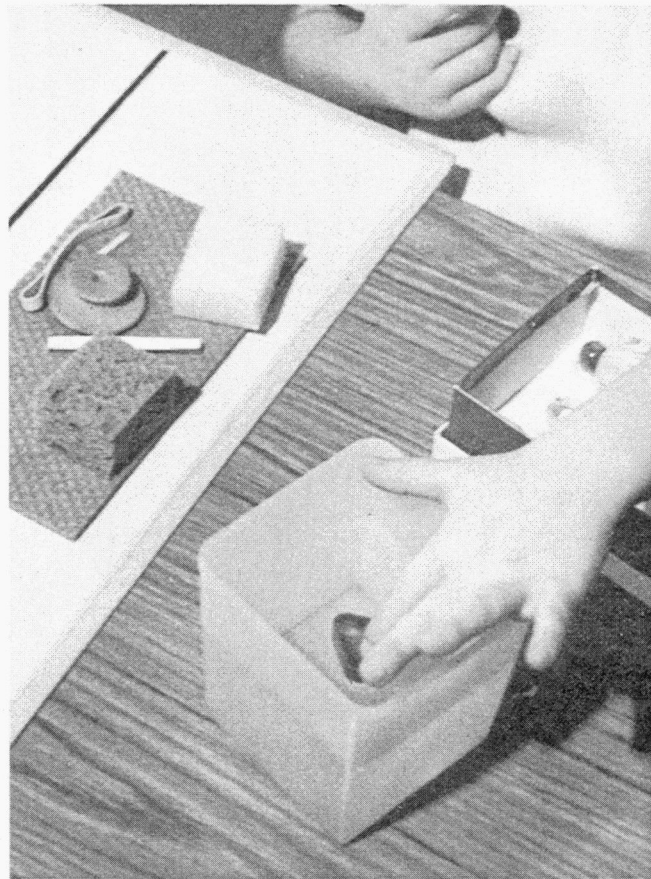


Classification



The Food Game

Skills Classifying; observing different forms of food containing common fruits; selecting words; reading.



The child sorts the empty packages onto the appropriate fruit card.

ACTIVITY

The teacher might discuss the activity as follows: "What is the name of this fruit? And this one? And this one? Take one of the boxes here and look at it carefully. Can you tell what flavor of fruit was used? Good. Where do you think the applesauce should go?"

GETTING STARTED

Tell me about all the things with apples in them.

Tell me about the things with cherries in them.

Show me a fruit that is orange and is sweet. Show me another fruit that is sweet. What do we call this? Show me a fruit that is *not* sweet.

What is it called? How does it taste? Show me a fruit that looks just like this fruit in shape but it is a different color.

Show me a fruit that grows in Africa. One that grows in California. One that grows in Hawaii.

Name all the fruits that are yellow.

Show me a fruit that comes in a bunch. Another one.

What fruit is spelled "b-a-n-a-n-a"?

IDEAS FOR

FOLLOW-UP DISCUSSION

10" x 16" pieces of tagboard.

Pictures of fruits.

Glue.

Clear contact paper to protect tagboard and containers.

Marking pen to write names of fruits.

Plastic fruits to match pictures.

Empty food packages that contained fruit or fruit products.

Apples: applesauce, apple strudel, apple pie, apple juice, baked apples, Applette candy bar

Pears: pear nectar, canned pears

Grapes: wine, grape juice, raisins, grape jelly, grape chewing gum

Oranges: orange juice, orange marmalade, orange Jello, orange cake mix

Bananas: banana cream pie, banana cake, banana muffins, banana nut bread

Cherries: cherry Jello, cherry cookies, maraschino cherries, cherry cough drops, cherry pie

Pineapples: canned pineapple slices, pineapple juice, pineapple upside-down cake

Strawberries: strawberry jelly, frozen berries, strawberry Jello, strawberry cheese cake, strawberry yogurt

Lemons: lemonade, lemon juice, lemon cookies, lemon cake

Peaches: peach pie, peach jam, canned peaches, peach nectar

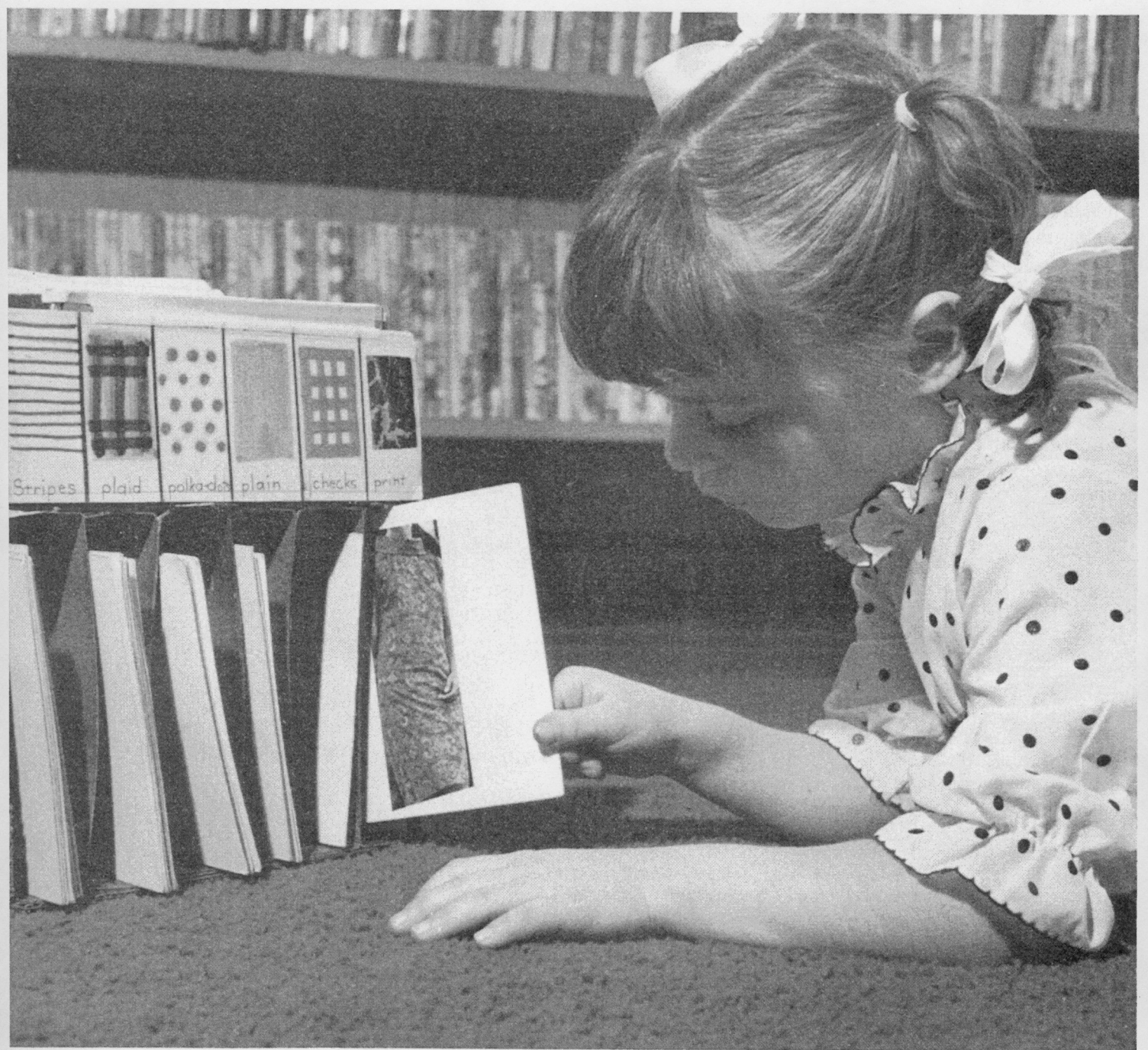
Container for cards.

Large container for empty boxes and boxed cards.

MATERIALS

Patterns

Skills Learning the names of simple patterns; recognizing the patterns learned in clothing materials; classifying; observing likenesses and differences; making comparisons of color and pattern.



The child sorts the patterns he sees into the sorting box according to whether they are striped, plain-colored, polka dotted, print, plaid, or checked.

Children should know the vocabulary involved before they work with this activity. The teacher might make a chart of the possible patterns and have the children tell about their clothing patterns the week before this activity is presented.

Some children may enjoy a related follow-up activity of surveying the class to see how many children are wearing each of these patterns. The teacher might prepare a strip of tagboard similar to the one on the sorting box that has a picture of the possible patterns. The child can tape this so it hangs over the edge of a table and then place a block for each child in the classroom wearing plaid clothing above the plaid pattern, a block for each child in the room wearing plain-colored clothing, and so forth until all the possibilities are covered. Sometimes a child will want to use one color block for boy's patterns and another for girls. Other children may prefer to make a separate graph for the boys and one for the girls. Still other children like to have each person write his name on a strip of masking tape to stick to a block. Regardless of the way of recording the findings, children gain much understanding from this experience of comparing.

The teacher might discuss the activity as follows: "What pattern is this? Is it a plain color? Is it striped? Is it print? Okay, can you show me where this would go in the sorting box? Yes! Good for you. How about this one?"

As I point to these patterns, please tell me what they are called.

What pattern is your shirt? Your slacks? Your socks? My dress? Valerie's skirt?

Show me someone in the classroom who is wearing something plaid.

Someone who has on a plain color. What color is it?

How many polka dot patterns did you have to sort? How many checks?

Which is your favorite pattern? What color is it?

ACTIVITY

GETTING STARTED

IDEAS FOR FOLLOW-UP DISCUSSION

Pictures of clothes cut from catalogs and magazines showing various patterns in materials.

Rubber cement.

Tagboard pieces 4" X 6" on which pictures are pasted.

Clear contact paper to protect pictures.

Sorting box made from cardboard, with slots taped to the top and bottom.

Paint to paint sorting box.

