

Concept Sort

LESSON

1

Teacher Instruction Card



Concept Sort: garden plants or garden animals

LESSON

1

Engage and Link to Tier 1

1. Review vocabulary cards: **Today we read *Muncha! Muncha! Muncha!* by Candace Fleming. Let's talk about the wondrous words we learned today.** Use the Tier 2 talking points on each card.
2. Connect to text: ***Muncha! Muncha! Muncha!* is a narrative about a man named Mr. McGreely who tries to keep bunnies out of his garden. There are many living things in Mr. McGreely's garden, like plants and animals. *Living things* grow and change.**

Model and Explain the Purpose

3. Read the back of picture card 1. Place it on the table to start the "garden plants" column.
4. Read the back of picture card 2. Place it on the table to start the "garden animals" column.
5. Explain: **Now we are going to look at some more pictures of living things you might find in a garden. We are going to put the cards in two groups. Under the picture of the lettuce, we will line up all the pictures of garden plants. Under the picture of the rabbit, we will line up all the pictures of garden animals.**

Interactive Activity and Rich Discussion

6. Show the remaining picture cards in order. With each card:
 - Have students identify the category.
 - Ask the questions on the back of the card to encourage discussion.
 - Repeat, rephrase, or expand on students' responses.
 - Give the cards to the students to place in columns.

Closing

7. Review: **All of the pictures on this side show garden pl____ (plants). All the pictures on this side show garden an____ (animals).**



Muncha! Muncha! Muncha! by Candace Fleming

Illustration by JT O'Neal

©2015-2016 The University of Texas Health Science Center at Houston. All rights reserved.



garden plants



Concept Sort: *garden plants or garden animals*

LESSON

1

PICTURE
CARD
1 of 8

1ST HEADER CARD

1. Define first category: ***Plants* are living things. They use sunlight so they can grow and change. Plants can't move by themselves so they stay planted in one place.**
2. Explain: **This card shows lettuce. Lettuce is a plant some people grow in their garden so they can eat it. Say, "Garden plant."** Encourage students to repeat.
3. Place card on table to start the "garden plants" column.
4. Read the back of picture card 2.



garden animals



Concept Sort: *garden plants or garden animals*

LESSON

1

PICTURE
CARD
2 of 8

2ND HEADER CARD

1. Define second category: ***Animals* are living things. They eat food so they can grow and change. Animals can move by themselves.**
2. Explain: **This card shows a rabbit. Sometimes rabbits get into gardens. People don't usually want rabbits in their garden because they will eat the plants. Say, "Garden animals."**
Encourage students to repeat.
3. Place card on table to start the "garden animals" column.
4. Continue with step 5 on the teacher instruction card.



 *Muncha! Muncha! Muncha!* by Candace Fleming

Image Credit 489542817, ViktorCap, iStock, Getty Images

©2015-2016 The University of Texas Health Science Center at Houston. All rights reserved.



Concept Sort: *garden plants or garden animals*

LESSON

1

PICTURE
CARD
3 of 8

Ask initial question: **This is a picture of carrots. Are carrots plants or animals?**

- ↑ If student answers correctly, scaffold up: **Good job! Why would someone plant carrots in a garden?**
- ↓ If student answers incorrectly, scaffold down: **Carrots are pl___ (plants).**

Extension question: **What's another plant you can find in a garden?** Repeat, rephrase, or expand.

After discussing all the picture cards,
return to step 7 of the teacher instruction card.



 *Muncha! Muncha! Muncha!* by Candace Fleming

Image Credit 153681432, HandmadePictures, iStock, Getty Images

©2015-2016 The University of Texas Health Science Center at Houston. All rights reserved.



Concept Sort: *garden plants or garden animals*

LESSON

1

PICTURE
CARD
4 of 8

Ask initial question: **This is a picture of an earthworm. Are worms plants or animals?**

- ↑ If student answers correctly, scaffold up: **Good job! Why would an earthworm be in a garden?**
- ↓ If student answers incorrectly, scaffold down: **Worms are an___ (animals).**

Extension question: **Do you think worms help or hurt the plants? Why?** Repeat, rephrase, or expand.

After discussing all the picture cards,
return to step 7 of the teacher instruction card.



 *Muncha! Muncha! Muncha!* by Candace Fleming

Image Credit 476944921, K-Kucharska_D-Kucharski, iStock, Getty Images

©2015-2016 The University of Texas Health Science Center at Houston. All rights reserved.



Concept Sort: *garden plants or garden animals*

LESSON

1

PICTURE
CARD
5 of 8

Ask initial question: **This is a picture of a bee. Are bees plants or animals?**

- ↑ If student answers correctly, scaffold up: **Good job! How do you know a bee is an animal?**
- ↓ If student answers incorrectly, scaffold down: **Bees are an ____ (animals).**

Extension question: **Why would a bee be in a garden?** Repeat, rephrase, or expand.

After discussing all the picture cards,
return to step 7 of the teacher instruction card.



 *Muncha! Muncha! Muncha!* by Candace Fleming

Image Credit 162660882, Daniel Prudek, iStock, Getty Images

©2015-2016 The University of Texas Health Science Center at Houston. All rights reserved.



Concept Sort: garden plants or animals

LESSON

1

PICTURE
CARD
6 of 8

Ask initial question: **This is a picture of a rose.**
Are roses plants or animals?

- ↑ If student answers correctly, scaffold up:
Good job! Why would someone plant roses in a garden?
- ↓ If student answers incorrectly, scaffold down:
Roses are pl___ (plants).

Extension question: **What's another flower someone might plant in a garden?** Repeat, rephrase, or expand.



After discussing all the picture cards,
return to step 7 of the teacher instruction card.



Muncha! Muncha! Muncha! by Candace Fleming

Image Credit 178283429, correnta, iStock, Getty Images

©2015-2016 The University of Texas Health Science Center at Houston. All rights reserved.



Concept Sort: garden plants or animals

LESSON

1

PICTURE
CARD
7 of 8

Ask initial question: **This is a picture of a spider. Are spiders plants or animals?**

- ↑ If student answers correctly, scaffold up:
Good job! How do you know a spider is an animal?
- ↓ If student answers incorrectly, scaffold down:
Spiders are an ___ (animals).

Extension question: **Do you think spiders help or hurt the plants? Why?** Repeat, rephrase, or expand.

After discussing all the picture cards,
return to step 7 of the teacher instruction card.



 *Muncha! Muncha! Muncha!* by Candace Fleming

Image Credit 509235885, TTshutter, iStock, Getty Images

©2015-2016 The University of Texas Health Science Center at Houston. All rights reserved.



Concept Sort: garden plants or animals

LESSON

1

PICTURE
CARD
8 of 8


Ask initial question: **This is a picture of tomatoes. Are tomatoes plants or animals?**

- ↑ If student answers correctly, scaffold up:
Good job! Why would someone plant tomatoes in a garden?
- ↓ If student answers incorrectly, scaffold down:
Tomatoes are pl___ (plants).

Extension question: **What are some other fruits and vegetables someone might grow in a garden?** Repeat, rephrase, or expand.

After discussing all the picture cards,
return to step 7 of the teacher instruction card.



 *Muncha! Muncha! Muncha!* by Candace Fleming
Image Credit 480579091, swkunst, iStock, Getty Images