

Random Grouping Cards

with grammar and vocabulary transitional activities

Silver & Strong's four Learning Styles

Mastery
Learners

They like drill and
practice.

Interpersonal
Learners

They like to talk
while learning.

Understanding
Learners

They like abstract/
analytical ideas.

Self-Expressive
Learners

They like creative
thinking.

When I differentiate instruction based on my students' learning styles, I tend to favor Silver and Strong's four types of learners: mastery, understanding, interpersonal and self-expressive. Google those words because my one-sentence summary of each learning style (at left) is quite limited, but it gives you a very general overview of these four learning styles.

The learning style I worry about most are my **interpersonal learners**; these are the ones who learn best by talking ideas out with their neighbors, and traditional classrooms don't always accommodate for them.

a new product at <http://corbettharrison.com>

Random Grouping Cards

with grammar and vocabulary transitional activities

Silver & Strong's four Learning Styles	
Mastery Learners	Interpersonal Learners
General Pop: 35%	General Pop: 35%
At-risk Pop: 12%	At-risk Pop: 63%
Understanding Learners	Self-Expressive Learners
General Pop: 15%	General Pop: 15%
At-risk Pop: 1%	At-risk Pop: 24%

What I like about Silver & Strong's classification system is that they've done research on how many students you can expect to have in a typical class in each quadrant, and they have also researched which learning styles are most at-risk in traditional school settings.

What alarms me—and always has—is that 87% of the at-risk population falls into two learning styles. I, then, think of the way that vocabulary and grammar are taught in most classrooms, and alarms start going off in my head. It's why I completely changed the way I was assigning vocabulary in 2012.

a new product at <http://corbettharrison.com>

Random Grouping Cards

with grammar and vocabulary transitional activities

1. Personified Vocabulary	2. Mr. Stick Cartoons	3. Vocabulary Haikus	4. Synonym & Antonym Lists	5. Symbolic Representations
Re-envision your vocab word as a “person,” and write a description that explains your personification.	This art-doesn’t-count-against-you task requires use of a vocab word in a caption or dialogue bubble.	Write a nature-inspired 17-syllable poem that uses your vocab word. Don’t waste syllables!	Match your vocabulary word’s part of speech when making these lists of antonyms & synonyms.	Create an original figurative representation for your vocab word, then write a strong justification.
6. E.G.O.T. Sentences	7. Root-Related Word Lists	8. Showing Sentences	9. Imp-Int-Exclam Sentences	10. Sausage Sentences
An E.G.O.T. is a special vocabulary word that fits four categories (not easy to find), then you put all four forms in one silly sentence.	Investigate the Greek and Latin roots in your vocabulary word, then find different words that are truly related.	Write an action-verb inspired sentence that shows you know how to create a context clue or two for your reader.	Demonstrate your knowledge of the four sentence types by creating this set of vocab –inspired sentences that contain context clues.	These sentences follow a wacky pattern that will truly challenge your brain. Provide an illustration to help your reader make sense of them.

Our popular [Vocabulary Collecting Materials](http://corbettharrison.com) allow my students to choose four different activities for the four words they submit every week or every other week. These varied activities appeal to three of the different learning styles, and students come on Fridays ready to teach their words to each other, satisfying the interpersonal learners in my class.

a new product at <http://corbettharrison.com>

Random Grouping Cards

with grammar and vocabulary transitional activities

Over the summer of 2015, I am finalizing a new set of materials designed to appeal to all four learning styles labeled by Silver and Strong. It has turned out to be a HUGE project for me.

These grouping materials are designed to teach/review “vocabulary in context” skills and grammar skills through short, transitional activities that small groups complete together.

These sorting cards will place your students into random groups of three or four students on days when your planned lesson(s) can best be learned by having students learn in small groups; this strategy of group-learning is designed to appeal to those interpersonal learners.

