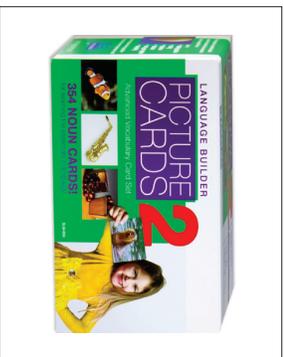
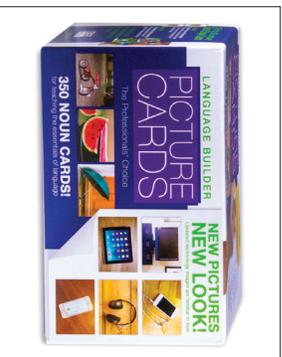


Sorting & Classifying: Sorting by Category

Student will learn to sort different 3D objects and 2D photos into categories.

Suggested Materials

- ★ LB1 Language Builder: Picture Nouns Cards
 - » All cards, except shapes and colors
- ★ LB4 Language Builder: Picture Nouns 2
 - » All cards
- ★ LB7-10 Language Builder: 3D-2D Matching Kits
 - » All 3D objects and cards



Student:

Projected activities for: ___/___/___ to ___/___/___

Monday	Tuesday	Wednesday	Thursday	Friday

IEP Goals

When given materials and instruction, student name will sort items into categories in 4 out of 5 opportunities as measured by teacher observation and weekly data collection.

Notes

Sorting & Classifying: Sorting by Category

Lesson Focus

Student will learn to sort different 3D objects and 2D photos into categories.

Lesson Format

The primary lesson is for 1:1 instruction with a teacher or therapist.

Location

This lesson is intended as an indoor activity that requires the teacher and student to be seated either next to or across from each other at a table or on the floor.

Preparation

Pull target objects and/or cards from:

- LB1 Language Builder: Picture Nouns 1
- LB4 Language Builder: Picture Nouns 2
- LB7 Language Builder: 3D-2D Matching Kit: Foods
- LB8 Language Builder: 3D-2D Matching Kit: Animals
- LB9 Language Builder: 3D-2D Matching Kit: Everyday Objects
- LB10 Language Builder: 3D-2D Matching Kit: Vehicles

Procedures

Phase I: Sorting 3D Objects

1. Sit in a chair or on the floor facing the student.
2. Make sure you have the student's attention.
3. Place a 2 objects from different categories in front of the student. For example, 1 **Cat** and 1 **Apple**.
4. Hand the student an object which corresponds to 1 of the categories, and ask the student to sort the objects. Use a direction such as, "Sort the **Animals**."
5. Prompt if necessary.
6. Wait for the student to match the object correctly.
7. Reinforce the student.

Phase II: Repeat procedures from Phase I using photo cards.

Prerequisites

The prerequisite for *Sorting by Category* is:

- ★ **Lesson 16:** *Similar Matching - Common Objects*

This lesson may be easier for some students if they have learned:

- ★ **Lesson 19:** *Receptive Labeling - 2D Picture Nouns*
- ★ **Lesson 27:** *Expressive Labeling - Single Nouns*

Standards

Head Start

- ★ P-SCI 3, ITC 10

Common Core

- ★ N/A

ABLLS-R

- ★ B19

VB-MAPP

- ★ VPS & MTS 14-M

Record Keeping

Data Sheet

- ★ *Vocabulary-Based Lessons*

Home Communication Sheet

- ★ *Emerging & Maintaining Vocabulary*



Teacher Tip

Encourage expressive category labeling during this activity. Either at the end of the activity, or periodically throughout the sorting process, point to or pick up items that the student has sorted and ask:

"What is this?"

"It is a **Cat**."

"That's right! And what is a **Cat**?"

"A **Cat** is an **Animal**."

If it's easier for the student you can have them sort the items or pictures into baskets, trays, or buckets instead of loose groups or piles.

Lesson Progression

This lesson starts with matching (an activity that the student already knows) then progresses to sorting by category.