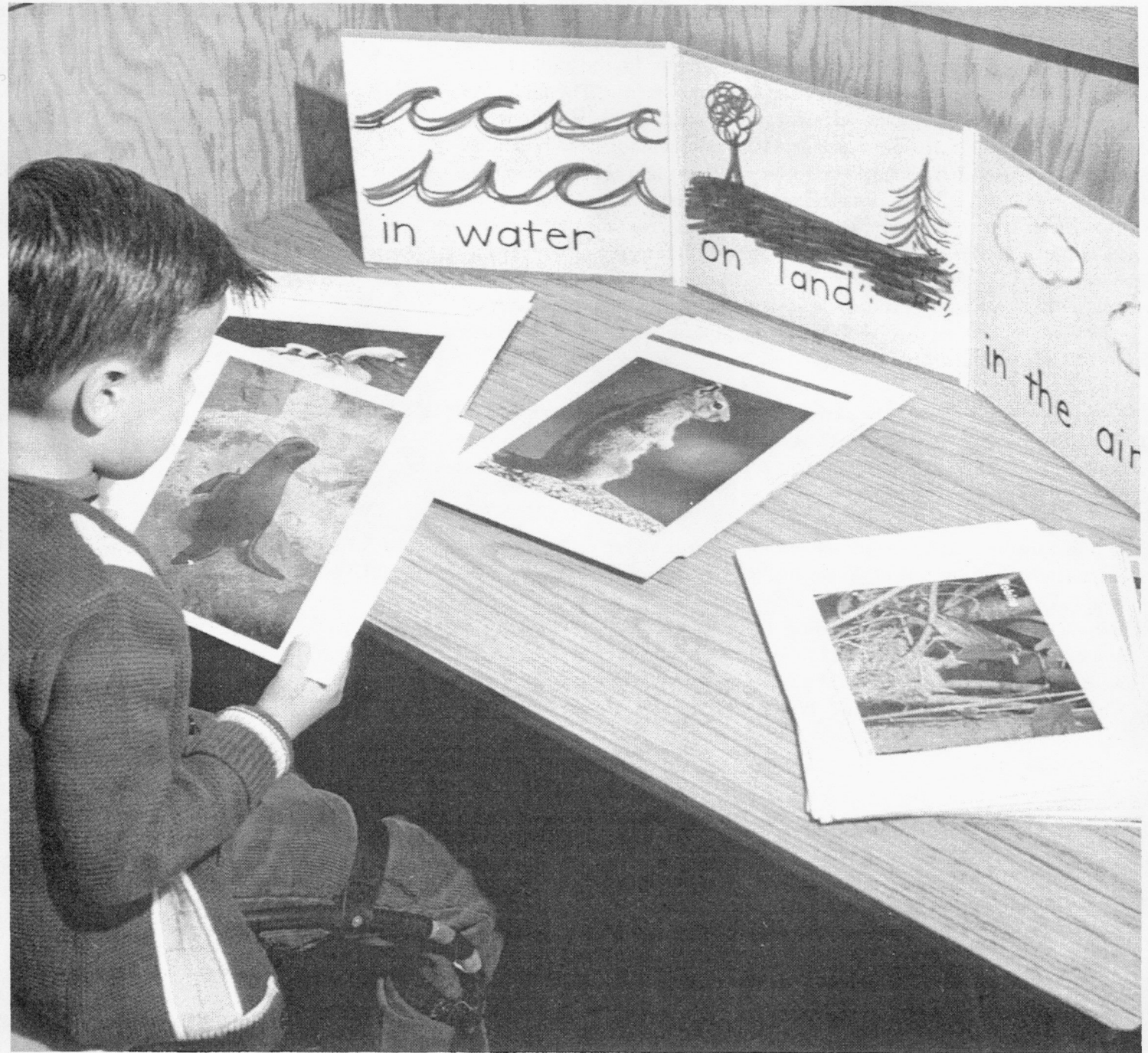
Pictures of patterns pasted above each slot.

Container for pattern cards.

MATERIALS

Animal Habitat

Skills Learning about the natural environment of various animals; classifying animals according to their habitat; making comparisons; drawing conclusions.



The child sorts the pictures under the appropriate categories, placing together the animals which live mostly in the water, those which live mostly on land, and those which live mostly in the air.

Teachers may want to have several sets of pictures for the children to sort with this answerboard. They might select pictures of vehicles or machinery such as a submarine for "in water," a lawn mower for "on land," and an airplane for "in the air." Another group of pictures could be prepared for uniforms that might be worn in these categories such as a deep-sea diver's outfit for "in water," a football uniform for "on land," and an astronaut's suit for "in the air."

The teacher might discuss the activity as follows: "If an animal lives mostly on the land, where will his picture go? If he lives mostly in the air, where will his picture go? If he lives mostly in the water, where will his picture go? Put the pictures where you think the animals live most of the time."

Name all the animals that live mostly in the water. Those that live mostly in the air, and those that live mostly on the land.

Name an animal that is very small and lives on the land. Name one that is huge.

Do you know the name of the largest bird? The largest animal? The tallest one?

Put all the animals with horns in one pile.

Show me some animals whose names you do not know, and I'll tell you their names.

ACTIVITY

GETTING STARTED

IDEAS FOR FOLLOW-UP DISCUSSION

9" x 12" sheets of tagboard, cardboard, and clear contact paper.

Marking pen for drawing habitats.

Cotton for clouds.

Cloth tape for hinging sections of answerboard together.

Pictures of animals that live mostly in the water, mostly on land, and mostly in the air.

Clear contact paper to protect pictures.

Container for pictures and folded answerboard.

MATERIALS

Days of the Week

Skills Learning the days of the week; reading; learning about the calendar; reinforcing left-to-right progression.



The child places the cards in order, with Sunday first, then Monday, and so forth, to show the days of the week.

Each child should have a calendar for reference as he orders the days of the week. If it is across the room, so much the better, for the child will be strengthening his memory by keeping the word pattern in his mind as he walks back to where he is working.

The teacher might like to make similar games for the months of the year or for ordinal sequence, listing first, second, third, and so forth.

The teacher might discuss the activity as follows: "What is the first day of the week? It's the day some people go to church. Yes, Sunday. And which day comes next? Good. Can you put the days after this in order?"

Which day is the first school day of the week? What is the first day of the week?

Which is the last day of the week? What do you do on this day?

How many days are there in a week? How many of these days do you go to school? How many are in the weekend?

Which day of the week begins with a "W"? With an "M"?

On which day do we go to the library? On which day do we do creative dramatics?

Look at the menu for the cafeteria and find out for me which day we are going to have hot dogs. When you have found out, I'll write the word on this paper for you, and you can draw the hot dogs!

ACTIVITY

GETTING STARTED

IDEAS FOR FOLLOW-UP DISCUSSION

Paper for cutting out the outlines of seven train cars.

Black marking pen for writing the days of the week on the cars.

Clear contact paper to protect the train cars.

Pictures of class activities done on particular days to be sorted with the appropriate train car.

Container for the train.

MATERIALS

The Word Board

Skills Reading; matching; strengthening visual memory; classifying; distinguishing word forms; generalizing.



The child hangs up the pictures on the answerboard and matches the words to the appropriate pictures.

ACTIVITY

The teacher might point to the reference card and ask, "What do you think these words say?" Then, looking to the answerboard, "What do you think this word might be? What can you do with the label?"

GETTING STARTED

Tell me about your work, Noemi.

Spell "dog" without peeking. Spell "cat."

How many pictures of dogs are there? How many pictures of cats are there? Which are there more of?

What is the first sound in "cat"? What is the last sound in "dog"?

Would you like to write these words on the board? Good. When you finish, find a friend and see if he can read your words.

IDEAS FOR FOLLOW-UP DISCUSSION

1' x 2' board.

6" x 2' rectangle of wood nailed to the edge of the board to make it stand up.

15 hooks screwed at even intervals into the answerboard.

Spray paint.

2" x 3" pieces of tagboard.

Pictures in two categories.

Rubber cement.

Clear contact paper to protect pictures.

Hole punch.

2" x 3" pieces of transparency.

Marking pen to write category on transparency.

6" x 9" piece of tagboard.

Pictures of categories.

Marking pen for writing label.

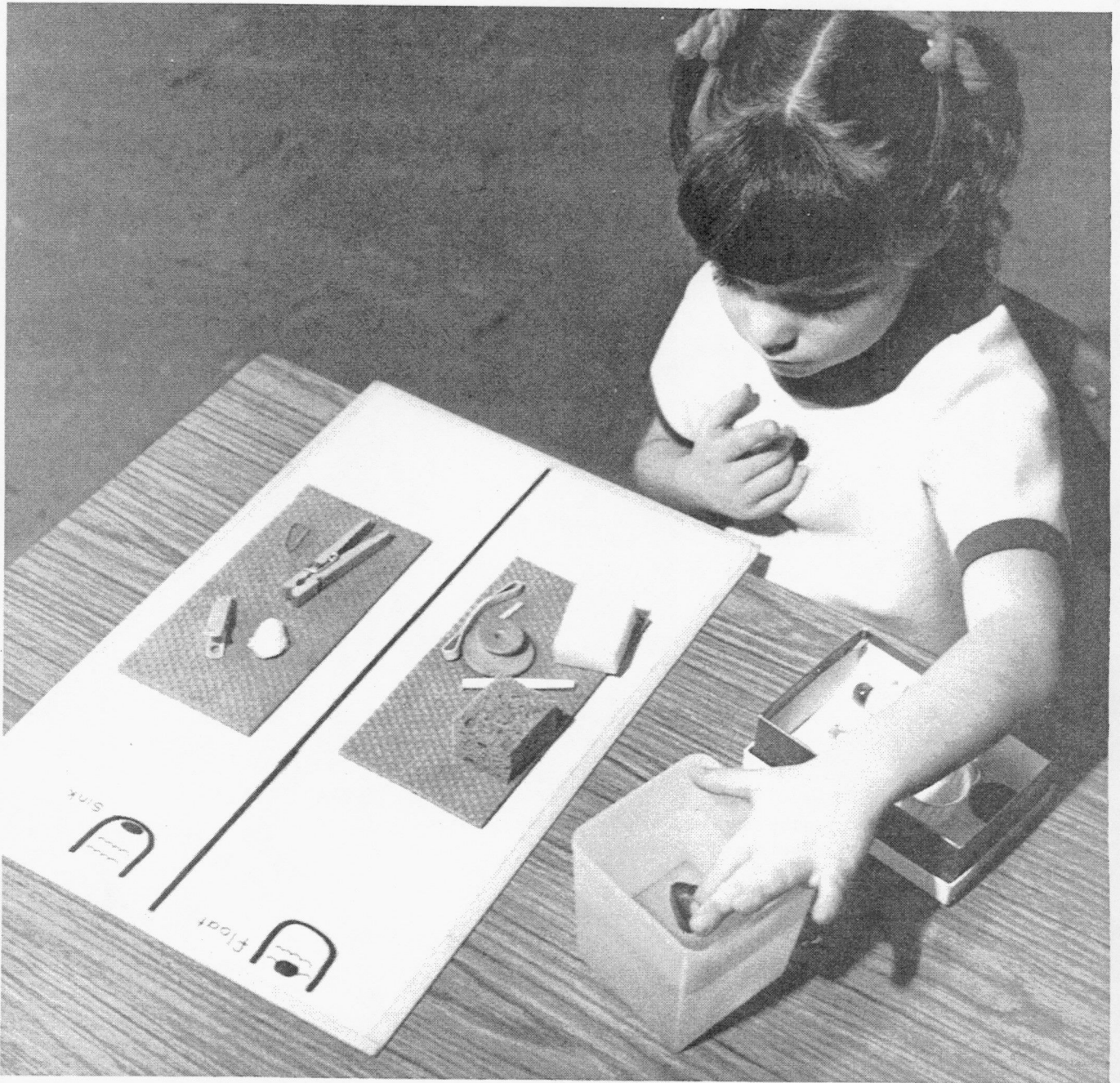
Clear contact paper.

