

WEEK 2 Day 3

Vocabulary & Language

Sorting Nouns into Categories

Weekly Question	What do people need? What do people want?
Language Objective	I can sort nouns into categories. (L.1.5a)
Vocabulary	goods: things people buy or own noun: a person, place, thing, or idea category: a group of things that are similar in some way
Materials and Preparation	<ul style="list-style-type: none">• clipboard, sticky note, and pencil, for each pair of children• blank sheet of chart paper
Opening	<i>This week we have been talking about the goods that people want and need. Today we will think of nouns to name goods and sort them into categories.</i>
Discussion	<p>Goods are things that people buy and sell. Talk with your partner about goods that your family buys. Then, together, choose one good and quickly write or sketch and label it on the sticky note.</p> <p>As children talk, draw, and write, circulate to support them.</p> <p>Bring the class back together on the perimeter of the rug. Place the blank chart paper in the center.</p> <p><i>Now each pair will share their goods. After each person shares, we are going to group similar goods together, in categories.</i></p> <p>Have the first pair share their sticky note; then put it on the chart paper. Have the second pair share; then decide as a class whether the good is similar to the first, or if it is different. If the good is similar, put the new sticky next to the first one. If it is different, place it in its own area. Repeat this process as each pair shares.</p>

	<p><i>Each good is a thing, a noun. Now let's look at the categories we made and see if we can name them.</i></p> <p>Indicate one group of sticky notes. Name the goods they represent. <i>What could we name this category? What do all of these goods have in common?</i> [food, shoes, clothing, etc.]</p> <p>Write the name of the category on the chart.</p> <p>Continue the process to name each category.</p>
Closing	<p><i>Today we came up with nouns to name groups, and we sorted them into categories. Tomorrow we will work more with these words.</i></p> <p>Note: Keep the chart for use on Day 4.</p>
Standard (Boston)	<p>L.1.5a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p>
Ongoing assessment	<p>Do children accurately name goods and represent them with illustrations and words?</p> <p>Do they sort them into clear categories?</p> <p>Do the names of the categories accurately represent the goods in the group?</p>

Notes