

**FOSS Kit: Pebbles, Sand and Silt – Categorizing Fiction and Informational Books**Meg Gebert – 1<sup>st</sup> Grade

**Background:** Students will have completed the Pebbles, Sand and Silt FOSS kit. The goal of this lesson is to transfer the concepts and use the vocabulary of this kit in a library literacy context.

**1. Introduction:**

Show a group of rocks. Let's categorize them. How are they the same? How are they different? Do you think these rocks and these books have anything in common? Do you notice that books come in different sizes? Did you know the books are **arranged** on the library shelves in a special way to help children and teachers find them? Just like there are different **categories** of rocks, there are different **categories** of books. How do people know how to find the books they're looking for?

**2. Objectives (and State Standards Performance Objectives):****The students will:**

1. categorize books as fiction or informational.
2. use the vocabulary from their FOSS science kit unit: **arrange, group, same, different, and category.**
3. create and present a graph to show their classifications.

**AZ State Standards****Science: Strand 1: Inquiry Process: Concept 3: Analysis and Conclusions**

PO 1. Organize (e.g., compare, classify, and sequence) objects, organisms, and events according to various characteristics.

**Math: Number Sense and Operations: Concept 1: Number Sense**

PO 1. Make a model to represent a given whole number 0 through 100

**Reading: Strand 2: Comprehending Literary Text: Concept 1: Elements of Literature**

PO 4. Determine whether a literary selection, heard or read, is realistic or fantasy.

**Reading: ELL 1**

The student will acquire English language vocabulary and use it in relevant contexts.

**3. Presentation and Modeling:**

Meg reads *Carlo and the Really Nice Librarian* (by Jessica Spanyol). Judi reads *I Want to be a Librarian* (by Dan Liebman). Show the letters and numbers on the book's spine. Note that the markings on the spine are **categories** – fiction books or informational books. How are these items the **same**? They're books, and they're on the same topic. How are they **different**? They're different **categories** or kinds of books.

Use post-its to mark a collection of books – fiction or informational using the titles and spine labels to **categorize** them. **Group** them into two piles. Use the white board to create a graph. Put the post-it notes on the graph. Count how many fiction book post-its; write numbers on the post-its. Count how many informational book post-its; write numbers on the post-its. Talk about the graph using the vocabulary.

**4. Guided Practice:**

Working in small groups, the students will group the books on their table. They will put yellow post-it notes on the fiction books; orange post-it notes on the informational books. They will make a graph and write numbers of each post-it in each category. Students will then present their graphs.

The teachers will read the book titles and ask students to hypothesize – fiction or informational – before looking at the spines. Teachers will support students as they group their books, create graphs, and practice presenting.

**5. Review and Assessment:**

Educators will model presenting their graphs while they review the target vocabulary. Divide the class in half. Students will present their graphs to half of the class class using the vocabulary.

**Bridge:** Next time, students will learn where these different categories of books are found on the library shelves.