Container for cards and reference sheet.

MATERIALS

Float and Sink

Skills Developing the ability to categorize; developing the tactile-visual sense; making judgments; experiencing the properties of water; learning that some things float in water and others sink; developing the concept of opposites.



The child fills the water container and, through trial and error, determines whether each object sinks or floats when placed in water. The object is placed on the appropriate side of the answerboard. A mature child may enjoy recording his predictions and his findings.

Children love follow-up activities to the sink and float game where they concentrate on observing the water level when objects are lowered into the container. They mark the original water level on the jar with crayon. Then they try different sized rocks but first estimate by sliding a rubber band around the jar to the level they predict the water will rise to. Then they place the rock in the water and check how close their estimation was. The more experience they have, the more accurate their predictions become!

The teacher might point to the answerboard and say, "This picture shows a container of water like yours. Point to the picture where the object in the water is at the top. Does this object float or sink? Show me the picture where the object is at the bottom. Does it float or does it sink in the water? Good. Now, if you try this object in water and it floats, where will you put it on the answerboard? Why?"

What have you been working with, Gina?

What does this word say? And this one?

Explain the picture on the left side of the answerboard. Why is the picture there? What's it for?

How many objects did you find that would float?

What are these objects made of?

Show me an object that floats. Can you make it sink some way? Try it and see, and then come and get me.

Did more things float or more sink? When you find out, tell me by writing it on the board.

12" x 18" tagboard sheet.

Cardboard to back the tagboard.

Clear contact paper for front and back to prevent cardboard from getting wet and warping.

Masking tape to strengthen all edges.

Felt pens.

Assorted objects for experimenting. If possible, some should look identical, but one should float while the other, although similar, sinks—for example, Ivory and Camay guest soaps, and equal pieces of ebony and pine woods.

Container for water.

Thin sponge to catch the water from the objects (to be placed on the answerboard).

Container for objects (lined with contact paper to make it leak proof).

ACTIVITY

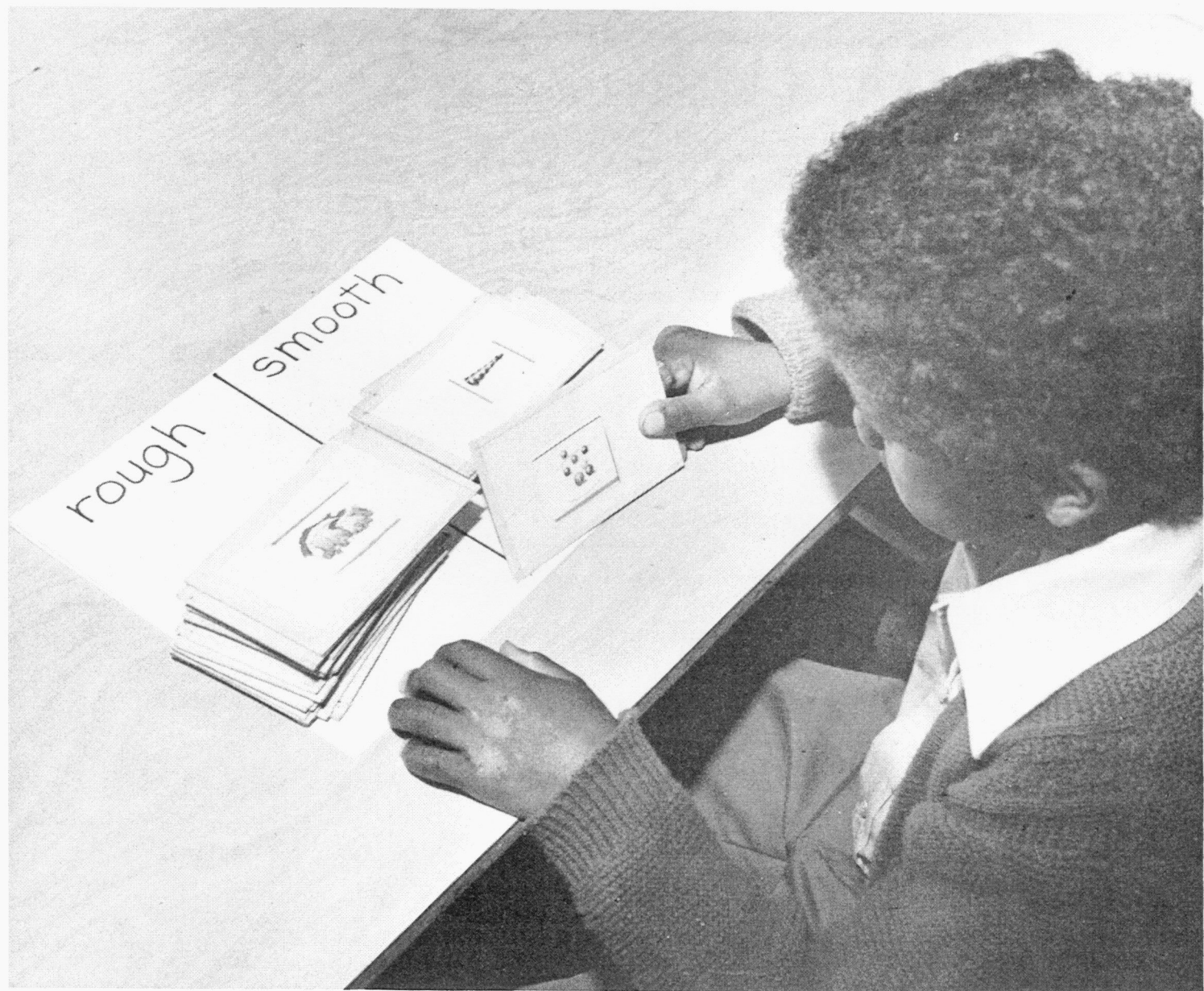
GETTING STARTED

IDEAS FOR FOLLOW-UP DISCUSSION

MATERIALS

Rough and Smooth

Skills Concentrating on an awareness of the tactile sense; categorizing by texture; making comparisons.



The child looks at each card to determine whether the object pictured is rough or smooth, and then places it on the appropriate side of the answerboard.

A child who has difficulty with this activity should sort real objects first into rough and smooth piles. He might even try this blindfolded.

A child who can read several words might enjoy the challenge of the task of sorting words into these categories. For example, "brick" would be rough and "spoon" would be smooth.

Children also enjoy cutting pictures from magazines and writing the category by each picture.

Looking at the answerboard, the teacher might say, "Point to a word on the answerboard, Ronald. It says 'rough'. How does rough feel? Yes. I might have written 'bumpy.' 'Rough' is another way of saying 'bumpy.' This other word is 'smooth.' How would a real watermelon feel? On which side of the answerboard do you think it should go? Why?"

Tell me how you divided the cards, Ronald.

Why are all these things together? Why did you put them on this side of the answerboard instead of over here?

Tell me how this would feel. Tell me why you put this here.

ACTIVITY

GETTING STARTED

IDEAS FOR FOLLOW-UP DISCUSSION

12" x 18" tagboard.

Cardboard to back tagboard.

Marking pen.

Clear contact paper to cover answerboard.

Masking tape to strengthen all edges.

Assorted pictures of objects of rough and smooth texture.

Tagboard to back pictures.

Glue.

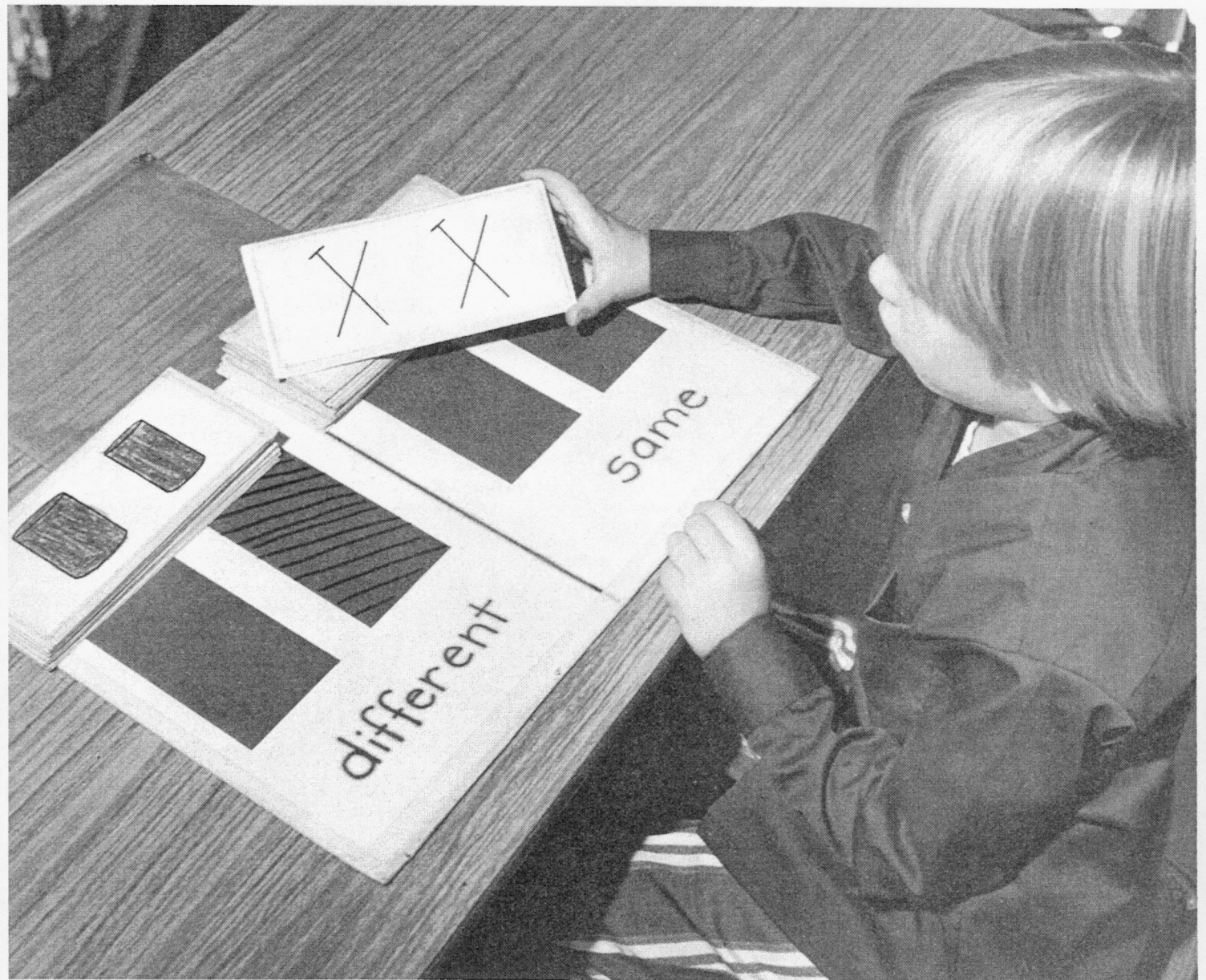
Container for pictures.

