

 Unit 2 Week 1	<i>Small Groups: Sort it Out!</i> Medium Support	Math SG 1	Standards: MELDS.M.MP.PS.1 MELDS.M.MD.PS.1 MELDS.M.MD.PS.2
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Guiding Math Ideas:

- Quantity- Collections: Grouping of Objects (Perceptive, Attribute)

Math Concepts from Unit Learning Progressions:

- People work together to solve math problems
- Grouping of objects and describing similarities and differences
- Describing sorting and classifying collections- Self-described or in response to Questions

Adaptations:

- Sorting is the key concept. If you can't read *Sort it Out* in SWPL prior to the activity, use the pictures and re-tell the story in simple words, focusing on the jumble of materials and how Pack Rat sorts them.

Materials:

- *Sort it Out!* By Barbara Mariconda
- Items collected from Nature Walk or Teacher Collection
- Fall books on shelves for reference
- Blue Painter's Masking Tape
- Large chart paper
- Sticky- Notes and Marker

Math Vocabulary:

- Sorting- findings ways things are alike and are different.
- Grid- a special paper with squares that help us sort collections.

Preparation:

This activity accompanies the Large Group Nature Walk. Small Group 1 is done after reading *Sort it Out* in SWPL (See Adaptation above). Create a grid ahead of time using large chart paper and masking tape and place on the floor in the Math Center. Look at the collection and create the number of squares that you estimate you will need- 4, 6, 8? Gather materials around the grid.

Procedure:

Show the book *Sort it Out!* and note how Pack Rat collected a lot of different things. His mother told him to *Sort it Out!*

What did mother mean when she told Pack Rat to Sort it Out?

Children give ideas.

When we sort things we are finding ways that they are **alike** and ways they are **different**.

As children examine the items, ask questions that guide them into ways to organize the items.

*I have this big chart with lines that go across and down and make boxes. This is called a **grid**. We're going to use it to help us sort our collection.*

Pack Rat sorted by some common attributes- color and texture, and then had some more sophisticated categories, such as common source (trees) or usage (sewing)

This activity explores how to classify natural items. Welcome all answers and all ways of classifying things. To help children get started, suggest visible, common attributes such as color and size.

On this page, Pack Rat made a group of things that were green. Do we have things that are green? Brown? Do we have some big things?

There are a lot of brown things in our collection. I think I will make a brown group and put it here.

Place one of your groups in a section of the grid. Write *Brown Things* on Sticky-Note.

Continue creating categories. Children may also play with the items without placing them in the grid.

Strategies to Provoke Math Thinking:

- Classifying natural materials: Attribute sets typically call for simple classification- color- size- shape. Natural items encourage creative thinking and unique categories. After provoking children's thinking about how to classify these open-ended items, listen carefully to their words. They may be focusing on an attribute (*pointy things*) or they may create personal categories- *I have things like this in my yard*. Some will categorize and not express a reason. Encourage use of descriptive words as a starting point for learning about attributes. Writing down their categories helps children learn that items can be classified in multiple ways.

Documentation:

Make a photo of the grid – it will be used in later Problem Solving activities as children collect and organize data.

Provocation:

Make a Sort it Out! game: Book, A "mystery" basket of small random items, and a small grid from the grid game Teacher materials. Children can make their own groups, or you can challenge them during Center Time: *I wonder how these things are alike?* Children can create mystery groups for other children or you can play with a small group of children when the opportunity arises.