

Core Content

Cluster Title: Classify objects and count the number of objects in each category.
Standard 3: Classify objects into given categories; count the numbers of objects in each category and sort the categories by number.*
*Limit category counts to be less than or equal to 10.
MASTERY Patterns of Reasoning:
<p>Conceptual:</p> <ul style="list-style-type: none"> Students will understand how to classify or group objects into categories. Students will understand how to count the number of objects in each category (up to 10). Students will understand how to classify objects given a category/attribute. Students will understand how to compare groups. Students will understand how to sort categories by number. <p>Procedural:</p> <ul style="list-style-type: none"> Students can compare groups (i.e., which group has more/less). Students can group objects by similar attributes. Students can count the number of objects in each category (up to 10). Students can classify objects given a category/attribute. Students can sort categories by number. <p>Representational:</p> <ul style="list-style-type: none"> Students can use representations such as pointing or drawing rings around identified groups having more/less and most/least.

Supports for Teachers

Critical Background Knowledge
<p>Conceptual:</p> <ul style="list-style-type: none"> Students will understand what a category/attribute is. Students will understand how to compare objects.

<p>Procedural: Students can group objects by a category attribute. Students can correctly count a group of objects up to 10.</p> <p>Representational: Students can represent sorting a group by a common attribute.</p>
<p>Academic Vocabulary and Notation</p> <p>classify, sort, attribute, groups, categories, count</p>

Instructional Strategies Used	Resources Used
<p>The teacher will call up six students and sort them into two groups based on a common attribute (girls/boys, hair color, shirt color, shoes, etc.). The teacher will ask the class to identify the attribute the groups were sorted by. Repeat until students grasp the concept.</p> <p>Invite a student up to the front of the class to call students up and sort them into two groups. The student who can correctly identify the attribute by which the groups were sorted comes up next.</p> <p>Use one of the website to practice sorting.</p> <p>Divide students into groups to sort objects. Have them tell you the attribute they sorted by, and which group had most/least of the particular attribute. Encourage students to sort by many different attributes.</p>	<p>Clifford’s Sorting by Color: http://www.scholastic.com/clifford/play/sortitout/sortitout.htm</p> <p>Oscar the Grouch Trash Sorting (by color): http://www.sesamestreet.org/game_player/-/pgpv/gameplayer/0/6759e8da-163b-11dd-98c7-b9f43dcf5330</p> <p>Sorting objects into two groups (can pick own attribute): http://www.sesamestreet.org/game_player/-/pgpv/gameplayer/0/ee4e481c-2356-11dd-9784-93aface31f69</p> <p>Zoey Pet Shelter (sorting animals): http://www.sesamestreet.org/game_player/-/pgpv/gameplayer/0/f1d9ed8b-163d-11dd-98c7-b9f43dcf5330&t=1233332286828&</p> <p>Jenkins, Emily. <i>Five Creatures</i>. Farrar, Straus and Giroux, 2005.</p> <p>Pluckrose, Henry Arthur. <i>Sorting (Math Counts)</i>. Children’s Press, 1995.</p>

Assessment Tasks Used	
<p>Skill-Based Task: Given objects, students will sort them by an attribute and name the attribute.</p> <p>Given groups or objects sorted by an attribute, students can count each group and identify the group with the most/least of the attribute.</p>	<p>Problem Task: Divide students to small groups, and have them remove their shoes. Have each group pick a common attribute and sort the shoes accordingly (laces/no laces, color, type, etc.). Have students explain their attributes and identify how many shoes are in each group. Students should identify the groups with the most and least shoes.</p>