Note: When working with very young children it is helpful to place a 3" square of satin on the smooth side and a 3" square of sandpaper on the rough side of the answerboard.

MATERIALS

The Same - Difference Game

Skills Seeing similarities and differences; noticing details; making comparisons of symbols and pictures; developing a concept of opposites.



The child sorts through the cards one at a time and decides whether the pictures are the "same" or "different." If they are the same, they are placed on the right side (over the two pieces of paper that are the same color); if they are different, they are placed on the left (over the two pieces of paper that are different from one another).

ACTIVITY

Looking at the answerboard, the teacher might say, "Show me the side where the two pieces of construction paper are the *same* color. Good. Now, what do you think this word might be? Good! Now, point to the side where the two pieces of paper are different. What do you think this word might be? Now, if you have a card like this where both pictures are the same, where would you put it on the answerboard? Why?"

GETTING STARTED

Tell me what you've been doing, James.

Why did you put all these cards together in the same pile? And why did you choose this side of the answerboard to put them on?

Would it be okay with you if I put this card over on this other side instead of here? Why not?

Where are the pictures that are different? Tell me what is different about these two pictures. And these.

What is this a picture of?

What color is this dress? And this house? And this ball?

IDEAS FOR FOLLOW-UP DISCUSSION

12" x 18" tagboard.

Cardboard to back the tagboard.

Four 4" x 9" pieces of construction paper.

Marking pen to line one of the pieces of construction paper.

Clear contact paper to protect the answerboard.

Masking tape to strengthen all edges.

Pictures, handmade or commercially prepared (from dittos, workbooks, charts, etc.) showing similarities and differences.

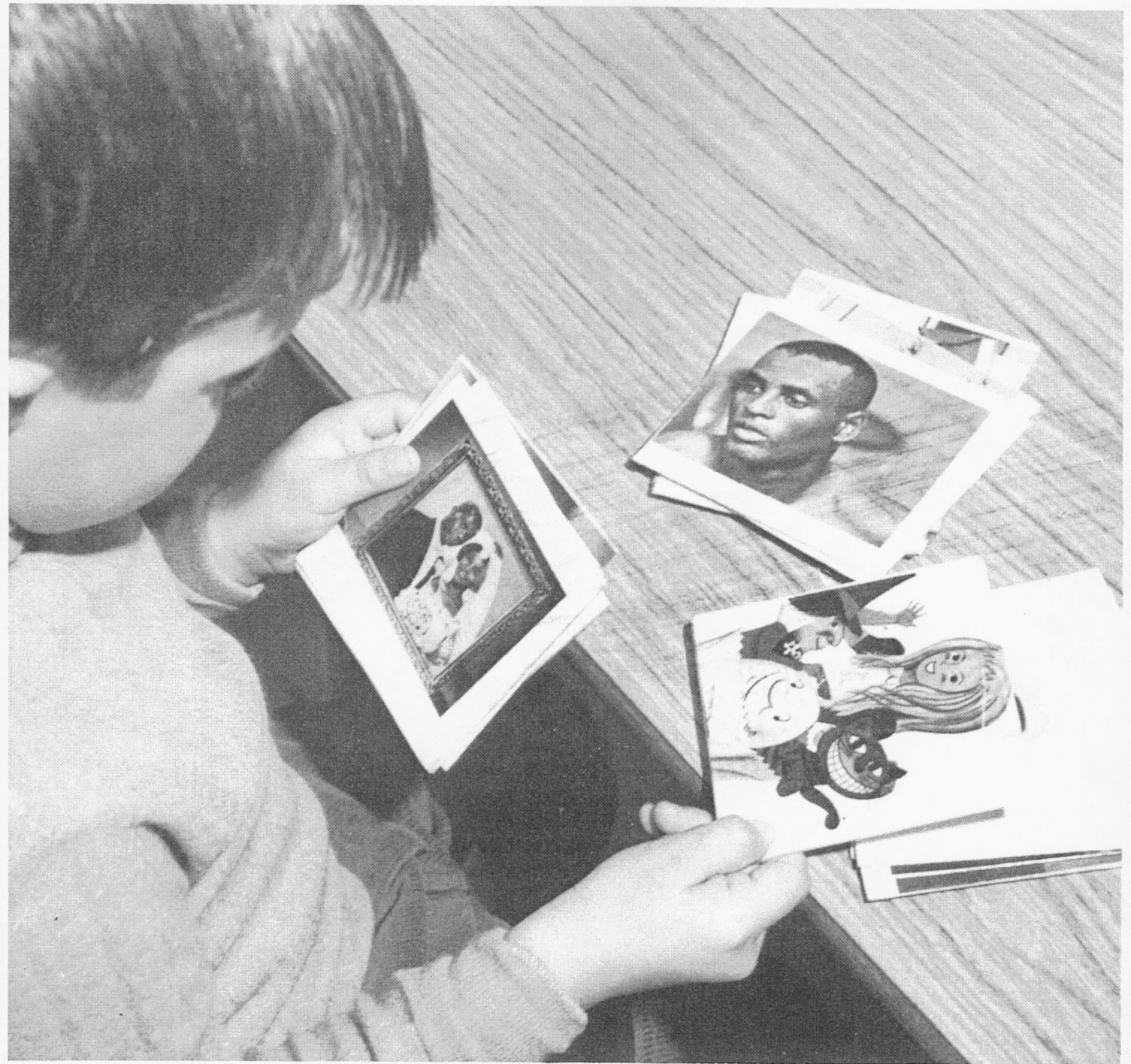
Cardboard to back the pictures.

Clear contact paper to cover the pictures.

MATERIALS

People Pictures

Skills Becoming aware of various feelings; classifying; developing the ability to form judgments; seeing similarities and differences.



A child takes the pictures and sorts them in some way.

Some children will sort in the obvious way—happy and sad. Other children separate all the men, all the women, and all the men and women who are happy or sad. Still others have elaborate schemes for sorting such as *why* the people might feel as they do. If free to do so, most children will think of their own categories.

The teacher might discuss the activity as follows: “Christopher, look at these pictures and tell me about them. Do you remember when you sorted the buttons and the fish and the nuts? How could you sort these pictures into two groups? Are there any pictures that have something the same about them that you could put into one group?”

Tell me about these people, Christopher.

Why did you put all these pictures together here? And these?

How do you think this person feels? What can you think of that might have caused him to feel this way?

Is there a picture that reminds you of some way you once felt? Why?

How might I look if I had just burned my dinner in the oven? Is there a picture that shows someone looking like that?

Is there a picture that would show how you might look if you had just had your new bike stolen?

How about a picture of how someone might look if he had been offered a big piece of cake? Do you like cake? How might you look if you didn't like cake?

Would you like to make a book? Can you find pictures of happy people and sad people (or men and women, or children and grownups, or fat people and skinny people, or whatever the child has been working with) in this magazine?