1. Ask the student to sort 3D objects that you hand to them one at a time.
 - Start with two 3D objects on the table. Hand the student identical objects one at a time to sort by category.
 - » Select 2 category objects (e.g., **Apple** and **Cat**), and place on the table, 18 inches apart.
 - » Hand the student the **Apple** and say to them: “An **Apple** is a **Food**. What does this **Food** go with?” They should place with the identical **Apple**.
 - » Hand the student the **Cat** and say to them: “A **Cat** is an **Animal**. What does this **Animal** go with?”
 - » Reinforce using the category: “Yes! A **Cat** is an **Animal**. You put the **Animals** together!”
 - Randomize placement of the **Cat** and the **Apple** and the order in which you ask the student to match the items by category.
 - When the student can consistently match **Apples** and **Cats** with you handing them the items 1 at a time, move to a random arrangement of both **Cats** and both **Apples** on the table at once, and ask the student to: “Sort by category.”
 - » As above, reinforce the student referencing the categories: “Yes! Those are the **Animals** and those are the **Foods**!”
 - Introduce all remaining 3D objects following the above procedure.
2. Ask the student to sort 3D objects by category with multiple objects on the table.
 - Start with 2 categories on the table, handing the student the objects to sort, one at a time.
 - » Place an **Apple** on one side of the table and a **Cat** on the other side of the table.
 - » Hand the student each of the remaining 7 food items, one at a time.
 - » Ask the student: “Sort the **Foods** together.”
 - » Expect them to place all of the **Foods** that you give them together in a group, with the **Cat** left alone on the other side of the table.
 - » When the student sorts all **Foods** into a pile, hand them the **Animals**, 1 at a time, (e.g. hand them the **Bird** and give the instruction: “Sort the **Animals**”).
 - » Hand them each of the **Animals**, and ask them to sort into an **Animal** group along with the **Cat**. Leave the group of **Food** items still on the table.
 - » For the next step, hand the student items from each category 1 at a time, in random order. Ask them with each object to: “Sort the **Foods**” or “Sort the **Animals**,” and expect them to place the item in the right group.
 - Work toward the goal of placing multiple objects from each category on the table and expecting the student to sort them into categories.
 - » Start with 2 categories. Place all the **Foods** and all the **Animals** on the table, in a random array, and ask the student to sort into categories.
 - » Progress to having 3 categories of Language Builder 3D objects on the table for the student to sort into 3 separate piles: **Foods**, **Animals**, and **Vehicles**.
 - » LB9 Language Builder: 3D-2D Matching Kit: Everyday Objects is not the best choice for basic sorting. However, some of the items, like furniture or dishes, will work when your categories get more granular.
3. When the student can sort all 3D objects by category, follow the same progression as above using the picture cards.
 - Continue until the student has mastered all 2D noun photo cards.
 - As the student gets better at sorting by category, you can refine the categories. For example:
 - » **All Animals that Live in the Ocean** vs. **All Animals that Live on Land**.
 - » **All Vehicles with Wheels** vs. **All Vehicles that Fly**.

Generalization

Once the student is able to sort objects and photo cards by category:

- Have the student sort objects and photo cards with another staff member, and in other locations.
- Find objects around the classroom for the student to sort into categories, such as toys in the play area.
- As the student begins to understand how items fit into categories, encourage expressive category labeling of items around the classroom.
 - » “What are you playing with?”
 - » “A **Car**.”
 - » “And what is a **Car**?”
 - » “A **Car** is a **Vehicle**.”
- Use the *Emerging & Maintaining Vocabulary Home Communication Sheet* to communicate to parents and home staff which objects and which categories the student is able to sort, so they can practice sorting at home.

Whole-Child Lesson Ideas

Category Scavenger Hunt

Reinforce categorization skills in a natural setting by giving the student a selection of picture cards that represent 3D items from the **Animals**, **Vehicles** and **Foods**. For example, apple, bread, carrot, car, airplane, boat, cat, dog, elephant. Place the corresponding items, by category, in 3 areas of the room (i.e, all foods in the play kitchen, all vehicles in the reading area, etc). Give the student a basket with corresponding picture cards, and have them sort the pictures into categories. Tell them: “Let’s go find the vehicles!” Go to each location to collect the items represented in the pictures. When you have collected all items, have the student sort the items, and the pictures, into categories.

Prompting

Suggested prompt ideas, in general from least to most invasive:

1. Glance toward the correct sort pile.
2. Point to the correct sort pile.
3. Hand the object to the student, holding it right beside the matching sort pile.
4. Place the target sort piles closer to the student and the other choices further away.
5. Remove other piles from the table, and give the student only the correct pile to sort into.
6. Hand over hand sort the objects to their appropriate pile.

Next Steps

Once the student has mastered sorting all of the 3D objects and 2D photos by category, you can move on to:

- ★ **Lesson 97: Sorting by Feature/Function**



Vocabulary-Based Lessons DATA SHEET



LESSON NUMBER

LESSON TITLE

STUDENT'S NAME _____

DATE _____

Prompt Codes				Trial Types		Notes
V	Verbal	P	Physical	MT	Mass Trial	
PV	Partial Verbal	PP	Partial Physical	DT	Distractor Trial	
M	Model	G	Glance	RR	Random Rotation	
PM	Partial Model	L	Location	REV	Review	

Words Practiced	MT	DT	RR	REV	Words Practiced	MT	DT	RR	REV	Distractors

Circle + (correct), - (incorrect), NR (no response), or P (prompted) and fill in Prompt Code.

Date: _____ Staff Initials: _____ Notes: _____
 Time Started: _____
 Time Finished: _____ % Correct: _____

Trial	1	2	3	4	5	6	7	8	9	10
Response	+ - NR P									
Prompt Code										

Date: _____ Staff Initials: _____ Notes: _____
 Time Started: _____
 Time Finished: _____ % Correct: _____

Trial	1	2	3	4	5	6	7	8	9	10
Response	+ - NR P									
Prompt Code										

Date: _____ Staff Initials: _____ Notes: _____
 Time Started: _____
 Time Finished: _____ % Correct: _____

Trial	1	2	3	4	5	6	7	8	9	10
Response	+ - NR P									
Prompt Code										