

# Identify and Sort Common Objects Into Categories

## College- and Career-Ready Standards Addressed: SL.K.4, L.K.5

- Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- With guidance and support from adults, explore word relationships and nuances in word meanings
  - Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent

**Objective: To identify and sort common objects into categories.**

### Materials

Flashcards (see below)

- Ten to 12 picture cards of common animals (e.g., duckling, cat, swan).
- Ten to 12 picture cards of common objects (e.g., pot, jacket, house).
- Green “yes” and red “no” cards for each student.

### Suggested Schedule and Group Size

**Schedule:** Daily, no more than five minutes to 10 minutes per session.

**Recommended group size:** Individual or small group (up to five students).

**Note:** The following script is intended as a model.

### Activity

#### Intervention Principle

Use precise, simple language to introduce key concepts and procedures.

#### Sample Script and Procedures

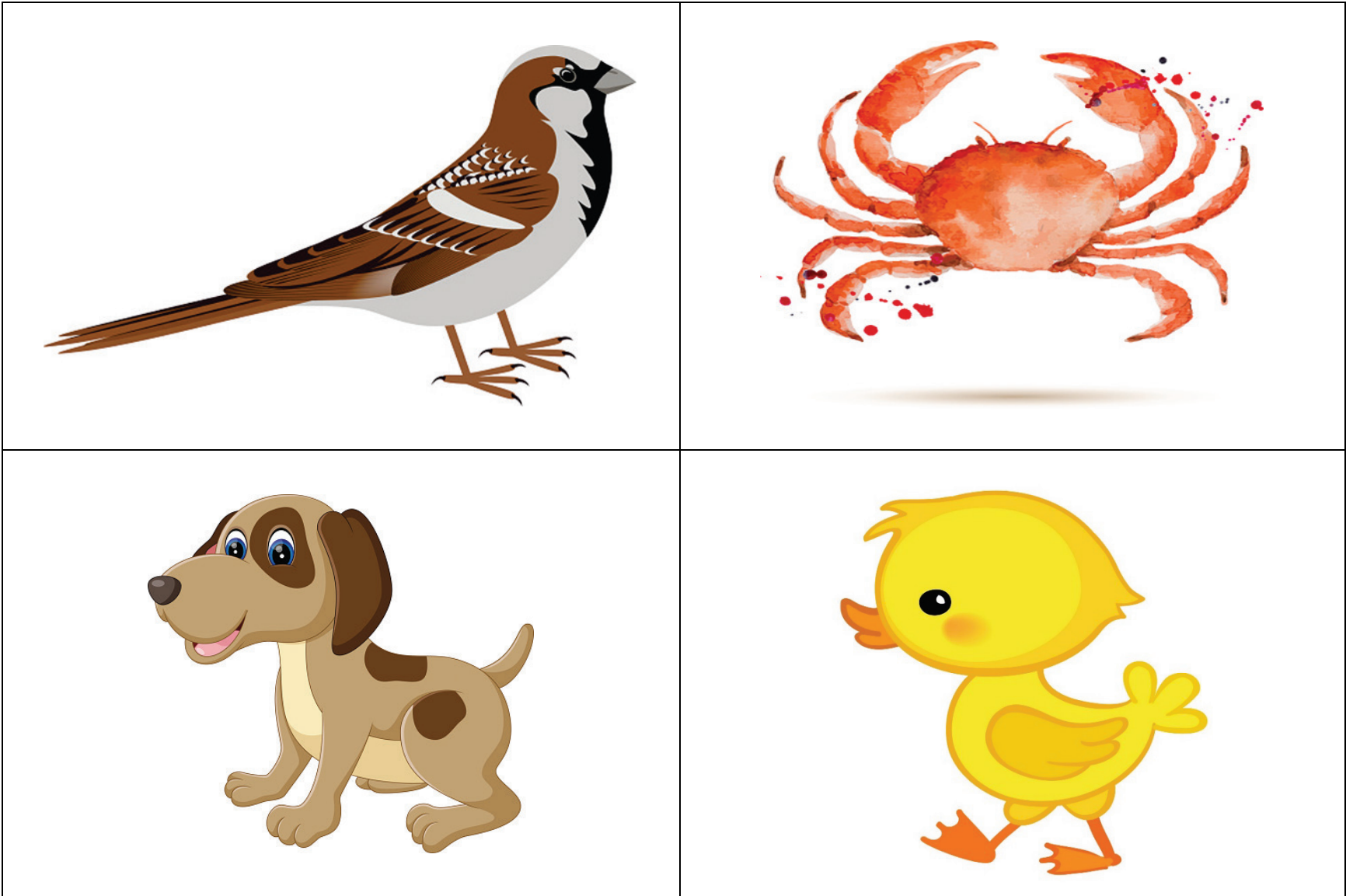
*Prior to beginning this lesson, read The Ugly Duckling or another book about animals to the students.*

