

“Classifying Organisms”

Teacher’s Guide

Materials: Long white “Classification Paper” divided into 6 parts, classification pictures, pencil*, glue stick*, and scissors*
Note: Teachers need to make copies of the Classification paper and pictures for their class (one of each per child). The items with stars need to be supplied by the classroom teacher.

Time saver: Children could cut up pictures ahead of time and put them into a baggie.

Directions: Hand out paper. Ask children to write their names on the paper. Children should cut out all of the pictures and then sort the pictures in some way. (Cutting could be done previously.) Children can glue their pictures onto the paper after they have sorted all of their pictures into the boxes.

Students may decide not to include all of their pictures in the groups they have developed. These pictures should be glued in a space and labeled “extra.” If all of the boxes have been used, glue extra pictures on the back of the paper.

Encourage students to sort the pictures into at least four groups.

After children have sorted and glued their pictures, ask each child individually to justify how their pictures are sorted.

Children can be asked for additional information in an attempt to better understand their thinking. **An adult needs to record these reasons in each box.** Students should be asked to justify their sorting within the same instructional period that the assessment began.

Student Directions: *“Sort the pictures into groups that are the same in some way. Put each group of pictures into a different box on your paper. Don’t use the glue until you have finished sorting. When you are all done, I’m going to ask you to tell me how you sorted the pictures.”*

Additional prompts might be: *“Fill in at least four boxes.”*

“You don’t have to use all of your pictures. Let me know if you have some pictures that don’t fit into any of your boxes.”

After the pictures have been sorted, ask each child: *“Tell me how you sorted the pictures.”* (Record their answers.)

If you need additional information to clarify how the child is sorting, an adult can ask, *“Is there anything else that is the same about these pictures?”*

Standards

VT Grade Level Expectations for Inquiry (grades 1 and 2)

- Record observations of similarities and differences.
- Record data (in a table provided by the teacher) generated from the use of simple science equipment as well as nonstandard and standard measurement tools (for example: balances, scales, thermometers, rulers, and measuring cups).
- Analyze data:
 - Sorts and classifies objects based upon observations, prior knowledge, or experience and justifies groupings.

VT Framework:7.13 b

NSES: Life Science 9K-4) LS 1.2

S :38 – Life Science – Classification

Score Guide

Key Elements:

- Sorts pictures into at least four groups and accurately justifies sorting strategy.

Developed at Barre Town Middle and Elementary School

