

Vocabulary Activity

Classification (w/Content Connections)

Purpose: Semantic Development, Syntactic Development

Focus: Classify vocabulary into two or three groups

ELDC (Continuum) Level(s): Proficient 2, Proficient 3

Procedure: Model the activity, beginning with several words for teams to classify into groups. Ask students to identify an appropriate label for the groups they create. Discuss other words that could go into each group. Each team gets out one pencil and one sheet of paper. The captain writes team name and divides the paper into the appropriate number of columns (groups). The captain labels columns for classifications and sets timer for 5 minutes. Team members take turns writing words in appropriate columns (as in the Team Spelling Test). Note that words do not have to come from the lesson vocabulary. When the timer rings, collect papers. Teams get one point for each word they place correctly. Spelling should not count.

Classification Activities & Notes on how to use **Classification Reproducibles** below:

- Classification Activities are designed to practice the **lesson vocabulary** (Suggestion: As a starter, create and/or use a lesson vocabulary list for quick reference)
- Classification is a **team activity**. Once teams understand the activity, they make up their own classification headers, and can deviate from lesson vocabulary to include other words from the text, synonyms, etc.
- **Classification Activity #1** and **Classification Activity #2** are suggested activities to use with reproducible graphic organizer(s) on the pages below to model for students. Then in **Classification Activity #3**, have teams decided on their own classification headings to classify a particular vocabulary (from lesson vocabulary list, lesson summary, textbook, etc.). Be sure teams provide an answer key to their own original classification activity when completed. In this and all classification activities using vocabulary, teams **must** provide a correct reason (rationale) for each classification decision. Answers and reasons may vary.

Classification Activity #1 Classify Lesson Vocabulary into (4) groups	Classification Activity #2 Classify Lesson Vocabulary into (4) groups
1. Nouns: (<i>people, place, thing, idea</i>) 2. Verbs: (<i>action or "being" words</i>) 3. Adjectives: (<i>describing words</i>) 4. Adverbs: (<i>describing words</i>) 5. Other words	1. Words relating to ___ (<i>a character, person, term, etc</i>) 2. Words relating to ___ (<i>a second character, person, term,</i>) 3. Words relating to ___ (<i>a third character, person, term,</i>) 4. Words that _____ (<i>do or tell something--such as describe, tell sequence or order, start a noun clause, etc</i>) 5. Other words (<i>not related to groups 1, 2, 3 above</i>)

Classification Activity (Continued on following pages)

Classification Activity (Continued from previous page)

Classification Activity #4: Classify words spoken by each character in a play script (refer directly to textbook lines)

Classification Activity #5: Classify words that describe each character’s personality or actions (adjectives, adverbs)

Classification Activity #6: (Advanced students): Provide teams with a thesaurus and the reproducible classification organizer on the following page. Teams classify each set of 3 adverbs by degree of meaning on a scale of 1 to 3.

Directions for Activity #6: Study the examples and classify each adverb in the set by degree on a scale of 1 to 3. Advanced students discuss using a thesaurus to determine the degree of description, intensity of meaning, or strength that each word communicates. Students should be able to defend logically their choices to others.

Example of adjective sets: *unhappy, sad, joyless* — On a scale of 1 to 3, *sad* is stronger (more descriptive) than *unhappy*, but *joyless* is the strongest of the three. On a scale of 1-3, *unhappy* is scale 1, *sad* is scale 2, and *joyless* is scale 3. Answers may vary based on the rationale the team provides for choices after consulting a thesaurus, discussing example, etc. (see table below)

Example of adverb sets: *carefully, cautiously, suspiciously*— On a scale of 1 to 3, *cautiously* is stronger (more descriptive) than *carefully*, but *suspiciously* is the strongest of the three. On a scale of 1-3, *carefully* is scale 1, *cautiously* is scale 2, and *suspiciously* is scale 3. Answers may vary based on the rationale the team provides for choices after consulting a thesaurus, discussing example, etc. (see table below)

	1—Strong (Descriptive)	2—Stronger (More Descriptive)	3—Strongest (Most Descriptive)
Adjective Sets	<i>unhappy</i>	<i>sad</i>	<i>joyless</i>
	<i>pretty</i>	<i>lovely</i>	<i>beautiful</i>
	<i>foolish</i>	<i>ignorant</i>	<i>Idiotic</i>
Adverb Sets	<i>carefully</i>	<i>cautiously</i>	<i>suspiciously</i>
	<i>reluctantly</i>	<i>unwillingly</i>	<i>bitterly</i>
	<i>kindly</i>	<i>compassionately</i>	<i>selflessly</i>

