

Figure 6.7 Lesson Plan for First Grade Using Concept Sorts

<p>Assessed Need: I have noticed that my students need: To organize word knowledge in order to build schema.</p>
<p>Standard(s) Addressed: L.1.5a: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p>
<p>Text(s) I Will Use: Word cards in envelopes</p>
<p>Learning Intention for This Lesson: We will sort words that are similar and put them in categories to show relationships.</p>
<p>Success Criteria for This Lesson: I can explain why I have grouped words into categories.</p>
<p>Direct Instruction:</p> <p>Model: Strategies/skills/concepts to emphasize</p> <p>Review how words are sorted into categories.</p> <p>Name the strategy, state its purpose, explain its use: I am going to model how I sort words into categories. I have done this before, but it helps when I remind myself about how to complete this independent task.</p> <p>Analogy: A word sort reminds me of when I sort the laundry at home. I group the clothing by colors. All the whites go in one basket, and the dark clothes go in another. The words are like the clothes I sort, and the categories are like the baskets.</p> <p>Demonstration: First I take all the words out of the envelope. Some envelopes have category cards, and others don't. If there aren't any category cards in the envelope, then I get to make my own.</p> <p>Next, I spread them out so I can read them. I straighten up the ones that are upside down.</p>

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Now I am going to start moving them on the desk, putting similar ones together. I see one of my cards says *shoes* and the other says *socks*. Those two words might go together in the same category. I have category cards, so I will read them again. Here's one that says, "Things that go on your feet." Yes, shoes and socks go on my feet, so I will move these word cards to this category.

Errors to avoid: I know that one mistake is not taking all the cards out and reading each one of them before I begin. When I tried that before, it took longer to sort the word cards.

Assess the skill: When I think I am finished, I will explain my thinking to my teacher. That means I need to study these for a few minutes so I know what I will say.

Guide and Scaffold: Questions to ask

Can one of you repeat the directions in your own words?

Assess: These are the students who will need further support

Sometimes Alyssa is slow to start because she doesn't want to be wrong. I will sit with her to get her started.

Dialogic Instruction:

Teacher-Directed Tools

N/A

Student-Led Tools

After they have sorted the words, table partners will examine each other's work, and engage in informal peer tutoring as needed.

Assess: These are the students who will need further support

Valeria is an English learner, so her cards will also have a picture cue to reinforce vocabulary.

Feedback Opportunities: I will meet with each student to hear their thinking about why they grouped words as they did.

Independent Learning and Closure:

Closure: Before moving them to independent work, I want to revisit the learning intention and success criteria so they don't lose sight of the purpose for learning.

Independent Learning: I have prepared one closed sort and one open sort for students to complete during their centers rotations.