Literacy T-Chart Word Sorts

CIP 12.0501 Baking and Pastry Arts

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
410: Identify and use herbs, spices and flavor extracts.	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:
Herbs, spices and flavor extracts such as: thyme oregano basil tarragon rosemary parsley sage bay leaves nutmeg cinnamon allspice cilantro cloves vanilla pure anise extract lavender extract pure orange extract pure almond extract coriander seeds strawberry flavor extract pepper chili ginger paprika mint dill	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.	*Preparation* Generate a list of 15-25 important terms related to the topic.

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Using Excel or the table function of Word, create a list of herbs, spices and extracts, such as the list above, that can be cut into slips of paper, with one slip of paper for each herb, spice and extract to be included in the word sort literacy lesson. Some of the terms could be made deliberately ambiguous, able to fit into more than one category in order to spark discussion and deeper thought among students.

Place one set of the paper strips into a small snack or sandwich sized zipper storage bag. There should be one bag per small group.

Instruct the groups to sort the terms in their zipper bag into at least three categories with at least three terms in each group. Some students may already have the background knowledge to suggest the categories of herbs, spices and extracts. Some may not know these distinctions, but know, for example, that some of the culinary terms are leaves of plants, and may decide on a category they call "leaves."

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).

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

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 activity will help them categorize key terms so that they can make connections.

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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Ground	**Warm**

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.

Program Strategy:	Literacy Strategy:
	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. 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

Being able to identify herbs and spices and distinguish between them is important for cooking processes. With some herbs, the leaves can be used fresh or dried. Some herbs are more flavorful when fresh. Dried herbs are sometimes added later in the cooking process.

Spices, coming from other parts of a plant besides leaves, are usually dried and often ground, which enhances their flavor, and are often added at the beginning of the cooking process. Knowing the precise technical vocabulary of herbs, spices and extracts, and their scents and flavors, will allow students to learn better how to use them to season foods and make foods taste better.

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.

Readers have learned to skip unknown words because they sometimes are not essential. In technical reading, students need to understand all key words because they can impact the procedures or products described.

CTE Instructor's Extended Discussion

Some of the terms can be deliberately ambiguous in order to spark discussion and thinking. Students may, for example, argue whether "dill" is an herb or a spice and either could be correct, depending on what part of the plant it comes from. Mint could refer to the leaves or to essential oils and extracts. Vanilla is another example. Some groups might put it in one category and others in a different one and both be correct, depending upon how they were picturing the item. Students do not have to be correct in an introductory activity, since the purpose is to raise awareness and build prior knowledge.

Taking note of how students categorize the terms can provide the segue way to instruction. (The students' category of "leaves," for example, captures a fundamental part of the definition of herbs.) What is important is that students discuss the new culinary terms while they are grouping them and in the process become aware of the new terminology and hopefully build on their prior knowledge from the discussions with each other.

Sample Questions:

Career and Technical Concepts

Question	Answer

You are creating an Italian dish and the recipe calls for you to add "Italian seasoning." However, you discover you do not have this combination of ingredients. You have salt and pepper and will add them to your recipe along with the seasonings you combine. What would likely work well so that you may continue with your recipe?
  A. Substitute selected appropriate spices.
  B. Substitute selected appropriate herbs.
  C. Add additional garlic and onion to the recipe.
  D. Add green pepper, celery and onion to the recipe.
	C. Substitute selected appropriate herbs.
	
	Italian foods typically use herbs such as oregano, basil, thyme and rosemary. C and D are vegetables, not herbs or spices, often added for flavor development.

PA Core Reading Concepts

Question	Answer

Huey Long stumped throughout the region in his efforts to be elected. As used in the passage, the word **stumped** most nearly means:
  A. Cleared.
  B. Baffled.
  C. Campaigned.
  D. Trimmed.
	C. Campaigned