

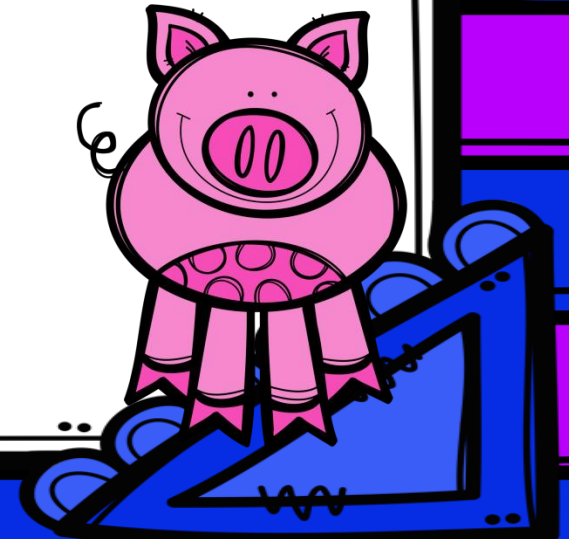
Sorting Animals

for Kindergarten and 1st Grade

Open Ended requiring Higher Level Thinking



Annie Jewell



Sorting Animals

Children use the 39 animals on the two pages to sort. The challenge is to sort 2 different ways. When giving directions, give as little guidance as possible- so children will have to think not just copy your example.

Activity promotes higher level thinking and an opportunity to activate prior knowledge.

When coloring the animals, children can think of possible ways to sort. Provide a large sheet of construction paper. Children can sort and glue the animals by one attribute on the front and a different attribute on the back of the paper.

Remind children to LABEL their groups then cut and glue animals into the appropriate categories.

Children can work individually, with a partner, or a small group.

After activity is complete, I usually have children orally present to a small group or to the entire class. This is a good opportunity for children to explain their thinking.

By having children sort two different ways, they clearly show that they understand animals can be sorted in different ways- not always big/small or legs/no legs.

Sorting Animals

Animals are not sized to scale. However, this has never been a problem or caused confusion for children. An elephant is big and heavy regardless of the size on the paper.

The key to this activity is there are many animals to choose from and all animals do not have to be used.

When children cut, have them cut on the lines of the square/rectangle/box. Do not try to cut the animals on the lines.

To conserve paper, print two per page by selecting two per page (Select Properties, then Features, then click 2 per page.). Select slides 6, 7 before printing. Animals are still large enough if you choose to print all animals on 1 piece of paper. I prefer copying 1 set of animals per page because children can do a better job coloring the animals but for sorting 2 per page works fine.

Encourage creativity. Someone always thinks of a different way to sort.

Display completed work for other classes to see. The conversations other children have about my children's work are both amazing and thoughtful. Many times children from other classes ask to do this activity.

Have children think of their own categories. With freedom, my children have sorted in the following ways-

- Big/Little
- Short/Tall
- Fast/Slow
- Land/Water Animals
- Loud/Quiet
- Pets/Not pets
- Zoo Animals/Pets
- Farm Animals/Pets
- Farm/Jungle Animals
- Nocturnal/Diurnal
- Feathers/Scales
- Feathers/Fur
- Legs/No Legs
- No legs/2 legs/4 Legs
- Shell/No Shell
- Flying/Walking
- Flying/Swimming
- Crawls/Walks
- Heavy/Light
- Webbed feet/Paws

Georgia Kindergarten Science Standards- This activity can be used when teaching the following science standards in Georgia. Other states may have similar standards.

