

## ***Manchester College***

Education Department

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**Lesson Plan:** adapted from Activities for Teaching Science as Inquiry

**Lesson:** Grouping Buttons

**Length:** 20 minutes

**Age or Grade Intended:** Kindergarten

### **Academic Standard(s):**

**K.2.1** Use whole numbers, up to 10, in counting, identifying, sorting, and describing objects and experiences.

### **Performance Objectives:**

\*Each student will display for the teacher how to sort their 10 buttons in two different ways.

\*After learning about similarities and differences of buttons the students will play the bingo button game correctly with 100% accuracy.

### **Evaluation:**

I really like having the students show their sorted piles of buttons because the teacher can see it displayed and ask questions right then and there. This activity is a type of formative assessment. Also the bingo button game is nice because it is another way of using formative assessment.

### **Prep/Materials:**

Preparation: Make bingo cards for every student

Materials: Buttons of different sizes, shapes, and colors. Bingo cards.

### **Engagement:**

Today we are going to work with sorting and classifying buttons. The teacher will have the students come over to their “carpet time” area to do this lesson. Once they are over at that area, they will look at all the buttons lying on the floor. Make sure to instruct the students to not touch any of the buttons, but look at their similarities and differences.

“How are the buttons alike?” “How are the buttons different from one another?”

**(Bloom’s Taxonomy: Analysis)**

### **Exploration & Explanation:**

1. The first thing to do is have the students grab 10 buttons from the pile on the floor.
2. Have the students sort them in different ways. Ask, “How can you group your buttons?” **(Bloom’s Taxonomy: Analysis)**
3. The teacher can show the students an example of how to sort a group of buttons. Show a group of all red buttons. Some examples of different types of sorting could be by colors, shapes, shiny verses not shiny, and number of holes.
4. Now, pick some students and have them tell how they sorted their 10 buttons.
5. Next, have the students find all their red buttons (or whatever color you want). Then have the students find all the round and not round red buttons.

6. Next, have the students sort buttons into piles with different amount of holes in them. The piles can be one hole, two holes, and four holes. (**Gardner's: Spatial & Visual**)

**Elaboration:**

After their “carpet time,” have the student take their 10 buttons back to their seats and use them to play a bingo game. The students will each receive a bingo card. Below is a sample button bingo card:

Four Holes Button	Round Button	Shiny Button
Not Shiny Button	Any Button (Free Space)	Not Red Button
Two Holes Button	Not Round Button	Square Button

The teacher can help the students out by making a sample bingo card on the board for them to refer to if they do not know what button the space needs. This bingo card is just another way to have the students show and display for the teacher what they just learned about sorting similarities and differences of buttons.

**Adaptation:**

For these students, I will sit by them during “carpet time” and ask them questions that will hopefully lead them in their thought process. “Why did you put the red button in with all the green buttons?” (**Bloom's Taxonomy: Evaluation**) “What pile should the red button be in?” (**Bloom's Taxonomy: Application**)

**Enrichment:**

For these students, I will think of some more sorting games for the students to use during an inside recess or something. These learning games are great for students!