Below is an **example of a list of adverb sets** used for the Classification Activity #6 Organizer (on the following page) and a *Teacher’s Suggested Answer Key* (Notice that answers may easily vary based on team rationale provided)

Adjective Sets from Organizer Classification Activity #6	TEACHER’S Suggested ANSWERS** Classification Activity #6:
<i>willful, mindful, conscious</i>	<i>conscious intentional, willful</i>
<i>nonstop, incessant, continuous</i>	<i>continuous, nonstop, incessant</i>
<i>dreadful, terrible, frightful</i>	<i>terrible, frightful, dreadful</i>
<i>eternal, everlasting, perpetual</i>	<i>everlasting, perpetual, eternal</i>
<i>faulty, mistaken, erroneous</i>	<i>mistaken, incorrect, erroneous</i>
<i>stressed, tormented, suffering</i>	<i>stressed, tormented, suffering</i>
<i>unspeakable, horrendous, disgusting</i>	<i>disgusting, horrendous, unspeakable</i>
<i>firm, unyielding, stubborn</i>	<i>stubborn, unyielding, immovable</i>
<i>wretched, heartbroken, desolate</i>	<i>wretched, heartbroken, desolate</i>

(****Note:** There will be differences of opinion as to degree, so teams must be ready to defend choices)

Classification Activity Reproducibles (See following pages)

Classification Activity (Continued on following pages)

Classification Activity (Continued from previous page) **Reproducibles**

Additional Classification Activity Starters: Here are some starters to find and classify other information in the lesson. Use these suggested categories and the graphic organizers provided on the following pages: Find words in the summary or text that tell:

1. Tell Characters, setting, events, conflicts, problem/solution
2. Tell Where, When, Who, What
3. Tell jobs, occupations, or titles (what a person does-king, sentry, student, writer, singer, etc)
4. Tell the condition of someone/something (looks like, sounds like, acts like, etc)
Can be a verb or a noun- (*Examples: boss, sense, film, etc.*)
Express emotions (feelings: happy, sad, jealous, angry, etc.)
Express sounds (objects that make sounds or the sounds themselves)
Express thoughts or ideas (abstract nouns; abstract concepts see below)
Tell what someone heard, saw, felt, or did
5. Tell Personal Preferences—Find words in the lesson summary, vocabulary or text that are:
Words/phrases I do not know yet.
Words/phrases I just learned and I like.
Words/phrases I just learned and I do not like.
6. Identify an **abstract concept** (authority, love, happiness, respect, help, etc)
Different kinds of _____ (*abstract concept*) Use an abstract concept tightly connected to the lesson Suggestions: Different kinds of **honor, integrity, etc** Other Examples:
 - **Different kinds of authority:**
God's Authority—God's laws, divine laws, spiritual laws
Government's Laws—King Creon, the sentry
Age (Seniority)—authority that comes the wisdom of the years
Family Duty— and responsibility gives Antigone authority
Parental and Social Authority—guardian or caretaker authority (teacher, officer, judge)
 - **Different kinds of respect:**
Self-respect (Respecting oneself) – Saying no to drugs and alcohol, making good choices about healthy behavior that does not demean, degrade, or make one feel ashamed
Respecting others – Respecting the belongings of others, not bullying or teasing, respecting different viewpoints
Respecting authority – Respecting parents, teachers, police officers, office workers, judges, etc. by showing obedience, appreciation, politeness, and respect for public property
Respecting institutions- (1) Respecting one's culture, heritage, and country (patriotism, respect for our leaders); (2) Respecting cultures, languages, heritages, countries, of others
 - **Different kinds of righteousness** (*goodness, fairness, holiness, or character*)
God's righteousness —God's laws, divine laws, spiritual laws of what is good and right
Man's righteousness— rules and norms set by the wisdom of people in authority (elders, parents, teachers, judges) are good and right
Government's righteousness— police, kings, laws are right and good
Society's righteousness — social order and authority, family duty are right and good
 - **Different kinds of love:** LOVE: In American English, we use the word "LOVE" to talk about strong emotions for just about anything, (I love ice cream), (I would love to visit China.). Love between people uses the same word in English. A philosopher is someone who investigates knowledge about the way people think and believe about the world. Ancient Greek philosophers thought there were different kinds of love. From Socrates to Plato and Aristotle, the question of love has always been important. The Greeks use different words for different kinds of love.
"STAUROS"- is family love between parents-children, brothers-sisters, aunts, uncles, etc.
"PHILEOS"- is love between friends, friendship, "brotherly" love, or kindness to others.
"EROS"- is love for someone's beloved (married love), or an artist's love for his creative work. Eros is a self-fulfilling love for self.
"AGAPE"- love is the best love philosophers can describe. Agape is spiritual and self-less and "self forgetting" love that places the good of others above the love of oneself. Agape love is above a person's feelings and it sacrifices self for others.

