

Print these **Lexia Lessons®** to deliver explicit instruction to address specific areas of need

Level	Activity	Lexia Lesson	# of pages
Core5 L2, Core5 L4	Letter Names, Short Vowel Sounds	Alphabetical Order	4
<b>Total</b>			<b>4</b>

## Description

This lesson is designed to help students learn alphabetical order. Knowing where a letter belongs in the alphabetic sequence can increase students' ability to remember individual letters.

### TEACHER TIPS

The following steps show a lesson in which students work with the first six uppercase letters. You can adapt this lesson based on individual student needs by substituting another segment of the alphabet, or with fewer or more letters at a time.

### PREPARATION/MATERIALS

- Alphabet chart with letters arranged left-to-right in a straight line or arc (for display)
- Sets of letter tiles (for students)

## Warm-up

Singing the alphabet song and identifying letters in sequence can be a daily activity. As you lead students in singing, point to each letter on the alphabet chart. Vary how you sing the song (faster, slower, in a whisper, in a high voice, and so on). Students may take turns acting as the teacher and pointing to each letter while the group sings.

## Direct Instruction

*say* Today we are going to learn about the order of the letters in the alphabet. They are always in the same order. The letter **A** is first, and the letter **Z** is last. We will learn the letters in alphabetical order.

Display the alphabet chart or arc. Cover all the letters except **A, B, C, D, E, F**.

*Let's look at this group of letters. Say the names with me as I point to each letter: **A, B, C, D, E, F**.*

Display uppercase letter tiles that match the ones in the chart.

*I can mix up the letters and then put them in alphabetical order.*

Model checking each letter tile against the letters in the chart as you place the tiles so that students see the correct left-to-right order.

*These letters are now in alphabetical order. Let's read the letters together: **A, B, C, D, E, F**.*

## Guided Practice

Distribute the letter tiles for **A, B, C, D, E, F** to students. Keeping the alphabet chart on display, take turns with students arranging the tiles to show alphabetical order. Mix up the tiles between turns. Say the letter names each time. Then, lay out the letter tiles in a row.

*say* I'm going to take out one letter. It's the letter **D**.

Close the gap where **D** belongs.

 I want to put **D** back in the right spot. Let's say the letters in order again: **A, B, C, D**. It goes here, after **C**. Let's say the letters all together to check ourselves: **A, B, C, D, E, F**.

Take turns with students removing a letter tile, saying its name, closing the gap, and showing where it belongs in the sequence.

## Independent Application

Keeping the alphabet chart on display, give students letter tiles **A, B, C, D, E, F** out of order.

 Turn the tiles over so that you can't see the letters. Now pick one tile and turn it face up. What letter did you pick?

After students name the letter, direct them to place each tile face-up in front of them. Students should continue turning up one tile at a time, naming the letter, and positioning the tile in alphabetical order. Use the terms **before**, **after**, and **between** to correct any misplacements.

Then tell students to say the letter names in order while tapping the tiles to check the order.

## Wrap-up

Check students' understanding by asking them to point to each letter in the targeted sequence and say its name. Use students' responses to guide your choice of activities in the Adaptations section.

### Adaptations

#### FOR STUDENTS WHO NEED MORE SUPPORT

**Option 1:** Modify the lesson by presenting only three or four uppercase letters at a time.

**Option 2:** Instead of using letter tiles, provide stronger cues to letter shapes. Use letter cutouts that can be positioned over outlines of the letters.

#### FOR STUDENTS READY TO MOVE ON

**Option 1:** Modify the lesson by removing the alphabet chart while students work with letter tiles and/or by increasing the number of uppercase letters shown.

**Option 3:** Play a game using alphabetical sequences of letter tiles. One player turns a letter tile face down. The other player identifies the hidden letter. Model this:

**Option 2:** Separate the vowel letter tiles: **a, e, i, o**, and **u**. Explain to students that the five vowel letters play a special role in building words. Then, display a mix of vowel and consonant letter tiles and have students sort them into two groups.

 You turned over the third letter. I'm thinking about what it could be. What letter comes after **B** and before **D** in the alphabet? I think it's the letter **C**.

Turn the letter tile face up and say its name.

Students who complete this lesson should return to the online activities in **Lexia® Core5® Reading**.

For further practice with these skills, provide students with **Lexia Skill Builders®**.



a

b

c

d

e

f

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i

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