

EMPOWERING TEACHERS

Vocabulary Instructional Routine:

Categorize Important Vocabulary Words and Describe Their Features

Preparation/Materials: features chart, pictures of vocabulary words (if available), fruit pictures or real fruit to show (orange, peach), sports pictures (soccer, tennis, baseball, golf, swimming), chart paper or white board, marker or pencil

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- *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 finger under underlined letter(s) or word(s)



NOTE: This routine should follow the Second Grade Vocabulary Instructional Routine: Categorize Important Vocabulary Words and Describe their Features.

TEACHER EXPLAINS TASK

We are going to find relationships among words in a category.

TEACHER MODELS TASK

Words can be placed into a category based on characteristics they share. To better understand these words, we look at the features of each word to find their similarities and differences. A feature is an important characteristic of something.

Look at these pictures. *Display fruit pictures. These are fruits. Fruit is a category. This is an orange (point to the orange) and this is a peach (point to peach). Features of this orange (point to the orange) are the shape, it is round; the size, it is small; the surface, it is rough.*

Point to the peach. This peach has features that are similar to the orange. The peach is also round and small. But, this peach also has features that are different from the orange. The surface of the peach is smooth, not rough. These are similarities and differences between the fruits that you can see.

There are also similarities and differences in these fruits that you cannot see, but you know based on prior knowledge or experience. For instance, there are sometimes lots of small seeds inside an orange. I know this because I have cut open an orange and I have seen lots of small seeds inside. This is a feature of an orange. On the other hand, a feature of this peach is that there is one big seed inside. I know this because when I ate a peach I saw a big brown seed in the middle.

Let's discuss another category, the category of sports. I will name different sports and then we will discuss the features of each sport.

To record their features, we will use this features chart. *Show chart and point to each part as you refer to it. On the top of the chart I will write the category, sports. On the left, in each space I will write words in that category. Then I will list a feature in each column across the top.*

I will write sports at the top. Sports are activities that require physical skill and practice. I will write the names of different sports in the first column. *Write sports words on chart. Say each word aloud as you write it on the chart.*

soccer, tennis, baseball, golf, swimming

Now, read these words with me.

- **soccer, tennis, baseball, golf, swimming**

For this next section, use chart paper or whiteboard. Show picture of each sport. Make a list of the features that the students mention as you discuss each sport. Add additional features to the lists that students do not mention. Limit this entire discussion to five minutes.

What features do you see or know about soccer? *Accept all relevant responses such as use a ball, use a net that you shoot the ball into, run when you play, play on a field, move the ball with your feet.*

What features do you see or know about tennis? *Accept all relevant responses such as use a ball, use a net, run when you play, play on a court, use a racket to hit the ball.*

What features do you see or know about baseball? *Accept all relevant responses such as use a ball, use a bat and a mitt, run to each base, play on a field.*

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TEACHER MODELS TASK (continued)

What features do you see or know about golf? *Accept all relevant responses such as, use a golf club, hit the ball into a hole, hit the ball off of a tee, play on a golf course, walk on the golf course.*

What features do you see or know about swimming? *Accept all relevant responses such as use a bathing cap, swim in a pool, dive into the pool off a diving block, wear a bathing suit.*

Now look at our list of features for each sport. *Point to the chart paper.* I notice that a net is characteristic of some sports. I will write net along the top of the features chart to show that this is a feature.

I will look for similarities and differences among sports using the feature, a net. I will make a checkmark (✓) if the sport always needs a net, a minus (–) if the sport does not need a net, and a slash mark (/) if the sport needs a net sometimes. The key on the features chart will help me to remember which symbol to write on the chart. *Point to the key on the bottom of the features chart.*

Soccer uses nets. I will make a check mark next to soccer. In tennis, there is a net in the middle of the court. I will mark a check mark next to tennis. In baseball, there is not a net. I will put a minus next to baseball. In golf, there are holes, but that is not a net so I will put a minus next to golf. In swimming, there is not a net. I will put a minus next to swimming.

Now, using the features chart as a guide, I can see how the sports are similar and different based on one feature. *Point to the marks on the features chart as you speak about the feature.*

For instance, I can see that soccer and tennis are similar because those sports always have a net. I can see that baseball, golf, and swimming are different because they never have a net.

TEACHER AND STUDENTS PRACTICE TASK TOGETHER

Remember, words can be placed into a category based on characteristics they share. To better understand these words, we look at the features of each word to find their similarities and differences. A feature is an important characteristic of something.

We are going to look at the features of each sport. What are we going to look at?

- The features of each sport.

We will find their similarities and differences. What will we find?

- Their similarities and differences.

That's right. Remember, some features you can see and some features you cannot see.

Point to the features chart. This is our features chart about sports. Remember, sports are activities that require physical skill and practice.

Point to the left column of the chart. In these spaces, the names of sports are listed.

Let's read the names of sports.

Point to each word as you read aloud with the students.

- soccer, tennis, baseball, golf, swimming

In the first column of features, we looked at the similarities and differences in sports that use a net. *Point to the chart.*

Now we need to name another feature of the sports that we discussed. Look at our list of features for each sport.

Point to the chart paper or whiteboard. What feature do you notice that may be important to these sports? Think about what people do when they play these sports.

- Scaffold student answers as necessary to get the students to answer run. You may need to ask, "How will people move? Would people walk or run?"