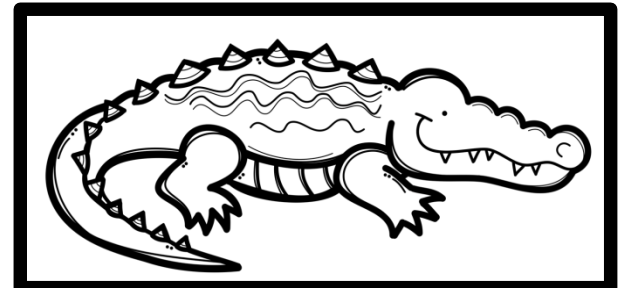
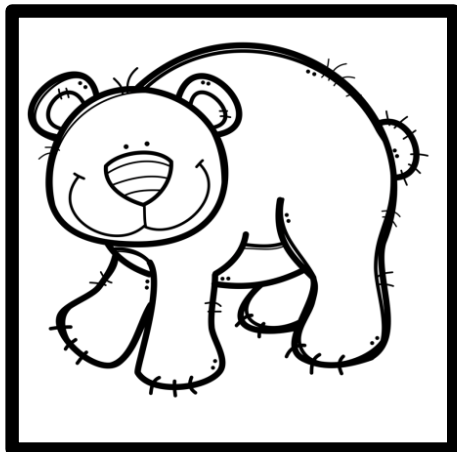
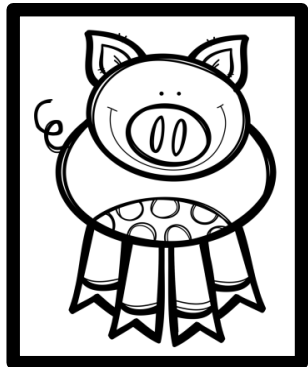
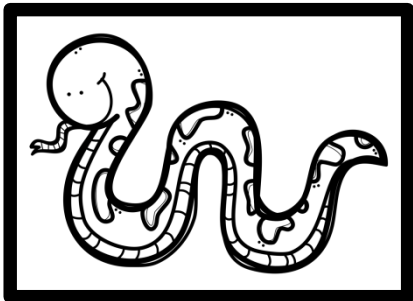
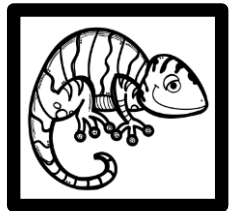
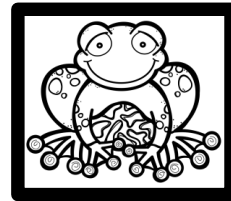
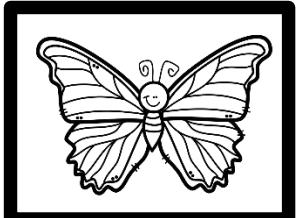
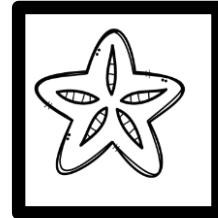
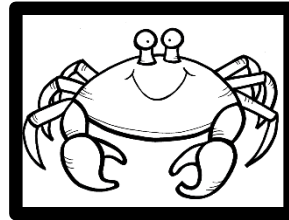
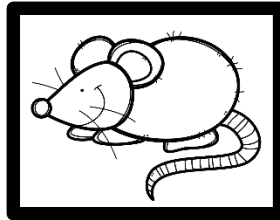
