



Sorting Objects into Groups (Manipulatives)

Standard Connection:
 ELA.RF.PK4.1f
 ELA.RL.PK4.4a
 M.CC.PK4.4
 M.MD.PK4.3
 SS.FC.PK4.6a
 PD.FM.PK4.5

Enduring Understanding(s):

- Friends like to do things together and enjoy each other's company.
- Friends usually share and help one another.

Essential Question(s):

- How can you find the resources, strategies, and people to solve your problems?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> • <i>The Little Red Hen (Makes a Pizza)</i> • a variety of small objects, such as buttons, recycled materials, and math counters • number cards with numerals • number cards with numerals and dots • small containers or bowls • writing utensils • blank cards • large tray • small baskets or containers for cards 	<p>same: identical</p> <p>different: not the same as each other</p> <p>sort: put similar things together</p> <p>group: put together</p> <p>attribute: characteristics of an object</p>	

Intro to Centers	
<p>Preparation: Gather a variety of objects in a container. If needed, set up activity in multiple locations with appropriate scaffolds (one container at Puzzles (Manipulatives) with numeral cards, a container on the rug with dot cards, etc.).</p>	
<p>"In <i>The Little Red Hen (Makes a Pizza)</i>, the hen gathered what she needed to make her pizza. What do you notice?"</p>	<p>Show illustration. Children respond.</p>
<p>"What if the hen had a _____? What group would she put it in? Why?"</p>	<p>Children respond.</p>
<p>"Today in Puzzles (Manipulatives), you can sort these materials into groups by their attributes - their shape, size, color, etc."</p>	<p>Show materials. Model making a group.</p>
<p>"Why would these items be in a group? How are they the same?"</p>	<p>Children respond.</p>
<p>"What could you name this group? Why?"</p>	<p>Children respond.</p>
<p>"How is sorting into groups similar to or different from <i>Making Groups</i> during Math Small Groups/Hands-on Math?"</p>	<p>Children respond.</p>

During Centers:

Model/think aloud when sorting objects into groups, describing your process. Encourage children to collaborate (one child makes a group, and one child names the group). Encourage children to count the number of objects in their groups and to use numeral/dot cards to represent the quantity. If a child is struggling to count a high quantity of objects, suggest making the group smaller. Encourage children who are ready to write numerals or to make tally marks to represent the number of objects. Encourage children to sort objects in Dramatic Play and in Blocks.

Guiding Questions During Centers:

- Why did you group these objects together? You said these objects are the same because they are all _____ (attribute). How else are they the same?
- What group has more/less/most/least objects? How do you know?
- If you combine your group with a friend's group(s), how many objects will you have altogether?
- Why is it helpful to sort things into groups?
- How was it helpful in *The Little Red Hen (Makes a Pizza)*?

Thinking and Feedback:

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

Documentation:

Take photographs of children during the activity and display them with captions of the children's words describing their processes.

Provocation:

Suggest that children create a three-dimensional number line by putting the groups (in containers or on paper plates) they made in order.

Add this activity to Puzzles (Manipulatives), along with the puzzles (manipulatives) that are regularly rotated. Offering this activity as a choice allows children an opportunity to progress in their numeracy skills.

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, strategically partner children that need additional practice with sorting/naming with a child who understands the concept. Provide number cards for students who are not ready to write and allow them to choose the correct number.