



Hats Go Here and Sock Go There
 Classification
 Teaching Basic Skills
 Concrete Level A – Using Manipulatives

Domain:

- Language, Cognitive, Socialization

Goals:

- Child will classify objects as socks, hats, animals, or toys.
- Child will point to or name objects from the story.
- Child will listen for specific information while listening to a story.
- Child will take turns with peers.
- Child will demonstrate cooperation while working with others.

Materials:

- a variety of socks, hats, animals, and toys
- one hula hoop
- 4 cardboard boxes
- *Clap Your Hands* storybook

Instructions:

- Begin by classifying only two kinds of objects. Add other sets of objects when the children can classify the first two sets.
- Gather all the animals and hats and place them in the center of the hula hoop.
- Use *Hats Go Here and Socks Go There* labels as visual cues to prompt children to place objects in the correct box.
- Glue one label to the front of each box.
- Place the animal and hat boxes side by side in the group area.
- Tell the children that they are going to work together to make two groups: One group of **animals** and the other group of **hats**. Point to the appropriate boxes as the groups are named.
- Have a child select an object and name it (cat).
- Ask the child to identify the object by its category (animal or hat). (expressive language) and place it in the correct box.
- Continue in this manner until all the objects have been sorted.

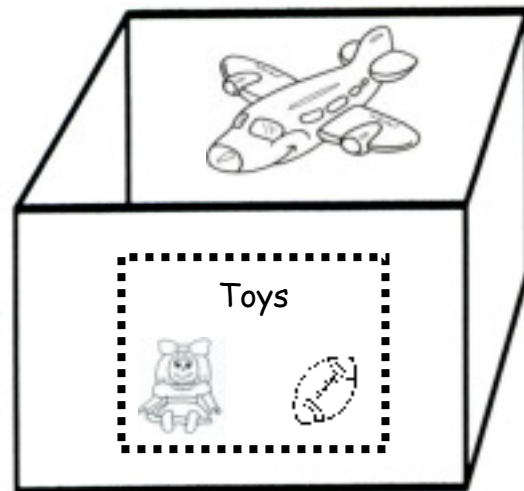
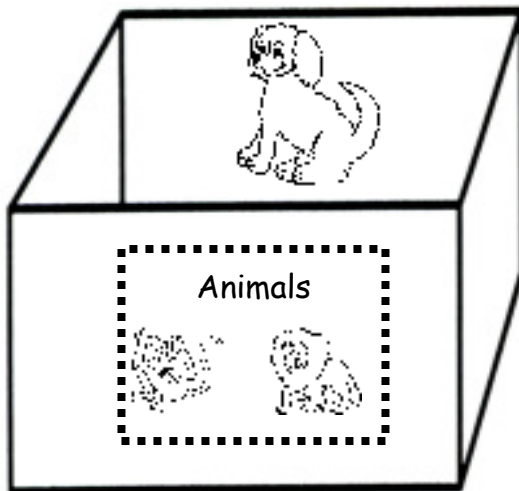
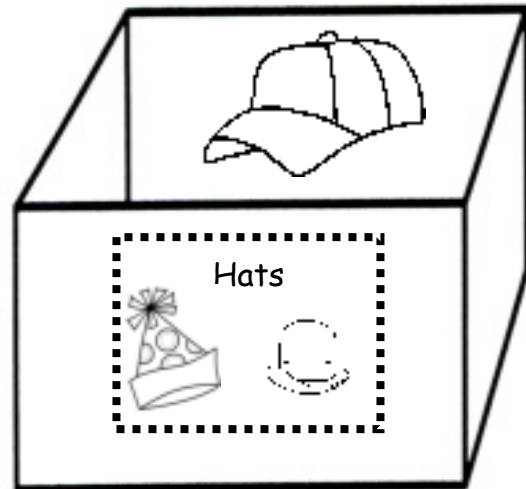
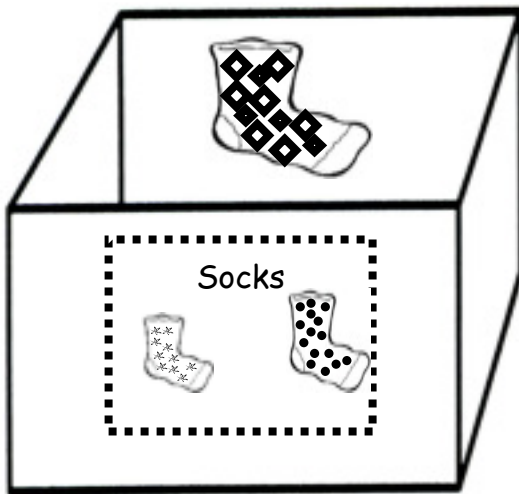