Great job thinking of another feature. Running may be an important part of these sports. It is a feature that we could not see in the pictures but we know from prior knowledge or experience. I will write running in the next column of features on our features chart. What should I write?

- running

Remember, the key on the chart will help us to remember which symbol to make on the chart. *Point to the key.*

I will make a check mark if people are always running in the sport. What should I make if people are running all the time?

- a check mark

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TEACHER AND STUDENTS PRACTICE TASK TOGETHER (continued)

I will make a minus if people do not run. What should I make if people do not run?

- a minus

I will make a slash mark if people run sometimes. What should I make if people need to run sometimes?

- a slash mark

Now, let's think about each sport to see whether or not it requires running.

The dialogue below is an outline of the questions and responses that may occur.

Is running a feature of playing soccer?

- sometimes or yes

If there are varying responses ask, Why? Possible student response: When you play soccer you have to run up and down the field, but you can also walk in a game of soccer. So you do not have to run all the time.

So, which mark should I make in the box?

- a slash mark

Continue to name each sport, question and provide opportunities for students to answer and justify their responses, and make the appropriate mark in the corresponding box.

Point to each feature column as you name them.

Now, using the features chart as a guide, we can see how the sports are similar and different based on the two features, running and a net. *Point to the features chart as you speak about the marks for the appropriate sport.*

Let's look at running first. Soccer, tennis, and baseball are similar because sometimes you have to run. How are soccer, tennis, and baseball similar?

- Sometimes you have to run.

That's right. Golf and swimming are different because you do not have to run. In golf you walk and in swimming you swim.

Now let's look at how the sports are similar and different using both features, the net and running. How are the sports similar and different?

Encourage students to make appropriate conclusions based on other similarities and differences. Possible student response, golf and swimming have similar features. Both sports do not use a net and you do not have to run.

STUDENTS PRACTICE TASK

Remember, words can be placed into a category based on characteristics they share. To better understand these words, we look at the features of each word to find their similarities and differences. A feature is an important characteristic of something.

You are going to look at the features of each sport. What are you going to look at?

The features of each sport.

What will you find?

Their similarities and differences.

Remember, some features you can see and some features you cannot see in the pictures. You can include the features that you know from prior experiences or knowledge.

Point to the features chart.

This is our features chart about sports. Remember, sports are activities that require physical skill and practice.

Point to the left column of the features chart.

This column has names of sports. Read the names of sports. *Point to each word as students read aloud.*

soccer, tennis, baseball, golf, swimming

Now, you need to name another feature of the sports that we discussed. Look at our list of features for each sport. Think about what people may use when they play some of these sports.

Scaffold student answers as necessary to get the students to say, a ball. You may need to ask, "What do they throw or hit?"

Great job thinking of another feature. What is the next feature?

a ball

Remember the key on the chart will help us to remember which symbol to make on the chart. *Point to the key.*

What should I make if the sport always needs a ball?

a check mark

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STUDENTS PRACTICE TASK (continued)

What should I make if the sport does not need a ball?

a minus

What should I make if the sport needs a ball sometimes?

a slash mark

Now, let's think about each sport to see whether or not it requires a ball.

The dialogue below is an outline of the questions and responses that may occur.

Do you need a ball to play soccer?

yes

So, which mark should I make in the box?

checkmark

Continue to name each sport. Question and provide opportunities for students to answer and justify responses. Make the appropriate mark in the corresponding box.

Point to each column of features as you name them. Scaffold responses from students as needed by asking questions and guiding them to appropriate similarities and differences.

Now, using the features chart as a guide, we can see how the sports are similar and different based on three features: a net, running, and a ball. Look at the feature of a ball first. What similarities and differences do you see?

Possible student responses would be: soccer, tennis, baseball, and golf all use a ball. Accept other appropriate responses.

What other similarities and differences do you see when you look at the sports and all the features? *Possible student responses would be: swimming does not have any of these features or tennis and soccer have the most features in common. Accept other appropriate responses.*

Great work identifying features of words that are related in the category, sports. By looking at the features of playing soccer, tennis, baseball, golf, and swimming, you were able to find many similarities and differences to better understand these sports.

INDEPENDENT PRACTICE

When students are consistently able to establish features from a list of words, provide individual turns using other sports, additional features (e.g., team sports, individual sports) or other concepts and vocabulary words. Call on students in an unpredictable order, calling more frequently on students who made errors.

SCAFFOLDING SUGGESTION FOR ERRORS

Verify that students are correctly naming logical features to list on the chart and are able to answer questions and justify their responses regarding the sport. If students experience difficulty with identifying features, consider using the Second Grade Vocabulary Instructional Routine: Categorize Important Vocabulary Words and Describe their Features to review establishing categories. Additionally, verify that students are able to see similarities and differences when using the chart. If students experience difficulty drawing these conclusions, complete the chart when examining the features of the fruits in the Teacher Models section.

Adaptations using this Instructional Routine:



- Use this instructional routine across the curriculum (e.g., science and social studies) to expand vocabulary connections for students.
- Provide a writing prompt for students to compare and contrast different sports. Encourage students to use the vocabulary words and the connections they have made to demonstrate the similarities and differences among the words.

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_4.pdf

- V.025
- V.026
- V.027

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Category: _____

SPORTS  FEATURES 								

Key	
Yes	✓
No	-
Sometimes	/

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