



WEEK 1 Day 5

Art Studio: Sorting Beautiful Stuff

Children sort and label recycled and natural materials based on their attributes.

Big Ideas	Humans can harm or help the environment through their presence. Humans have a responsibility to act as stewards, protectors, and advocates for the environment.
Guiding Question	Why is it important to protect the environment?
Vocabulary	<p>attribute: a quality that helps describe something</p> <p>collect: to gather together</p> <p>discover: to find something new</p> <p>natural: coming from nature, not made by humans</p> <p>recycle: to use waste for something new</p> <p>sort: to organize according to characteristics</p>
Materials and Preparation	<ul style="list-style-type: none"> ● clear plastic containers, such as recycled salad boxes ● trays ● Beautiful Stuff materials collected to date ● writing and drawing tools ● blank paper, cut into eighths ● tape <p>Set up the Art Table: Pile a limited quantity of materials in the center of the table within children’s reach. More materials can be added as children sort. Place a tray at each workspace and arrange empty clear plastic containers around the materials. Make writing and drawing tools, paper, and tape accessible for making labels.</p> <p>Bring a collection of Beautiful Stuff to the Intro to Centers meeting, along with a pencil and a few pieces of labeling paper.</p>

<p>Intro to Centers</p>	<p><i>We have been collecting natural and recycled materials from home so that we can use them to create different things in the Art Studio. Working with these materials is a way to help the environment, because by recycling, or using the materials again, we are not adding them to the trash we create. Today, you are going to sort and organize the Beautiful Stuff we have all been collecting.</i></p> <p>Indicate the materials.</p> <p><i>What do you notice about these materials?</i></p> <p>Harvest responses.</p> <p><i>You noticed that some materials are _____ [color, shape, etc.] and others are _____. You are naming their attributes, or specific qualities. How could we sort these materials into groups? Which ones would we put together?</i></p> <p><i>What makes you think these materials belong together?</i></p> <p><i>I am curious to see how you will decide to sort our Beautiful Stuff collection.</i></p> <p>Indicate the sorting trays and containers.</p> <p><i>Once you have sorted some materials into groups, you can make labels. This way other people will know where to put different kinds of materials.</i></p> <p>Indicate the writing tools, paper, and tape, and model making at least one label with children’s input.</p>
<p>During Centers</p>	<p>Support children, in small groups, to organize and sort the materials, identifying attributes (shape, color, texture, size, etc.). Encourage children to work together and to talk about their ideas for how to sort the materials. Invite children to make labels.</p>
<p>Facilitation</p>	<ul style="list-style-type: none"> ● How are you sorting the materials? ● How would you describe this material? ● What is similar or different about these materials? ● How would you label this container of materials? Why? ● How are you collaborating to make decisions about how to sort the materials?
<p>Standards</p>	<p>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p>SL.4.K Speak audibly and express thoughts, feelings, and ideas clearly.</p>