Vocabulary Instructional Routine: Categorize Important Vocabulary Words and Describe their Features

Preparation/Materials: student and teacher copies of "Enjoying the Sites", list of vocabulary words related to category (provide pictures if possible), two pieces of chart paper: one for list of transportation items with their features(#1) and one for transportation category and subcategories (#2), markers

2

- *Italicized sentences are 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**
- Teacher or student slides finder under underlined letter(s) or word(s)

NOTE: This routine should follow the reading of a text that includes several semantically connected words. In this instructional routine, the text contains multiple words in the category, transportation. The number of subcategories that may be created from a category will vary.

TEACHER EXPLAINS TASK

We are going to group words to understand their relationships with each other.

TEACHER MODELS TASK

We will group words into categories. A category is a group of things that are alike in some way.
What is a category?

- A category is a group of things that are alike in some way.

Transportation can be a category. Transportation is a way of moving people or goods from one place to another. We are going to read a story and pick out all the words that would fit into the transportation category.
Distribute "Enjoying the Sites". **Listen and follow along as I read this short story about transportation aloud.**

Enjoying the Sites

Tom loves to travel with his mother and father. His mother owns a business and she has to go to different parts of the world for meetings. Tom and his father tag along on the jets for fun. Sometimes Tom wishes they could ride on a rocket! The airplane rides can be very long.

Tom and his father take short trips while his mother is in meetings. They sometimes ride on a train or take a ferry. Once, they even rode on a tugboat. The tugboat was moving a sailboat off a sand bar. Tom's favorite trip with his mother and father was to a Greek Island. There they saw a huge hotel being built. An enormous bulldozer was moving rocks to make room for the new hotel.

In the story "Enjoying the Sites," there are different transportation items that move people or goods from one place to another. Let's list those items from the story. *List each transportation word on chart #1 as students name them. Add words from the story that the students do not name.*
Read these words aloud with me. Point to each word as you read with the students.

- **bulldozer**
- **ferry**
- **rocket**
- **train**
- **sailboat**
- **jet**
- **tugboat**

Let's talk about the meaning of three transportation words, jet, bulldozer, and rocket. *Use pictures, if available.* **I will write those words on the chart paper.** *Write jet, bulldozer, and rocket across charter #1 underneath the above listed words.*

jet	*bulldozer*	*rocket*				

jet **A jet is an aircraft that carries cargo and passengers and is powered by jet engines.**
bulldozer **A bulldozer is a strong tractor that has a big blade that can move dirt and rocks.**
rocket **A rocket is used to explore space and can carry astronauts.**

TEACHER MODELS TASK (continued)

Next, let's name the features or important characteristics of a jet, bulldozer, and rocket. This helps us learn about their similarities or how they are alike and their differences or how they are not alike.
Do a think aloud.
I'll do the first word. What did I just learn about a jet?
I learned a jet is an aircraft. I will write aircraft under jet. An aircraft is something that travels through the air. I will write that on our chart. A jet has jet engines and it carries cargo and passengers. I will write those features on our chart too.

jet	*bulldozer*	*rocket*				
aircraft						
travels through the air						
jet engines						
carries cargo and passengers						

Now help me fill in what we learned about the other items.
What did we learn about a bulldozer? *Accept and list all possible answers on chart #1 including: strong tractor, big blades, moves dirt and rocks.*
What did we learn about a rocket? *Accept and list all possible answers on chart #1 including: used to explore, travels into space, carries astronauts.*

jet	*bulldozer*	*rocket*				
aircraft	**strong tractor**	**used to explore**				
travels through the air	**big blades**	**travels to space**				
jet engines	**moves rocks and dirt**	**carries astronauts**				
carries cargo and passengers						

Remember, we are looking at the category of transportation. However, it can be difficult to see the similarities and differences in items in a large category, such as transportation. So, the large category can be broken down into even smaller categories called subcategories. Items in each subcategory have common features. Items in subcategories share an answer to a common question. Subcategories make it easier for us to see the similarities and differences in the items.

