



Labyrinth: Content Area Open Word Sort

Massachusetts Content Standards:

Language Arts Grade K-6

Identify and sort common words into various classifications.

Lesson Summary:

Students will learn new content area vocabulary words while discerning common features and sorting these words into categories using concept mapping software.

Estimated Duration:

Students will need approximately one period to complete this exercise.

Commentary: *Because work is saved to the same USB stick the sugar operating system is on, students can complete the assignment at home or at school. In addition, this is a great way to share what students are working on with parents.*

Pre-Assessment:

There is no pre-assessment for this lesson, as this lesson is an introductory activity to introduce new vocabulary words for a unit and assess students' prior knowledge in relationship to the unit.

Post-Assessment:

Students may be assessed in a variety of ways including review of this activity, future vocabulary testing, and the proper use of vocabulary in writing assignments or speech.



Labyrinth: Content Area Open Word Sort

Instructional Procedures:

1. The teacher will provide students with a list of words from the unit.
2. Students will review words and determine what categories the words may fit into.
3. Students will open “Labyrinth,” and create headings for the word sort.
4. Students will then list words from the list under each category.
5. Students will then go to “Write” or their “Journal” and write a short justification as to why they believe the words fit into the assigned categories.

Differentiated Instructional Support

This activity can be differentiated according to learner needs. Modeling the activity the first time will be helpful. If students struggle to come up with category headings, the teacher could turn this into a closed sort and provide headings for the students. Additionally, students could create the classifications as a whole class or in small groups for added support. Rather than writing a justification, this could be done orally in small groups or as a whole class.

Homework Options and Home Connections

One of the most important features of Sugar is its trans- portability. Students should take stick home to share creations with parents or other family members. Students can continue practicing at home for additional practice.

Additionally, formal definitions of words could be added to the concept map, and words could be reordered, if necessary, based on this new information.

Interdisciplinary Connections:

Connections can be made with any content area based on words chosen.



Labyrinth: Content Area Open Word Sort

Materials and Resources:

For teachers Word lists, optional category headings

For students Sugar on a Stick (OS and software may be downloaded at

<http://wiki.sugarlabs.org/go/Downloads>)

Key Vocabulary

Same as the words listed in the sort.

Technology Connections

This lesson uses Sugar on a Stick's mind mapping software and allows students to practice word processing/typing skills.

General Tips

See the Sugar Floss Manual at <http://en.flossmanuals.net/sugar> for more information.