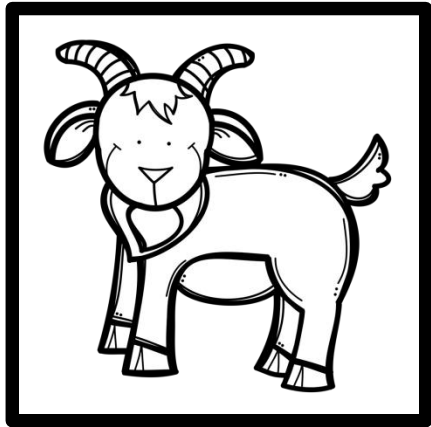
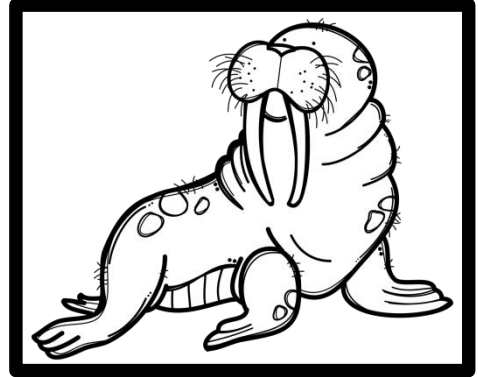
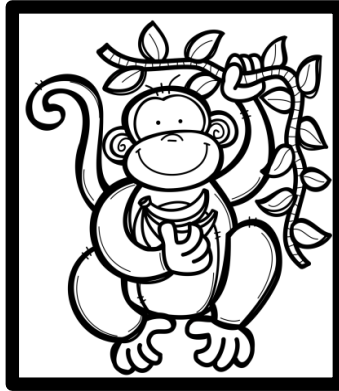
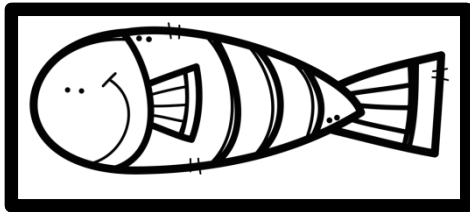
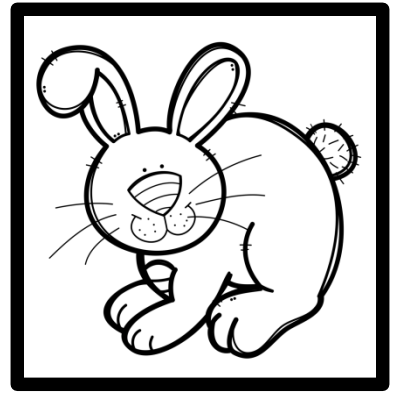
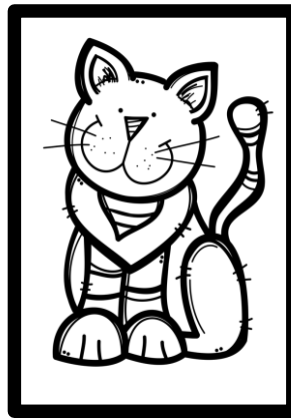
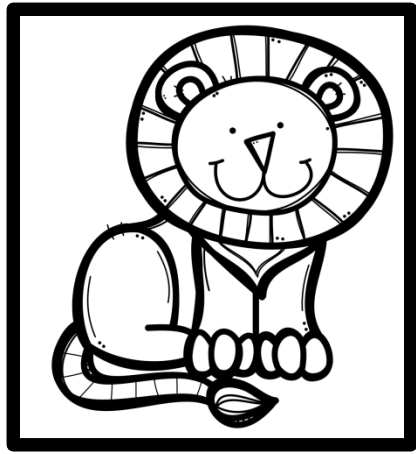
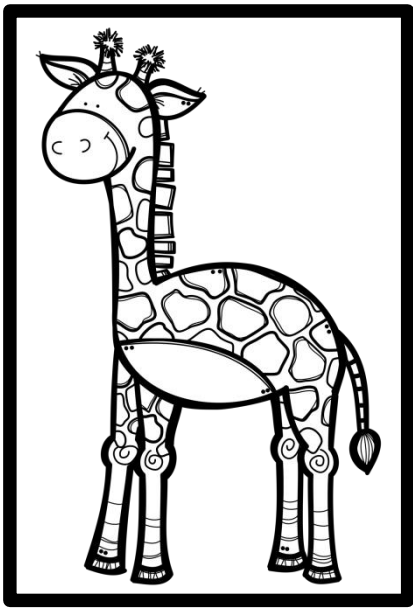
SKL1. Students will sort living organisms and non-living materials into groups by observable physical attributes.