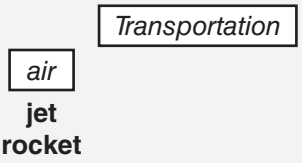
Let's look at our chart. *Point to chart #1.* **Do we see any common features or similarities among a jet, bulldozer, and rocket?**
Possible student response: I see that some of the items move fast and some of the items move slow.
Teacher response: That is correct. Fast and slow could be subcategories, but sometimes these items can go both fast and slow; so that could be confusing.

Now model how to set up subcategories.
I noticed that a jet and a rocket both mention air or space. A jet and a rocket have a common feature because they both travel in the air. Air could be one subcategory because they share the answer to the question, where do they travel? They travel in the air.

I will show the category, transportation, and the subcategory, air, by writing it on a chart.
On chart #2, write and draw a rectangle around the word transportation. Then under transportation, write and draw a rectangle around the subcategory air.

TEACHER MODELS TASK (continued)

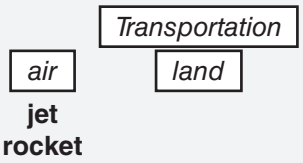
We now have one subcategory for items that move in the air. Point to air. I will write jet and rocket under air. *Write jet and rocket.*



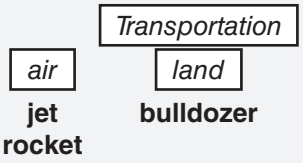
Does a bulldozer travel in the air? *Allow students to answer this question.*

No

That's correct. A bulldozer does not travel in the air. On our chart, it says a bulldozer moves dirt and rocks, so it travels on land. This is how a bulldozer is different. To show this difference, we could make a new subcategory called land. I will show the subcategory land on the chart. *Under transportation, write and draw a rectangle around the subcategory land.*



I will write bulldozer under land. *Write bulldozer.*



We now have two subcategories based on where these items move people or goods from one place to another. We have one subcategory for items that move in the air. *Point to air.* **We have a second subcategory for items that move on land.** *Point to land.*

All of these items belong under the category of transportation; however, the subcategories give us even more specific information about where the items travel. Items within each subcategory have some features in common. *Point to each subcategory.*

Now it's time for us to do some together.

TEACHER AND STUDENTS PRACTICE TASK TOGETHER

Let's talk about the meaning of two more transportation words from the story: train and sailboat. *Use pictures if available.* **I will write those words on the chart paper.** *Write train and sailboat on chart #1.*

jet	*bulldozer*	*rocket*	*train*	*sailboat*		
aircraft	**strong tractor**	**used to explore**				
travels through the air	**big blades**	**travels to space**				
jet engines	**moves rocks and dirt**	**carries astronauts**				
carries cargo and passengers						

<u>train</u> A train is made of railway cars, powered by steam, fuel, or electricity and moves on a track.
<u>sailboat</u> A sailboat moves through the water by wind blowing on its sails.

TEACHER AND STUDENTS PRACTICE TASK TOGETHER (continued)

Next, let's name the features or important characteristics of a train and sailboat. Remember, a feature is an important characteristic of something. What is a feature?

- **A feature is an important characteristic of something.**

When we name features of items, we learn about their similarities and differences.

Now help me fill in what we learned about these two items.
What did we learn about a train? *Accept and list all possible student answers on chart #1 including: made of railway cars, powered by steam, fuel, or electricity, moves on a track.*
What did you learn about a sailboat? *Accept and list all possible student answers on chart #1 including: travels on water, wind blows on sails.*

jet	*bulldozer*	*rocket*	*train*	*sailboat*		
aircraft	**strong tractor**	**used to explore**	**made of railway cars**	**travels on water**		
travels through the air	**big blades**	**travels to space**	**powered by steam, fuel, or electricity**	**wind blows on sails**		
jet engines	**moves rocks and dirt**	**carries astronauts**	**moves on a track**			
carries cargo and passengers						

Remember that we are looking at the large category of transportation. A category may be broken down into smaller categories called subcategories.
What do we call smaller categories?

