Sorting and Classifying by Attributes- A Co-Teaching Lesson Plan

Co-Teaching Approaches

A "(Y)" in front of the following list items indicates the approach is outlined in the lesson. An "(N)" in front of the following list items indicates the approach is not outlined in the lesson.

- (N) Parallel Teaching
- (Y) Team Teaching
- (N) Station Teaching
- (N) One Teach/One Observe
- (Y) Alternative Teaching
- (Y) One Teach/One Assist

Subject

Grade 1 Mathematics

Strand

Patterns, Functions and Algebra

Topic

Classifying

SOL

1.13   The student will sort and classify concrete objects according to one or two attributes (size, shape, color, or thickness), label attributes of a set, and name multiple ways to sort a given set.

Outcomes

The student will use practical and real objects to sort and classify concrete objects according to one or two attributes, including color, size, shape, and thickness.

Materials

- Attribute blocks
- Train Body (attached)
- Anchor charts (attached)

Vocabulary

attributes, classify, color, different, label, same, shape, size, sort, thickness

Co-Teacher Actions

Lesson Component	Co-Teaching Approach(es)	General Educator (GE)	Special Educator (SE)
Anticipatory Set	Team Teaching	Demonstrate for students how, in our everyday world, we can connect with others by our similarities. Ask the students what the two teachers have in common (i.e., hair color, clothing, shoes, etc.)	Model attribute comparison with the GE.
Lesson Activities/ Procedures	Team Teaching	Tell the students that the class is going to be playing a mystery game, called "Guess my Sort!" where students will be asked to identify what they have in common. This game will be played several times to show student inclusion and diversity.	Remind students to use the anchor charts. The teachers will alternate choosing students who have similar attributes and then ask the class to "sort" the students and identify what the common attribute is.
Guided/ Independent Practice	Parallel Teaching	1. Distribute randomly one attribute block to each student. Inform students that they will play a game to make a train out of the blocks. The train will be displayed along the tray below the board so everyone can see. 2. Start the game by choosing and displaying	Same as GE, however, the SE may choose to differentiate this activity by giving one of the attributes needed and asking the students to find a shape that has another common attribute For example: That shape is a *red*, *large*, *thick*, *circle*. Look at your *red* shapes, does anyone have a shape that shares one of

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		one attribute block to be the train's engine. Have students describe the block's four attributes of size, color, thickness, and shape (e.g. "large, red, thick triangle"). If a student thinks he or she has a block that shares <u>two</u> attributes with the first block, he or she may come up and place it as the first car on the train. He or she must also identify its two shared attributes as well as its other two attributes. If necessary, provide a sentence frame, such as, "My block has the same _____ and _____ as the previous block. Its other two attributes are _____ and _____." 3. The next student who has a block that shares two attributes with the second block may then come forward, add the block to the train, and identify its two shared attributes as well as its other two attributes. 4. Play continues until as many blocks as possible have been added to the train.	the other attributes? Or another option is to only sort by one shared attribute at a time.
Closure	One Teach, One Assist	**Exit Ticket** Provide each student with a random attribute block and tell them to think about what attributes they could use to classify their block. Students will draw or trace their block and then choose the attributes that they can use to classify the block.	As the students submit their exit tickets, and the SE will check to make sure that the information given matches the shape they have traced.

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Formative Assessment Strategies	Alternative Teaching	**Exit Ticket** Questions to ask during instruction: "Look at the third (or any number) block in the train. Is there another block that could be the next block besides the one that is already there? If so, why?" "Look at the fourth (or any number) block in the train. What block or blocks could not be the next block? Why?"	**Exit Ticket** Questions to ask during instruction: Pick up one of the pieces of the train. Ask the students to identify the four attributes. Ask them what made that shape the right choice to fit the shape it is connected to (identify similar attributes). Repeat these questions with other pieces.
Homework	Team Teaching	Students will be given an attribute scavenger hunt to complete at home. Each student will find and record things they find at home that have their 2 given attributes. Examples: blue and round, thin and square, thick and red, etc. Each student will be given 2 different attribute combinations. They will share their lists with the class the following day.	

Specially Designed Instruction
- Accompany instruction with manipulatives, illustrations, and thinking aloud to help students understand difficult concepts and procedures (see above notes).
- Anchor charts: These will be reviewed before the lesson activity because they describe what attributes we sort by.
- SE will be completing the train activity with more-intensive modelling and a greater level of assistance when choosing the shape that meets the two attribute criteria.

