

Date: _____

Instructional Routines template

PLAN

Component: Vocabulary

Instructional Activity: List- Group- Label

Materials Needed: preselected vocabulary word(s) or concept, a space to visibly display student responses, materials for students to record their groups responses (chart paper, regular paper, whiteboard... teacher choice).

 **Approximate Time:**
30 minutes

 **Click here for video example**

- X Individual
- X Small Group
- X Large Group

OBJECTIVE

State the objective(s):

Students will be able to organize their understanding of new concepts and vocabulary while building on prior knowledge to help to do so.

REVIEW &
VOCABULARY

Review prerequisite skills and teach related vocabulary: *Set up the tools needed to succeed.*

Explain to students that in this routine there are 3 main steps. The first step is to brainstorm a list of related words to the target vocabulary word or concept. The second step is to group that brainstorm list into related subcategories. And the third step is to produce a label for each subcategory. It is important to remind students that there are no wrong answers in the brainstorm. As you move through the steps you may realize that some words or phrases from the brainstorm may not be needed or appropriate as you dive deeper in.

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I DO IT!

I do it! – Demonstrate: *Teach the new skill, model with clear explanations, verbalize your thinking process.*

Teacher demonstrates steps 1-3 of this instructional routine. Teacher provides students with the target vocabulary word and then brainstorms a few words related to it. This should be done with a word that students have recently worked with and should have a good understanding of. The teacher then makes their thinking visible and explains why they are grouping the brainstormed words the way they are and then why they came up with certain labels for those groups.

I DO IT!

I do it! (continued)

Example lesson:

Teacher says: Last week we spoke about the word *appetizer* from our read aloud. We learned that it means a small dish of food before a big meal. When I think of the word *appetizer*, I think of (teacher records brainstorm on the board): sharing, shrimp, restaurants, friends, nachos, hungry, chip and dip, mozzarella sticks, and dinner. When I look at this brainstorm, I see two ways these words can form groups. I see nachos, chip and dip, mozzarella sticks, and shrimp going in one group. And then I see sharing, restaurants, hunger, friends, and dinner going in another. (Teacher re writes these words so they are grouped together). Now, I need to create a label for each group. The first one seems pretty easy to me; I will label it “appetizer food” (teacher writes that above the list). The second group isn’t as obvious to me, so let’s think. They all have to do with when, where, and who I would have appetizers with. So, they all seem to be regarding the circumstances you would have appetizers. Ok that’s it! I’ll label this group “the 5 Ws of appetizers.”

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WE DO IT!

We do it! - Provide guided practice: *Provide opportunities for students to practice as a group with teacher scaffolding. Provide immediate and specific feedback.*

Routine: Steps 1 and 2: The teacher provides the class with the word or concept from a recent read aloud or the curriculum that they will be brainstorming about. The teacher may need to provide a student friendly definition depending on how much exposure the students have had to the vocabulary. Have the students brainstorm a list of words as a whole class as the teacher records the list on chart paper, in no particular order.



If students need support with:	Then try this:
language, generating ideas	Provide sentence stems, word lists or pictures to support thinking, incorporate a turn and talk to check for understanding and to provide students and opportunity to continue to brainstorm ideas.

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YOU DO IT!

You do it! - Provide independent practice: *Provide individual students with multiple opportunities to practice independently, provide feedback as needed.*

Step 3: Teacher places students in small groups or pairs to take the brainstorm list and rearrange them into groups that make sense to their group. Students will then create a heading, or label, for each of the groups. They will then prepare to share their reasoning for grouping and labeling the words as they did to their whole class.



If students need support with:	Then try this:
language	Provide sentence stems, word lists or pictures to support thinking. Teachers should join groups/pairs that need more support (as identified through checks for understanding during the I do and We do phase of the lesson).

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ASSESS

Assess students (formally or informally): *Determine the level of mastery for the stated objective.*

Teacher observations and check ins with the small groups as they are working together and discussing where to group the words. The assessment is not how they group the words, but rather the students' ability to defend and effectively communicate their rationale for placing words where they did.

ENRICH/EXTEND

Enrichment/Extension: *Provide enrichment and extension activities for students who need less support.*

For students who demonstrate ease with grouping and labeling, consider moving to one of the following options

- Have students write down their rationale for the group headings OR
- Have students write a sentence as to why two words were placed together in the same group. Possible sentence stem: _____ and _____ were grouped together because_____.