

Sorting Station



Sound Sorting

Music

The next time your class uses rhythm instruments, try incorporating sorting activities. For example, separate the metal instruments from the non-metal instruments. Let students play both. Is there a difference in the sound? Have students make up categories. Some possibilities include:

- one-piece instruments — two-piece instruments
- instruments played by shaking — instruments played by tapping
- high-pitched instruments — low-pitched instruments
- big instruments — little instruments
- instruments that make loud sounds — instruments that make soft sounds

Bin There

Science

Let students cut pictures of animals out of old magazines. Copy page 64 and make 2 labels (for example, “wings” and “no wings”). Use clothespins to attach the labels to 2 plastic bins. As a class, sort the pictures into the bins. Another time, make new labels for the bins and resort the pictures. Let students suggest appropriate labels such as:



- baby — adult
- furry — not furry
- 2 legs — 4 or more legs
- water animal — land animal
- stripes — no stripes



Try playing “in reverse.” That is, without labeling the bins or revealing the 2 categories you have in mind, begin sorting the pictures into the bins. Let the students guess what the labels should be.

Falling Leaves

Problem Solving

In autumn when leaves begin to fall, take students on a walk to collect leaves. Back in the classroom, spread the leaves out on a large table. Sort them as many ways as possible, encouraging students to suggest sorting categories. For example, leaves might be sorted according to the following attributes:

- color
- size
- width

Share some of the ways botanists categorize leaves:

- simple (one leaf per stem) or compound (more than one leaflet per stem)
- edges (smooth or saw-toothed)
- shape (no projections, rounded or pointed lobes, needle-shaped, etc.)

Note: If leaves are unavailable, other natural objects such as rocks, seeds, or shells can be sorted.

Sort and Recycle

Social Studies

Discover the recycling resources in your community. You may need to write a letter or place a call to a waste collection agency or recycling drop-off facility to find out what items can be recycled in your area. Also, find out if your school and lunchroom take part in any recycling efforts. Discuss what your class can do to help recycle and to prevent needless waste. For example, you might use 3 boxes for sorting the scrap paper in your classroom. One box can hold paper that is ready for the recycler. One box can hold old worksheets, etc., whose reverse sides can still be used for notes, sketching, and coloring. The other box can hold scraps of colored paper for art projects. Copy page 64 to make the labels for the boxes.

Attribute Riddles

Language Arts

Have each student cut out pictures of two similar items (for example, two buildings or two pieces of fruit) from old magazines and paste them in the center of a 12- x 18-inch sheet of white paper. Ask students to think of ways the items are similar and ways the items are different. Have students write two attributes the objects have in common at the top of the paper and two attributes that the items do not have in common at the bottom. Conclude the project by letting each student ask the class an "attribute riddle." For example: "Both of my objects are round and taste good, but one is red and one is orange. What are they?" Give the class a chance to guess before showing the pictures of the objects.



Grandmother's Favorite Animals

Problem Solving

Copy page 65 and cut the animal categories apart:

furry animals

animals with gills

birds

Discard any categories that seem too difficult for your students and put the rest in a box. Post a large number of animal pictures around the room, including animals from each of the categories.

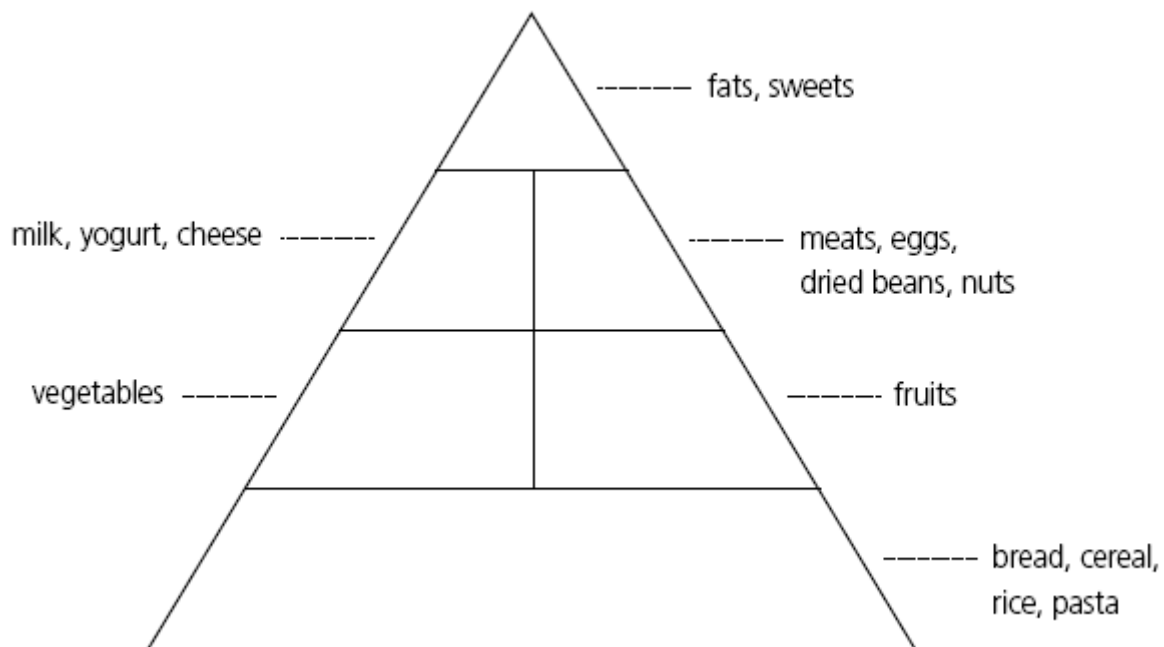
Tell students that a different category of animal, such as “fish” or “animals with 2 legs” or “furry animals,” is written on each of the slips of paper in the box. Draw one of the slips out of the box (for example, “birds”), but don’t show it to the students.

