



Jungle Stuff

Introduction

Objective:

Students will sort and classify stuffed animals and create a stuffed animal graph.

Academic Content Standards:

❖ National Standards

- Understand patterns, relations, and functions.
- Represent and analyze mathematical situations and structures using algebraic symbols.
- Use mathematical models to represent and understand quantitative relationships.
- Analyze change in various contexts.

❖ Ohio Standard - Patterns, Functions and Algebra Standard

Students use patterns, relations and functions to model, represent and analyze problem situations that involve variable quantities. Students analyze, model and solve problems using various representations such as tables, graphs and equations.

Benchmark:

A. Sort, classify and order objects by size, number and other properties, and describe the attributes used.

Indicator:

Kindergarten and Grade 1

1. Sort, classify and order objects by two or more attributes, such as color and shape, and explain how objects were sorted.

Getting Started

Materials:

- Ask each student to bring in 2-3 stuffed animals
- Masking tape (optional)
- Chart paper (optional)

Vocabulary:

- Characteristic / attributes
- Sort
- Classify
- Order

Lesson

Set Up:

- If you do not have a floor with large tiles, make a grid on the floor using tape. If you do have a floor with large tiles, you may want to use tape to mark off the X and Y-axis.

Learning Activity:

As a class...

1. Ask students to tell what is special about their stuffed animals.
2. Ask students to explain how their stuffed animal is different than other stuffed animals in the room.
3. Ask students to explain how their stuffed animal is the same as other stuffed animals in the room.
4. Introduce the word "attribute."
5. Ask one student to stand up and describe one attribute of their stuffed animal.
6. While that student remains standing, ask other students if their stuffed animals have the same attribute.
7. If they do have the same attribute, have them stand too.
8. Have students sit down.
9. Repeat steps 5-7 using a different student and a different attribute.
10. Instead of having the students sit down this time, ask them to stand together in a group. This group will have Attribute Number 1.
11. Ask everyone in the remaining group if they have a stuffed animal that has an attribute that is different than the attribute of the group that is standing. This will be Attribute Number 2.
12. Ask anyone whose stuffed animal has Attribute Number 2 to stand as well and form a different group.
13. Repeat the steps 11-12 for new attributes until all students are standing as part of a group based on their stuffed animals' attributes.
14. Explain to the students that it is nice to "see" how much of something we have, especially if they are in groups. Tell them that one way to see how much of something we have is to make a graph.
15. Show the students the grid that you made on the floor. (If you have a floor with large tiles, each tile would be a box on the grid.)
16. Identify a column in the grid for Attribute Number 1.
17. Have each student that has an animal with Attribute 1 place their stuffed animal in a box on the grid in the column for Attribute Number 1. (Make sure stuffed animals are placed in grid boxes that are adjacent to each other, with no empty grid boxes between stuffed animals.)
18. Repeat steps 16-17 for each attribute.
19. Repeat steps 9-18 if time allows and if you feel it is necessary.

Evaluation and Follow-Up

Assessment Tools and Methods:

Divide students into small groups and give them the task of identifying similarities and differences between each other's stuffed animals. Students may just classify and sort their stuffed animals into groups or they may try to make a graph as accomplished with the whole class.

Teacher should discuss, with each group, the reasons the animals were sorted into the groups that they were sorted into.