ACTIVITY

GETTING STARTED

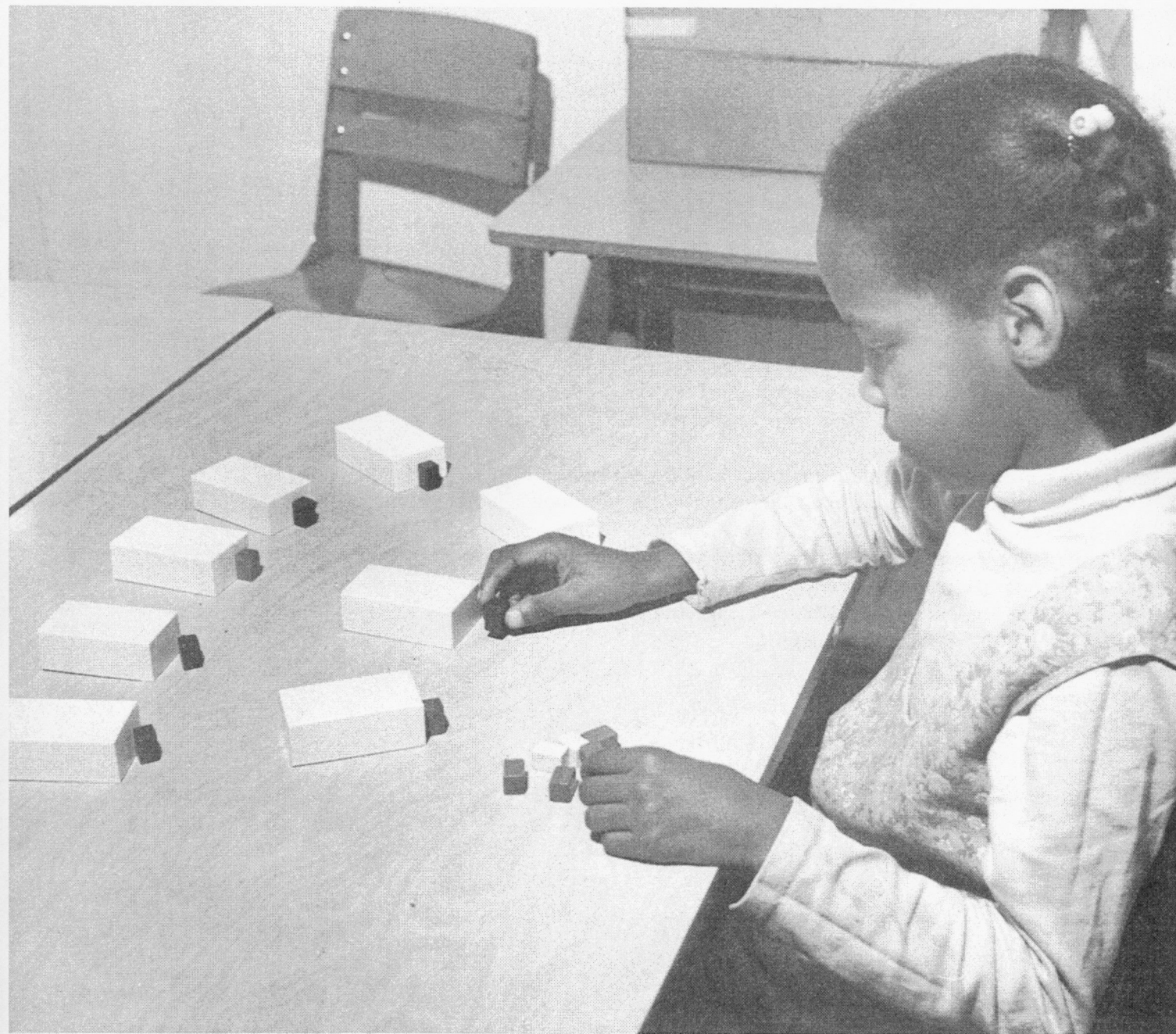
IDEAS FOR FOLLOW-UP DISCUSSION

Pictures cut from magazines, mounted on tagboard, showing a variety of emotions.
Clear contact paper for protecting pictures.
Container for pictures.

MATERIALS

The Language Boxes

Skills Following directions; learning the meaning of various prepositional phrases.



The child puts out the boxes and places the cubes according to the teacher's directions. The teacher places one cube under a box, one on top of another, one in a corner, etc., and asks the child to tell her where each cube is as she indicates the boxes. If the child has difficulty with any of them, he is asked to involve himself, as by crawling *under* the table, sitting *on top* of the desk, and so on.

Children may enjoy working together, one placing the cube and the other telling where it has been placed.

The teacher might direct the child's work in one of the following ways:

"Stand on top of the table! Now, put one cube *on top* of each box."

"Where am I standing? Put the cubes *beside* the boxes."

"Go stand in a corner of the classroom. And now put the cubes in the *corner* of each box."

"I'm going to do something with this cube and this box." (The teacher moves the box away from the others.) "Turn around!" (Teacher puts the cube under the box.) "You can look now. What did I do with the cube? Yes! You do it with the other cubes."

"This time I want you to put the cube *inside* the boxes."

"Stand *between* me and the chalkboard. Good. Can you guess where I want you to put the cubes this time?"

Where is the cube?

If I put the cube on top of the box, where is the box?

Is this cube between the boxes or behind the boxes?

ACTIVITY

GETTING STARTED

IDEAS FOR FOLLOW-UP DISCUSSION

10 small boxes.

10 small cubes.

Container for cubes.

Container for boxed cubes and boxes.

MATERIALS

Weight Boxes

Skills Detecting likenesses and differences; making comparisons; matching; developing basic perception; ordering.



The child sorts through the weight boxes to find the pairs of identical weight. He puts each pair on a separate answerboard.

A child who has great difficulty might use a simple balance to weigh his pairs, while one who does this workjob easily may be asked to put his pairs in order according to graduated weight.

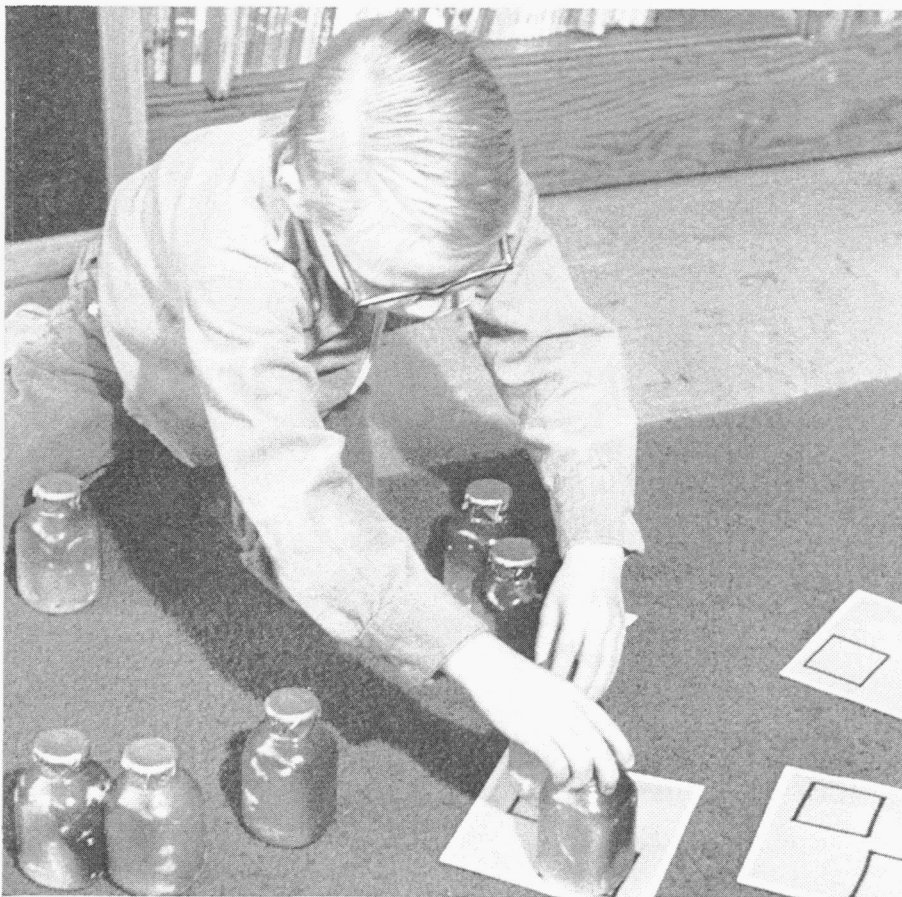
The teacher might say, "See if you can find the pairs that are the same weight and put them together."

- What have you been doing?
- Which pair of weights is the heaviest? Which is the lightest?
- Would a lemon be heavier or lighter than this weight?
- Can you find something in the classroom that is about the same weight as this one?
- Pick up two weights and show me the heavier one.

ACTIVITY

GETTING STARTED

IDEAS FOR FOLLOW-UP DISCUSSION



- Tagboard squares.
- Felt marking pen.
- Containers of equal size to be filled at different levels with plaster of paris.
- Spray paint to hide the plaster level.
- Container for cards and weights.

Note: The difference in the amount of plaster in the pairs should be great enough to be easily detected. One pair can be empty. The next can have 1/4 cup plaster mixed with water. The next can have 3/4 cup plaster, and the next 1-1/4 cup, etc.

MATERIALS

Sniffing Bottles

Skills Developing olfactory perception; making selections from smells; matching pictures of objects with that object's smell.



The child opens each jar *one at a time* and sniffs. (If several jars are opened at once and the tops mixed up, the scents are not as distinct.) The child places the picture of what he thinks is inside each jar on top.

The teacher might say, "Open a jar and smell what's inside. See if you can find the picture that goes with that smell. Try the others."

Let me smell the jar with something inside it that grownups mix with water to make a hot drink.

Show me something you might smell on a picnic.

Show me what men splash on their faces after shaving off their whiskers.



10 baby food jars with lids.

10 squares of gauze to wrap smelly items in.

Smelly items:

peppermint

peanut butter

wedge of lemon (replace once a week)

cocoa

ground coffee

after shave lotion

pickle

cinnamon stick

cloves or peppercorns

Vicks VapoRub

A picture of each item, backed with cardboard and covered with clear contact paper.

Spray paint to make the jars opaque.

Container for cards.

Container for jars and boxed cards.

Note: The teacher can write a code, such as the first three letters of the smell, on a strip of masking tape and place it on the outside of each jar. This permits a quick check of the child's work without having to smell each jar.

ACTIVITY

GETTING STARTED

IDEAS FOR FOLLOW-UP DISCUSSION

MATERIALS

Hard-Soft

Skills Imagining the qualities of real objects from pictures of them; discriminating between hard and soft objects; developing the concepts of hard and soft through categorization; labeling.



The child takes the cards and sorts them into the two piles on the answerboard. If the picture is of something which is soft, it is placed on the right side of the answerboard, which says "soft." If it is hard, it is placed on the left side.

ACTIVITY

Children who have any difficulty with this task should sort real objects first into hard and soft. When a child can read the words involved he could sort words such as "cat" for soft and "rock" for hard, and so forth.

The teacher might discuss the activity as follows: "If this picture were the real thing—a real hammer—would it feel hard or soft? Which side of the answerboard has the word "hard" on it? Is the wood hard or soft? That's your clue, isn't it? Where will the picture of the hammer go then? What about the next picture?"

GETTING STARTED

What did you do with the pile of pictures? How did you decide which side of the answerboard they would go on?

What is the name of each of these pictures?

Is there anything that you don't know the name of?

Spell the word "hard." Spell the word "soft."

(Looking at an item incorrectly placed) If you were to hold one of these—a real one—would it feel hard or soft?

Which one of these things would you like best to feel? Why?

What are you wearing that is hard? What is soft?

IDEAS FOR FOLLOW-UP DISCUSSION

9" x 12" tagboard, cardboard, and clear contact paper.

Masking tape to strengthen all edges.

Piece of wood and marking pen to write "hard."

Piece of sponge and marking pen to write "soft."

Pictures of hard/soft objects, backed with cardboard and covered with clear contact paper.