Explain that you are going to imagine that you took your grandmother to the zoo and that she liked only the type of animal written on the slip of paper. Tell the students that it is their job to guess the type of animal. Say, for example, “I took my grandmother to the zoo. She loved the robins and the cardinals, but she didn’t like the rabbits.” Let students try to guess what type of animal your grandmother liked (birds). Explain that they can gather clues if needed by asking questions such as “Did your grandmother like the monarch butterflies?” After the students have correctly guessed that your grandmother liked only the birds, continue playing the game, giving each student a turn at drawing the category. The animal pictures posted in the area will help students to think of animals they might use in their “grandmother stories.”

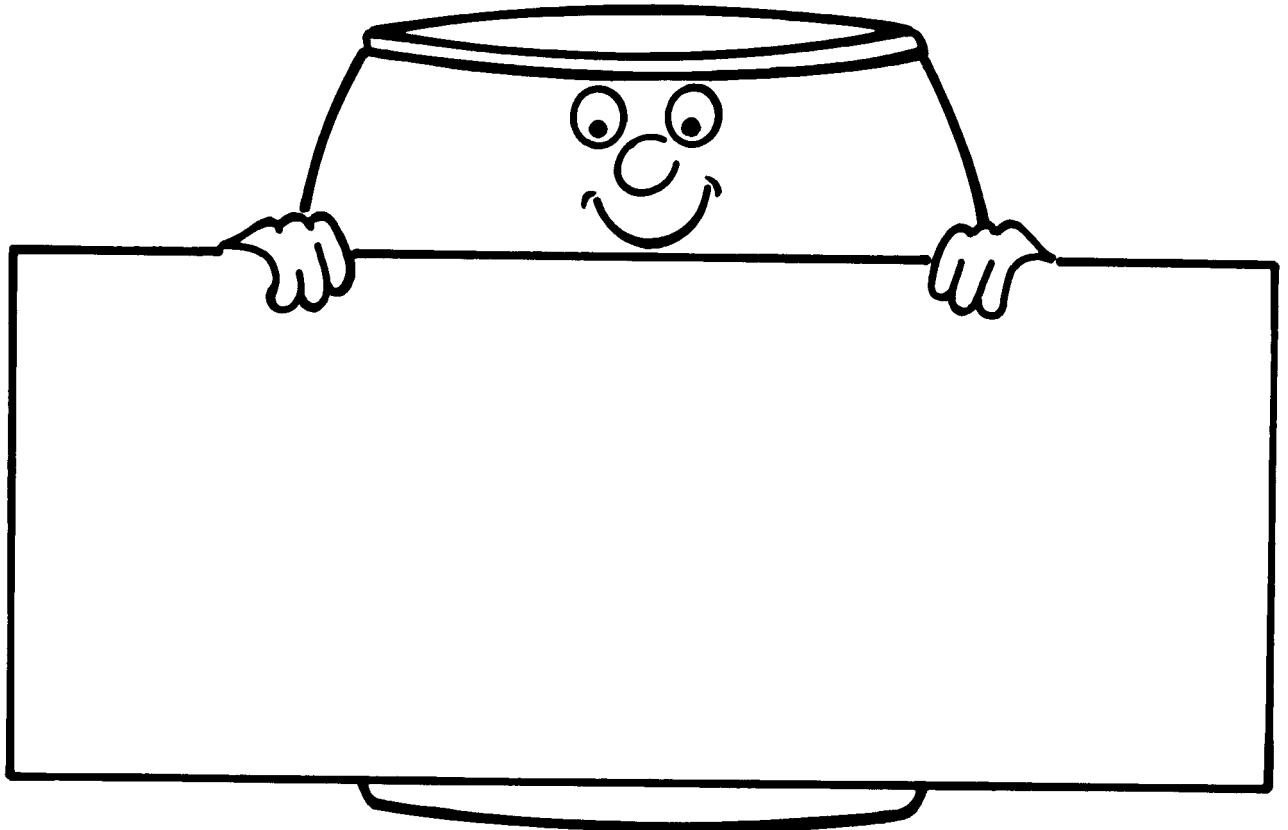
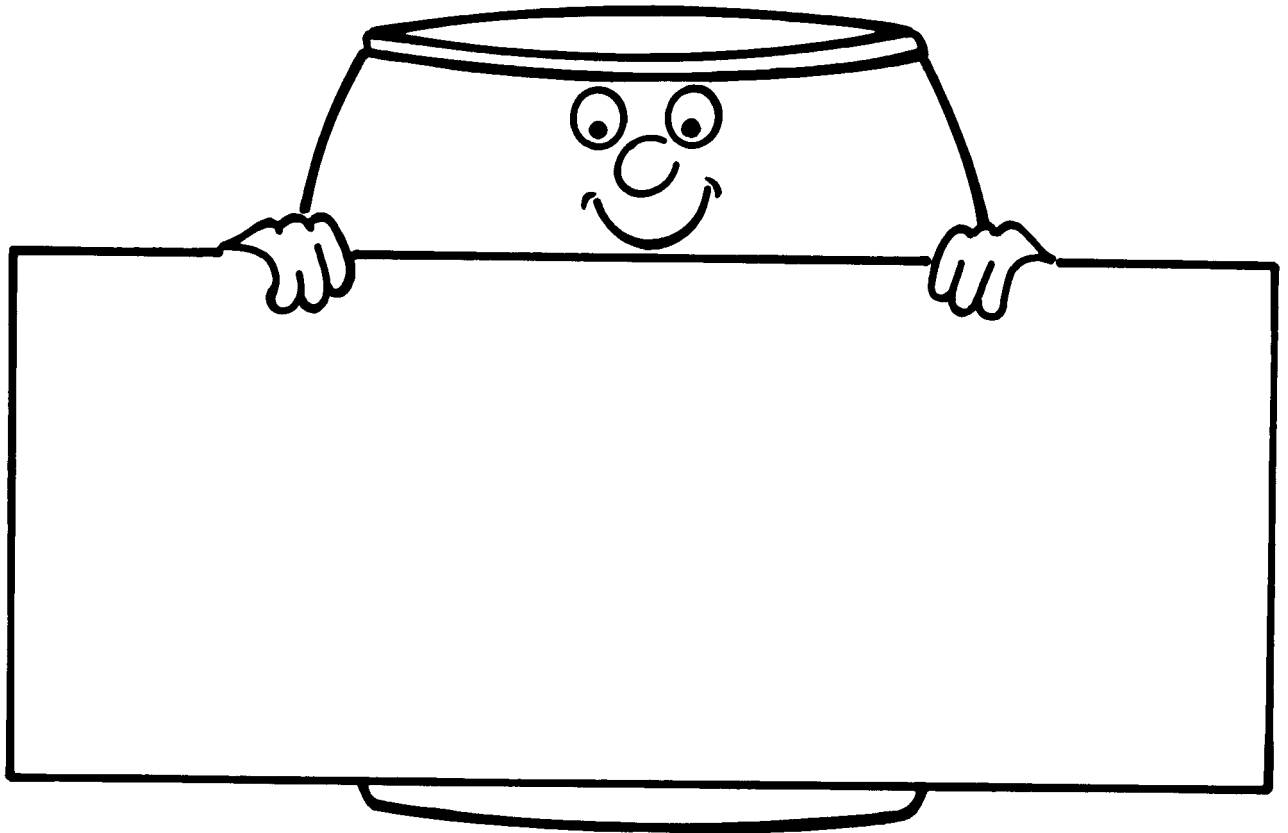
Food Pyramid

Science

Draw an empty food pyramid on a large paper-covered bulletin board. Label the categories as shown:



Explain that all foods can be divided into these six groups, and that a healthy diet includes more servings of the foods at the bottom of the pyramid than of those at the top. Have students cut pictures of foods from newspaper grocery ads or magazines. Help them sort the pictures and tack them to the correct places on the food pyramid.



Use with "Bin There" (page 61) and "Sort and Recycle" (page 62).

Grandmother's Favorite Animals

animals with orange on them	birds
animals that climb trees	animals that hibernate
animals with 4 legs	insects
animals with webbed feet	animals with 2 legs
furry animals	animals with scales
animals bigger than a deer	animals with feathers
animals beginning with "R"	animals that fly
animals with antlers or horns	animals without legs
animals that live in water	striped animals
animals with scales	animals kept as pets
animals beginning with "T"	animals with antennae
animals that hatch from eggs	animals beginning with "D"
animals with hooves	brown animals
animals beginning with "S"	reptiles and amphibians
animals smaller than a mouse	animals that migrate
animals beginning with "M"	fish
animals with pinchers	animals with gills

Use with "Grandmother's Favorite Animals" (page 62).