

# Sort It Out

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



## Objective

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

## Targeted Standards

### IV. Language and Literacy

IV.C.1.a. Demonstrates understanding of age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings within each area (e.g., world knowledge, names of body parts and feelings).

[http://www.floel.org/standardsresource/standards.html#d=IV&a=four\\_year\\_olds](http://www.floel.org/standardsresource/standards.html#d=IV&a=four_year_olds)

## Procedures

### Before You Begin the Lesson

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.

1. Choose three or four categories of items the children can sort (e.g., toy animals, plastic fruit, toy cars, toy tools).
2. 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).
3. 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.

## Materials Needed

Various classroom materials for sorting (e.g., toy animals, plastic fruit, toy cars, toy tools)

Basket or buckets (one for each category)

Index cards for labels

Markers, tape, glue, pictures for each category, scissors

## Checking for Understanding

Children will demonstrate their understanding of the lesson by:

using appropriate category labels for materials found throughout the classroom.

## Scaffolding

-Reduce group size to provide additional support  
-Provide prompts for children who experience difficulty sorting their items 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.

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## Procedures –Continued

### 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.