Literacy T-Chart Word Sort

CIP 51.0899 Health/Medical Assisting Service/Assistant

Determine the meaning of symbols and vocabulary as they are used in a specific context.

Program Task:	PA Core Standard: CC.3.5.11-12.D
502: Perform basic first aid skills including choking victims.	Description: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

Program Associated Vocabulary:	Reading Associated Vocabulary:
Conscious choking Unconscious choking Abdominal thrusts Back blows Clutching the throat Coughing forcefully Completely blocked airway Partially blocked airway Wheezing or weak coughing sounds Heimlich maneuver Infant choking Adult choking Choking victim in a wheelchair Call 911 Cannot speak or breathe	Symbol Key Term Context

Program Strategy:	Literacy Strategy:
The word sort strategy helps students recognize the relationships among key concepts and sort vocabulary terms/phrases into different categories. A word sort may be used as a before-reading assignment to activate students' background knowledge or as a review at the end of a section. Create a set of cards with each of the terms above on a separate card. Have a set of cards for each small group of students. Instruct students to sort the words into three or more categories with each category having at least three	*Preparation* Generate a list of 15-25 important terms related to the topic. Create a card for each (through an Excel file, Word table or notecards). Create multiple sets so that small groups (4-6 students) each have a set to work with. *Whole Group* Explain to students that we remember vocabulary and concepts better when we associate terms. This

Program Strategy:	Literacy Strategy:
terms. Have teams select a label for each group of terms.	activity will help them categorize key terms so that they can make connections.

Students share their explanation with the class or another group.

This process enables students to review (or learn) terms and practice classification. Be prepared to monitor the room to help students create logical word groupings (since there is not one right way to group). Some students may already have the background knowledge to suggest the categories. Some may not know these distinctions, but know, for example, that some of the word phrases are symptoms and others are treatment actions; some are specific to infants and others to adults.

You may have students post their groupings and then make changes through the unit as they gain knowledge of the procedures.

Demonstrate the connection between memory and relationships by providing each student with a slip of paper with the same 14 terms. For some, list the words randomly and for others, put words in a group. Give students 30 seconds to look at their individual sheets. Ask them to write down all terms they remember. Debrief students by asking how many terms each got right. Typically, students with the grouped terms will remember more. Point this out.

Sunshine	**Dirt**
Rain	**Soil**
Snow	**Mud**
Cloudy	**Loam**
Sleet	**Earth**
Cold	**Ground**
Warm	**Dust**

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Next, organize the class into groups of four to six students. Ideally, each group should have students with different abilities and prior knowledge.

Guided Practice
Ask students to group the terms from the warm-up exercise. Possible categories could include light, precipitation, temperature dependent, things underfoot, things from the sky.

Application
Distribute one set of Word Sort cards to each group. Direct each team to group the terms into three or more categories and each category must have at least three terms. Give students 4-6 minutes to sort the terms and label each category. Put the category label on the blank cards.

Have each team present their categories and how the items in the category fit together. It does not matter if the groups come up with the same answers; what is important is that they justify their groupings.

Program Strategy:	Literacy Strategy:
	Post the various groupings in the classroom. Have students revisit their groups periodically and determine if they need to move any terms or change any categories based on what they have learned.

In debriefing, use the following questions:
- How did your group categorize the terms? Think about your thinking – <u>Why </u>did you categorize them the way you did?
- Why will it be important to know the similarities and differences among these terms?
- What was the purpose of starting the unit on this skill standard with this activity? Why do you think I had you do this first?

Listen for:
- Justification for categories.
- Understanding of why knowing the difference in the terms is important.
- Understanding that some students already knew some of the terms and they could share with others.
- This activity teaches reasoning skills of classification and deduction. |

Instructor's Script – Vocabulary

Choking is a common breathing emergency caused by blockage in a person's airway. It is a life-threatening emergency and action within seconds is necessary. Students must recognize the signals of choking emergencies and take quick action in a variety of situations. The age, size, position and consciousness of victims require variations in actions which are crucial in saving the victim's life.

Common Mistakes Made by Students

Students often consult a dictionary or glossary for the meaning of words and then accept only the first definition without considering whether it works in the context. In emergencies, vocabulary distinctions come into play. First aid techniques are learned in conjunction with vocabulary and require more than just reciting a definition. Internalizing word meanings helps students apply words/phrases to real-life situations.

In reading, students often also skip unknown (or difficult) words. In technical reading, students need to understand all key words because they can impact the procedures or products described.

CTE Instructor's Extended Discussion

Taking note of how students categorize the terms can provide the segue to instruction and/or re-teaching. What is important is that students discuss the vocabulary words/phrases while they are grouping them and in the process become aware of the new terminology and hopefully build their prior knowledge from the discussions with each other.

Sample Questions:

Career and Technical Concepts

Question	Answer

Which of the terms does not fit with the others?
   A. Abdominal thrusts
   B. Clutching the throat
   C. Wheezing
   D. Weak coughing sounds
	A. Abdominal thrusts
	
	The other terms are all symptoms, while abdominal thrusts are part of the Heimlich procedure.

PA Core Reading Concepts

Question	Answer

Grammar has many technical terms. Some are closely related and therefore can be confused. Adjectives and adverbs both describe or modify words. However, adjectives modify nouns or pronouns. Adverbs modify verbs, adjectives or other adverbs. However, nouns are not used to describe other words.
 	
Based on the paragraph above, which of the following terms is not connected to the others?
   A. Noun
   B. Adjective
   C. Adverb
   D. Modify
	A. Noun