

# Where Do They Go?

## Summary

In this lab students will classify the same set of objects into 2 or 3 groups.

## Time Frame

1 class periods of 60 minutes each

## Group Size

Small Groups

## Materials

For each student group:

Duplicate sets of classroom items, one for each student group (i.e., crayon, scissors, stopper, paper clip, straw, clothes pin)

blank overhead sheet and overhead marker

overhead projector

## Instructional Procedures

Instruct the students to divide the items into 2 or 3 groups based on some characteristics. They will need to choose the characteristic so each item will go in one and only one of their groups.

They will list their characteristics and the items that go in each group on the overhead sheet and present their results to the rest of the class.

As groups present their information, discuss the following questions:

Why were the groups not the same?

Can you think of an item that is not in the set that would not fit into any of your groups?

What kinds of characteristics were used in the groups? What senses can you use to determine characteristics?

If you gave your characteristics and items to another group, how might they interpret it differently than your group did?

If you spoke a different language than another group, how would that affect the ways each of you group the items?

## Assessment Plan

### Scoring guide

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Observe groups to see that all students are participating in the grouping process. As the students discuss, listen for good examples of characteristics. At the end of the period, warn students that they will be using many of the same characteristics to classify different living and non-living things during the class.

## Bibliography

Lesson Design by Jordan School District Teachers and Staff.

## Authors

[Utah LessonPlans](#)