

Alphabetical Order Resources

Main Curriculum References

- Rw/E1.3 - Recognise the letters of the alphabet in both upper and lower case
- Rw/E2.5 - Use initial letters to find and sequence words in alphabetical order
- Rw/E3.4 - Use first and second-place letters to find and sequence words in alphabetical order

Moira Garland, the contributor, explains ...

Attached are resources for teaching alphabetical order together with one possible approach.

I hope this will be of use to others, primarily for use with E1 and E2 learners but also with dyslexic students, as it is a multi-sensory activity combining visual images, kinaesthetic activities and oral / aural work.

Although I have produced it and take responsibility for it, I must also thank my colleagues Jenny Baines and Neil Hardy for their input.

Regards
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To obtain an editable version of the original Word document please send teaching ideas or any adult basic skills resource that you would like to share to maggie@skillsworkshop.org

THANK YOU

Alphabetical order

The first activity is designed to enable students to learn the order of the alphabet more easily by separating the alphabet into easily digestible chunks. So you might want to only cover one chunk in a session, rather than the whole alphabet.

The second activity is to consolidate the learning – again you might only want to cover part of the alphabet – and provide some fun on the way!

1. Matching activity

This could be a non-tutor led, stand-alone starter activity, or incorporated as part of a session.

- First laminate pages 3 – 7
- Then cut the images into separate cards
- Finally cut the letters out into 'chunks' e.g. a – f etc.

Working in pairs or small groups, each pair / small group will have a sequential chunk of the letters of the alphabet. Students are asked to match their chunks of letters to the images. Images will be set out in sequential chunks of the alphabet i.e. a – f, g – l, m – q, r – w, x – z. As they do this they take it in turns to read out either the names of the letters in sequence and/or the names of the items.




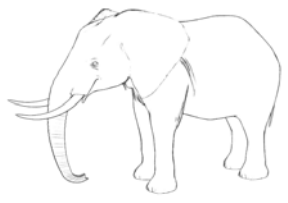
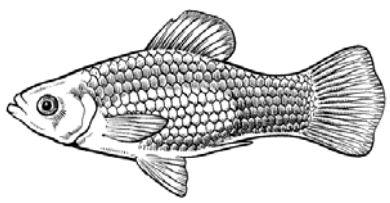
With students who are more confident about alphabetical order one variation is to set out **all** the images in order (but not chunking into groups of letters).





This activity is followed by:



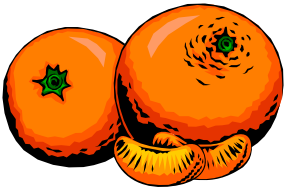


2. I went to market



This is an adapted version of a well-known memory game.



Give each student one or more picture card (depending on ability level) in no particular order. Ask each student to start by saying "I went to market and bought ... ", followed by holding up their image and repeat the name of the initial letter, and the word, in the correct alphabetical order. So the student who has the 'a' image starts, followed by the student with the 'b' image, and so on. The tutor can decide how much help to allow as the session progresses.

a	
b	
c	
d	
e	
f	

g	
h	
i	
j	
k	
l	

m	
n	
o	
p	
b	

r	
s	
t	
u	
v	
w	

<p>X</p>	
<p>Y</p>	
<p>Z</p>	