

Vocabulary Instructional Routine: Identify and Sort Common Words into Categories

Preparation/Materials: Decodable words on word cards that are nouns and contain previously taught letter sounds (e.g., ball, man, store, baby).



- *Italicized type is what the teacher does*
- **Bold type is what the teacher says**
- Regular type is what the student(s) say
- **Bullet (•) and bolded type are what the teacher and student(s) say in unison**
- Letters and words in print are in “quotation marks”



Note: This routine should follow instruction on parts of speech (i.e., nouns).

TEACHER EXPLAINS TASK

We are going to sort nouns into three groups.

TEACHER MODELS TASK

A category is a group of things that have something in common.

A noun can be a person, place, or thing.

I will sort each noun into the correct group: person, place, or thing.

Hold up the word card “ball”.

Ball.

I will ask myself, “Is a ball a person, place, or thing?”

A ball is a thing.

I will put the word “ball” into the thing group.

Place the word card “ball” into the thing group.

Hold up the word card “baby”.

Baby.

I will ask myself, “Is a baby a person, place, or thing?”

A baby is a person.

I will put the word “baby” in the person group.

Place the word card “baby” into the person group.

Hold up the word card “store”.

Store.

I will ask myself, “Is a store a person, place, or thing?”

A store is a place.

I will put the word “store” in the place group.

Place the word card “store” into the place group.

Continue sorting nouns into groups of person, place, or thing using the above format.

TEACHER & STUDENTS PRACTICE TASK TOGETHER

A category is a group of things that have something in common.

A noun can be a person, place, or thing.

Let’s sort each noun into the correct group of person, place, or thing.

Hold up the word card “ball”.

Let’s read this word aloud.

- ball

Is a ball a person, place, or thing?

- thing

Yes. A ball is a thing.

Let’s put the word “ball” into the thing group.

Place the word card “ball” into the thing group.

EMPOWERING TEACHERS

TEACHER & STUDENTS PRACTICE TASK TOGETHER (continued)

Hold up the word card “baby”.

Let’s read this word aloud.

- baby

Is a baby a person, place, or a thing?

- person

Yes. A baby is a person.

Let’s put the word “baby” into the person group.

Place the word card “baby” into the person group.

Hold up the word card “store”.

Let’s read this word aloud.

- store

Is a store a person, place, or thing?

- place

Yes. A store is a place.

Let’s put the word “store” into the place group.

Place the word card “store” into the place group.

Continue sorting nouns into groups of person, place, or thing using the above format.

STUDENTS PRACTICE TASK

Your turn.

A category is a group of things that have something in common.

A noun can be a person, place, or thing.

You will sort each noun into the correct group: person, place, or thing.

Hold up the “ball” word card.

Read this word aloud.

ball

Is a ball a person, place, or thing?

thing

Yes. A ball is a thing.

In what group should the word “ball” be placed?

in the thing group

Hold up the “baby” word card.

Read this word aloud.

baby

Is a baby a person, place, or thing?

person

Yes. A baby is a person.

In what group should the word “baby” be placed?

in the person group

Hold up the “store” word card.

Read this word aloud.

store

Is a store a person, place, or thing?

place

Yes. A store is a place.

In what group should the word “store” be placed?

in the place group

Continue sorting nouns into groups of person, place, or thing using the above format.

INDEPENDENT PRACTICE

Provide frequent group and/or individual opportunities for students to sort nouns into groups of person, place, or thing.

EMPOWERING TEACHERS

SCAFFOLDING SUGGESTION FOR ERRORS

Verify that students understand sorting by categories. If an error is made, repeat the steps by explaining, modeling, and providing another practice opportunity. If difficulties persist, provide other examples using a more concrete category (e.g., color, food).

Adaptations using this instructional routine:

- Decrease the number of categories for the activity (e.g., person, not a person).
- Increase the difficulty of categories used (e.g., nouns, verbs, and adjectives).
- Have students create their own categories to sort a given set of items.

For further independent student practice, refer to the following FCRR Kindergarten and First Grade Student Center Activities at http://www.fcrr.org/Curriculum/pdf/GK-1/V_Final.pdf

- V.016
- V.017
- V.018
- V.019
- V.020