Before your planned lesson begins, these cards will provide a short (5- to 8-minute max) transitional vocabulary or grammar activity—inspired by Common Core. The quick, small group discussion activities were also designed to appeal to the other three learning styles identified by Silver & Strong. These are definitely designed to be a differentiated instruction tool. The next few slides explain how they work.

a new product at <http://corbettharrison.com>

Random Grouping Cards

with grammar and vocabulary transitional activities

How they work: I began designing these grouping cards two years back when—thanks to scheduling issues—I had one class with less than 20 kids, three classes of students in the upper 20's, and two classes with over 34 students. My students like to sit with their friends, which I let them do during our first ten minutes of [Sacred Writing Time](#). For the days we did group learning, I wanted them to be in groups away from their friends so they could hear other students' perspectives and metacognition. Because I had such different numbers of students in each class, I ended up planning 21 completely different sets of grouping cards, each set of cards coming with 8 completely different transitional activities based on these categories:

Parts of Speech Acrostics	Vocabulary Oxymorons	Antonyms & Synonyms
<ul style="list-style-type: none">• 19 students• 24 students• 29 students• 35 students	<ul style="list-style-type: none">• 17 students• 22 students• 28 students• 34 students	<ul style="list-style-type: none">• 18 students• 23 students• 30 students• 36 students
Quotations with Vocabulary	Transitive/Intransitive Verbs	Etymology Lessons
<ul style="list-style-type: none">• 16 students• 25 students• 31 students	<ul style="list-style-type: none">• 20 students• 27 students• 32 students	<ul style="list-style-type: none">• 21 students• 26 students• 33 students

a new product at <http://corbettharrison.com>

Random Grouping Cards

with grammar and vocabulary transitional activities

How they work: After the bell rings and students are doing their warm-up activity (my kids do [Sacred Writing Time](#) in writers' notebooks), the teacher counts the number of students who are present. If there are 29, for example, you pull out the set of 29 cards.

- **Me?** I run many copies off of each card set on paper and keep them in hanging files up front; if I have a kid on detention, he/she makes me more sets for future use. I like my students to write “exit tickets” on the back of their card sometimes, so I like mine as paper.
- **Dena?** She’s more organized than me and manages to maintain a laminated set of each. She remembers to collect them back before class ends; I do not. Lamination works for her.

Parts of Speech Acrostics	Vocabulary Oxymorons	Antonyms & Synonyms
<ul style="list-style-type: none">• 19 students• 24 students• 29 students• 35 students	<ul style="list-style-type: none">• 17 students• 22 students• 28 students• 34 students	<ul style="list-style-type: none">• 18 students• 23 students• 30 students• 36 students
Quotations with Vocabulary	Transitive/Intransitive Verbs	Etymology Lessons
<ul style="list-style-type: none">• 16 students• 25 students• 31 students	<ul style="list-style-type: none">• 20 students• 27 students• 32 students	<ul style="list-style-type: none">• 21 students• 26 students• 33 students

a new product at <http://corbettharrison.com>

Random Grouping Cards

with grammar and vocabulary transitional activities

How they work:

Here are the first four cards in the 29-card set. There are 8 cards on a page, and they need to be cut out before being shuffled & given to students during their warm-up activity.

Click [here](#) to open a PDF of the entire set of 29 cards. It's a safe file to open!

A	<u>A</u> ERATE	1/29
C	<u>C</u> RAVE	
V	<u>R</u> EFORM	
E	<u>O</u> PPRESS	
R	<u>S</u> AFEGUARD	
B	<u>T</u> ARNISH	
I	<u>I</u> NTERVENE	
C	<u>C</u> ALIBRATE	

A	<u>A</u> SSERT	2/29
C	<u>C</u> RAVE	
V	<u>R</u> EVITALIZE	
E	<u>O</u> MIT	
R	<u>S</u> CAMPER	
B	<u>T</u> RANSMIT	
I	<u>I</u> MMIGRATE	
C	<u>C</u> AJOLE	

A	<u>A</u> LLAY	3/29
C	<u>C</u> RAVE	
V	<u>R</u> ESIST	
E	<u>O</u> GLE	
R	<u>S</u> ATIATE	
B	<u>T</u> ROUNCE	
I	<u>I</u> NVEST	
C	<u>C</u> ALCULATE	

A	<u>A</u> SSURE	4/29
C	<u>C</u> RAVE	
V	<u>R</u> EJECT	
E	<u>O</u> RATE	
R	<u>S</u> IGNIFY	
B	<u>T</u> RAVERSE	
I	<u>I</u> NTERCEDE	
C	<u>C</u> ROUCH	

a new product at <http://corbettharrison.com>

Random Grouping Cards

with grammar and vocabulary transitional activities

How they work: Each card set comes with an inter-active PowerPoint; this is the opening slide on the 29-card PowerPoint.