- **Smaller categories are called subcategories.**

We make subcategories by grouping items with common features. How do we make subcategories?

- **We make subcategories by grouping items with common features.**

Subcategories give us more specific information. What do subcategories give us?

- **Subcategories give us more specific information.**

That's right. Items in subcategories share an answer to a common question so subcategories make it easier for us to see their similarities and differences.

Let's look at our chart. *Point to chart #1.* **Do we see any common features or similarities between a train and sailboat?** *Guide students to any potential similarities. Possible student response: They both mention 'power' but not in the same way – a train is powered or moved by steam, fuel or electricity and a sailboat is powered by the wind.*
There doesn't appear to be any similarities between a train and a sailboat. Sometimes this happens. So let's think about where a train and a sailboat travel.
Point to each subcategory on chart #2. **We already have subcategories for air or land based on where some items travel. So let's answer that question for train and sailboat.**

Does a train travel in air or on land?

- **A train travels on land.**

That's right. So I will write train under land.

Does a sailboat travel in the air or on land? *Allow students to answer this question.*
A sailboat does not travel in the air or on land.
That's right; a sailboat doesn't travel on land or in the air. Where does a sailboat travel?

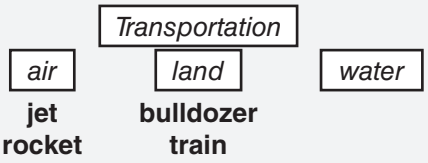
- **A sailboat travels in the water.**

Interesting. We do not have a subcategory for items that travel in water. To show this difference, we can make a new subcategory named water. The subcategory of water also tells us where some items travel.
What is our new subcategory?

- **Water is our new subcategory.**

I will show the subcategory water on the chart. *Under transportation, write and draw a rectangle around the subcategory water.*

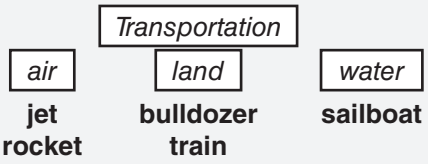
TEACHER AND STUDENTS PRACTICE TASK TOGETHER (continued)



I will write sailboat under water. What do I write under water?

- **Write sailboat under water.**

I will show the subcategory water on the chart. *Under transportation, write and draw a rectangle around the subcategory water.*



Great job making another subcategory. We now have three subcategories based on where these items move people and goods from one place to another. *Point to the category and subcategories as you speak about them.* **All of these items belong under the large category of transportation; however, the subcategories give us even more specific information about where the items travel. We have one subcategory for items that move in the air, one subcategory for items that move on land, and one subcategory for items that move in the water.**
What are the three subcategories?

- **Air, land, and water are the three subcategories.**

Items within each of the subcategories have some features in common. *Point to each subcategory.*

STUDENTS PRACTICE TASK

Let's talk about the meaning of two more transportation words from the story: tugboat and ferry. *Use pictures if available.* **I will write those words on the chart paper.** *Write tugboat and ferry on chart #1.*

jet	*bulldozer*	*rocket*	*train*	*sailboat*	*tugboat*	*ferry*
aircraft	**strong tractor**	**used to explore**	**made of railway cars**	**travels on water**		
travels through the air	**big blades**	**travels to space**	**powered by steam, fuel, or electricity**	**wind blows on sails**		
jet engines	**moves rocks and dirt**	**carries astronauts**	**moves on a track**			
carries cargo and passengers						

<u>tugboat</u> A tugboat is small but very powerful; it pushes or pulls much larger boats slowly through the water.
<u>ferry</u> A ferry can carry people and vehicles on water.

