

Literacy T-Chart Word Sort

CIP 12.0508 Institutional Food Worker

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
209: Describe laws and rules of the regulatory agencies governing sanitation and safety in food service operations.	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:
Food The Food Act Retail Food Facility Safety Act Contamination Sanitation United States Department of Agriculture (USDA) Food and Drug Administration (FDA) Center for Disease Control (CDC) National Sanitation Foundation (NSF) NSF Seal Baking Industry Sanitary Standards (BISSC) 3-A Sanitary Standards ServSafe Equipment Construction Standards Preventive maintenance Sanitizing programs	Symbol Key Term Context

Program Strategy:	Literacy Strategy:
<p>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. In addition to the word list above, other vocabulary terms about agencies and regulations may be needed.</p> <p>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. Some of the terms could be</p>	<p><i>Preparation</i></p> <p>Generate a list of 15-25 important terms related to the topic.</p> <p>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.</p>

Program Strategy:

made deliberately ambiguous, able to fit into more than one category to spark discussion and deeper thought among students.

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

Instruct students to sort the words into three or more categories with each category having at least three terms. Have teams select a label for each group of terms.

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 are several ways to group).

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

Literacy Strategy:

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

Sunshine	Snow
Rain	Soil
Dust	Mud
Loam	Cloudy
Sleet	Earth
Cold	Dirt
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.

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

Program Strategy:	Literacy Strategy:
	<p>matter if the groups come up with the same answers; what is important is that they justify their groupings.</p> <p>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.</p> <p>In debriefing, use the following questions:</p> <ul style="list-style-type: none"> • 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? <p>Listen for:</p> <ul style="list-style-type: none"> • 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

All food products must be protected from contamination during all steps in the different distribution processes. Sanitation means protection from contamination-an ongoing, daily function governed by local, state and federal government agencies.

The U.S. Department of Agriculture (USDA) and the Food and Drug Administration (FDA) share primary responsibility for the safety of the food supply in the United States. The federal Centers for Disease Control (CDC) are mainly responsible for investigating localized and nationwide outbreaks of foodborne illnesses.

In addition, all states have their own laws, regulations and certification agencies dedicated to food safety. In many cases, the food safety functions of the FDA and USDA overlap with state regulations. Institutional food workers are a critical part of the inspection, enforcement, training, research and rule-making processes for both domestic and imported food agencies.

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. Sanitation rules and regulations are learned in conjunction with vocabulary terms and require more than just reciting a definition. Internalizing word meanings helps students apply words/phrases to real-life situations.

In reading, students also tend to skip unknown (or difficult) words. In technical reading, students need to understand all key words because they can impact the procedures necessary for food sanitation.

CTE Instructor’s Extended Discussion

Taking note of how students categorize the terms can provide the segue to instruction and/or reteaching. 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
<p>Which of the following is NOT considered to be food?</p> <ul style="list-style-type: none"> A. Chewing gum B. Aspirin C. Sprite D. Hamburger 	<p>B. Aspirin</p> <p>Food does not include medicines and drugs.</p>

PA Core Reading Concepts

Question	Answer
<p>UTV Racing strives to be the pre-eminent organization in every aspect of motor sport we are involved in, through determination, hard work and a structured scientific approach. Whether it is off-road racing, repairing vehicles or adding to our ever-growing line of high end products designed specifically for racers, we are committed to providing you with the very best we have to offer.</p> <p>Based on the context, what is the meaning of pre-eminent?</p> <ul style="list-style-type: none"> A. Top quality B. Hardest working C. Scientific D. First 	<p>D. First</p>