Suggestions:

- When children have mastered sorting three different types of objects, place all of the objects in the unlabeled box challenge them to appropriately sort all of the objects.

Story Time Teaching:

- Before beginning the story, set out two of the labeled boxes on the floor (toys, animals).
- Give each child a toy or an animal that is pictured in the story.
- Tell the children to listen and look for their object as you read the story.
- Now read the story.
- As the children find their objects in the story, have them put their objects in the correct box and name the object by its category (animal, toy). Placing the object in the correct box is receptive language and naming the category is expressive language.



Socks



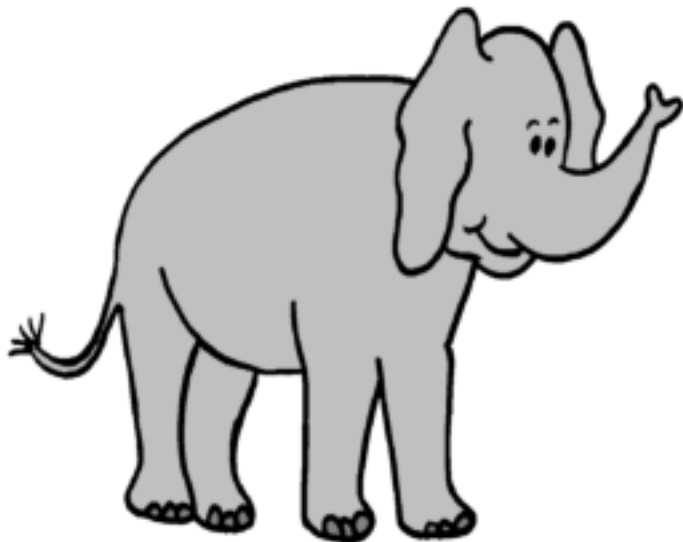
Hats Go Here and Socks Go There

Hats



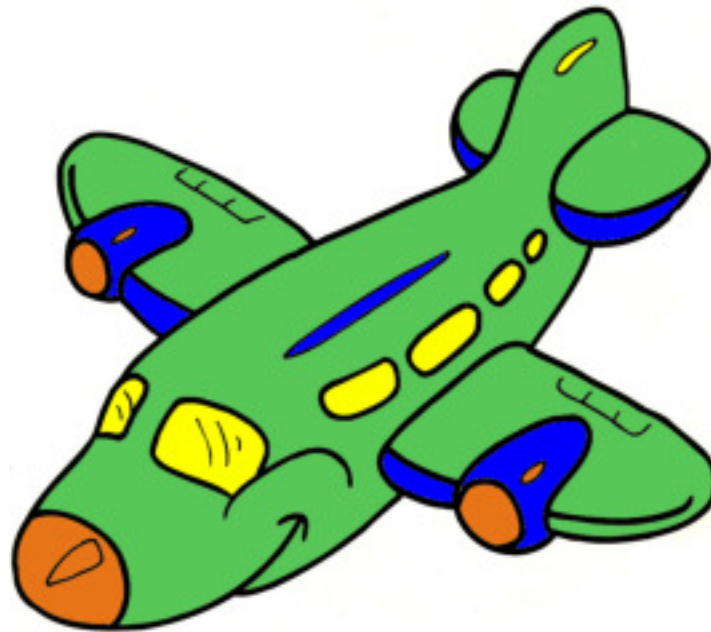
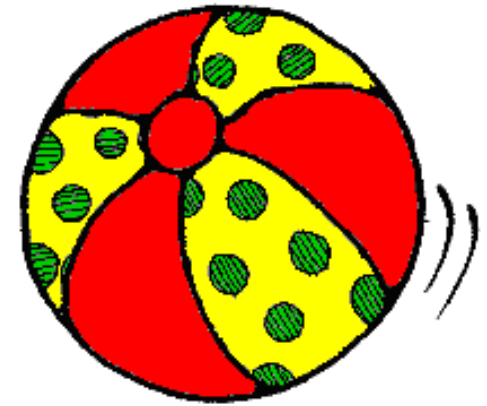
Hats Go Here and Socks Go There