The teacher (or a student) then selects one of the eight grouping/transitional options.

This is the VERB ACROSTIC set, so the names of the activities hint at a quick lesson in verbs.

If R is chosen, for example, the teacher clicks on the R.

29 students here today!
Let's group you for today's task.

Each student needs to be randomly dealt a card from the "Verb Acrostic" set.

Click one of the eight letters for a group transition activity:

<u>A</u>	Always perfect (tense, that is)
<u>C</u>	Conjugate into present tense
<u>R</u>	Roots in verbs
<u>O</u>	On-going (or "progressive") tense
<u>S</u>	So helpful to have helping verbs
<u>T</u>	Transitive Action Verbs
<u>I</u>	Intransitive Action Verbs
<u>C</u>	Conjugate into perfect past tense

a new product at <http://corbettharrison.com>

Random Grouping Cards

with grammar and vocabulary transitional activities

How they work: So...these four card-holding students would form a group. With 29 students, your class would be divided into 5 groups of four, and 3 groups of three. A [spreadsheet](#) with each set of grouping cards lets you know which words will form groups of three or four students.

I tell my students they must come up with a definition that sounds like it has the “voice” of a real dictionary. If they define their word quickly, they can quiz each other on other words from their cards they think they know.

A C V R E O R S T B I C	<u>A</u> SSURE	4/29
	CR <u>A</u> VE	
	RE <u>J</u> ECT	
	OR <u>A</u> T <u>E</u>	
	S <u>I</u> GNIFY	
	T <u>R</u> AVERSE	
	I <u>N</u> TERCEDE	
	C <u>R</u> OUCH	

A C V R E O R S T B I C	<u>A</u> DAPT	13/29
	CRO <u>C</u> H <u>E</u> T	
	RE <u>J</u> ECT	
	<u>O</u> PP <u>O</u> SE	
	S <u>E</u> ET <u>H</u> E	
	T <u>R</u> ANSMIT	
	I <u>D</u> LE	
	C <u>A</u> LIBRATE	

A C V R E O R S T B I C	<u>A</u> DAPT	21/29
	C <u>C</u> Y <u>C</u> L <u>E</u>	
	RE <u>J</u> ECT	
	<u>O</u> B <u>T</u> R <u>U</u> DE	
	S <u>H</u> IM <u>M</u> Y	
	T <u>W</u> IDDLE	
	I <u>M</u> PLODE	
	C <u>A</u> JO <u>L</u> E	

A C V R E O R S T B I C	<u>A</u> DAPT	29/29
	C <u>R</u> ING <u>E</u>	
	RE <u>J</u> ECT	
	<u>O</u> PP <u>R</u> ESS	
	S <u>C</u> AMP <u>E</u> R	
	T <u>Y</u> RANNIZE	
	I <u>M</u> PLODE	
	C <u>R</u> OUCH	