**A “category” is a group of things that share something alike. Thinking about categories can help us to understand how some words are alike. It can also help us to remember new words.**

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| <p>Provide concrete learning opportunities (including use of manipulatives).</p> <p>Use explicit instruction and modeling with repetition to teach a concept or demonstrate steps in a process.</p> <p>Provide repeated opportunities for students to practice and give feedback.</p> <p>Break tasks into smaller steps compared with less intensive levels of instruction and intervention.</p> <p>Have students explain new concepts in their own words, incorporating the important terms you've taught.</p> | <p><b>Today, we are going to sort picture cards into two categories. In the story <i>The Ugly Duckling</i>, we read about some animals. Today, I will sort pictures of things that are animals into the “animal” category and pictures of things that are not animals into the “not animal” category.</b></p> <p><i>Show a picture of a duckling. An animal is a living thing that breathes and can move around. In the story <i>The Ugly Duckling</i>, the duckling is an animal. The duckling is a living thing that breathes and moves around. I will put the picture of the duckling in the category “animal.”</i></p> <p><b>Why did I put the picture of the duckling in the ‘animal’ category?</b><br/><i>Pause for student response.</i></p> <p><i>Show a picture of a pot. This is a picture of a pot. A pot is not a living thing. A pot cannot move around and it cannot breathe. I will put the picture of the pot in the category “not animal.” Why did I put the picture of the pot in the “not animal” category?</i><br/><i>Pause for student response.</i></p> <p><i>Continue showing one or two pictures of animals and one or two pictures of other common objects in random order. Name and sort the pictures into “animal” and “not animal” following the same format. Ask students to explain each categorization.</i></p> <p><b>Now we can see all of the pictures that are animals. They look very different, but they have some things alike. They are all living. They all can breathe, and they can all move around. Let’s see if you can help me sort pictures into two categories, “animal” and “not animal.”</b></p> <p><b>What’s an animal?</b> <i>Pause for student response.</i></p> <p><b>I’m going to show you a picture. You’ll respond by holding up the green “yes” card if the picture shows an animal. Hold up the red “no” card if the picture is not an animal.</b></p> <p><i>Hold up a picture of a swan. What does this picture show? (Swan.) Is a swan an animal? Hold up your “yes” or “no” card to show your response. Teacher and students hold up “yes” card. That’s correct. How do you know? Pause for student response.</i></p> <p><i>Hold up a picture of a cat. What does this picture show? (Cat.) Is a cat an animal? Hold up your “yes” or “no” card to show your response. Teacher and students hold up “yes” card. That’s correct. How did you know that a cat is an animal? Pause for student response.</i></p> |
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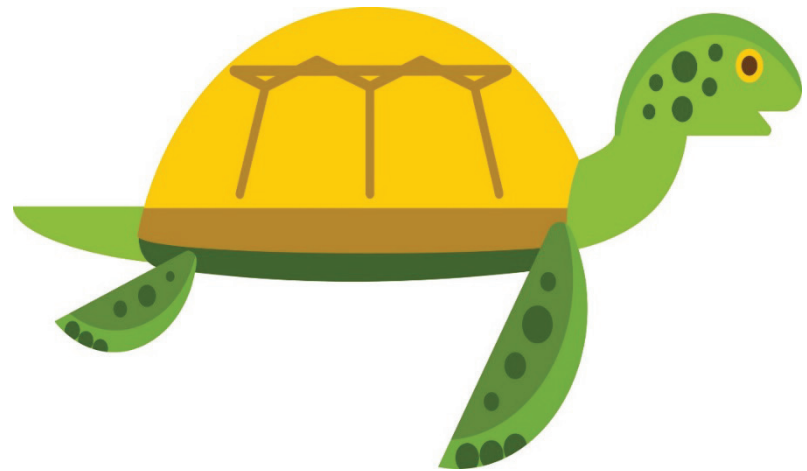
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| <p>Fade steps from examples so that students gradually assume responsibility for completing steps. Provide feedback.</p>                                             | <p><i>Hold up a picture of a jacket. What does this picture show? (A jacket.) Is a jacket an animal? Pause for student response. That's correct. How did you know that a jacket is not an animal? Pause for student response.</i></p> <p><i>Continue sorting pictures into "animal" and "not animal" categories, following the same format. Provide practice opportunities for students to sort pictures into the categories.</i></p> <p><b>Now we're going to work as partners to sort the pictures. I'm going to give you and your partner the pictures. You will sort the pictures into two categories: "animal" and "not animal". What is an animal? (A living thing that breathes and can move around.) That's correct. Sort all the pictures of living things that breathe and can move around into the "animal" category. If the picture is something that is not a living thing, put it in the "not animal" category.</b></p> <p><i>Monitor student partners as they sort the pictures into two categories and provide feedback.</i></p> |
| <p><b>Error Correction</b></p>                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p>Provide immediate and explicit error correction. Have the students practice the correct responses.</p>                                                            | <p><b>That's not quite right. Remember, an animal is a living thing that can breathe and move around. This picture shows a mop. I know that a mop cannot breathe or move around by itself, so I will put it in the "not animal" category.</b></p> <p><i>Have the students demonstrate the correct response before moving to the next animal or object. If difficulties persist, provide other examples using a more basic category (e.g., color).</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p><b>Instructional Considerations</b></p>                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p>Once students develop fluency, move to a more difficult concept or set of categories. Provide ongoing practice opportunities to facilitate skill maintenance.</p> | <ul style="list-style-type: none"> <li>• Provide frequent group or individual opportunities for students to sort common objects into various categories (e.g., provide small pictures for sorting into predetermined and labeled categories).</li> <li>• Increase the level and number of categories for each sorting activity (e.g., animals—jungle, farm, ocean).</li> <li>• Have students create their own categories to sort given sets of items.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |



