

Jay Curriculum: Unit Cover Page

Unit title: Sorting and Classifying

Grade Level: K

Content Area(s): Math

Date Created:

Designed By:

**Year 1
Map & Template Development**

- Map/Matrix Completed
- Material & Resources Listed
- Draft Design Template Completed
- Initial Draft Template Document

**Year 2
Piloting**

- Develop:
- Performance Tasks
- Other Assessments
- Scoring Rubrics
- Piloted

**Year 3
Review & Complete Assessment**

- Performance Tasks Development
- Other Assessments Completed
- Scoring Rubrics Completed
- Reviewed/Revised Templates

Year 4

- Full Implementation
- Benchmarks Established

Standard(s)/Performance Indicators:

I Math
1

Unit: Sorting and Classifying

Brief Summary of Unit/Topic

Summary:

Kindergarten students explore sorting and classifying activities throughout the school year. Using a variety of manipulatives, student sort objects into categories using certain attributes. Sorting and classifying activities are performed with individual students and small groups of students, as well as the whole class. Sorting is often integrated with Science units and is open-ended to allow for developmental differences.

Stage #1: Identify Desired Results

Essential Question/s:

General understanding/s (What is worth being familiar with?)

There are different ways to sort the same objects. Objects in a group/category are alike in some ways. Some objects can belong to more than one category.

Students will know:

How to sort objects into categories.

Students will be able to:

- Sort objects according to given attributes
- Determine the theme of a category by its members
- Determine which object does not belong in a group

Enduring Understanding/s:

Stage #2: Evidence

What evidence will students have to provide in order to demonstrate that they have developed the skills, knowledge and understanding to successfully complete this unit?

Performance Tasks/Products/other assessments Performance tasks should have a <u>scoring guide</u> .	<i>Performance Indicators</i> for this task.* Example: ELA: C- 1,2,3 Science: B- 3,5,7 SS His: H- 2	<u>Modalities</u> K =Kinesthetic O =oral V =visual W =written	Are <u>examples</u> available to students? ? Y, N, or N/A	Component of Local Assessment System? Y or N (See aligned scoring guide .)
Given a group of objects, the student will sort the objects according to specific attributes	I1			
Given a group of objects, the student will determine which objects does not belong to the group and explain why.	I1			
OTHER				
Teacher observation of student performance, group activities, center actives.				

*Abbreviate: English Language Arts= ELA, Career Preparation=CP, Modern and Classical Languages=MCL, Social Studies=SS, Visual and Performing Arts=VPA

Stage #3: Plan learning experiences & instruction

What teaching & learning experiences may equip students to develop & demonstrate the targeted understanding(s)? (activities/plans):

- People sorting
- Color sorting
- Shape sorting
- Thematic sorting (i.e. shells or insects)
- Food Sorts
- Read-My-Mind
- Category Bags

REFERENCES: