

## Classified!

by Bill Gaynor

**Summary**

There are millions of different species of plants and animals on Earth. This text explains why systems of classification are developed and reports on the system that we use today.

**Features of the Text**

- Report with an explanation
- Specialized vocabulary—*Latin, naturalists, infection, complex, cells, absorbing, database, philosopher*
- Photographs and graphics
- Fact boxes

**Purpose**

*Classified!* can be used to introduce and reinforce the following skills:

- S** interpreting graphic sources of information;
- S** analyzing features of nonfiction.

**The Guided Reading Lesson**

- S** Interpreting graphic sources of information

**Introducing the text**

Classified can mean many things. Discuss some of those meanings with the students. Explain that this text deals with sorting things into groups.

- *Do you use any form of sorting, or classifying, in your everyday lives? What systems do you use? Why do you do this?*

**Reading and discussing the text**

Ask the students to read page 2, then check that they can make connections with the ideas. If necessary, provide one or two examples of classification that they may be familiar with. The students can read to the end of page 6.

- *What is the purpose of the orange boxes? Why is this information not in the body of the text?*
- *Why do you think Carl Linnaeus was known as the father of taxonomy?*
- *Do you know any Latin names for plants or animals?*

Have the students read page 7, then read pages 8 and 9 together, relating the information to the diagram and the explanation on page 7.

- *The author has presented information in three different ways. How do graphics help us to understand the information?*
- *Why do you think fungi are not part of the plant kingdom?*

The students can read to the end of page 13, pausing to discuss the diagram on page 11 with a partner.

Discuss the chart on page 13 and compare it with the same information presented as text on page 12. Allow the students to ask questions to clarify anything they have not properly understood.

- *How do graphics and illustrations deepen our understanding of what we are reading?*

The students can now read to the end of the text.

- *What does the expression “the tip of the iceberg” mean?*
- *What features of nonfiction have you identified in this part of the text?*

**Following Up**

The students can:

- use the blackline master on page 57 to classify ball games
- research one of the scientists responsible for the classification system used today
- find out the Latin names for animals or plants in their neighborhood and chart them using the chart on page 13 as a model.