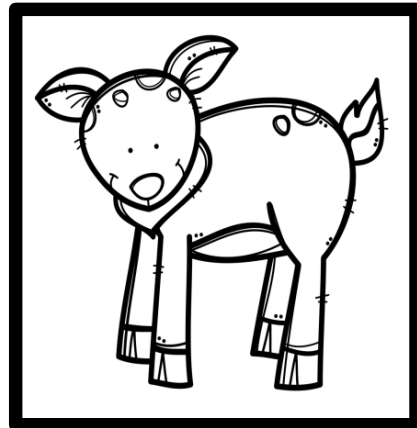
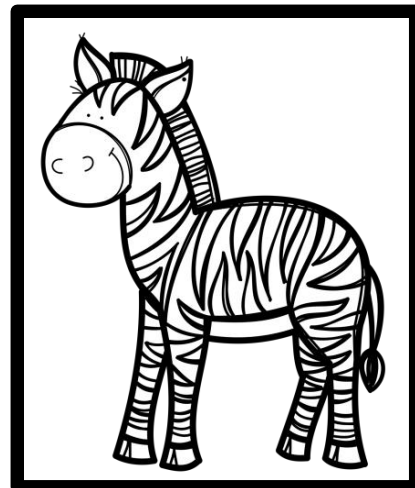
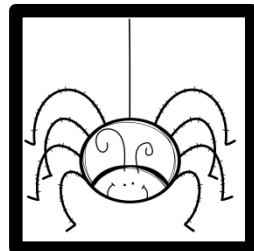
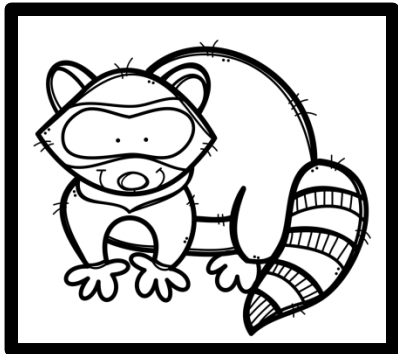
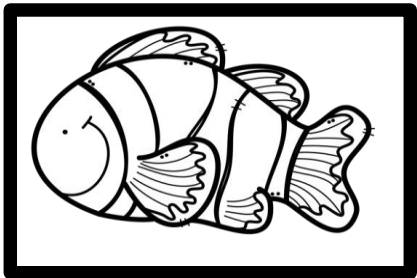
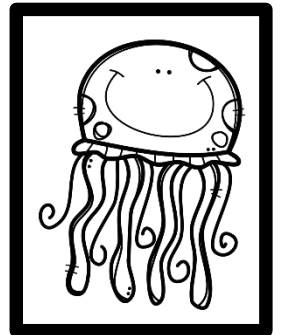
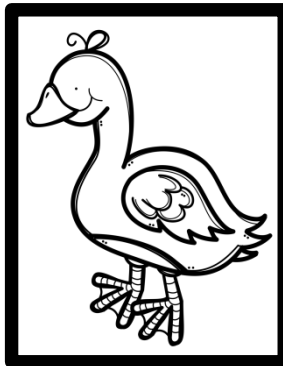
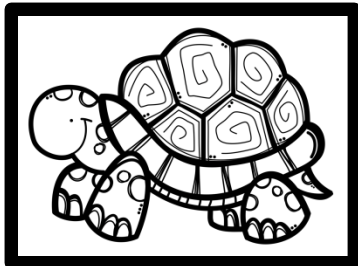
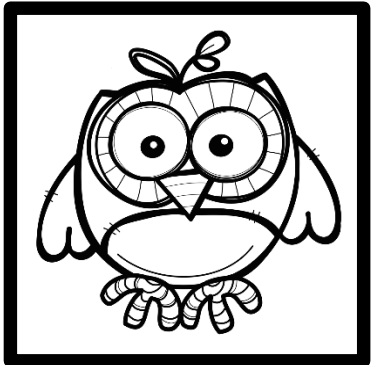
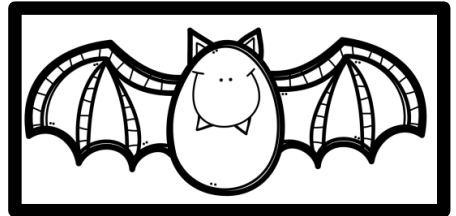
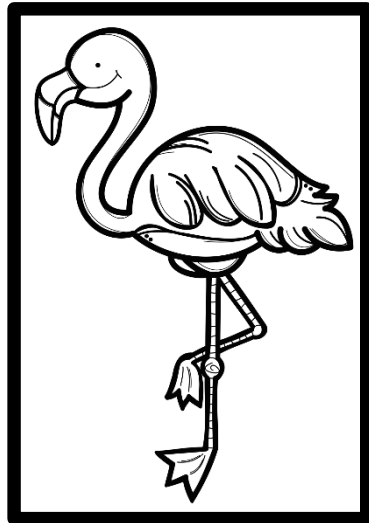