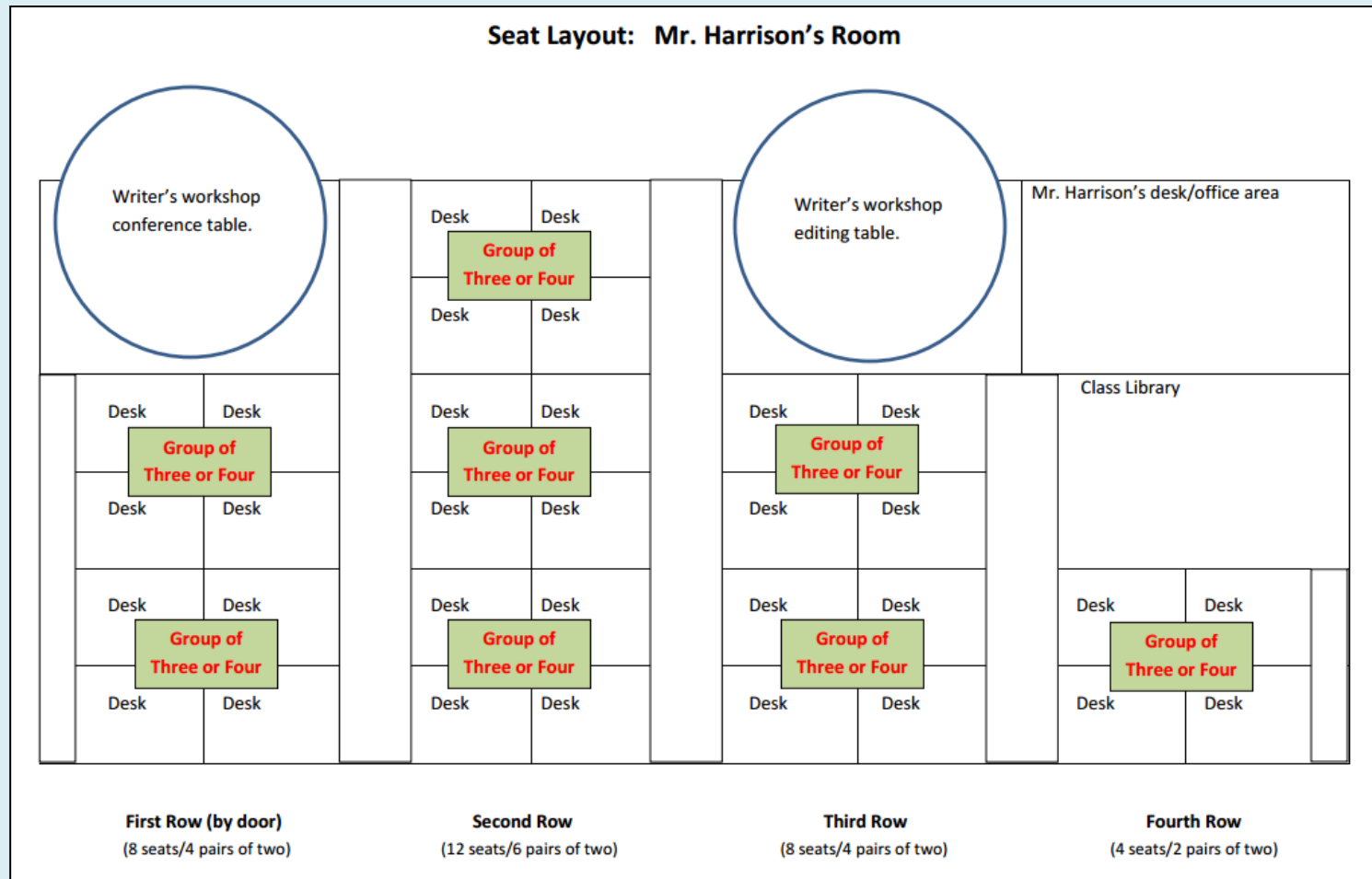
a new product at <http://corbettharrison.com>

Random Grouping Cards

with grammar and vocabulary transitional activities

How they work:

I am asked about my room lay-out, so [here it is](#) (it's safe to open!); it accommodates for both partners and small groups of three or four students to be able to sit together without having to move my desks.



a new product at <http://corbettharrison.com>

Random Grouping Cards

with grammar and vocabulary transitional activities

How they work: When you click on the R in the opening slide, you will be hyperlinked to this slide, which shares definitions and gives instructions for each group to do something with the word they share on their cards.

Context clues and new vocabulary are big in the Common Core standards!

If you have time for a second quick activity, there is a place where you can click to open one in the bottom right.

R : Roots in Verbs

Find your group by finding those fellow classmates who have the same letter in the *R*-position of your verb acrostic poem.

Today's Eight Verbs:

reform – to make changes that improve something's *shape* or attitude

revitalize – to give something new *life* or energy

resist – to *withstand* the action or effect

reject – to *throw* something away or dismiss it because it's not good enough

refer – to *carry* or direct someone's attention to something else

reunite – to make *one* out of something divided

reverse – to *turn* or move backwards

revise – to *see* something in a different way and then change it.

When you are all seated together, study the definition and create a sentence that correctly uses the word. Your sentence must contain—at least—one context clue that would help a reader intelligently guess the word's meaning without having the definition.

Click [here](#) for a second quick activity with these verbs...

a new product at <http://corbettharrison.com>

Random Grouping Cards

with grammar and vocabulary transitional activities

How they work: The second activity sets up a two-minute competition between the groups. It is based on Latin and Greek roots, right out of Common Core!

With this activity, students must make a group brainstorm of as many other words that contain the identified root in their word.

Ultimately, you'll use these cards many times with other random groups of students; by the sixth or seventh time we did this activity, their lists of related words had become quite impressive.

