

Categorization

2nd Grade

Megan Miller

Benchmark and SLC# :

SLC 1: Students will construct simple classification keys for others to use to distinguish between objects, organisms or phenomena.

Objectives:

Students will design a classification system and explain the thinking process involved.

Materials:

- Masking tape
- Beads (or something similar that could be separated by color or by size)
- Dixie cups
- Chex-mix, containing various snack foods that have a variety of similar and dissimilar characteristics (hardness, color, size, shape, salty vs. sweet, etc.)
- The attached worksheet.

Initial Demonstration:

Pour the bag of beads on to the counter and separate them into groups by color, (a brown group, an orange group, a red group, a green group, etc.). Ask the students to make observations about what has happened.

Target Observations:

- The beads were separated/grouped
- Each group is a different color

Target Model:

- Things can be grouped according to color

Demonstration 2:

Rearrange the beads into groups according to size (small, medium and large, perhaps). Again, ask the students to make observations.

Target Observations:

- The beads were rearranged
- Each group is a different size

Target Revised Model:

- Things can be separated by color
- Things can be separated by size
- The same group can be separated in more than one way

Demonstration 3:

Have a large checkerboard marked off with masking tape (3 squares x 7 squares). Have all of the students stand in the middle square. Tell all of the boys to move back two

squares and all of the girls move forward two squares. Next, have everyone with blue jeans on move one square to the right and everyone without blue jeans on moves one square to the left. Finally, have everyone whose favorite kind of ice cream is chocolate move on space forward and everyone whose favorite kind of ice cream is not chocolate move one space backwards. There should now be 8 different groups. Discuss the groupings with the students. Make sure to also discuss how most groups can be classified, and that there are many different criteria that can be used to classify these groups.

Target Observations:

- There are 8 different groups
- Color and size were not the only things used to group the class
- The groups are:
 1. Girls with blue jeans on who like chocolate ice cream best
 2. Girls with blue jeans on who don't like chocolate ice cream best
 3. Girls without blue jeans on who like chocolate ice cream best
 4. Girls without blue jeans on who do not like chocolate ice cream best
 5. Boys with blue jeans on who like chocolate ice cream best
 6. Boys with blue jeans on who don't like chocolate ice cream best
 7. Boys without blue jeans on who like chocolate ice cream best
 8. Boys without blue jeans on who do not like chocolate ice cream best

Target Revised Model:

- Things can be separated by color
- Things can be separated by size
- The same group can be separated in more than one way
- Things can be separated by a lot of things
- A lot of things can be separated (people, beads, etc.)

Procedure:

Pass out a small Dixie cup and a worksheet to each student. Fill each student's cup with a small amount of chex-mix. Then tell them to separate the mix into at least 3 categories. Students should follow the worksheet at they work. Make sure the students understand and can explain the categories they have made.

Name: _____ Date: _____

Teacher: _____

CATEGORIZATION

1. List some things you could use to group your chex-mix:

2. Now, decide how you want to group your chex-mix and explain how you are going to do it:

3. How many groups do you have? What are they?

4. **EAT YOUR CHEX-MIX!**
(But not until Miss. Megan tells you too 😊)