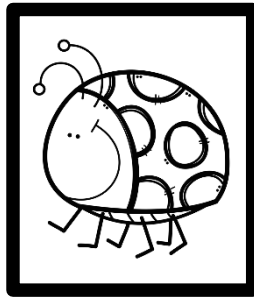
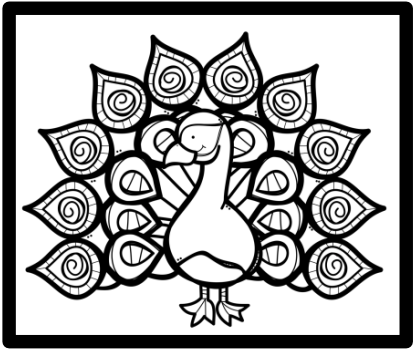
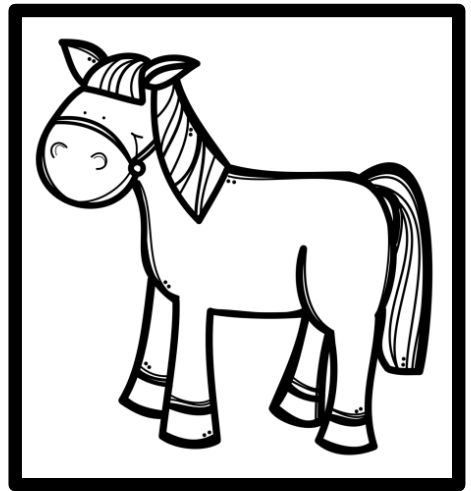
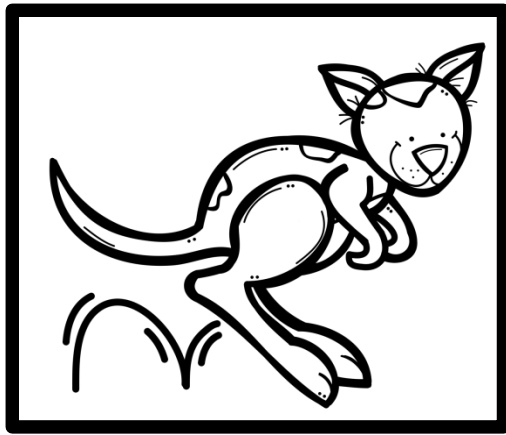
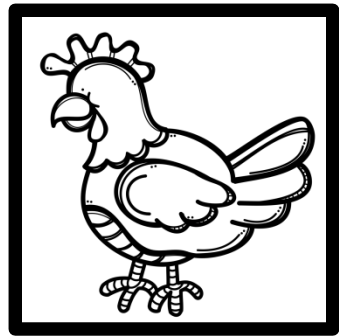
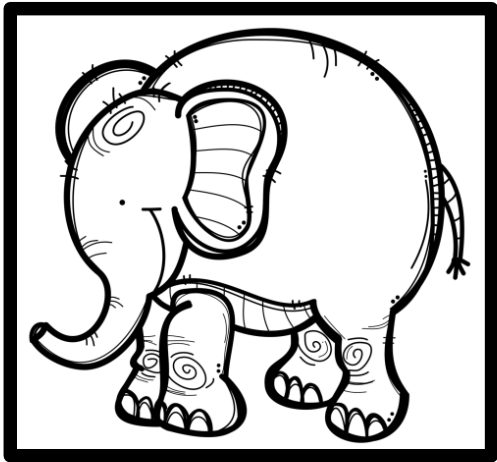
- b. Group animals according to their observable features such as appearance, size, motion, where it lives, etc. (Example: A green frog has four legs and hops. A rabbit also hops.)