MATERIALS

Hard

hammer
chest
chair
money

soap
mirror
cup
turtle

bone
seashell
marbles
telephone

Soft

shirt
grapes
bread
sweater

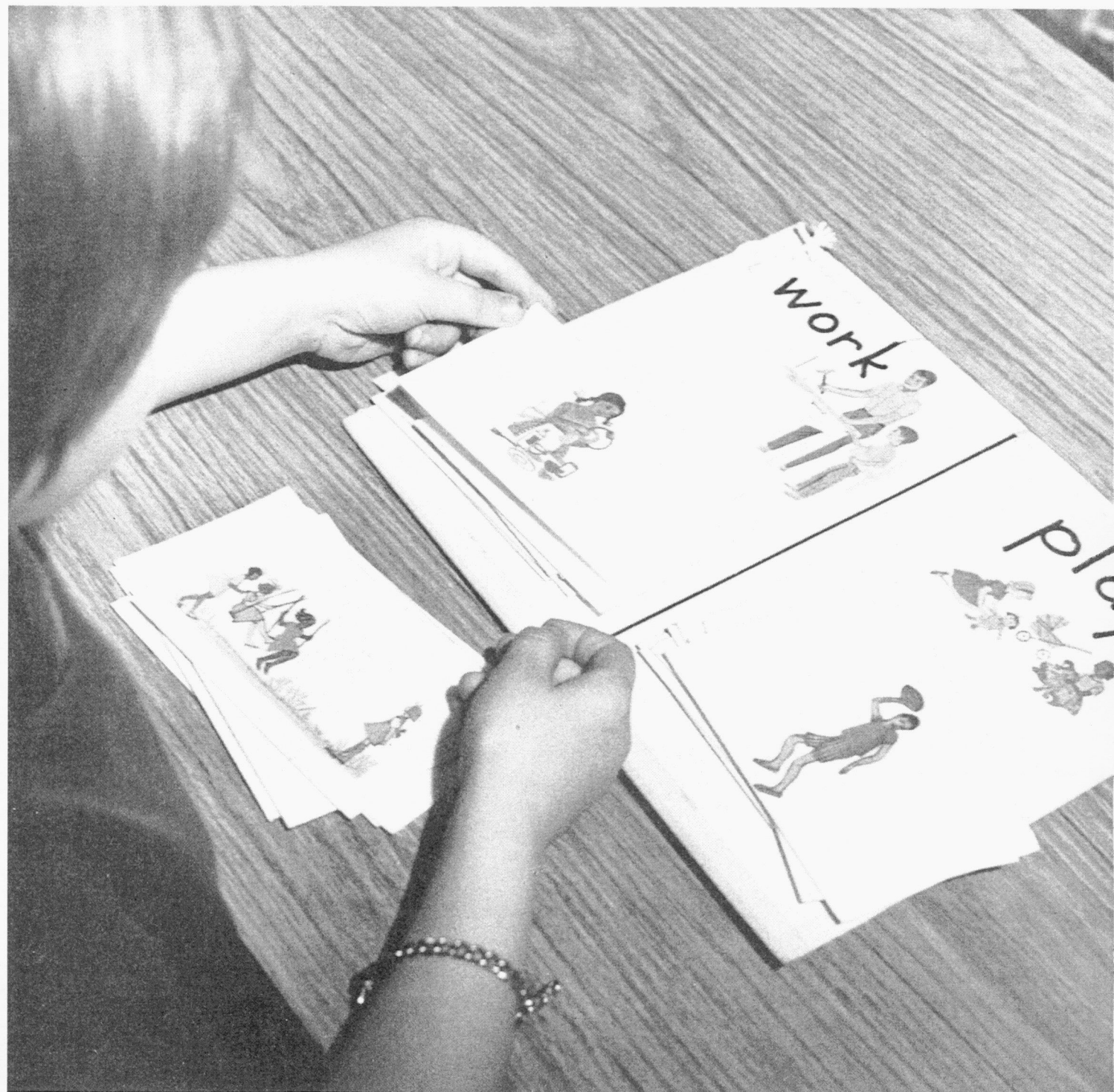
feather
teddy bear
chicken
kitten

slippers
towels
yarn
snowman

Container for pictures.

Work - Play

Skills Reading simple words; categorizing; observing similarities and differences; developing a concept of opposites.



The child sorts the pictures into two piles on the answerboard according to whether work or play is pictured.

ACTIVITY

The teacher might discuss the activity as follows: "Take one of the cards and tell me what the person is doing. Is he working or playing? Which side of the answerboard would you put it on then? Why? That's good thinking! Now, how about the next card?"

GETTING STARTED

What did you do with the pictures? How did you decide where you would put them on the answerboard?

IDEAS FOR FOLLOW-UP DISCUSSION

What is each person doing in this pile of pictures?

Where is the word "work"? Where is the word "play"? How do you spell them?

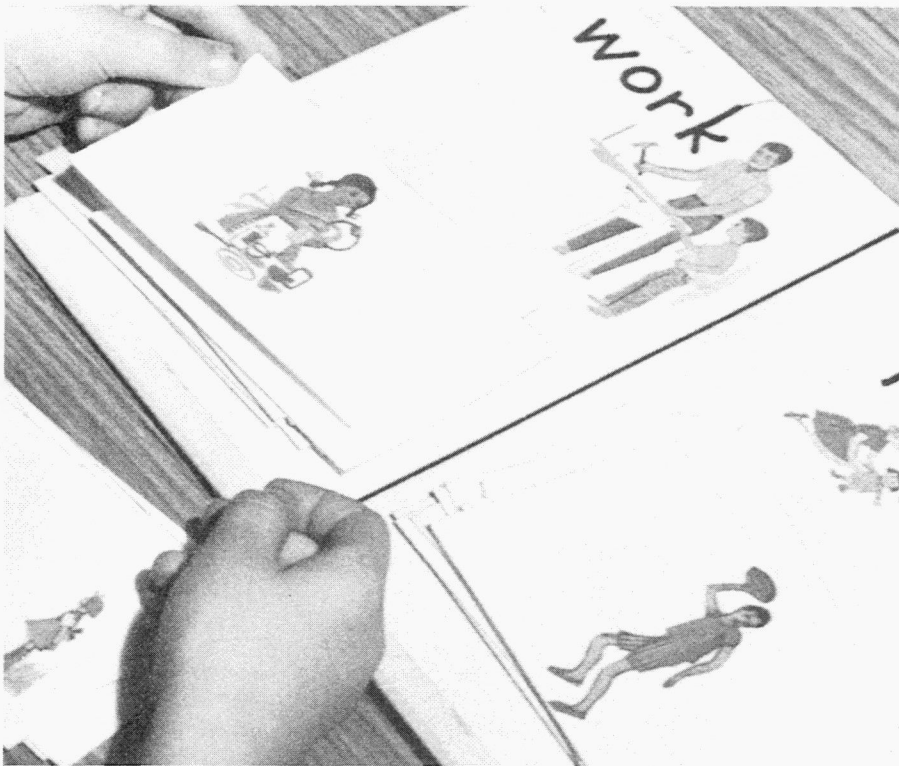
What does your mother do most—work or play? What do you do most?

What does your dog do most?

What kind of work do you think is fun? What kind of play?

What is hard to do when you are playing? What is the hardest work you can think of?

Would you like to write one of these words on the board?



9" x 12" tagboard, cardboard, and clear contact paper.

Pictures of someone working and someone playing.

Marking pen to write "work" and "play."

Masking tape to strengthen all edges.

Pictures of people working and playing, backed with cardboard and covered with clear contact paper.

Container for pictures.

MATERIALS

The Feely Board

Skills Developing tactile perception; making selections using only the sense of touch; feeling similarities and differences; describing textures; matching.



Wearing a blindfold, the child matches each card to its mate on the answerboard by feeling the textures.

ACTIVITY

The teacher might say, "I'll tie the blindfold on you. Now, see if you can find the pair that matches this card on the answerboard."

GETTING STARTED

Tell me how some of these things feel.

Show me something bumpy. Something smooth. Something that stretches.

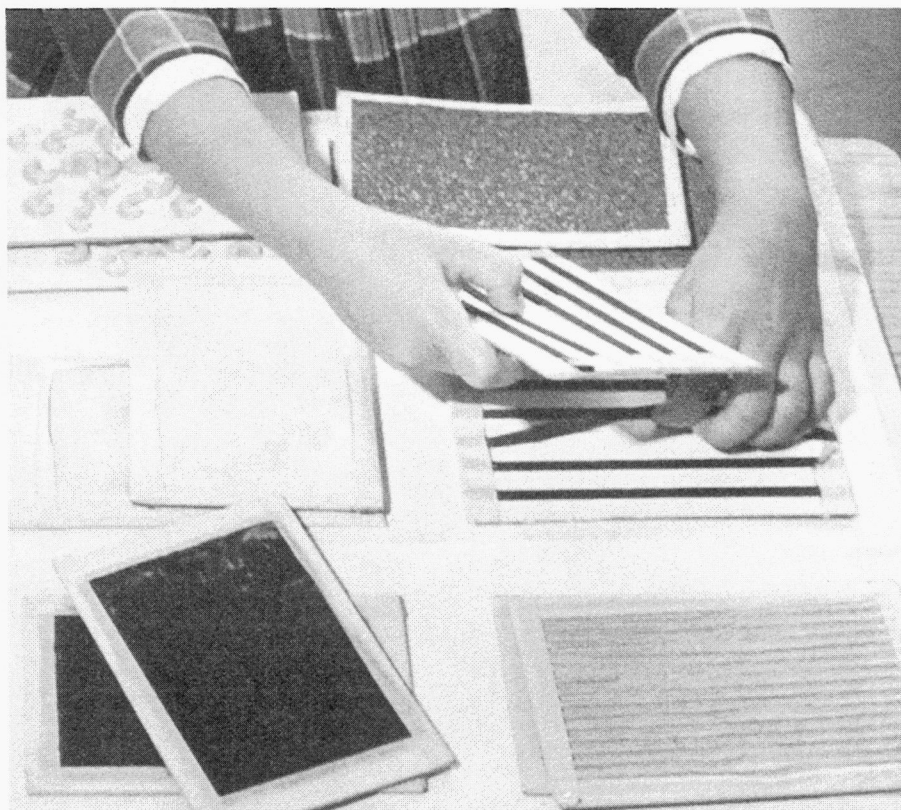
Can you tell by *smelling* this material how it will feel? How about if you *look* at it?