Next, name the features of the tugboat and ferry.
What is a feature?
An important characteristic of something.
When we name features of items, we learn about their similarities and differences.
Help me fill in what you learned. What did we learn about a tugboat? *Accept and list all possible answers on chart #1 including: small boat, very powerful, pushes or pulls larger boats, moves slowly through water.*
What did you learn about a ferry?
Accept and list all possible student answers on chart #1 including; can carry people and vehicles, travels on water.

STUDENTS PRACTICE TASK (continued)

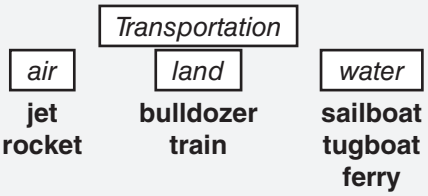
jet	*bulldozer*	*rocket*	*train*	*sailboat*	*tugboat*	*ferry*
aircraft	**strong tractor**	**used to explore**	**made of railway cars**	**travels on water**	**small boat**	**can carry people and vehicles**
travels through the air	**big blades**	**travels to space**	**powered by steam, fuel, or electricity**	**wind blows on sails**	**very powerful**	**travels on water**
jet engines	**moves rocks and dirt**	**carries astronauts**	**moves on a track**		**pushes or pulls larger boats**	
carries cargo and passengers					**travels slowly on water**	

Point to chart #2. **Look at the subcategories that tell us where transportation items can travel. What are the names of the three subcategories?** *Point to the subcategories.*

The names of the subcategories are air, land, and water.

Now we are going to think about where a tugboat and a ferry travel.

Think about where a tugboat and ferry travel.
Where does a tugboat travel?
A tugboat travels on water.
Where do I write tugboat?
Write tugboat under water.
Where does a ferry travel?
A ferry travels on water.
Where do I write ferry?
Write ferry under water.



Now, name some other transportation items and name the subcategory where the item should be placed. *Accept and list all possible student answers on chart #2.*

When we group certain words together, we can better understand word meanings and how words and concepts are related to each other.

Point to the category and subcategories as you speak about them.
In this routine, transportation is the large category. It shows how a group of items are alike in some way. In the category of transportation, the items all move people or goods from one place to another. The subcategories of land, air, and water show the different ways they move people or goods. The subcategories also show us how the items in each subcategory are similar.

INDEPENDENT PRACTICE

Provide students with more opportunities to form subcategories from a larger category using vocabulary words from different stories. Additionally, the subcategories of air, land, and water may be used again but with a different list of words (e.g., using animal words, dog, sailfish, octopus, robin).

SCAFFOLDING SUGGESTION FOR ERRORS

Verify that students are correctly identifying logical subcategories and are able to place vocabulary words into these subcategories. If students experience difficulty with this concept, consider using the First Grade Vocabulary Instructional Routine: Identify and Sort into Conceptual Categories.

Adaptations using this Instructional Routine:

- Use a list of vocabulary words that limits the subcategories to two for students who find this difficult.
- Use a list of vocabulary words that expands the categories to more than three.
- Use this instructional routine across the curriculum (e.g., science and social studies) to expand student vocabulary.
- Use the words on the semantic map to create questions for the students to answer such as, Would you want to haul enormous crates of fruit in a bulldozer or on a train? How are a rocket and a jet the same? How are they different?

For further independent practice refer to the following Second and Third Grade FCRR Student Center Activities at http://www.fcrr.org/Curriculum/PDF/G2-3/2-3Vocab_1.pdf

- V.022
- V.023
- V.025

Enjoying the Sites

Tom loves to travel with his mother and father. His mother owns a business and she has to go to different parts of the world for meetings. Tom and his father tag along on the jets for fun. Sometimes Tom wishes they could ride on a rocket! The airplane rides can be very long.

Tom and his father take short trips while his mother is in meetings. They sometimes ride on a train or take a ferry. Once, they even rode on a tugboat. The tugboat was moving another vessel off a sand bar. Tom's favorite trip with his mother and father was to a Greek Island. There they saw a huge hotel being built. An enormous bulldozer was moving rocks.