Activity name: Sort It Out!

Context
This activity is written to accompany the Early Stage 1/Stage 1 sample unit Sorting and Arranging Objects and Pictures into Data Displays. Prior to this activity, students have sorted a variety of objects into categories, such as by size, shape and colour; sorted a variety of foods; and sorted themselves into groups according to physical attributes, etc.

Description of activity
Students are given a collection of objects of different sizes, colours, shapes and materials. They are asked to sort the objects into groups according to a given attribute, such as any three of the following (one attribute at a time):
- colour
- size
- shape
- material
- use.

Following this, students are asked to sort the objects using a fourth (alternative) attribute of their own choosing. Students explain how they have sorted the objects.

Outcomes
MAe-1WM describes mathematical situations using everyday language, actions, materials and informal recordings
MAe-3WM uses concrete materials and/or pictorial representations to support conclusions
MAe-17SP represents data and interprets data displays made from objects
MAe-14MG manipulates, sorts and represents three-dimensional objects and describes them using everyday language

Criteria for assessing learning
Students will be assessed on their ability to:
- sort all objects in a collection by a given attribute
- sort all objects in a collection by an attribute of their own choosing
- explain how they have sorted a collection of objects.
Feedback
Teacher and/or peer feedback will be provided orally in relation to the criteria while students are sorting a collection of objects by a particular attribute. At the completion of the activity, students will undertake self-assessment in relation to the criteria, orally and/or in written form. (See sample self-assessment form provided.)

Recording evidence of learning
Teachers may gather a variety of evidence of learning, informal and/or formal, during the assessment for learning activity. Ways of recording this evidence may include:
- anecdotal records
- comments or notations
- digital recordings and/or audio or visual representations.

Sample self-assessment form
Teachers need to assist students to complete the self-assessment form by reading out the ‘I …’ statements.

<table>
<thead>
<tr>
<th>I …</th>
<th>☹</th>
<th>☺</th>
<th>☻</th>
</tr>
</thead>
<tbody>
<tr>
<td>• understand that objects can be sorted in different ways</td>
<td>☹</td>
<td>☺</td>
<td>☻</td>
</tr>
<tr>
<td>• can place objects into the right group when my teacher tells me the name of each group</td>
<td>☹</td>
<td>☺</td>
<td>☻</td>
</tr>
<tr>
<td>• can work out my own way to sort objects into groups</td>
<td>☹</td>
<td>☺</td>
<td>☻</td>
</tr>
<tr>
<td>• can explain how I have sorted objects into groups</td>
<td>☹</td>
<td>☺</td>
<td>☻</td>
</tr>
</tbody>
</table>

☹ = I didn’t understand this at all, or I couldn’t do this.
☺ = I didn’t understand this fully, or I am not sure if I can do this again.
☻ = I understand this, or I am confident I can do this again.