How many things feel good to you? Is there anything you don't like to feel? Why?

Where is the thing blind people read? Do they read it with their eyes? Why not? What do they use?

Would this feel any differently if you felt it with your feet instead of your fingers? Try it and see. Would you like to work with a partner and do the game again, feeling with your feet?

IDEAS FOR FOLLOW-UP DISCUSSION



18" x 24" tagboard and cardboard.

Two identical sets of materials glued to 3" x 5" pieces of heavy cardboard; one set then is glued to the answerboard:

elastic	packing plastic	sandpaper	wire screening
macaroni	air bubble	heavy plastic	satin
velvet	sponge	corrugated paper	braille

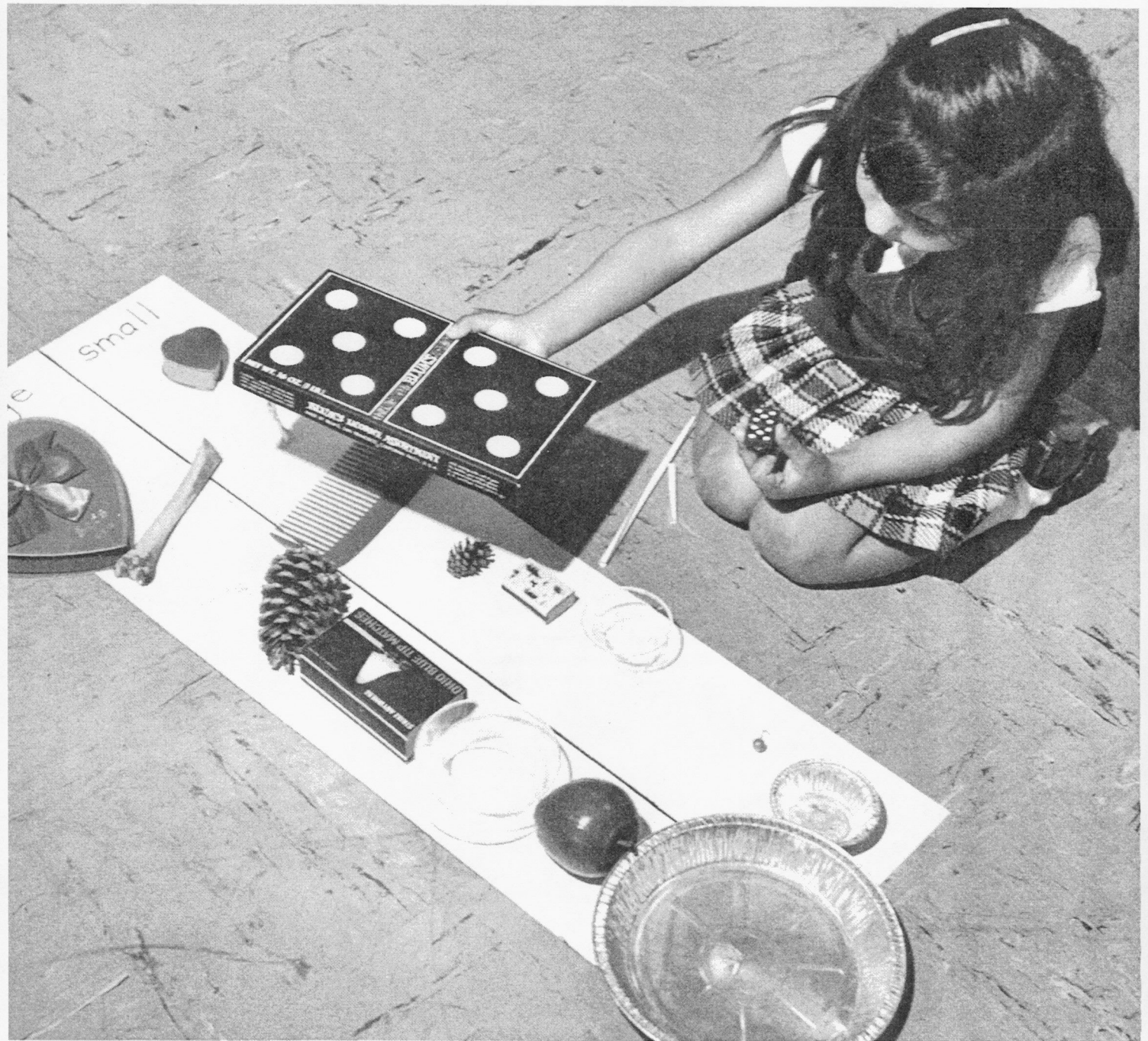
Container for the second set of objects.

Blindfold.

MATERIALS

Large - Small

Skills Learning to read the words “large” and “small”; making comparisons of size; observing and describing length, width, height, circumference, and depth; classifying according to size.



The child sorts the objects according to their size and places them on the “large” or “small” side of the answerboard. After experience with this activity a child will be ready to try a more abstract task. The teacher may want to make another game for large and small with pictures of things glued down. In this case there might be two different animals opposite one another or two kinds of tools or two types of food. The child looks at the two things and decides which one of the two would be the larger in real life. For example, there might be a hammer on one side and a screwdriver on the other. The child would indicate the hammer as the larger of the two.

ACTIVITY

The teacher might discuss the activity as follows: “What do you think this word says? And this one? Good. Now, find two things that are the same except for their size. Which side will this one go on? Why? How about this one?”

GETTING STARTED

What can you tell me about the dominos? In what way is this one bigger? What about its length—are they the same length? Okay, then if this one’s longer, what about this other one? Yes! It’s shorter. Good.

IDEAS FOR FOLLOW-UP DISCUSSION

What about the apples? What’s the difference between them? What else can you say about them? This one’s smaller in what way?

What about these two things? What’s the difference in their size?

2' x 4' vinyl plastic with a line drawn down the center.
Two different sizes of each object used: one large and one small.
Container for objects.

MATERIALS

The child sorts the objects under the various categories to show the materials with which each is made.

A child who does this activity with ease may enjoy making a scrapbook of things made of different materials. He can copy one word on each page from the answerboard and paste pictures under the various headings.

The teacher might discuss the activity as follows: "Pick up one of these things and feel the material. Look at it closely. Do you know what it is made of?" (If the child does not know, the teacher holds the object in front of each word on the answerboard and asks, "Is it made of wood?" or, "Is it made of metal?" . . . until the child finds the material.)

Name all the things made of metal. The things made of wood.

Show me something made of glass that is used at Christmas.

Of what material are the things in the fourth pie tin from the left?

What is the same about things made of glass?

Show me some things that are hard. Some things that stretch. Some things that will break.

Where does leather come from? Rubber? Wood?

Are any parts of your clothing made of metal? Of wood? Of plastic? Of leather?

ACTIVITY

GETTING STARTED

IDEAS FOR FOLLOW-UP DISCUSSION

Six 9" X 12" pieces of heavy cardboard taped together.

Marking pen for writing the name of each material.

Small pieces of wood, glass, metal, rubber, plastic, and leather to glue to the answerboard.

Objects made of

Wood: clothespin, tongue depressor, pencil, button, spool, match, twig, wheel

Glass: jar, mirror, Christmas tree bulb, flashbulb

Metal: can, paper clip, screw, nail, bottle cap, metal foil, button, pen, empty film spool

Rubber: rubber band, balloon, medicine dropper top, ball, rubber cement (sealed shut)

Plastic: straw, spool, spoon, toothbrush, comb, toy, button, ball

Leather: wallet, belt, hide, key ring, button, child's shoe

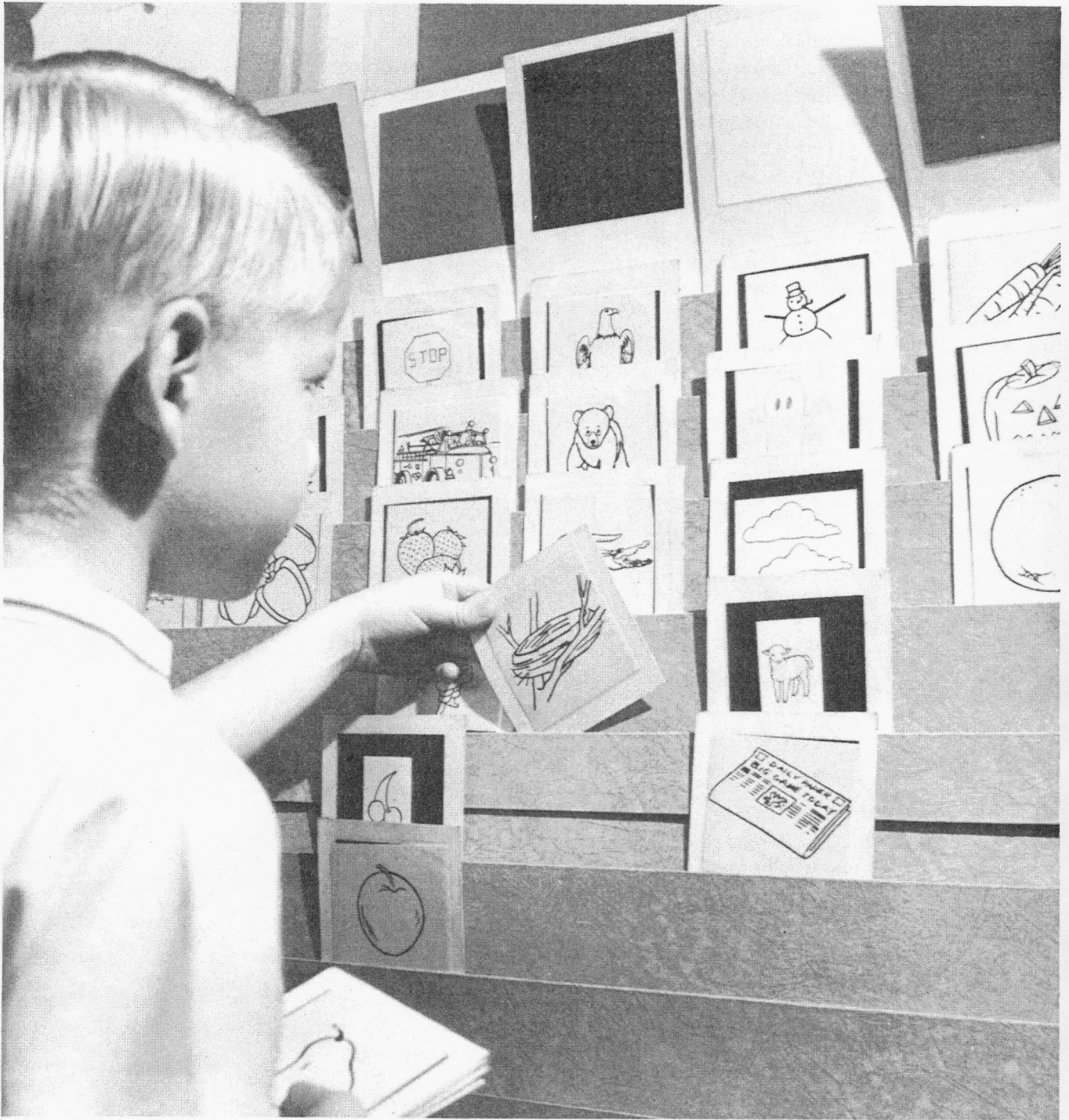
Six metal pie tins.