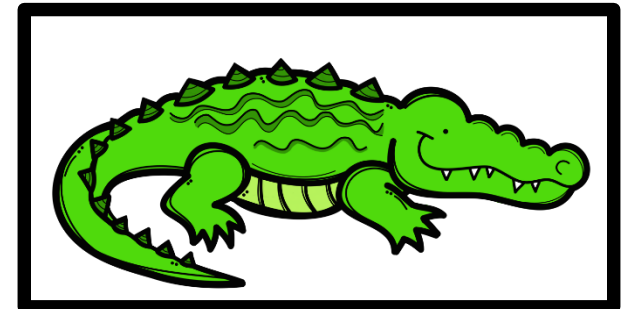
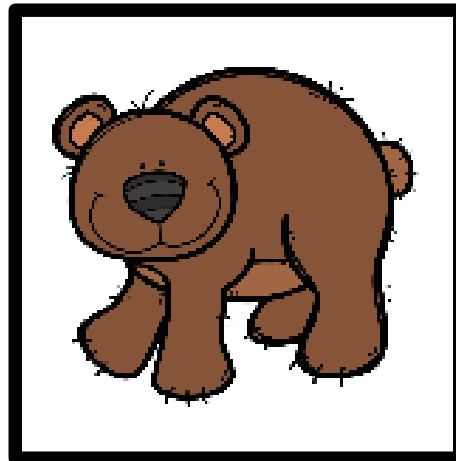
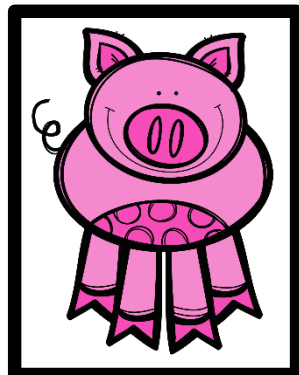
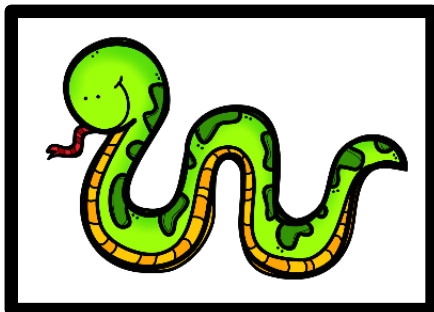
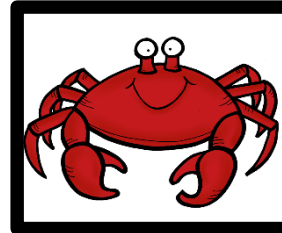
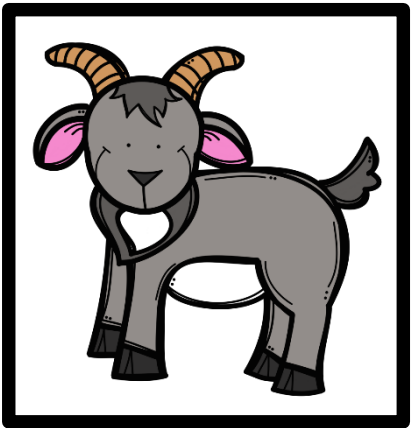
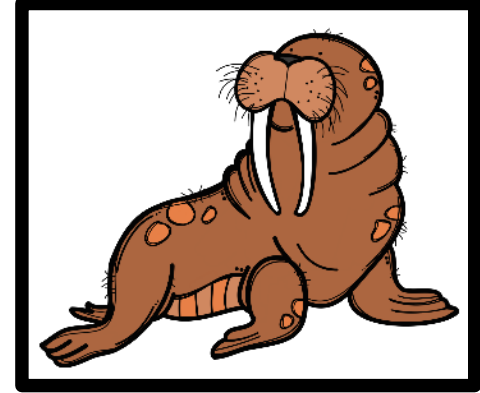
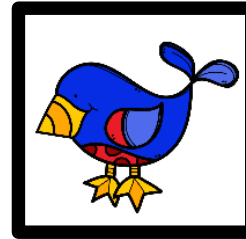
