

Book Group Detectives

Students observe sorted sets of classroom books and label each group by size.

K.PS.1.b "Describe and label attributes (e.g., size, color, shape) of a set of objects (e.g., coins, counters, buttons) that has been sorted."

NAME _____

DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 SIZE GROUPS _____

a	round	small	big
b	big	small	round

2 THICK GROUPS _____

a	thin	thick	big
b	thin	big	thick

HOW TO RUN THIS PAGE

Gather classroom books with clear differences in overall size and thickness. Sort the books into the groups named in each part, then point to the requested group as you read each row. Students show the label that describes the sorted set by circling one word.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 • SIZE GROUPS

SAY “Watch as I sort these classroom books into two groups by how big they are. I will point to one book group for each row. Listen to the words and circle the word that tells about the group I point to.”

ROW	SAY	STUDENTS CIRCLE
a	Look at the book group I am pointing to. I read round, small, big. Which word tells about this group of books?	big
b	Look at the book group I am pointing to. I read big, small, round. Which word tells about this group of books?	small

PART 2 • THICK GROUPS

SAY “Now watch as I sort the classroom books into two groups by how thick they are. I will point to one book group for each row. Listen to the words and circle the word that tells about the group I point to.”

ROW	SAY	STUDENTS CIRCLE
a	Look at the book group I am pointing to. I read thin, thick, big. Which word tells about this group of books?	thick
b	Look at the book group I am pointing to. I read thin, big, thick. Which word tells about this group of books?	thin

WHAT TO ACCEPT

Part 1 answers are big, then small. Part 2 answers are thick, then thin. Accept one clear circle around the correct word in each row.