WEEK 2   Day 4

Vocabulary & Language
Sorting Nouns into Categories

Weekly Question	What do people need? What do people want?
Language Objective	I can define nouns by category and attribute. (L.1.5b)
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 **attribute**: a quality or characteristic **precise**: exact; specific
Materials and Preparation	● *Those Shoes*, Maribeth Boelts ● *A Chair for My Mother*, Vera B. Williams ● Categories chart, from Day 3
Opening	*Yesterday you wrote down nouns to name goods and we sorted them into categories. Today we will talk about the attributes of goods in a particular category.*
Discussion *Those Shoes*, page 1	*When we read* Those Shoes, *we learned about a good that Jeremy really wanted: shoes. But, we can be even more* **precise**, *or specific, about the category we put those shoes in. What kind of shoes are they?* [If children say "sneakers"] *Yes, they are sneakers, and they are even a particular type of sneakers. Do you know what that type of sneaker is called?* [high-tops] *So, the shoes in this book are part of the category "shoes," but they are also, more precisely, "sneakers," and, even more precisely, "high-tops."*

A Chair for My Mother page 7	*Let's take a look at another good we've been reading about: the chair in* A Chair for My Mother. *This is a chair, but it is a particular type of chair. What type of chair is it?* [armchair] *An armchair is a chair that has arms on it where you can rest your own arms!*
	We looked at two goods that fit into categories but that we can name them even more precisely by including their attributes. Let's look at one of our categories to see if there are any goods that we can name more precisely. Choose one category. With the children, more precisely name each good or noun within that category. Sub-categories may emerge. For example, "shirt" can be in the category "clothing" and be named more precisely as "t-shirt."]
Closing	*Today we categorized nouns more precisely by discussing their attributes.*
Standards (Boston)	**L.1.5a.** Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. **L.1.5b.** Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
Ongoing assessment	Do children identify attributes that help them name goods more precisely? What are their confusions? Notice how children participate in turn taking. Consider using Equity Sticks or another talk protocol to ensure that all children have opportunities to volunteer ideas.

Notes