R : Roots in Verbs

Find your group by finding those fellow classmates who have the same letter in the *R*-position of your verb acrostic poem.

These verbs all have old roots:

reform – Latin root meaning *shape*

revitalize – Latin root meaning *life*

resist – Latin root meaning *stand*

reject – Latin root meaning *throw*

refer – Latin root meaning *carry*

reunite – Greek root meaning *one*

reverse – Latin root meaning *turn*

reviser – Latin root meaning *see*

Your group has two minutes to come up with as many other words in English that might share the same underlined Latin or Greek root in your word.

Choose words based on their roots' meanings. *Sister* has nothing to do with *standing*, so it's not a word that uses the *sist* root found in *resist*.

Find completely different words for your list. Don't simply add suffixes like *-ing* or *-ed* to your verb.

End of activity.

Click [here](#) to return to the main menu.

a new product at <http://corbettharrison.com>

Random Grouping Cards

with grammar and vocabulary transitional activities

How they work: So this group might spend their two minutes making a list like the following:

- *project* – to *throw* your voice
- *eject* – to *throw* from an airplane
- *projectile*– something *thrown*
- *trajectory* – the path of a missile that's been *thrown*.
- *object* – to *throw* out an opposing idea in a courtroom.

Weeks later, if you use the R option again with the same class, chances are the list of related words will grow for each root.

A	<u>A</u> SSURE	4/29
C	CR <u>A</u> VE	
V	RE <u>J</u> ECT	
O	OR <u>A</u> T <u>E</u>	
R	S <u>I</u> G <u>N</u> I <u>F</u> Y	
S	T <u>R</u> A <u>V</u> E <u>R</u> S <u>E</u>	
B	I <u>N</u> T <u>E</u> R <u>C</u> E <u>D</u> E	
T	C <u>R</u> O <u>U</u> CH	
I		
C		

A	<u>A</u> D <u>A</u> P <u>T</u>	13/29
C	C <u>R</u> O <u>C</u> H <u>E</u> T	
V	RE <u>J</u> ECT	
O	OP <u>P</u> O <u>S</u> E	
R	S <u>E</u> E <u>T</u> H <u>E</u>	
S	T <u>R</u> A <u>N</u> S <u>M</u> I <u>T</u>	
B	I <u>D</u> L <u>E</u>	
T	C <u>A</u> L <u>I</u> B <u>R</u> A <u>T</u> E	
I		
C		

A	<u>A</u> D <u>A</u> P <u>T</u>	21/29
C	C <u>C</u> Y <u>C</u> L <u>E</u>	
V	RE <u>J</u> ECT	
O	OB <u>T</u> R <u>U</u> D <u>E</u>	
R	S <u>H</u> I <u>M</u> M <u>Y</u>	
S	T <u>W</u> I <u>D</u> D <u>L</u> E	
B	I <u>M</u> P <u>L</u> O <u>D</u> E	
T	C <u>A</u> J <u>O</u> L <u>E</u>	
I		
C		

A	<u>A</u> D <u>A</u> P <u>T</u>	29/29
C	C <u>R</u> I <u>N</u> G <u>E</u>	
V	RE <u>J</u> ECT	
O	OP <u>P</u> R <u>E</u> S <u>S</u>	
R	S <u>C</u> A <u>M</u> P <u>E</u> R	
S	T <u>Y</u> R <u>A</u> N <u>N</u> I <u>Z</u> E	
B	I <u>M</u> P <u>L</u> O <u>D</u> E	
T	C <u>R</u> O <u>U</u> CH	
I		
C		

Random Grouping Cards

with grammar and vocabulary transitional activities

How they work: When you have a student or two absent and use the card sets, you'll be able to expose your students to a different set of grouping cards. If you have a full class and decide to join one of the groups yourself, you can use the 30-card set with your 29 students.

On average, my students saw and used 4 or 5 different sets of the cards as the year progressed based on absences and by manipulating the class size in clever ways. The set of cards my student groups saw the most, which would be the one that is the number of students you have when all are present, well, my students knew every word on those cards backwards and forwards by the end of the year.