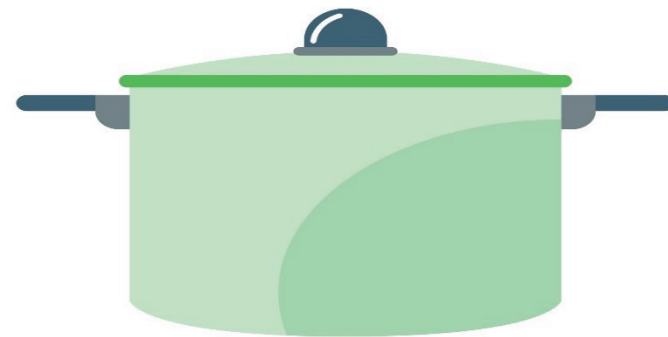
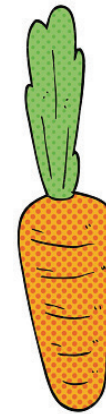
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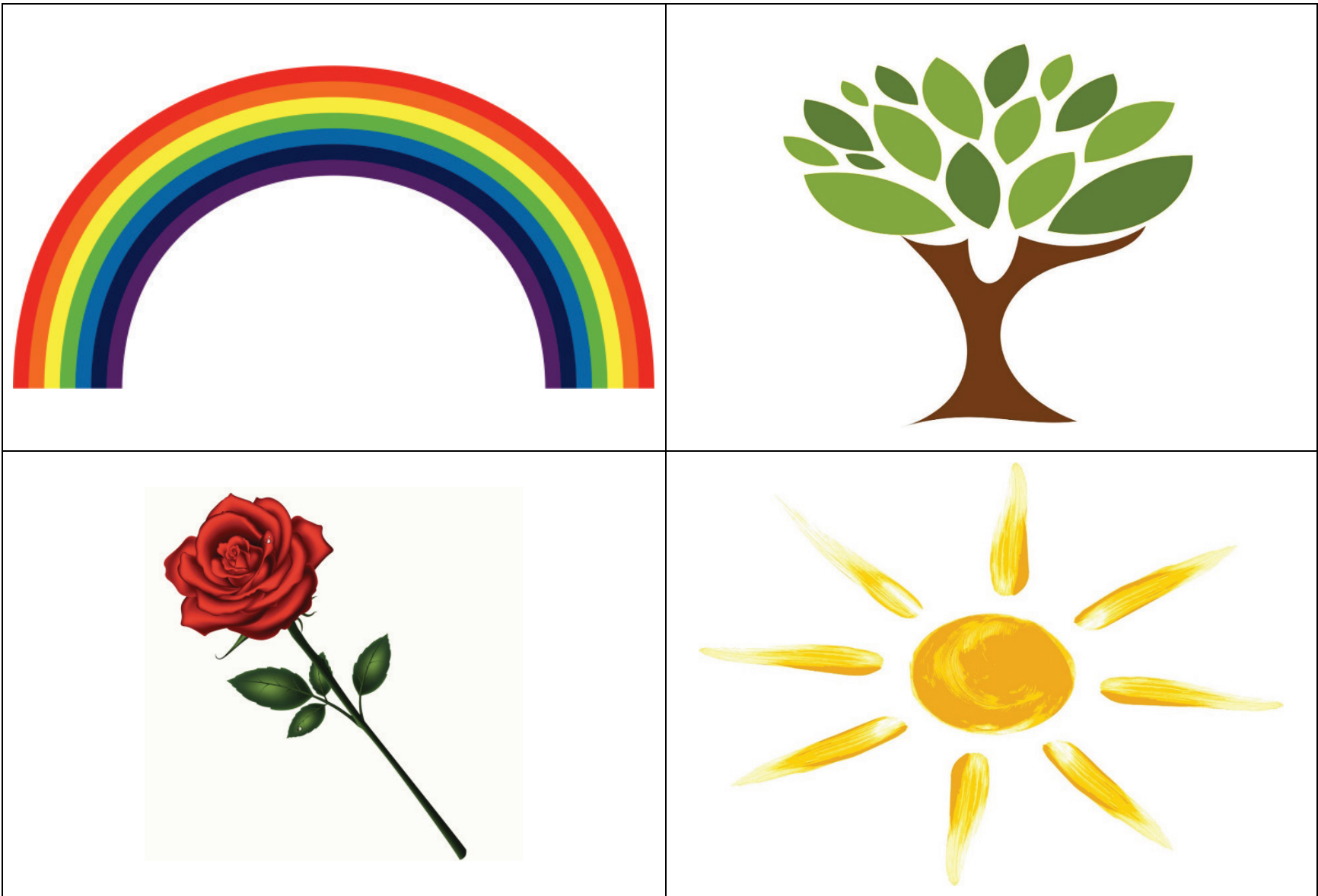
