

Working with Junk

Purpose

Students will sort and classify objects and then describe what attributes they used to sort.

Materials

For the teacher: overhead projector; junk boxes containing buttons, beads, keys, counting pieces, shells, etc.; chalkboard; chalk

For each group of students: paper, pencils, copies of Black Line Master (BLM) *Geometric Patterns*, junk box

Activity

A. Introduction

1. Tell students they are going to be sorting objects in different ways.
2. Put a collection of buttons on the overhead projector.
3. Ask students to suggest ways that they could put the buttons in different groups.
4. After they have sorted the buttons, ask students how they were sorted (e.g., some round, some not; some three corners, some no corners, some four corners, etc.).
5. Write the ways in which the buttons were sorted on the chalkboard.

B. Student Activity

1. Divide students into groups of four to sort and classify items in their junk boxes (each group should have a box of junk to be sorted).
2. Have a recorder in each group write different ways its junk could be sorted.
3. After five minutes, have students place their recording sheets in the box, then rotate to the next junk box.
4. Repeat the process, allowing students to try to find different ways each junk box can be sorted.

C. Homework

1. Give students the BLM *Geometric Patterns*.
2. Ask them to complete it at home.

**connecting
across the
curriculum**



Visual Arts

Have students use pictures from magazines to make collages of items that are round, items that have straight lines, items that have more than three corners, etc.

**MEETING
INDIVIDUAL
NEEDS**



For students having difficulty, have words that describe geometric shapes posted in the classroom along with an illustration, so that students can become familiar with reading and writing these words.


**Standards Link
1.4.1**


Questions for Review

Basic Concepts and Processes

As students are doing the sorting activity, walk around the room and take note of what you hear them say about the attributes of the objects in their junk boxes. Ask the following questions:

 Tell me about the groups you placed the junk in.

 How did you decide what different groups you should place your junk in?

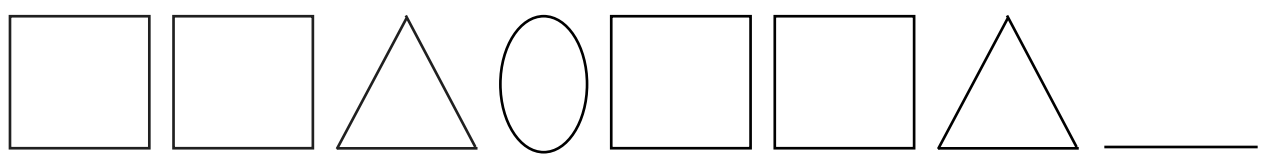
 Are there other ways you could sort the objects?

Name: _____

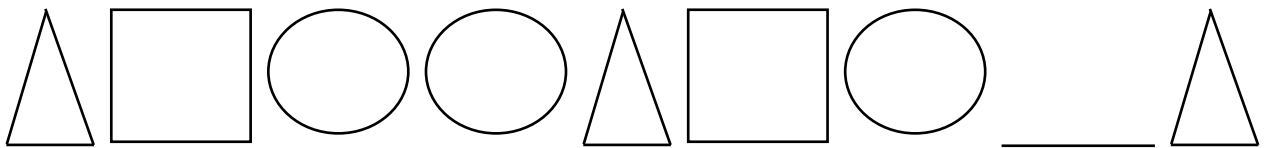
Geometric Patterns

Look for the pattern in each row.
Draw the missing shape.

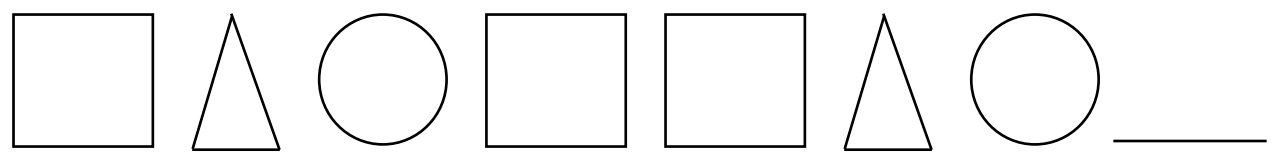
1.



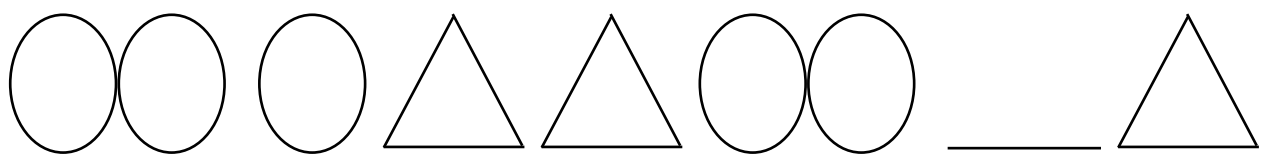
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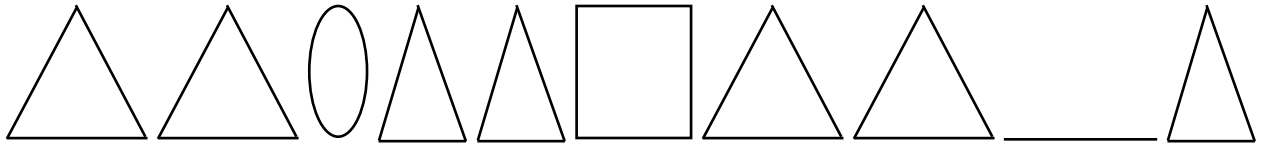
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4.



5.



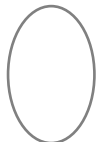
Geometric Patterns

Teacher Directions

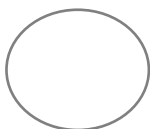
Have students complete the pattern in each row by drawing the missing shape.

Answer Key

1.



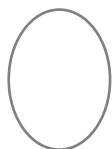
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