

Concept Picture Sort

LESSON MODEL FOR

Word Relationships

Benchmarks •

- Ability to classify grade-appropriate categories of words
- Ability to identify, and sort common words from within basic categories

Strategy Grade Level •
Kindergarten-Grade 1

Grouping

- Whole class small group or pairs Read-Aloud Text "A Lost Button" from *Frog and Toad Are Friends* (1970) by Arnold Lobel. New York: Scholastic.

Materials

- Pictures of living and nonliving things
- old magazines • scissors

Concept picture sorts provide primary students with an opportunity to classify and categorize, adding new information to their existing store of word knowledge. Providing a common frame of reference, read-alouds make great beginnings for concept sorts. This sample lesson model focuses on the differences between living and nonliving things. The same model can be adapted and used to enhance contextualized vocabulary instruction in any commercial reading or content-area program.

Prep Time

Divide a bulletin board into two sections.

Read the Story

Read aloud to students "A Lost Button" from *Frog and Toad Are Friends*. In the story, Toad loses a button and he and Frog, with the help of a sparrow and a raccoon, retrace their steps to try to find it.

Teach/Model

After reading the story, show a picture of Frog. Say: *Frog is a living thing because he grows and changes.* Post the picture of Frog in the left section of the bulletin board. Show a picture of Toad. Ask: *Is Toad a living thing or not a living thing?* (a living thing) Say: *That's right. Toad is a living thing because he grows and changes. I will post the picture of Toad near the picture of Frog. Frog and Toad are living things; they grow and change.* Show a picture of a button. Say: *A button is not a living thing because it does not grow or change.* Post the picture of the button in the right section of the bulletin board. Show a picture of a chair. Ask: *Is a chair a living thing or not a living thing?* (not a living thing) Say: *That's right. A chair is not a living thing because it does not grow or change. I will post the picture of the chair near the picture of the button. A button and a chair are not living things; they do not grow or change.*



Guided Practice

Ask: *What are some other living things in the story?* (raccoon, sparrow, cattail, grass, tree) Show pictures of the other living things from the story and have students identify them. Ask: *What are some other not living things in the story?* (table, basket, pool, pincushion, needle) Show pictures of the other not living things from the story and have students identify them. Mix up the pictures. Then, using the following procedure, call on volunteers to add the pictures to the bulletin board in the appropriate category. For example, ask: *Is a table a living thing or not a living thing?* (not a living thing) *How do you know?* (It doesn't grow or change.) *Are you going to put the picture of the table under Frog or under the button?* (under the button) Say: *That's right. A table is not a living thing so it goes with the button.* Continue until all pictures have been sorted under the appropriate category.

"A Lost Button"

Living Things

Cattail
Frog
Grass
Raccoon
Sparrow
Toad
Tree

Not Living Things

Basket
Button
Chair
Needle
Pincushion
Spool
Table

Independent Practice

Distribute copies of old magazines and ask students to cut out pictures of two living things and two not living things. After students have had time to cut out the four pictures, ask them to put their pictures into two piles. In one pile, they put living things, such as frogs. In the other pile, they put not living things, such as buttons. Then call on volunteers to add their cutouts to the bulletin board. One volunteer at a time, for each picture, ask: *What is your picture? Is it a living thing or not a living thing? Does it belong with Frog or with the button?* When students have identified and matched the category, they add the picture to the bulletin board.

Extend Word Knowledge

Have students sort things within a category. For example, they can sort living things into categories of plants and animals. Explain that the group of living things has both plants and animals. Point out that animals are living things that can move from place to place and plants are living things that can't move. Say: *I am going to name some living things that are posted on the bulletin board. If I name an animal, say "living animal." If I name a plant, say "Living plant."* Look at the picture of Frog. Frog can move. *Is Frog a plant or an animal? (animal) That's right. Frog can jump. Look at the picture of a tree. A tree cannot move. Is a tree a plant or an animal? (plant) That's right. A tree stands still.* Continue by discussing the other pictures in the living category. As the categories are identified, move the pictures so that the plants and animals are grouped together.

