# **Concept Sort**

# Teacher Instruction Card

0







LESSON

1

# Concept Sort: descent animals

#### **Engage and Link to Tier 1**

- 1. Review vocabulary cards: Today we read *Muncha! 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

 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





CARD 1 Of 8

#### **1ST HEADER CARD**

- 1. Define first category: *Plants* are living things. They use sunlight so they can grown 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.



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Muncha! Muncha! Muncha! by Candace Fleming Image Credit 461971041, bankokhappiness, istock, Getty Images ©2015-2016 The University of Texas Health Science Center at Houston. All rights reserved.



CARD 2 OF 8

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#### 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.
- 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.



IFSSON





CARD CARD

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

- 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.



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PICTURE CARD 4 of 8

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

- 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.



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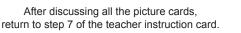


CARD 5 of 8

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

- If student answers incorrectly, scaffold down: Bees are an\_\_\_\_ (animals).

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





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PICTURE CARD 6 of 8

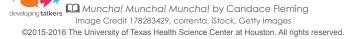
#### Ask initial question: **This is a picture of a rose. Are roses plants or animals?**

- 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.





PICTURE CARD 7 of 8

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

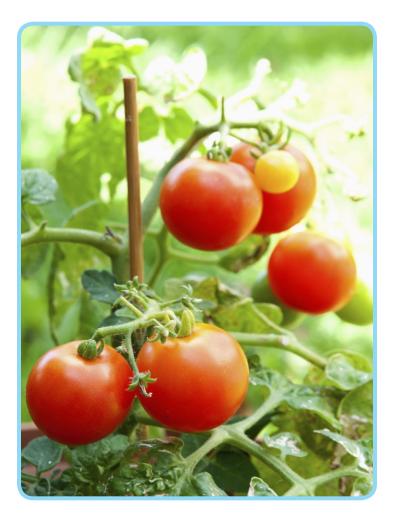
- If student answers correctly, scaffold up: Good job! How do you know a spider is an animal?
- If student answers incorrectly, scaffold down: Spiders are an\_\_\_ (animals).

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.





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.

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