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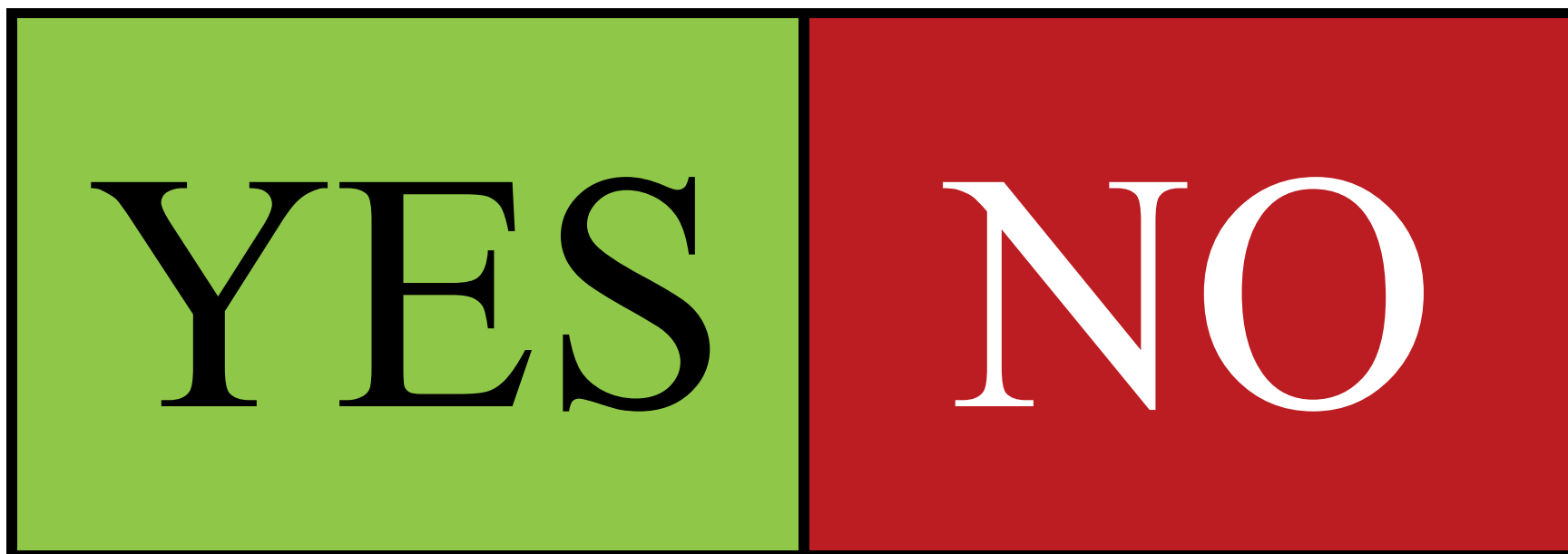


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