Classification Activity Reproducibles (See the following pages)

Note: The Content Connections described below are intended to give ideas and/or suggestions for utilizing this activity in other subject areas.

Content Connections
Math: Read procedure for activity. This can be adapted so students classify words related to math concept (fraction: denominator, numerator, least common, etc.). Students can also scan FCAT released tests for words related to a specific math cluster (measurement, geometry and special sense, etc.).
Science:
Social Studies:

Classification Activity Reproducibles (See the following pages)

Classification Activity (Continued from previous page) **Reproducibles**

Classification Organizer (Activity #6)

Team Name _____

Directions: Study the examples. Then use word sets (adverb, noun, verb, adjective) to classify by degree. Use a thesaurus to study, compare, and discuss each set of words. On a scale of 1-3, determine the degree of description, meaning, or strength. For example, for the adverbs *unhappily*, *sadly*, *joylessly*, on a scale of 1 to 3, *sadly* is stronger (more descriptive) than *unhappily*, but *joylessly* is the strongest. For adjectives, the set would be 1-*unhappy*, 2- *sad*, 3-*joyless* by degree.

Note: The most important part of this activity is team discussion of the meanings of words. Teams must be able to give a reason for each choice and defend it.

Adverb or Adjective Set (circle)	1 Strong (Descriptive)	2 Stronger (More Descriptive)	3 Strongest (Most Descriptive)
<i>Adverb Example:</i>	unhappily	sadly	joylessly
<i>Adjective Example:</i>	slow	gradual	stealthy

Classification Activity Reproducibles (See the following pages)

Classification Activity: Words with Common Features

(Title/Unit/Text/Lesson) _____

Classifying is sorting, grouping, arranging, or organizing according to class or category. Classifying is distributing or ranking into classes by common features, common properties, common factors, or common themes.

Directions: Complete the chart using these suggestions for classifying by common features. *Identify & classify from the lesson words that ...*

1. Name **jobs, occupations, titles**-what a person does (*king, teacher, sentry, singer, etc.*)
2. Tell the **condition** of someone or something (*what it looks like, sounds like, acts like, etc.*)
3. Can be a **verb and a noun**- (*examples: boss, sense, film, etc.*)
4. Express **emotions** (*feelings: happy, sad, jealous, angry, etc.*)
5. Express **sounds** (*objects that make sounds or the sounds themselves*)
6. Express **thoughts or ideas** (*abstract nouns*)

Category #1	Category #2	Category #3
_____ _____ _____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____ _____
(Title/Unit/Text/Lesson) _____		
Category #4	Category #5	Category #6
_____ _____ _____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____ _____

Classification Activity: Abstract Concept

Classifying is sorting, grouping, arranging, or organizing according to class or category. Classifying is distributing or ranking into classes by common features, common properties, common factors, or common themes.

Directions: Identify an abstract concept from the lesson and develop it in the organizer below.

(Title/Unit/Text/Lesson) _____ Different kinds of _____

Example: **Different kinds of Respect:** Think about (4) different kinds of **Respect**, and complete the chart by writing examples/ words/ details from the lesson. Use the text and/ or a lesson summary.

Self-respect (Respecting oneself) – Saying no to drugs and alcohol, making good choices about healthy behavior that does not demean, degrade, or make one feel ashamed

Respecting others – Respecting the belongings of others, not bullying or teasing, respecting different viewpoints

Respecting authority – Respecting parents, teachers, police officers, office workers, judges, etc. by showing obedience, appreciation, politeness, and respect for public property

Respecting institutions- (1) Respecting one's culture, heritage, and country (patriotism, respect for our leaders); (2) Respecting cultures, languages, heritages, countries, of others

Topic: Different kinds of _____ in
_____ (Title/Unit/Text/Lesson)

1. _____ _____	2. _____ _____	3. _____ _____	4. _____ _____

Classification Activity: Personal Preferences



Title /Text/ Lesson _____

Classifying is sorting, grouping, arranging, or organizing according to class or category. Classifying is distributing or ranking into classes by common features, common properties, common factors, or common themes.

Directions: Use vocabulary from the text and the lesson summary to complete the chart to identify and classify words:

1. Words/phrases in the reading that I do not know yet
2. Words/phrases in the reading that I just learned and I like.
3. Words/phrases in the reading that I just learned and I do not like.

CATEGORY Words/Phrases that ... I <u>do not know</u> yet	CATEGORY Words/Phrases that ... I just learned and I <u>like</u> .	CATEGORY Words/Phrases that ... I just learned and I <u>do not like</u>