

Classify

Apply In:

- ● Leveled Book:
I See Tails!

1 Reteach

Conduct this exercise to show children how to classify. Tape the two pieces of paper horizontally so that the blue piece is on top and the green piece is on the bottom. Hold up an animal picture and ask: **Does this animal belong in the sky or on land?** After children answer, tape the animal to the appropriate section. Continue having children sort the animals and tape them onto the construction paper. Explain:

- ▶ **Owls, eagles, and bats all fly in the sky. They are in the same group. When we classify, we put things that are the same in a group together.**

Begin listing or drawing the animals in a T chart. Ask questions such as: **Is a rabbit a sky animal or a land animal? Point to where I can write it.**

Sky Animals	Land Animals
owl	horse
eagle	dog
bat	rabbit

Materials

- 2 pieces of construction paper; 1 blue, 1 green
- pictures of "land" animals (horse, dog, rabbit) and "sky" animals (eagle, owl, bat)
- tape

2 Practice with a Partner

Give partners a variety of shapes. Have them classify the shapes according to shape, color, and size. Encourage them to classify the shapes several times in different ways. Then have children explain their classifications.

Materials

- construction-paper shapes in different sizes and colors (squares, circles, and triangles)

Classify

3 Apply

Distribute copies of the **Classify Bookmark**. Explain that children should refer to the Bookmark as they read. Then form groups.

- ▶ **Beginning Readers** listen as you conduct a Picture Walk and read the book aloud.
- ▶ **More Fluent Readers** read silently.

After reading, children can classify animals by tail characteristics. Use the **Multi-Level Strategies** to support children at all proficiency levels.

BEGINNING	INTERMEDIATE	ADVANCED
Have children point to animals in the book as you ask about grouping, for example: Show me two animals with short tails.	Ask questions: Does this animal have a short tail or a long tail? Children can answer by responding with the words <i>short</i> or <i>long</i> .	Have partners take turns describing the animals according to groups: <i>These animals have long tails. These animals have short tails.</i>

Record children's ideas in a chart, for example:

Long Tail	Short Tail	Curly Tail
leopard kangaroo	bear turtle	pig

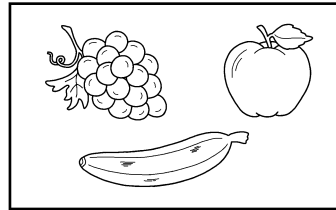
CLOSE AND ASSESS

Have children tell what they do when they classify information. (put things that are the same in a group together)

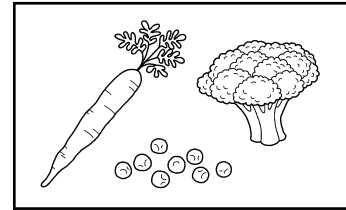
Classify

When you **classify**, you put things in groups. The groups are made of things that are the same.

Food



Fruits



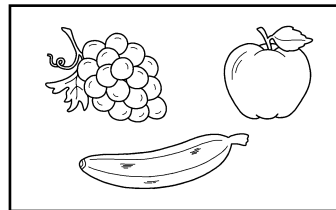
Vegetables

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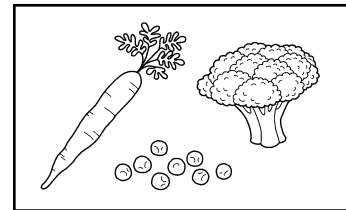
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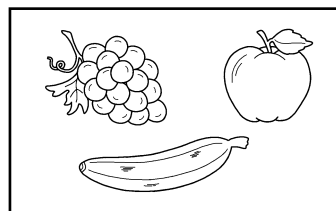
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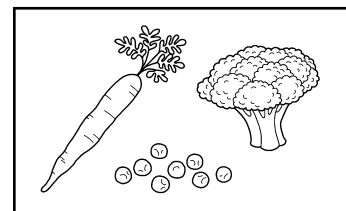
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