|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Grade 1** | **Lesson:**  **Sorting Objects- Attributes** | | Reference to English Interconnections Lesson  Sorting Objects pg 136 | |
| **Science Standard(s): Standard III Objective 2** | | | | |
| **Content Objective(s):** | | **Language Objective(s):** | | |
| Students will sort objects according to size, shape, color and texture with a partner.  *I can sort objects according to size, shape, color and texture with a partner.* | | Students can explain how they are sorting objects with a partner.  *I can explain how I am sorting objects with my partner.* | | |
| **Essential Questions:**  How do we investigate the natural world in my neighborhood? | | **Required Academic Vocabulary for Word Wall:**  **Listen:** sort, size, shape, color, texture  **Speak:** sort, size, shape, color, texture  **Read:** size, shape, color, texture  **Write:**  **Sentence Frames:** | | |
| **Materials:**   * Plastic ziplock bags (1 per pair) * Objects to sort by size, shape, color, and texture. Example objects: Buttons, bubble wrap, sandpaper, plastic lid, drinking straw, feathers, beans, apple, pennies, pattern blocks, unifix cubes, plastic cups, metal spoon, toothpicks, marbles, seeds, orange, scissors, pom-poms, pencils, coins, yarn, foil, beads, cereal, corks, sponge, rubber balls, felt/cloth, die cut shapes, pipe cleaners, paper plates, cotton balls, pasta, ping pong balls, paper clips. * Sorting Maps with at least 5 circles on each (1 per pair) * 1 large plastic tub (1 for teacher or 1 for every pair) * Texture vocab picture cards labeled smooth, rough, bumpy, soft, sharp. Also have objects to demonstrate feeling these textures. * Pictures of objects sorted together with the same attribute such as size, shape, color, or texture. | | **Additional Lesson Vocabulary:**  Objects, large, small, colors (yellow, orange, blue, red..), textures (smooth, rough, sharp…), shapes (square, circle, …) | | |
| **Lesson:** | | | | **Instructional Time: 30 - 45 min** |
| **Opening:** **(3 minutes)**   * Teacher will need to collect a group of miscellaneous items students will be able to sort. The items can be anything you have readily available in the classroom or at home (suggestions are given in the materials). Objects will be sorted by size, shape, color, and texture. Then in the next lesson we will test these items to see whether they sink or float. * Display the items you have chosen in front of the class.   **T: “I have some things in front of me. I would like to organize them. One way to do that is to sort them. Today we are going to practice sorting objects. We will sort them by size** (write size on the board)**, shape** (write size on the board)**, color** (write color on the board)**, and texture** (write texture on the board)**.**  **T: “Please look at the tub in front of the class. There are a collection of objects for us to sort. Let’s sort them first by size.”**   * **Introduction to New Material (Direct Instruction): (5 minutes)**   **T: “Sorting means to group objects by something they all have the same. Look at the objects, which objects are large? Tell your neighbor 1 large object that you see.”**  S: *will tell their neighbor 1 large object they see, “I see 1 large plate.”*  **T: “I need a student to come up and choose 1 big object.”**  S: *will come up and choose one large object.*  **T: “That is a large object. I will put it in a pile over here** (on one circle of a sorting mat)**. I need another person to come up and pick another large object.”**  S: *will come up and choose on large object.*   * Continue having the students choose 2 more large objects.   **T: “Now I need a student to come up and choose a small objects.”**  S: *will come up and choose a small object.*  **T: “Good, that is a small object, I will put it on the sorting mat here.”**   * Continue having students choose 3 more small objects.   **T: “What did we just do with the objects? Tell your neighbor.”**  S: *will tell their neighbor, “we sorted the objects.”*  **T: “Yes we sorted the objects by size. This group is large objects. All of the objects are large in this group. This group is small objects. All of the objects are small in this group”**  **Guided Practice (12 minutes)**  *Modeling Cycle*  Teacher Does:  **T: “Now I am going to separate you into groups of 2. I want you to sort the objects by shape. When you finish sorting please tell your neighbor, “I sorted the objects by size.”**  **T: “I am going to hand out a bag of objects to each partnership and sorting mat. You will have 2 minutes to sort the objects by size.”**  All Students Do:  S: *will sort the objects by shape in groups of 2.”*  S: *will tell their neighbor, “I sorted these objects by shape.”*   * Teacher will walk around checking the students’ sorting boards. Prompt them to tell you how they sorted them. See if they can name the shapes they used to sort.   **T: “You have 10 seconds left. 10,9,8,7,6,5,4,3,2,1. Now let me see your boards.”**  S: *will show the teacher their boards.*  **T: “What did you just do?”**  S: *will say, “I/we sorted the objects by shape.”*  **T: “Yes, you sorted the objects by shape.”**  **T: “Now I need you to sort the objects by color. You will have 2 minutes to sort the objects by color and then tell your neighbor how you sorted the objects.”**  S: *will work in groups of 2 and sort the objects by color.*  S: *will tell their neighbor, “I sorted the objects by color.*   * Teacher will walk around checking the students’ sorting boards.   **T: “You have 10 seconds left. 10,9,8,7,6,5,4,3,2,1. Now let me see your boards.”**  S: *will show the teacher their boards.*  **T: “What did you just do?”**  S: *will say, “I/we sorted the objects by color.”*  **T: “Yes, you sorted the objects by color.”**  **New Material**   * Call them back to the carpet to explain texture as it is a new concept.   **T: “Now I need you to sort the objects by texture. Let me describe texture. Texture is the way an object feels when we touch it.**  (Take an object and show how you touch and feel the object. Exaggerate feeling the texture.)  **T “What kind of textures do you feel? – smooth, rough, bumpy, soft, sharp, etc.”** (Show pictures of these textures with labels at the bottom)  **T: “This object is smooth.”** (Show the picture of smooth.) **“There are no rough or bumpy parts. It is smooth. The\_\_\_\_ is smooth. SSSmmmoooth.”** (Show another object that is smooth and repeat the process, describing the object and using the word “smooth” several times in context as you describe it.”  **T: “Let’s try another one. This object is rough.”** (Show a picture of rough.) **“It is NOT smooth. It is rough. The \_\_\_\_ is rough.”** (Show another object that is rough and repeat the process, describing the object and using the word “rough” multiple times in context as you describe it.”   * Continue to explain bumpy, soft, and sharp in a similar manner. Remember to use the word multiple times in context as you describe the objects. Review periodically by asking the students to respond about an object such as **“What is the texture of this object? How does it feel?”**   S: *will say, “this is rough or “this is smooth.”….*  **All Students Do**  **T: “Now we’ll go back to our tables with our partners and sort the objects by texture.**  **T: “You will have 2 minutes to sort the objects by texture and then tell your neighbor how you sorted the objects.”**  S: *will work in groups of 2 and sort the objects by texture.*  S: *will tell their neighbor, “I sorted the objects by texture.*   * Teacher will walk around checking the students’ sorting boards.   **T: “You have 10 seconds left. 10,9,8,7,6,5,4,3,2,1. Now let me see your boards.”**  S: *will show the teacher their boards.*  **T: “What did you just do?”**  S: *will say, “I/we sorted the objects by texture.”*  **T: “Yes you did, you just sorted the objects by texture.”**  **T: “Now I need you to clean up the objects, put them back in their bags and put the bags on the counters. You will have 20 seconds to do that and return to the carpet.”**  S: *will clean up and return to the carpet.*  **Closing: (8 minutes)**  **T: “Today we learned how to sort objects by size, color, shape, and texture. Who can tell me about how you sorted objects with your partner?”**  *S: “We sorted by color. We sorted by shape. We sorted by size. Etc.*  **T: “To get ready to go (or to go back to your seats) I’m going to give you a little test. I’m going to show you a picture of a group of objects. I want you to first think of how they were sorted. When I say “whisper” I want you to whisper to your neighbor how they were sorted. Then I’ll say “tell me” and you will all tell me together out loud how they were sorted. Remember think, whisper, then tell me.”**   * Show a picture of some objects that were sorted. **“How were they sorted? Think…** (wait 5 seconds) **Whisper…** (wait 5-10 seconds) **Tell me…** (students all say size, shape, color, or texture.) * Repeat with another picture. **“How were they sorted? Think…** (wait 5 seconds) **Whisper…** (wait 5-10 seconds) **Tell me…** (students all say size, shape, color, or texture.)   **T: “Great job! Now you can tell how a group of objects was sorted. Next time we are going to sort objects by if they can sink or float.”** | | | | |
| **Assessment:** Watch the students as the sort. Look at their sorting mats. Ask the students to tell you how they were sorted.  You can also listen to students during the closing time to see if they can tell how objects were sorted. | | | | |
| **My Observation Book** | | | | |
| **Extra Ideas:** | | | | |
| Read books about sorting.  Students this age like to collect things. They could make a collection of small objects from home or that they find such as leaves, rocks, twigs, etc and sort them by size, shape, color, or texture. Display the collections as a “Sorting Museum”. | | | | |