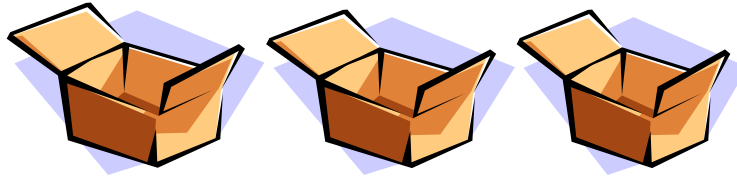


# Sort It Out



## Suggested Group Size

Whole group

## Objective

The children will use appropriate category labels for materials found throughout the classroom.

## Activity

Children will use the appropriate category labels while sorting various classroom materials.

## Targeted Florida Early Learning and Developmental Standards for Four-Year-Olds

- **IV. Language, Communication, and Emergent Literacy**
  - **C. Vocabulary**
    - **C.2.** Shows increased vocabulary to describe many objects, actions and events
      - **C.2.b.** Child uses category labels (e.g., fruit, vegetable, animal, transportation, tools).

## Materials

- Various classroom materials for sorting (e.g., toy animals, plastic fruit, toy cars, toy tools).
- Baskets or buckets (one for each sorting category)
- Index cards (for labels)
- Marker
- Tape
- Glue
- Pictures (that represent each sorting category)
- Scissors

## Procedures

### Before You Begin the Lesson

1. Use the *Florida Early Learning and Developmental Standards for Four-Year-Olds* to review the Targeted and Related Standards for Four-Year-Olds included in this lesson.

### **Procedures (continued)**

2. Choose three or four categories of items the children can sort (e.g., toy animals, plastic fruit, toy cars, toy tools).
3. Collect no more than twenty items from around the classroom that can be included in the three or four sorting categories you have chosen (e.g., toy animals, plastic fruit, toy cars, toy tools).
4. Create a label for each sorting category by writing the name of each sorting category (e.g., animals) on an index card and gluing the appropriate picture (e.g., toy dog) next to/underneath it. Tape a label on each basket.

### **Sort It Out (Whole Group)**

1. Explain to the children that they will be sorting some classroom materials today. Show the children each basket and discuss the sorting category name and picture on the label. Be sure to provide examples of items that may be placed in each basket, so the children have a good understanding of what each category means.
2. Choose an item that was collected from around the classroom (e.g., toy dog). Show the children the item you have chosen (e.g., toy dog) and ask them to tell you what it is (e.g., toy dog). Then ask the children to tell you what category it belongs to (e.g., animals). Place the item (e.g., toy dog) in the basket with the appropriate label (e.g., animals).
3. Allow each child to choose an item, show it to the class, tell what it is, and what category it belongs to.
4. Repeat step three until all of the object have been sorted.

### **Adaptations**

- The activity can be done in small groups to assist children who may need more one-on-one support, when using appropriate category labels.
- Provide prompts for the children who experience difficulty sorting their item into the appropriate category.
- Choose more challenging items to sort into the chosen categories (e.g., items that could be sorted into more than one category). Ask the children to explain why they are placing the item into a specific category.

### **Extensions**

- Create a graph showing the number of items that have been sorted into each category.
- Add related materials to classroom centers:
  - **Literacy/Writing:** Include the baskets used in the whole group activity and allow the children to practice sorting individually or in groups.

### **Checking for Understanding**

Children will demonstrate their understanding of the lesson by:

- using appropriate category labels for materials found throughout the classroom.

## **Related Standards for Four-Year-Olds**

- **II. Approaches to Learning**
  - **A. Eagerness and Curiosity**
    - **A.1.** Shows curiosity and is eager to learn new things and have new experiences