

Kindergarten and First Grade

Classify and Organize

Students in kindergarten begin to classify objects into teacher specified categories as well as categories named by students. Each category can then be classified into different groups again based off of new characteristics or attributes. Kindergarten students should count the number of objects in each category to quantify the specific category. Students should then make statements about which category has greater/fewer numbers of objects, the total number, etc. Therefore, students get categorical data from sorting objects.

Students in first grade begin to organize and represent data. Students in first grade can discuss how effective their representation of data is. First graders can also answer addition and subtraction questions about data.

Classification and representation of data lends itself to other contexts (i.e. science, social studies, letter formation, art, etc.)

SWBAT...

1. Sort objects and classify them into a given category.
2. Identify the number of objects in each category.
3. Identify which category has the most and the least number of objects.
4. Make other statements about their categorical data.

- Each activity will take approximately 45-60 minutes
- Activities can be taught in any order

K.CC.4

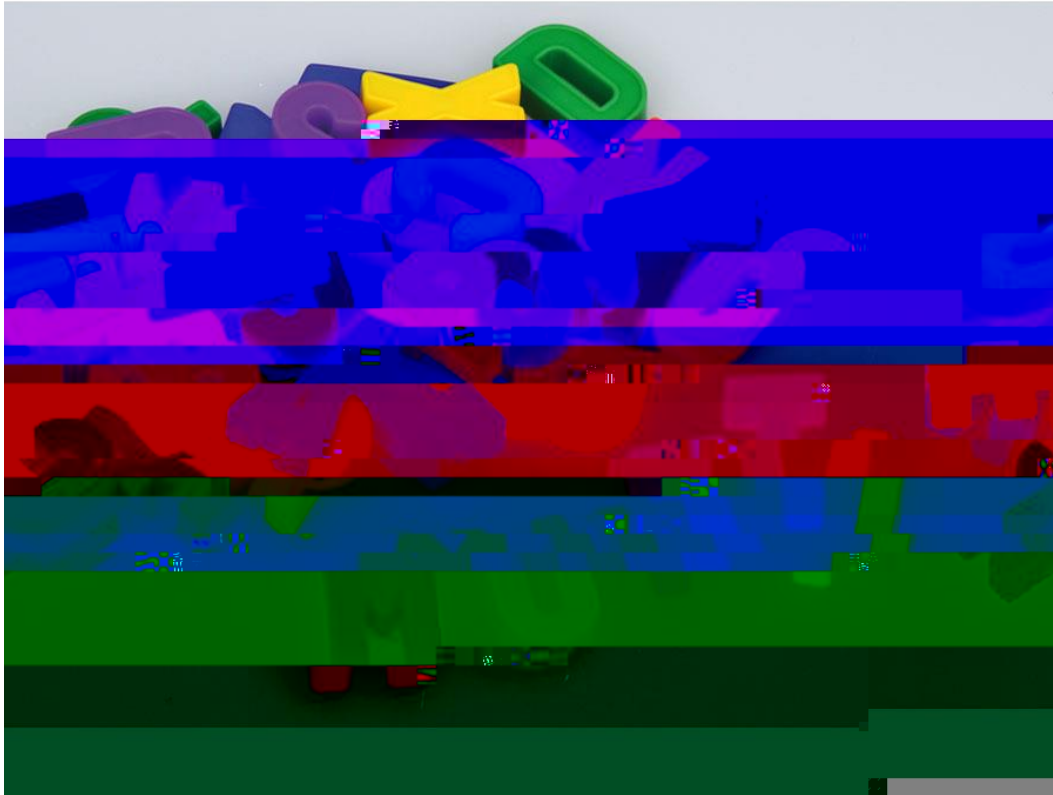
Understand the relationship between numbers and quantities; connect counting to cardinality.

K.CC.4.A

When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

Ask students _____ questions about the data. Students should be able to make statements about which category has the most, least, etc.

- There are more _____ letters than _____ letters.
- There are the most _____ letters.
- There are an equal number of _____ letters.



Extension:

Explain to students that they could take one of the groups and create new categories to tell more about the letters.

Model for students choosing one of the groups. "

Student Response: put them into groups

Model writing down the two categories: Vowels and Consonants

Go through all the red letters and classify them as being a vowel or a consonant.

Have students make statements about the letters:

- There are ____ red vowels than red consonants.
- There are ____ red vowels.
- There are ____ red consonants.
- There are ____ red letters total.

Have students use their bag of letters to create categories and classify the letters into the appropriate groups.

Activity 2: Animals, Animals Everywhere!

In this activity, students will be classifying animals in a variety of ways.

Hook / Connection to Literature: Read

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fruits vs. vegetables, colors, size etc.)

Have students brainstorm ways to compare and contrast foods, “ Write
down response on paper plates (one category per paper plate) to model for students how to label the
category

- Fruits / vegetables
- Refrigerated vs. non-refrigerated
- Colors
- Long / short
- Enjoy eating / don't like to eat

Have students cut out the foods and label their paper plates with the category title for each group.

Student work and observational notes can be used as formative assessment for these activities.

Assessment: (To be given one-on-one)

- Give students a bag full of objects chosen by the teacher.
- Ask student to sort the objects into groups and explain how they sorted the objects.
- Ask the following questions:
 1. Which group has the most?
 2. Which group has the least?
 3. Are there any groups that are equal

