



Things in Rings:

Classification & Organization of Characters & Objects

National Standards > Science > Science as Inquiry

- Develop abilities to do scientific inquiry
- Develop understandings about scientific inquiry

Physical Science

- Develop understanding of properties of objects and materials

Life Science

- Develop understanding of characteristics of organisms

Kentucky > Science Standards

Properties of Objects and Materials

SC-E-1.1.1

- Objects have many observable properties such as size, mass, shape, color, temperature, magnetism, and the ability to react with other substances. Some properties can be measured using tools such as metric rulers, balances, and thermometers.

SC-E-1.1.2

- Objects are made of one or more materials such as paper, wood, and metal. Objects can be described by the properties of the materials from which they are made. Those properties can be used to separate or classify objects or materials.

The Characteristics of Organisms

SC-E-3.1.1

- Things in the environment are classified as living, nonliving, and once living. Living things differ from nonliving things. Organisms are classified into groups by using various characteristics (e.g., body coverings, body structures).

Ohio: Science > Academic Content Standards and Benchmarks

Life Sciences

Benchmarks

Grades K-3

- A.** Discover that there are living things, non-living things and pretend things, and describe the basic needs of living things (organisms).
- B.** Explain how organisms function and interact with their physical environment.

Physical Science

Benchmark

Grades K-3

- A.** Discover that many objects are made of parts that have different characteristics. Describe these characteristics and recognize ways an object may change.

Scientific Inquiry

Benchmarks

Grades K-3

- A.** Ask a testable question.
- B.** Design and conduct a simple investigation to explore a question.
- C.** Gather and communicate information from careful observations and simple investigation through a variety of methods.

Ohio: Scientific Ways of Knowing

Benchmark

Grades K-2

A. Recognize that there are different ways to carry out scientific investigations. Realize that investigations can be repeated under the same conditions with similar results and may have different explanations.

Grades 3-5

C. Explain the importance of keeping records of observations and investigations that are accurate and understandable.

Things in Rings

The multitude of characters and objects in Aesop's Fables can be used to work with children on classification and organization skills as well as helping them to identify characteristics that are common and uncommon.

Objective

The students will evaluate the characteristics of the characters and objects from the fables and then classify them into rings based upon these characteristics. They will also give justification for these classifications through discussion and answers to questions posed by their peers and/or teacher.

Vocabulary

- Characteristics
- Living
- Non living
- Animal
- Person
- Classify
- Common
- Uncommon

Task 1

Materials

- At least 2 hula hoops, more if desired for more combination possibilities
- Pictures of each of the objects and characters from the fables. Add a written "name" for each if you like or have those separate to help students match words to the pictures.
- Student copy of Things in Rings (NOTE: You may need to change the size of the Venn Diagram for your students).
- File cards, labels pages, or pieces of construction paper to be used to label the rings.

Activity

Teacher will:

- Prepare pictures of each of the objects and characters from the fables
- Explain to the students that each ring will be used to "hold" pictures that have something in common. Further explain this is called classifying by common characteristics.
- Place the pictures on the floor or board for all the students to see.
- Place 1 ring on the floor and ask a student to select and place a picture in the ring. Once this is accomplished ask another student to select a picture that has a common characteristic, something that is like the picture already in the ring,

and place it in the ring. The student should tell what the common characteristic is.

- Ask additional students to select pictures that fit the same characteristic until all that fit are used. Guide the students to creating a label for this ring.
- Continue in this fashion for another ring.
- Once 2 rings are created, ask students if they can find a way to share what is alike and what is different about the 2 rings. Work toward combining the rings to make a Venn diagram. Ask students to place the pictures in the rings are appropriate. The overlapping area of the rings should be objects that contain both characteristics and the outlying areas of the Venn diagram are for the objects that fit just one of the characteristics.
- As student place objects, ask for an explanation of why and verify with the class the accuracy. Guide the students to ask questions to help with this placement.
- Distribute a copy of Things in Rings worksheet. Ask students to choose several appropriate in the Venn diagram. The younger students may need assistance with this. Another option is to have small pictures ready for the students to cut and paste onto the paper.

Students will:

- Classify objects based upon common and uncommon characteristics.
- Explain their choices and ask questions to help students verify where to place the objects in the rings.
- Complete a Venn diagram of their own using small pictures or by drawing/writing the names of the objects.
- Use scientific vocabulary.

Performance Assessment

Teacher will evaluate students' ability to:

- Identify and share characteristics and support their reasoning.
- Create labels for the rings based upon common characteristics.
- Use scientific vocabulary in oral and written work.
- Name objects and classification categories.
- Complete Venn diagram using pictures/words.



Aesop's Fables
Handout: Student Use

Things in Rings

Characteristic 1

