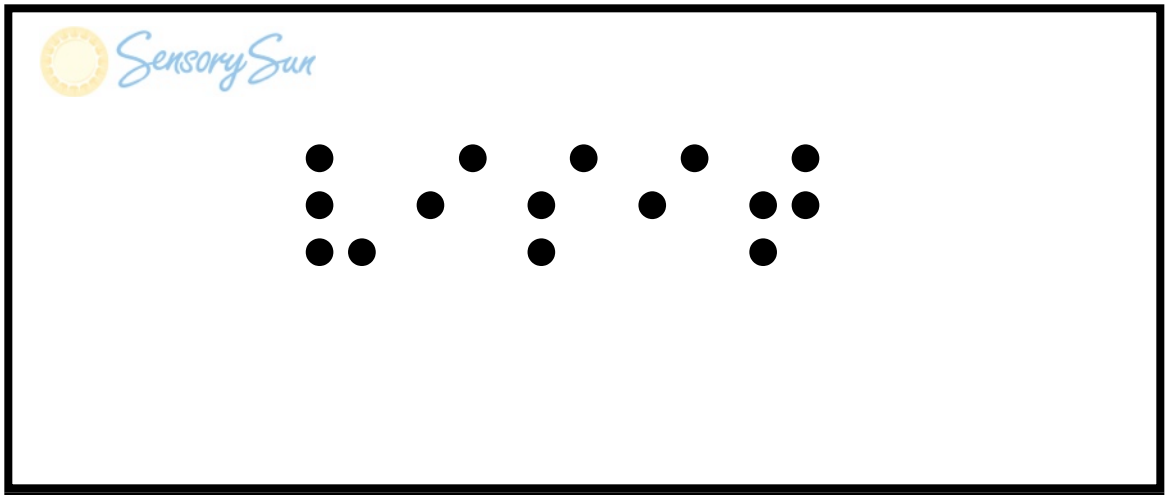


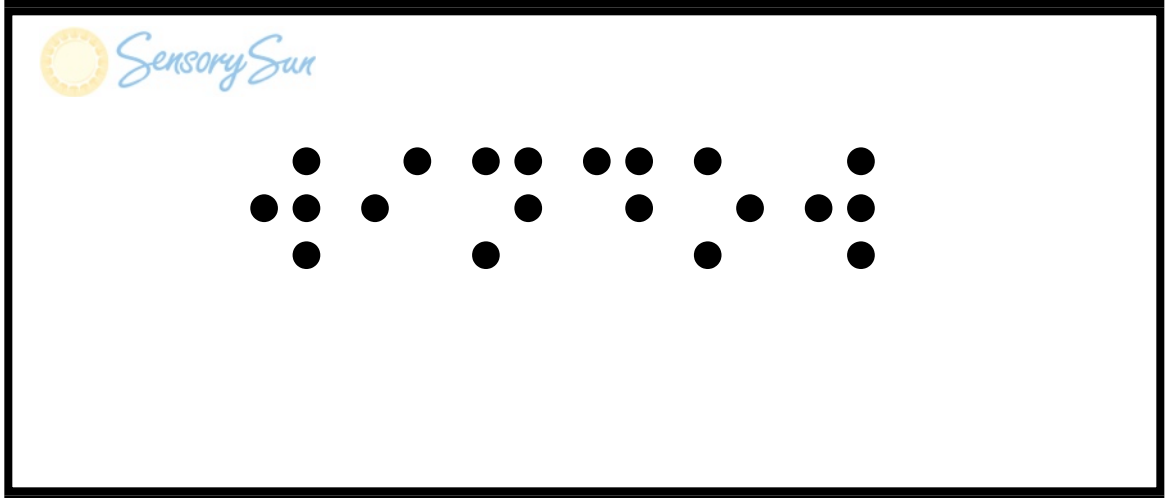


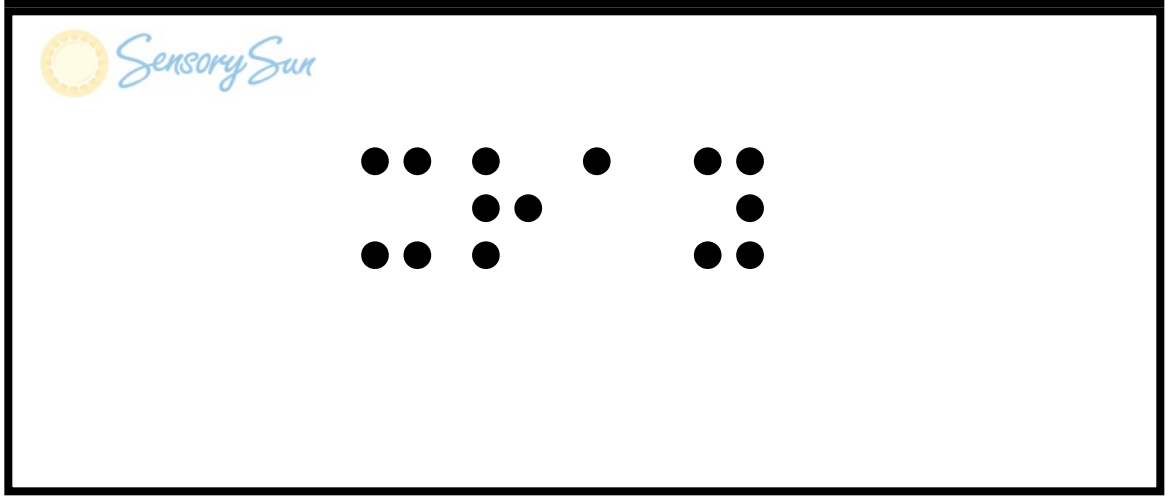




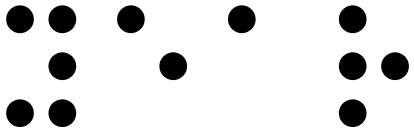




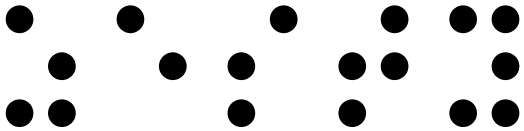




SensorySun



SensorySun



SensorySun