

FINDING OF WORDS IN A SIMPLE DICTIONARY OR LONG LIST USING THE KNOWLEDGE OF ALPHABETICAL ORDER.

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Subject

English

Prepared By

[Instructor Name]

Grade Level

5

Overview

This lesson plan covers teaching content for;

1. Letters of the alphabet (a - z).
2. Given list of words and how to locate them in a dictionary using alphabetical order.

Objectives

Students should be able to;

1. Finding of words in a simple dictionary or long list using the knowledge of alphabetical order.

Assessment Activity

1. That's the way the cookie crumbles.
2. Ask the students to underline the words which are new and write the meanings of the words according to their own understanding (with a pencil over the word).
3. Now ask them to look up meaning of the word to see how closely it matches their meaning.
4. Ask students to look up any word from the dictionary that they like and share it with the

Activity Starter/Instruction

1. Start the class by explaining the meaning of a dictionary.
2. A dictionary is a very important tool for anyone who is learning a new language. With a good dictionary you can do the following:
 - Look up the meaning of an English word you see or hear.
 - find the English translation of a word in your language
 - check the spelling of a word
 - check the plural of a noun or past tense of a verb
 - find out other grammatical information about a word
 - find the synonym or antonym of a word
 - look up the collocations of a word
 - check the part of speech of a word
 - find out how to say a word
 - find out about the register of a word
 - find examples of the use of a word in

Teacher Guide

Day 1/ Lesson 1: 50Mins

1. Teach the students how to look up a word in the dictionary using the alphabetical order.
2. Explain that Alphabetical order is a method to sort (shape) a list. It makes it easier to catch a name or a title in the list. It is done by following the standard (usual) order of letters in an alphabet.
3. Alphabetical order is important for dictionary skills and also for making sequential order in list/items as in attendance register or a telephone directory.
4. The selection of words should be from students' textbook or other familiar words used on daily basis.
5. Students have studied alphabetical order and use of the dictionary in previous grades, so recap of knowledge must be done.

Teacher Guide

Materials Required

- Flash Cards
- Charts
- Course Book
- Dictionary

Additional Resources

- <http://esl.fis.edu/learners/advice/dic.htm>
- <https://aminghori.blogspot.com/2016/06/le-plan-of-alphabetical-order.html>
- <https://minds-in-bloom.com/8-fun-dictionary-activities/>
- <https://awelu.srv.lu.se/grammar-and-words/dictionaries/general-information-on-dictionary-use/>
- <https://www.teachingenglish.org.uk/article/dictionaries>
- <https://www.education.com/download/lesson-plan/alphabetical-order/alphabetical-order.g>
- <https://www.wikihow.com/Use-a-Dictionary>

Additional Notes

<p>others.</p> <ol style="list-style-type: none"> Students should make their own small dictionary by adding new words to it every day. Students must add words to their dictionary that they learn in other subjects also, not just English lesson. <p>Summary</p> <ol style="list-style-type: none"> Dictionaries follow alphabetical order. For example, "dog" begins with "d" which means that it will be in the section after "c" and before "e". Don't forget the possible spellings for trickier words, such as "gnome" begins with a "g", or "psychology" begins with a "p", or "knock" begins with a "k", etc. If you're not entirely sure what the first letter is, start with the letter it sounds like. If you can't find the word under that section, then try other sections. For example, if you didn't know that "psychology" begins with a "p" you might start looking in the "s" section. When you couldn't find it there, you might try looking in the "p" section next because you can think along the lines of "psychic" and "psychosis." 	<p>natural language</p> <ol style="list-style-type: none"> To be a good dictionary user, however, it is not enough to know what to use the dictionary for. You must also decide which the best dictionary is for any of the purposes listed above. As well as this, you need to be able to find what you are looking for quickly; you need to be sure that you have found what you were looking for; and, most importantly, you need to know when to use your dictionary. <p>Guided Practice</p> <p>Day 2/ Lesson 2: 40Mins</p> <ol style="list-style-type: none"> Take a dictionary to the class. Ask the students what type of a book is it and what it is used for. Ask them if they have one at home. Open any page and ask them to look at the layout of the page. Recap alphabetical order and introduce the concept of guide words/head words on the top right or left corner of the page. Ask them why they think these words are called guide words. Write the following nine words on the board and ask the students to arrange in abc order and write in one line. <ul style="list-style-type: none"> I Or Two One Here Need Come Zebras Amjad 	<p>Day 4/ Lesson 3: 40Mins</p> <ol style="list-style-type: none"> Go to class with the pictures of different textbook covers. Display the picture books you chose for this lesson lined up against the whiteboard or the wall. Make sure that each title is visible to the class. Read through the titles with the class, pausing to notice the first and second letters in each title. Model finding the title that starts with the closest letter to (or the letter) A by thinking aloud as you re-read each of the book titles. Demonstrate moving the book to the front of the line of books. Continue to move the remaining books into an alphabetical order list as you explain to the class what you are doing. Pause to discuss what to do when two books begin with the same letter (look at the second letter in the word). <p>Teacher Guide</p> <p>Day 3/ Lesson 3: 40Mins</p> <ol style="list-style-type: none"> Divide the class into small groups depending on the number of dictionaries you have with you. Find the difficult/new words from the textbook. Explain the concept of alphabetical order. You must also ask questions about it as they have learnt this concept earlier. You can write some words with similar first and second letters but different third letter. For example: addition, admires, adapt, adopt, etc. and ask them to arrange the words to locate in the dictionary.
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4. Also, keep in mind that certain words sound alike that are spelled very differently. For example, "throne" and "thrown" are spelled differently and mean very different things. So be careful that you end up with the correct word.

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5. Now tell them that they all can check their work on their own.
6. (Answer: Amjad come here I need one or two zebras)
7. Now ask the students whose answer looks like a sentence. Ask some of the students to share their sentence.
8. This is what they should write. Amjad, come here, I need one or two zebras.
9. Write the above sentence on the board so that all the students check their own work.
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5. Give them different words to locate in the dictionary.
6. They must also tell the meanings of the words when they find them.
7. Draw a table with words and their meaning as the heading on the board and ask the students to copy the table in their notebooks.
8. Ask them to fill this table for each word. Give them no more than 4 words each.
9. All students must write the words in their notebooks in this table and copy the meanings from the dictionary. They must learn the meanings at home. This will help them increase their vocabulary and aid in comprehension of text.
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