Animals



Hats Go Here and Socks Go There

Toys



Hats Go Here and Socks Go There



Hats Go Here and Socks Go There
Classification
Abstract Level B – Using Pictures

Domain:

- Language, Cognitive, Socialization

Goals:

- Child will classify objects as hats, socks, animals, or toys.
- Child will point to or name objects from the story.
- Child will listen for specific information while listening to a story.
- Child will visually track pictures, and/or words from left to right.
- Child will take turns with peers.
- Child will verbally interact with peers.
- Child will demonstrate cooperation while working together with others.
- Child will paste pictures in appropriate column.

Materials:

- *Hats Go Here and Socks Go There* pp. 154 - 156
- color CD
- glue or paste
- scissors
- Story Board p. 14
- *Clap Your Hands* storybook
- lamination
- Velcro dots



Instructions:

Small Group Activity

- Copy one page for each child and cut out category squares for each child. Choose the page or pages most appropriate for your students.
- Help children to identify pictured objects.
- Have the children take turns identifying a picture for the class and naming its category. (I found a lion. It goes with the animals.)
- Have all the other children find their picture (lion) and glue it in the correct category (animals).
- Continue until all the pictures have been glued into the correct category.
- Encourage the children to speak clearly when talking and to listen to the other children when they speak.



Large Group Activity

- Copy a classification page from the color CD. Choose the page most appropriate for your students.
- Cut out the category squares and the eight pictures.
- Laminate for durability.



- Place the Velcro on the backs of each category square and each picture square. Make sure the Velcro on the squares is the opposite texture from the Velcro on the Story Board.
- Now place a Velcro dot in the center of each blank square in the category squares. Make sure this Velcro's texture is the opposite of the Velcro that was placed on the backs of each picture.
- Set up the Story Board by putting the Animal Category Square on the top left and the Toy Category Square on the top right. Line the eight pictures on second strip of Velcro on the Story Board.
- Have the children identify the pictures, left to right, as you point to each picture.
- Call on one child to choose a picture, name it, and put it in the correct category square. Be sure to have the child identify the category.
- Continue in this manner until all the pictures have been placed in a category.

Suggestions:

- For children with advanced fine motor skills, allow them to cut their own category squares.
- Work individually or in small group to cut out the pictures prior to completing this activity.
- Use the optional Interactive White Board (IWB) CD to present this as a large group activity.
- Have the children complete the activity independently and use the activity as an individual assessment.
- Make a file folder game with the page and place it in a center to be used with a small group or individually.

Story Time Teaching:

- Use the materials from the large group activity.
- Set the Story Board up as in the large group activity.
- Have the children identify the pictures, left to right, as you point to each picture.
- Tell the children to raise a hand when they see one of the pictures in the story as the story is read.
- Have the child identify the picture, name the category and place it in the correct square on the Story Board.
- Continue reading the story.

