

Classification Introduction

Anticipatory Set: Students will predict how many Skittles are in a mini bag. They will write their predictions and actual numbers in their journals.

Activity:

Materials: Graph paper, markers, mini bags of Skittles, (M&Ms, candy hearts, jellybeans or colorful goldfish crackers could be used instead)

The students will sort their bags into different colors. The students will create graphs showing their results using a bar graph and creating a pictograph by placing their Skittles in a line on top of the color. Teacher monitors students as they are working. Ask questions like “How many more green Skittles do you have than yellow? How many red and purple Skittles do you have?...”

Put the bar graphs on the board and discuss with the class. Examples of questions could be, “Who had the most purple? Who had the most Skittles total, and how many Skittles did they have? How many more red are there than yellow on this graph?”

Follow up Activity:

The students can eat their Skittles after they have completed their graphs. Then have the students graph their favorite flavor of Skittle on a table as a class.

Journal Activity: Have the student write three things that they noticed about their graph.

This activity is an introductory lesson to sorting and graphing. It is used before we sort and classify rocks.

CLASSIFICATION OF ROCKS

Objective: Students will gather, sort and organize a group of rocks. The students will then compile information about the rocks and organize the info. to make a Venn Diagram with it.

Invite Learning: Students will do an activity on grouping and sorting Skittles by color.

Make a Connection: Discuss with students how they sorted and grouped their Skittles. Brainstorm ways they can sort and group rocks and write them on the board.

Materials: Rocks (each group gets the same amount.), construction paper (to make Venn Diagrams on), pencils, and crayons.

Activity:

1. Students will come up with group names.
2. Students will get their set of rocks and group them according to color and shape (gray, rough/smooth).

(This step can be changed to make different lessons...group according to shape and size, group according to color and size, group to show color, shape and size. Etc.)

3. Venn Diagrams will be made by sorting rocks by “rough rocks” and “gray rocks.”
4. Students then record their information on their Venn Diagrams.

Direct Instruction: Teacher will monitor students as they work. Helping when needed. Asking questions...Why did you put that rock in that circle? How did you know that rock belonged in that part of the Venn Diagram? Etc. Teacher also makes sure students are following directions and staying on task.

Close: Each group will share their Venn Diagram with the class. Explaining how they determined where each rock was going to be placed. Discuss with class how this Venn Diagram is similar to the graphing we did with our M&M’s. Look for increased understanding of classification and sorting things in groups.

Comprehension: Students should show an understanding of grouping and classifying an item according to shape and color. (size, etc. depending on the lesson.)

Multicultural Link: Students will compare and sort different types of pottery and group them according to which Tribe is responsible for creating that type of pottery.

Mathematics/Science Link: Students will compile different types of graphs to show the same information they gathered from this activity. (Bar graphs, Tables, Pie Charts, Tally Charts, etc.)

School-to-Career: Discuss how grocery stores are set up and how things are grouped.

Individual Journal Assignment: Students write a journal entry on other objects that could be sorted or grouped, and the reasons someone might want to sort them.

Home link: Make a list of foods in your refrigerator and sort them in an appropriate manner.