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Stickers and Attributes

Print Instructions: [Print and Print](#) [Print and Print](#)

Name: _____

Sticker Categories Group 1

Directions: Group these sticker cards into four categories. Draw examples of the items in the categories. Then, complete each of the questions about the items you.

Category	Title	Drawing of Examples
1		
2		
3		
4		

1. List as many attributes as you can that all of these objects possess.

2. Of all these objects, which one is most different from the others? Explain your answer.

3. Now, list each item and tell how it is different from all of the remaining items. Check to be sure that no other item has this identified attribute.

A 180-degree turn of the page will reveal the answer key.

Skills Summary

Mathematics

Classification

Literacy Skill

Drawing conclusions and making inferences

Differentiation Strategy

Tiered assignments
(See page 46 for more information.)

Classroom Management Tip

To keep the different sets of cards separated, you might want to label each set of cards with a symbol or differentiate by using colored cards.

Overview of Activity

- ▶ In this activity, students classify stickers as a tiered activity. It differentiates content and process according to readiness.
- ▶ Students are given sets of cards to classify. The assignment is tiered because all students are working on the same skill (classifying objects), but each group is working at a different level of difficulty and complexity.
- ▶ In the end, students check their work with partners and defend their classification reasoning.

How This Strategy Benefits Students

- ▶ Students who are **above grade level** benefit from tiered assignments because the assignments provide the challenge and complexity necessary for continued growth and learning.
- ▶ Students **on grade level** can work on assignments that provide enough challenge and motivation for learning.
- ▶ Tiered assignments help **below-grade-level** students find success at their own levels of readiness while still working on the grade-appropriate skills that are necessary for their growth and development.
- ▶ Using tiered assignments in a classroom with **English language learners** provides time for you to focus on their specific language needs and to assess what type of assignment is appropriate for their ability levels.

Learning Standards

- ▶ Students understand that one way to make sense of something is to think about how it is like something more familiar.
- ▶ Students draw conclusions and make inferences based on explicit and implicit information in texts.

Stickers and Attributes *(cont.)*



Preparation

1. Select several different sets of stickers related to the same theme. Subsequent sets should have pictures with more details and complexity. For example, use pictures with ocean themes like seashells, sea animals, and sea plants.
2. Make a set of sticker cards by placing a different sticker on an index card. Repeat this process until you have a set of ten cards.

Whole-Class Activity

1. The activity will ask different groups to divide sets into two, three, or four different categories. Tell your students to examine their sticker cards and look for details. Then, they will categorize cards according to the attributes of the stickers. Model this activity for your students showing how to place a few of the stickers into different categories. For example, you can put them in categories according to color or size of the stickers.
2. Distribute activity sheets to students according to their ability levels. The above-grade-level students should receive *Sticker Categories Group 1* (page 59). The on-grade-level students should receive *Sticker Categories Group 2* (page 60). The below-grade-level students should receive *Sticker Categories Group 3* (page 61).
3. Meet with your English language learners to model this activity in a small-group setting. Then, either let your ELLs choose which activity sheets to complete, or assign them the activity sheets that match their ability levels.
4. When students have finished their activity sheets, have them find partners and compare their work. Remind students that sometimes others see categories that are unusual, so there might not be one right answer to the questions. Provide enough time for your students to defend the reasons for their different categories with their partners.

Assessment

1. If time permits, have your students share their reasoning for their categories one-on-one with you.
2. Base your evaluations on whether or not students' reasons support their answers and if their answers show a variety of ways to categorize, demonstrate creativity in categorizing, and show an understanding of the assignment.

Name _____

Sticker Categories Group 1

Directions: Group these sticker cards into four categories below. Draw examples of the cards in the last column. Then, on another sheet of paper, answer the questions about the sticker cards.

Category	Title	Drawing of Example
1		
2		
3		
4		

1. List as many attributes as you can that *all* of these objects possess.
2. Of all these objects, which one is *most different* from the others?
Explain your answer.
3. Now, take each item and tell how it is different from *all* of the remaining items. Check to be sure that no other item has this identified attribute.

Name _____

Sticker Categories Group 2

Directions: Group these sticker cards into three categories below. Draw examples of the cards in the last column. Then, on another sheet of paper, answer the questions about the sticker cards.

Category	Title	Drawing of Example
1		
2		
3		

1. List as many attributes as you can that *all* of these objects possess.
2. Of all these objects, which one is *most different* from the others?
Explain your answer.
3. Now, take each item and tell how it is different from *all* of the remaining items. Check to be sure that no other item has this identified attribute.