105-Lesson Plan

Lesson – Word Sort

**Big Ideas –**

Recognize the semantic relationships of key math words in geometry and measurement.

Knowing the math vocabulary will help students do better on their ISAT test and in doing their math work.

**Idaho Standards:**  7.M.2.1.7 , 7.M.4.1.7

**Lesson Overview:**

Students will work in pairs to review vocabulary words for the ISAT test. Each word will be on a card and the students will group them and then in a class discussion explain their reasons for their classifications. I will do a talk aloud in the introduction and the students will do a “word sort” using the cards.

**Lesson objectives:**

Students will gain an understanding of math vocabulary words.

Students will recognize semantic relationships of key math words.

Students will gain insight into math word with the help of each other.

**Idaho Standards:** 7.M.2.1.7, 7.M.4.1.7

**Detailed Lesson:**

I used this for my basic math class as a review for their ISAT test. Vocabulary is a big thing for them, and they don’t always remember the terms which they need. At first I wrote a few math words on the board and discussed the meanings (to remind them of a few I thought they could have forgotten), I did a talk aloud as to how I would go about grouping them and why I would group them as I did.

I then paired them up (one person was by herself) and handed out the cards (25-30). My directions were to group the words into at least 3 groups however they thought as a pair they should go. They could have as few or many in each group as they needed, but both people had to agree with it. After they were all finished (about 8-10 mins.), I went around to the groups (6 of them) and they orally explained their groupings. In the discussion it was learned that some forgot what the words meant which made it difficult for them, and some words were just hard to group with others. They then rotated people so they worked with someone new. Now the directions were to put the words into 5 groups; they could come up with any criteria necessary to do it. This went a little faster. The word opposite was still a problem for some. We discussed again the results. People were again mixed up and the cards went out again, this time with specific topics I put on the board. They were given 4-5 minutes to put them in the ‘correct’ group. We didn’t have much of a discussion as we were almost out of time and needed to round out the assignment with the conclusion. The cards were collected and students sent to their own desks. They each had a half piece of paper to answer the following questions:

1. What was the hardest thing to do in sorting the words?
2. What made it easy?
3. Did you argue with your partner?
4. Which words do you remember the best from this exercise?
5. What did you get from this exercise?

**105-Lesson Reflection**

**LIMSST Project Literacy Lesson Reflection Form**

Date of Lesson: \_\_March 11, 2008\_\_\_\_\_\_\_\_\_

Word Sorting

**Lesson Title/Topic Areas:**

**Literacy Strategies Used:**

(Please discuss what literacy strategies you embedded in this lesson. What were your goals in using these strategies?)

This was the first time I used the word sort strategy. I decided to try it with my basic class because ISATs are coming up and I thought it would be a good review. I chose the geometry and measurement words because that is one area we as a school are always low on in our results.

I also used a think aloud to help them understand what was to happen. Since this is my lowest class ability wise, they need more direction than other classes most of the time. I think the strategies both worked.

**Student Response to the Lesson:**

(Was the strategy effective? Were students able to read/write as needed in this lesson? What attitudes were displayed? How did specific

 students and/or the class do? How did the literacy strategy aid in developing student understanding of the topic? Cite specific evidence from the samples of student work)

The think aloud worked well because they could group the words without too much trouble. When they had trouble with a word, they asked their partner, or another group. When I heard several groups have trouble with the same word (once or twice), then we discussed the word until someone could describe what it was. Some of the words (opposite) were tough to group and they had to agree where to put it. I was surprised some put it with reflection, but it did make sense. What really helped with the lesson was when students had to explain why they put words where they did. Sometimes they couldn’t remember why, or explain it, they just knew it fit there. All the students were involved and there was no groaning when I explained the lesson. When they left, some said they liked it as a review of the words, because they had forgotten some of them.

**Lesson Reflection:**

(What worked well with this lesson? What challenges did you encounter in this lesson? Would you change certain aspects of the lesson or the questions that you asked? How does this influence future lesson planning?)

When I do this again, I will have less words. For the basic class, @28 words were too many. I wanted to get a lot of words reviewed, but know now that about ½ of that would be good for one lesson, and they would have gained more from it then. I plan on doing it again with the basic class, maybe even doing it with kinds of math problems; I have to think about it more.

**Relationship to Previous Instruction:**

(Have you taught this lesson/topic prior to the LIMSST project? If so, how did your teaching of this lesson differ from what you taught before? How did students’ reactions to this lesson differ?)

I have reviewed the vocabulary before, but not like this. I would do it again as they all were involved and the changing of pairs constantly made it different for them each time we did the sorting. They liked that, plus the fact that they could move around the room then.