

Sorting Beautiful Stuff

Standard Connection:

ELA.RL.PK4.4a

ELA.W.PK4.1a

M.MD.PK4.3

S.ES.PK4.3a

SS.FC.PK4.8

SS.OW.PK4.5

PD.SHS.PK4.1

VA.RE7.2.PK

VA.CR2.2.PK

Enduring Understanding(s):

- Friends usually share and help one another.

Essential Question(s):

- How do you maintain your sense of self, while compromising and collaborating when necessary?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> clear plastic containers trays recycled and natural materials paper for labels scissors tape writing utensils (markers, crayons, pencils) 	<p>container: an object that holds something</p> <p>recycle: use again in a different way</p> <p>natural: not made by people</p> <p>sort: put similar things together</p> <p>organize: to make things easy to find</p>	

Intro to Centers	
Preparation: Set up materials.	
"In <i>The Little Red Hen (Makes a Pizza)</i> , the hen gathered materials and sorted them into groups - ingredients and tools."	Show illustrations.
"We have gathered natural and recycled materials - Beautiful Stuff. What do you notice?"	Show illustrations. Children respond.
"Now we will sort the Beautiful Stuff so we can use it in our classroom. We will put similar materials together."	Display an assortment of Beautiful Stuff.
"I am going to sort these materials. What would be a name for this group? Why?"	Model making a small group of similar materials. Children respond.
"Now I will put this group in a container and label it. Why would a label be helpful?"	Children respond.
"Is there any other Beautiful Stuff that we could add to this container of _____ materials?"	Children respond.
"Today in Creative Arts, you can sort , organize , and label Beautiful Stuff."	

During Centers:

Support children in sorting Beautiful Stuff by discussing the attributes of the materials and the categories they belong to. Support children in writing/drawing labels for containers.

Guiding Questions During Centers:

- How are you sorting Beautiful Stuff?
- How would you describe these materials?
- How are these materials similar to or different from each other?
- How could the labels you are creating help your friends?
- How is sorting Beautiful Stuff similar to or different from the *Making Groups* game in *Building Blocks*?

Thinking and Feedback:

Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

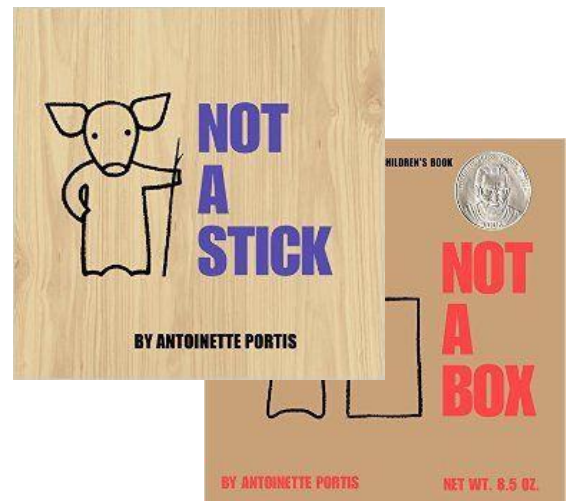
Documentation:

Take photographs of children and display with captions of the children discussing their processes. Use documentation to assess writing progress.

Provocation:

Document children's ideas about how to use Beautiful Stuff in the classroom. Read *Not a Box* or *Not a Stick* by Antoinette Portis as inspiration. Encourage children to create a book of their ideas called "A Paper Towel Tube Can Be a _____."

Challenge children to think about how they might sort and organize other materials in the classroom (props in Blocks or Dramatic Play). Encourage children to make labels for materials and centers in the classroom.



Differentiation/Accommodation:

For Intro to Centers, children with limited verbal skills can use a pre-programmed voice output device to answer questions about the story. (Keep in mind these will likely be closed-ended questions, as those are easiest to program into devices.) This can also be used to help students answer Guiding Questions. During Centers provide varying levels of sorting difficulty to support students' individual skill levels.