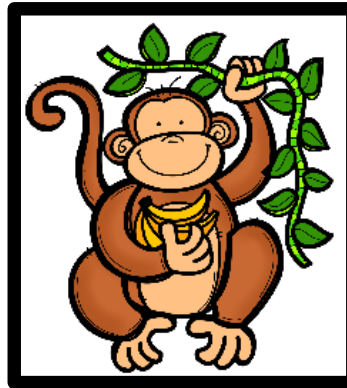
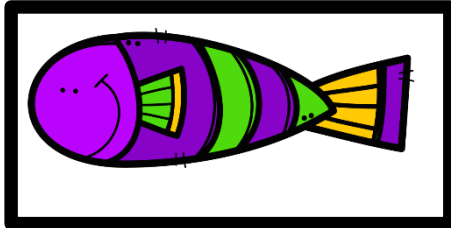
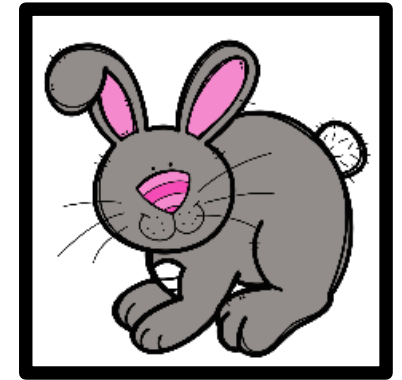
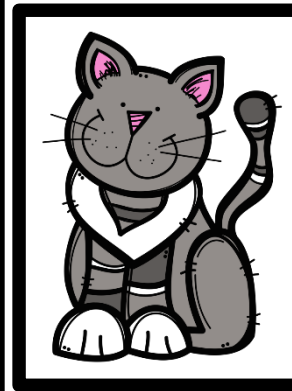
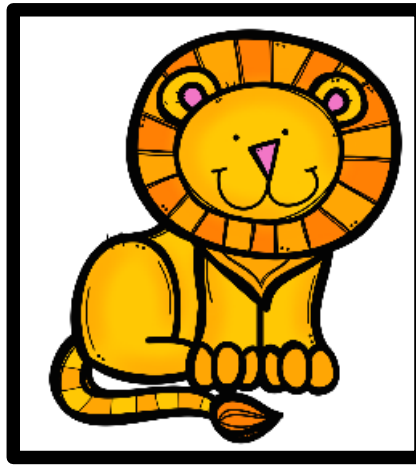
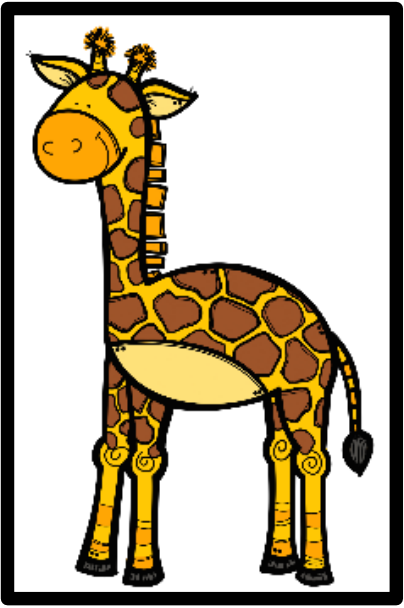
SKL2. Students will compare the similarities and differences in groups of organisms.