Accommodations
- Concrete manipulatives
- Adjusted formative assessment questions
- If students have difficulty focusing on four attributes, begin by working with only two (e.g., size and color).

- Put thin and thick attribute blocks in a long sock. Have students select blocks that fit the targeted attribute (e.g., thin blocks), using their sense of touch.
- Provide students with a visual reference for the attributes thick and thin.

Modifications
- For those students who need a modified curriculum, the teacher could modify this activity by either giving one of the attributes needed and asking the students to find a shape that has another common attribute. For example: That shape is a *red*, *large*, *thick*, *circle*. Look at your *red* shapes, does anyone have a shape that shares one of the other attributes? Another option for modification is to only sort by one shared attribute at a time.

Notes
- "Special educator" as noted in this lesson plan might be an EL teacher, speech pathologist, or other specialist co-teaching with a general educator.

Note: The following pages are intended for classroom use for students as a visual aid to learning.

Train Body
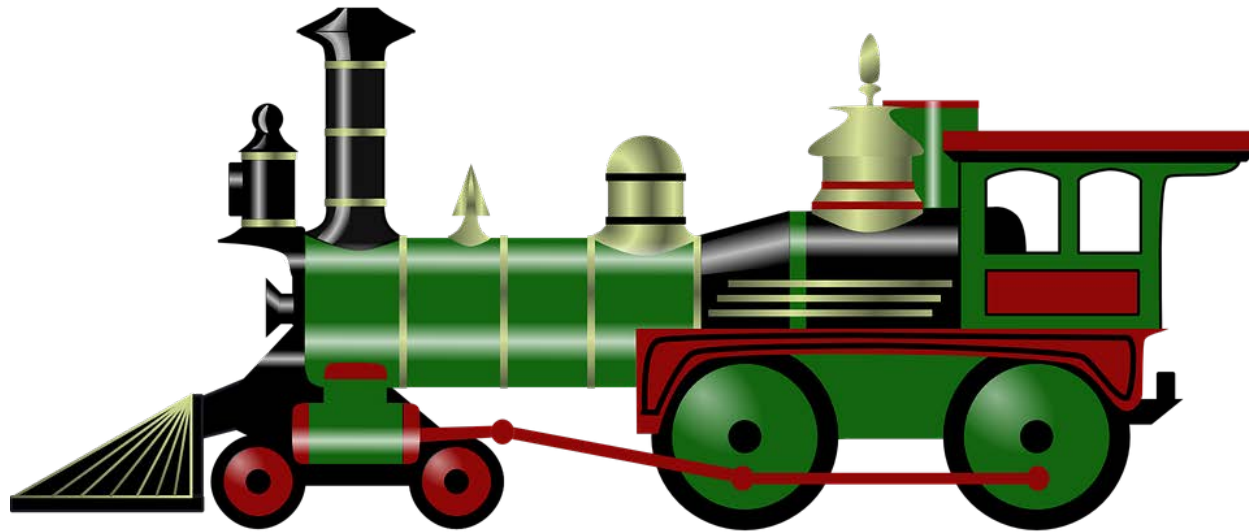
My Shape:

☐ COLOR _____

☐ SIZE _____

☐ SHAPE: _____

☐ THICK/THIN: _____

My Shape:

☐ COLOR _____

☐ SIZE _____

☐ SHAPE: _____

☐ THICK/THIN: _____

My Shape:

☐ COLOR _____

☐ SIZE _____

☐ SHAPE: _____

☐ THICK/THIN: _____

My Shape:

☐ COLOR _____

☐ SIZE _____
☐ COLOR _____

☐ SIZE _____

☐ SHAPE: _____

☐ THICK/THIN: _____
☐ SHAPE: _____

☐ THICK/THIN: _____

Key Topic

Sorting

Is About... Grouping items based on attributes

Main Idea	Main Idea
Color	Size

Essential Details

● blue

■ red

● yellow
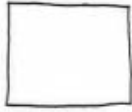
■ green

● orange

Items can be lots of different colors.

Essential Details

large

small

Items can be different sizes from small to large.

Key Topic

Sorting

Is About... Grouping items based on attributes

| Main Idea	Main Idea
Thick/Thin	Shape

Essential Details

—— thin

■ thick

Items can be thin like paper or thick like a book.

Essential Details

□ square △ triangle

○ circle

▯ rectangle

⬡ hexagon

Items can have many different shapes.