

# Classify

## Apply In:

- ● Leveled Book: *Body Works*

### 1 Reteach

Demonstrate classifying by sorting items into the labeled boxes. Then say: **We just classified these things. When you classify, you put things that are alike in a group.** Display the items in the *writing* box: **How are all the things in this group alike?** Repeat the question for the second group.

Then display this chart:

Things in a Classroom
pens
pencils
books
magazines

Point out that the chart shows two groups of things in the classroom. Ask: **Why are pens and pencils together?** (They are for writing.) **Why are books and magazines together?** (They are for reading.)

### Materials

- boxes labeled *writing* and *reading*
- items to sort: pens, markers, pencils, chalk; books, notebooks, pictures, magazines

### 2 Practice with a Partner

Give partners a magazine. Have them cut out pictures and classify them any way they like. For example, students might group pictures by:

- color
- shape
- whether it's animal or human

Encourage them to classify the pictures several times in different ways.

### Materials

- magazines to cut up

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## 3 Apply

Distribute copies of the **Classify Bookmark**. Explain that students 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 the book silently.

After reading, bring groups together to classify elements in the stories. Use the **Multi-Level Strategies** to support students at all proficiency levels.

BEGINNING	INTERMEDIATE	ADVANCED
Have students classify main topics into two categories: Body Systems and Healthful Habits. Point to pictures. Ask: <b>Is this part of the body? Do you do this to stay healthy?</b>	Have students classify the main topics in the book into two categories: Body Systems and Healthful Habits. Ask: <b>What is in the body? What can you do to stay healthy?</b>	Have students classify the main topics into two categories: Body Systems and Healthful Habits. Ask: <b>What parts are in the skeleton?</b>

Record students' ideas in a chart like this:

Body Systems	Healthful Habits

### CLOSE AND ASSESS

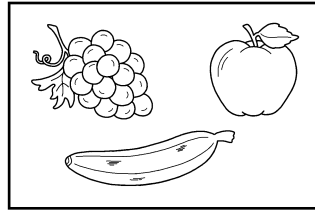
Ask students to tell how to classify things. (put things that are alike in a group)

## Classify

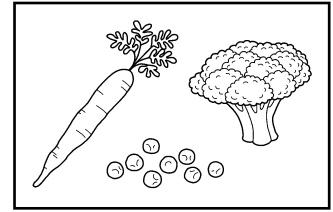
When you **classify**, you put things into groups. Things that are the same in some way are in the same group.

This chart shows two groups of food.

## Food



Fruits



Vegetables

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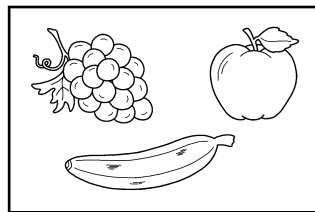


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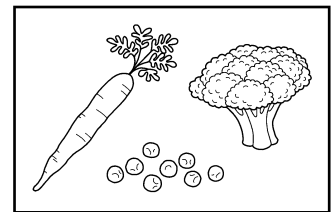
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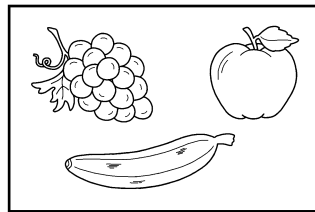


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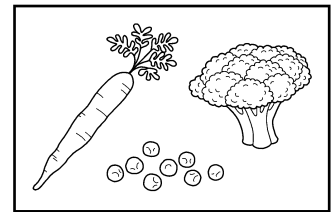
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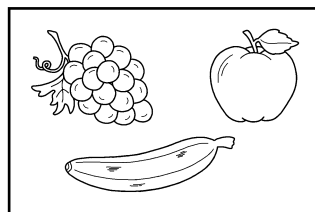


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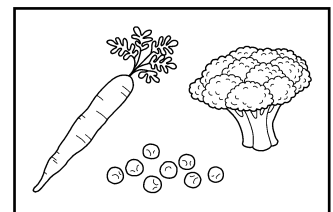
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