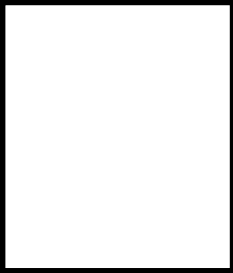
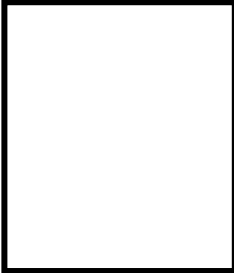
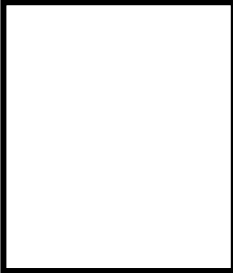
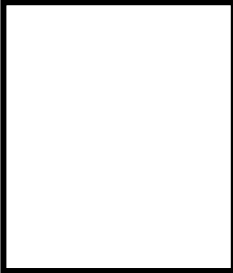
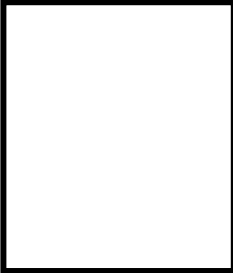
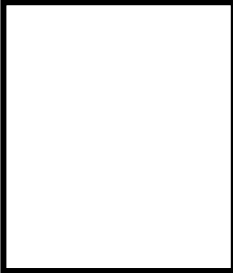
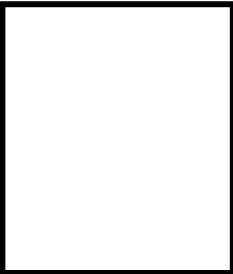
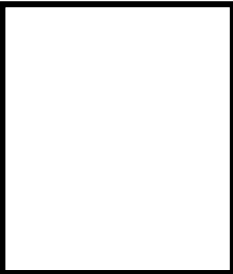


Hats Go Here and Socks Go There

Level B Classification

Hats Go Here

Socks Go Here

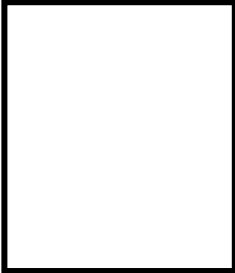
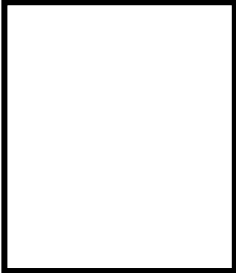
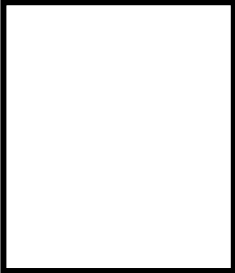
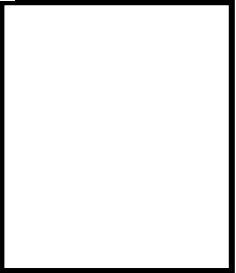
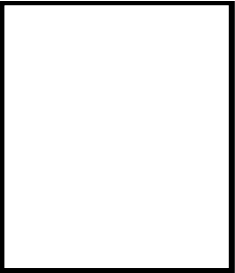
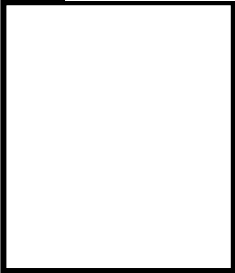
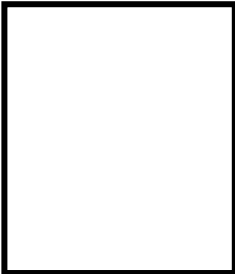
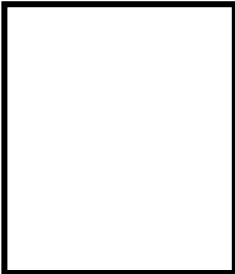


Hats Go Here and Socks Go There

Level B Classification

Animals Go Here

Toys Go Here



Hats Go Here and Socks Go There

Level B Classification

Animals Go Here

Clothes Go Here

