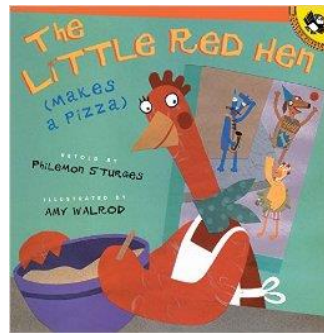




## Sorting Beautiful Stuff

Art  
Studio

**Standards:**  
CA.VA.PS.1  
M.MP.PS.5 - 7  
M.G.PS.1  
ELA.W.TTP.PS.2



### Materials:

- clear plastic containers
- trays
- recycled and natural materials
- paper for labels
- scissors
- tape
- writing utensils

### Vocabulary:

- container: an object that holds something
- recycle: use again
- natural: not made by people
- sort: put similar things together
- organize: to make things easy to find

**Preparation:** Set up materials.

### Intro to Centers:

"In *The Little Red Hen Makes a Pizza*, the hen gathered materials and **sorted** them into groups- ingredients and tools."

"We have gathered **natural** and **recycled** materials- Beautiful Stuff. What do you notice?"

"Now we will **sort** the Beautiful Stuff so we can use it in our classroom. We will put similar materials together."

"I am going to **sort** these materials. What would be a name for this group? Why?"

"Now I will put this group in a **container** and label it. Why would a label be helpful?"

"Is there any other Beautiful Stuff that we could add to this **container** of \_\_\_\_\_ materials?"

"Today in the Art Studio you can **sort, organize,** and label Beautiful Stuff."

*Show illustrations.*

*Show materials.  
Children respond.*

*Display an assortment of Beautiful Stuff.*

*Model making a small group of similar materials.  
Children respond.*

*Children respond.*

*Children respond.*

### ***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.

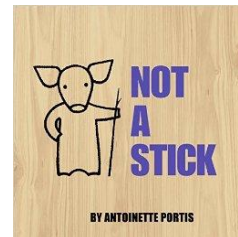
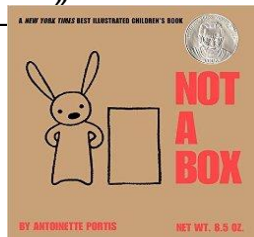
### ***Guiding Questions during Centers:***

- 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?

***Thinking & 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 process. 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, e.g., props in Blocks or Dramatization. Encourage children to make labels for materials and centers in the classroom.

