



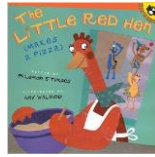
## Sorting Objects into Groups



Puzzles &amp; Manipulatives

**Standards:**

ELA.SL.CC.PS.1 - 3  
 PHD.FM.PS.5  
 M.G.PS.1  
 ELA.LS.VAU.PS.2 - 2.a

**Materials:**

- *The Little Red Hen Makes A Pizza*
- a variety of objects, i.e., recycled materials, math counters, etc.
- cards with numerals and/or dots
- small containers or bowls
- writing utensils
- blank cards
- large tray

**Vocabulary:**

- same
- different
- sort: put similar things together
- group: put together
- attribute

**Preparation:** Gather a variety of objects in a container. If needed, set up activity in multiple locations with appropriate scaffolds, i.e., one container at Puzzles & Manipulatives with numeral cards, a container on the rug with dot cards, etc.

**Intro to Centers:**

“In *The Little Red Hen Makes A Pizza*, the hen gathered what she needed to make her pizza. What do you notice?”

“What if the hen had a \_\_\_\_\_? What group would she put it in? Why?”

“Today in Puzzles and Manipulatives, you can **sort** these materials into **groups** by their **attributes**- their shape, size, color, etc.”

“Why would these items be in a **group**? How are they the **same**?”

“What could you name this **group**? Why?”

*Show illustrations. Guide children to notice that the tools are in one group, and the ingredients are in another.*

*Show materials. Model making a group.*

*Children respond.*

*Children respond.*

***During Centers:*** Model/think aloud sorting objects into groups, describing your process. Encourage children to collaborate, i.e., one child makes a group, 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 Dramatization 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 all together?
- Why is it helpful to sort things into groups?

***Thinking & 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 process.

***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 and Manipulatives, along with the puzzles that are regularly rotated. Offering this activity as a choice allows children an opportunity to progress in their numeracy skills.