Parts of Speech Acrostics	Vocabulary Oxymorons	Antonyms & Synonyms
<ul style="list-style-type: none">• 19 students• 24 students• <u>29 students</u>• 35 students	<ul style="list-style-type: none">• 17 students• 22 students• 28 students• 34 students	<ul style="list-style-type: none">• 18 students• 23 students• 30 students• 36 students
Quotations with Vocabulary	Transitive/Intransitive Verbs	Etymology Lessons
<ul style="list-style-type: none">• 16 students• 25 students• 31 students	<ul style="list-style-type: none">• 20 students• 27 students• 32 students	<ul style="list-style-type: none">• 21 students• 26 students• 33 students

a new product at <http://corbettharrison.com>

Random Grouping Cards

with grammar and vocabulary transitional activities

How they work: After the 5- to 8-minute transitional activity inspired by the cards occurs, the teacher can proceed to teach his/her planned lesson, taking advantage of the fact that they are in established small groups who can discuss the big lesson's parts as they unfold, and the group can produce a group-created product to show they have understood the day's lesson.

Keep in mind, each card set has eight grouping options! One of my new favorite things to do is near the end of the class, tell my students to "pack and stack" and move to a different grouping option on their cards. We don't do the transitional activities, but my students share the group-work they had created with their new end-of-class group. Very interpersonal!

Parts of Speech Acrostics	Vocabulary Oxymorons	Antonyms & Synonyms
<ul style="list-style-type: none">• 19 students• 24 students• 29 students• 35 students	<ul style="list-style-type: none">• 17 students• 22 students• 28 students• 34 students	<ul style="list-style-type: none">• 18 students• 23 students• 30 students• 36 students
Quotations with Vocabulary	Transitive/Intransitive Verbs	Etymology Lessons
<ul style="list-style-type: none">• 16 students• 25 students• 31 students	<ul style="list-style-type: none">• 20 students• 27 students• 32 students	<ul style="list-style-type: none">• 21 students• 26 students• 33 students

a new product at <http://corbettharrison.com>

Random Grouping Cards

with grammar and vocabulary transitional activities

The following links are all safe to open, even if your computer warns you to be cautious:

- [Preview a PDF version of the set of 29 card-set.](#) When you buy the random grouping card package, you will receive an editable version of the cards, if you own Microsoft Publisher.
- [Preview a PDF version of the accompanying 8 transitional activities originally in PowerPoint.](#) When you buy the random grouping card package, you will also have an editable version of the cards, if you own Microsoft PowerPoint.
- [A screen-shot of the Excel spreadsheet that I used to design each card set.](#) It allows you to know where groups of three and four will be based on the words they've been assigned.

Parts of Speech Acrostics	Vocabulary Oxymorons	Antonyms & Synonyms
<ul style="list-style-type: none">• 19 students• 24 students• 29 students• 35 students	<ul style="list-style-type: none">• 17 students• 22 students• 28 students• 34 students	<ul style="list-style-type: none">• 18 students• 23 students• 30 students• 36 students
Quotations with Vocabulary	Transitive/Intransitive Verbs	Etymology Lessons
<ul style="list-style-type: none">• 16 students• 25 students• 31 students	<ul style="list-style-type: none">• 20 students• 27 students• 32 students	<ul style="list-style-type: none">• 21 students• 26 students• 33 students

a new product at <http://corbettharrison.com>

Random Grouping Cards

with grammar and vocabulary transitional activities

We expect the entire set of 21 different grouping cards to be completed by the last week of August! We have all the card sets currently created, but we're working on the last 25% of the transitional activities in PowerPoint form. This is a HUGE packet of materials (our largest yet), and we suspect it will be sold for \$25 - \$35 dollars, which is a bargain if you knew how many hours we've actually invested in these 21 sets of cards and Common Core transition activities.

July-only Specials for our Vocabulary Materials:

- Our [Tier-2 Vocabulary Quick Poems](#) were released on July 6, and anyone who orders them before July 31 will receive two 25% off coupons for our other vocab materials:
 1. If you don't already own our [eleven Common Core-inspired vocabulary and writing tasks](#), you will be sent a special link to purchase them at \$14.99 instead of the regular \$19.99. Sneak preview those materials [here](#).
 2. If you plan to order our new Random Grouping Cards (which you just previewed), you will receive a special link to purchase them at 25% off provided you order (or pre-order) them before September 1.
- And...If you're a self-identified [Lucky Seven member](#), you'll receive the Random Grouping cards for free by September 1. It pays to be a "Lucky 7 Club" member, folks!

a new product at <http://corbettharrison.com>