Container for objects, answerboard, and pie tins.

MATERIALS

Color Sort

Skills Developing the ability to think in abstract terms; classifying by color; identifying the colors of common objects from memory.



The child takes the cards and sorts them according to their colors. Children should be allowed to arrange their groups in any way they wish. Some will work in rows, others in columns, and still others in areas.

By changing the cards at the top of the board the teacher can create different games. For example, the categories might be beginning sounds and the child would sort the cards by their first sounds. Other possible categories might be food, animals, and man-made things or things larger than the child, things smaller than the child and things about the child's size.

The teacher might say, "Put the pictures that are the same color together."

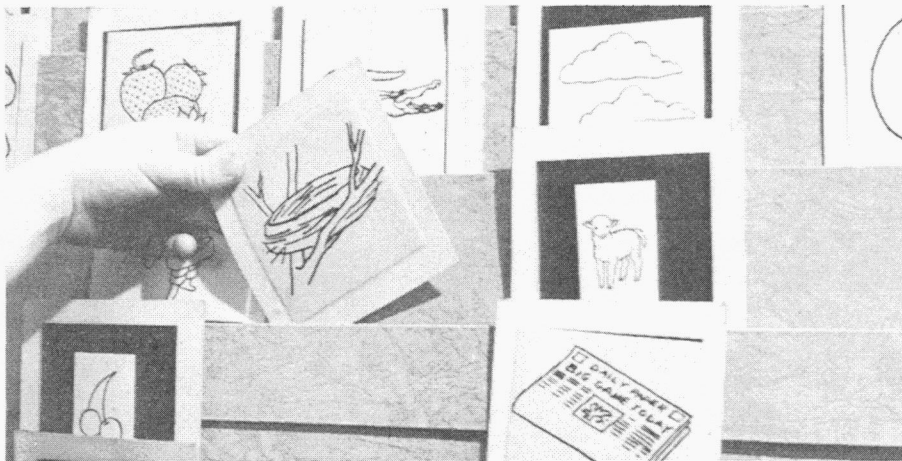
Tell me about the brown things.

Do you have a favorite color? What is the picture, third from the bottom, under your favorite color?

How many yellow pictures are there? Are there more blue ones?

Without looking, can you remember three pictures under the green card? Can you remember three under the red?

Great care should be taken to *ask the child* why he placed pictures the way he did. What is important is that the child have a reason for his placements. For example, he may place the pepper outline under red because that is the color of pepper his mother always uses, or the bananas under brown because he likes to eat them that way, or the apple under yellow or green because he has seen different kinds.



Pocket chart.

3" X 5" cards.

Outline pictures of objects that are usually a particular color.

Rubber cement.

Clear contact paper to cover pictures.

Construction paper squares of eight different colors, glued on tagboard and covered with clear contact paper.

Reference sheet.

Container for cards and color squares.

ACTIVITY

GETTING STARTED

IDEAS FOR FOLLOW-UP DISCUSSION

MATERIALS

The Button Game

Skills Developing classification skills; sorting according to similarities and differences in color, shape, texture, and size.



The child sorts the buttons into piles. (The child should be encouraged to think of his own criteria by which to sort.)

Several similar workjobs can be made with different sets of buttons. One might have buttons similar in color, style, and size but different in texture. Another set might be buttons of the same color but a different size, or style. Still another might be a random set that the child may sort according to shape or size or whatever criterion he chooses.

A child also could sort by texture if blindfolded. In this case only a few buttons should be included.

The teacher might discuss the activity as follows: "Tell me something you notice about these buttons, Isaac." (Color, size, shape, material, number of holes, etc.) "Will you put all the buttons like that together? What will you do with the ones left over?"

Tell me how you grouped these buttons.

Why did you put these buttons here? And here? Could you have put this button here? Why? Why not?

How many buttons are in this group?

If I mixed these buttons up, what else besides their color (or whatever criterion the child has used in sorting) could you tell me about these buttons? How else could you group them?

ACTIVITY

GETTING STARTED

IDEAS FOR FOLLOW-UP DISCUSSION

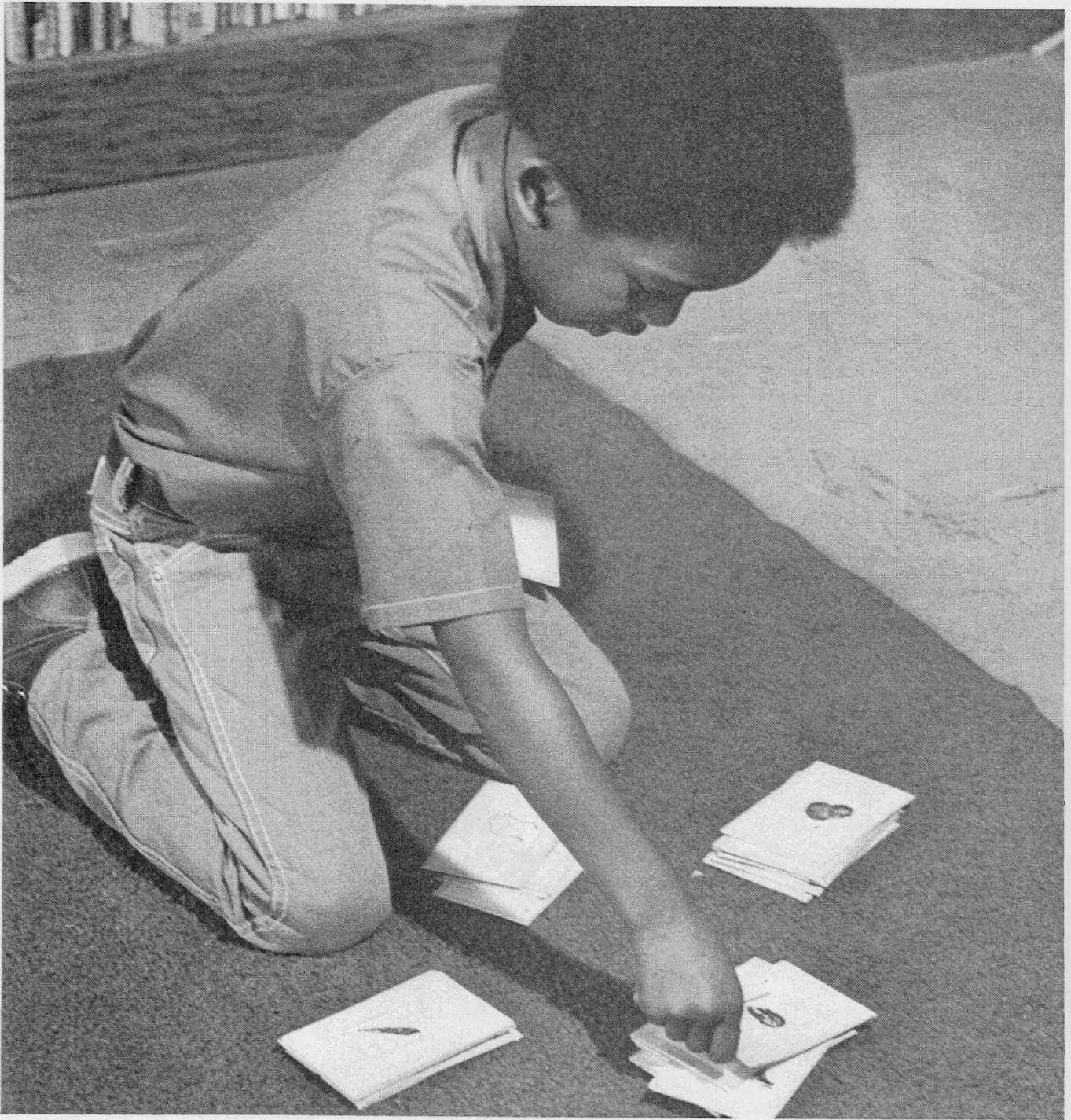


Apple crate separator.
100 buttons in matched sets of 5 or 10.
Container for buttons.

MATERIALS

Classification

Skills Identifying groups and individuals in a group; forming judgments; learning to form subgroups; developing rational thinking.



The child sorts the pictures into groups by placing similar things together. Many similar activities can be provided for children that give them more experience with classification and forming subgroups. Children can group shades of colors by the main colors. Paint stores have strips showing different shades, which can be cut apart and mounted on cards for this purpose. Children can group different sizes and types of geometric shapes, and also enjoy sorting the letters of the alphabet according to their similar properties.

All these experiences provide for growth in logical thinking, an area that cannot be overstressed in the school day.

The teacher might say, "Look through the pictures and put the ones that are the same in some way together."

Tell me about the pictures in each pile.

What do you call all these things?

Are there any animal names you do *not* know?

Can you take the pictures in this pile and divide them up still further?

Are there any things you could put together? (Toys I'd like for Christmas, toys I don't want; food I like to eat, food I don't like; clothes for a girl, clothes for a boy; animals that scare me, animals I'd like for pets.)

ACTIVITY

GETTING STARTED

IDEAS FOR FOLLOW-UP DISCUSSION

Pictures cut from old workbooks mounted on 3" x 5" cards: 10 pictures of clothing, 10 pictures of toys, 10 pictures of animals, 10 pictures of food.

Clear contact paper to protect pictures.

Container for pictures.

Note: Other groups of pictures can be used in similar workjobs—for example, bathroom furniture, bedroom furniture, kitchen furniture, and living room furniture. Cars, trucks, trains, and airplanes are especially appealing to the boys.

MATERIALS