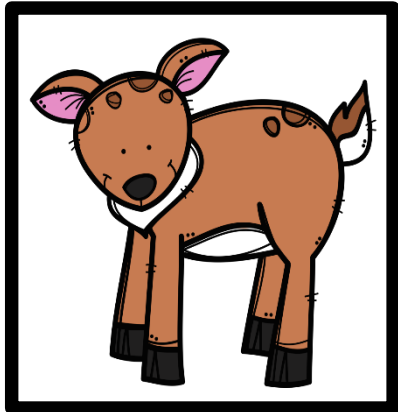
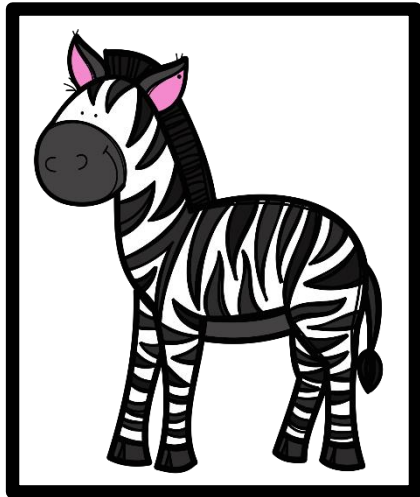
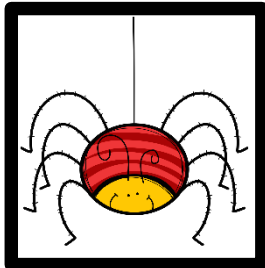
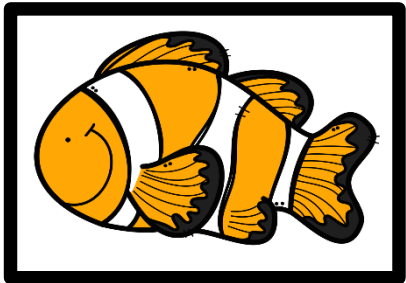
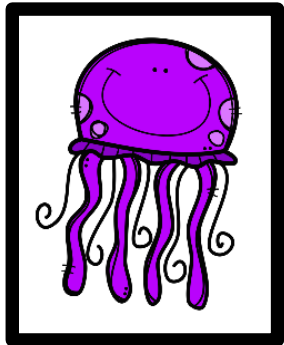
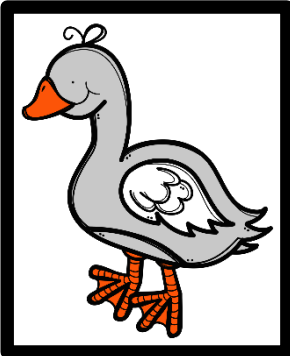
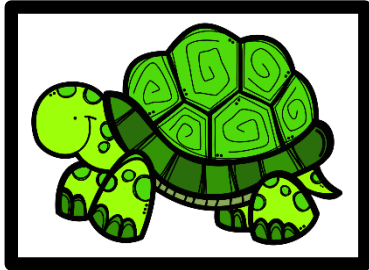
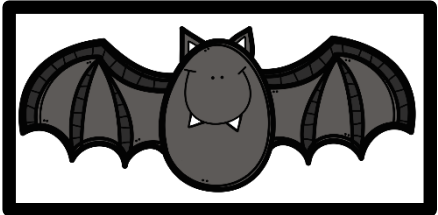
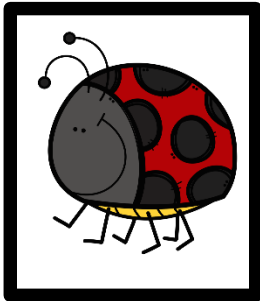
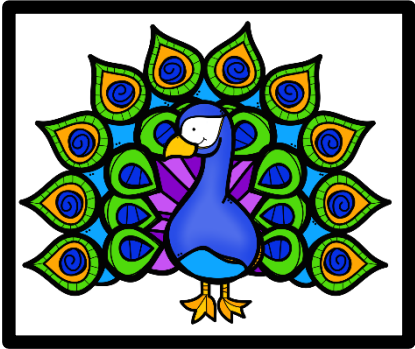
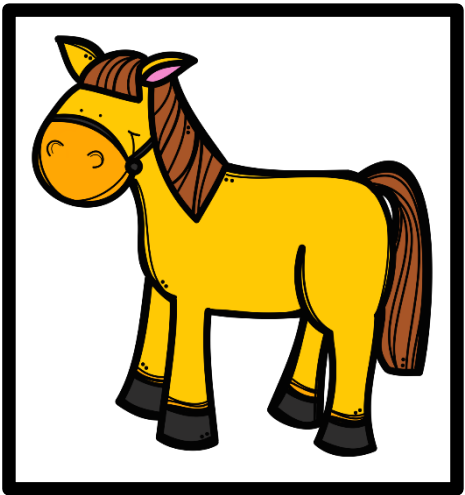
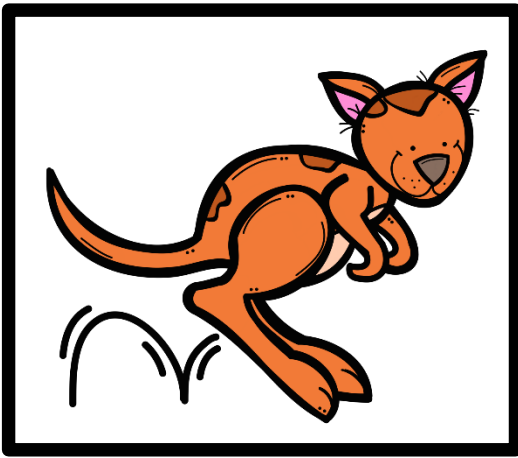
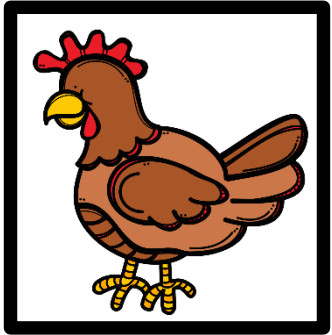
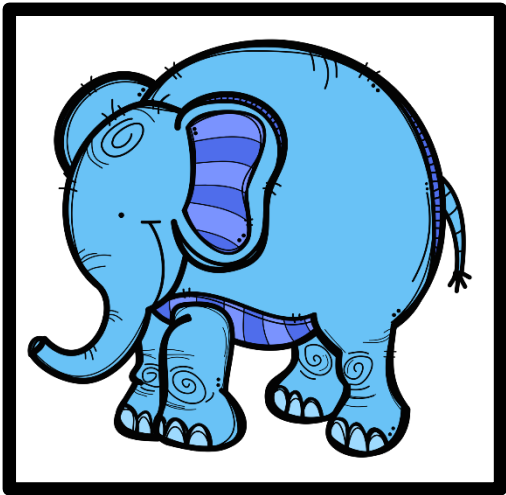
- a. Explain the similarities and differences in animals. (color, size, appearance, etc.)

These are great activities for sorting in general.









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