

# Attribute Apples Lesson Plan

## **Context** (InTASC 1,2,3)

**Lesson Plan Created By:** Benjamin L. Strand

**Created:**

**Lesson Topic:** Sorting/Classifying (Science & Math)

**Grade Level:** 3<sup>rd</sup> Grade

**Duration:** 30 minutes

**Kit Contents:** [http://odin-primo.hosted.exlibrisgroup.com/nmy:nmy\\_all:ODIN\\_ALEPH007760695](http://odin-primo.hosted.exlibrisgroup.com/nmy:nmy_all:ODIN_ALEPH007760695)

## **Desired Results** (InTASC 4)

**Purpose:** The purpose of this lesson is to categorize & sort items based on physical characteristics.

### **North Dakota Science Content Standards:**

- Science Standards: Heredity: Inheritance and Variation of Traits
  - LS.3.1 (Grade 3) Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.

### **North Dakota Mathematics Content Standards:**

- Geometry Standard: Reason with shapes and their attributes
  - G.1 (Grade 3) Understand that shapes in different categories may share attributes and that the shared attributes can define a larger category.

### **Objectives:**

Students will:

1. Sort attribute apples into small groups.
2. Cooperatively work in groups.
3. Discover physical characteristics of different items.
4. Classify animals into different groups.

## **Assessment Evidence** (InTASC 6)

### **Evidence of meeting desired results:**

- Oral question and answer time during the lesson.
- Check lists for each group.

## **Learning Plan** (InTASC 4,5,7,8)

### **Instructional Strategy: (Check all that apply)**

Direct  Indirect  Independent  Experiential  Interactive

### **Technology Use(s): (Check all that apply)**

Student Interaction  Align Goals  Differentiate Instruction  Enhance Lesson

Collect Data  N/A

**Hook and Hold:**

Hand each student an apple and tell them not to eat it! Have them compare their apple with a classmate. Are any of them *exactly* the same? Tell them that each of the apples has a special set of physical characteristics! Let them look for different physical characteristics with their classmates.

**Materials:**

- Attribute Apples Box (27 apples)
- Attribute Apples Print Outs
- Device with internet connection and projector
- Group Checklist Sheets
- “Attribute Apples – Classifying Animals” Flipchart

**Procedures:**

1. Once you are done with the hook and hold. Have the students sent their apple on their desk.
2. Before the students are split into two groups, have the attribute apples set on one side of the room, and the attribute apples printouts (cut out) on the other.
3. Split the class into two groups.
4. Tell them you are going to give them 5 minutes to split up their apples into different groups based on the physical characteristics that they see.
5. Allow the students to start and monitor the groups to make sure that everyone has a say in it. Use this time to use the checklist to make sure they are understanding the lesson objectives.
6. Once the 5 minutes is up, have the groups mix up their apples and switch.
7. Give them another 5 minutes with their new set of apples. Continue with your checklist as needed.
8. When the 5 minutes is up, have them return to their seats.
9. Discuss how the 2 groups were alike in their sorting/classifying. How were they alike? How were they different? Did both groups base it on physical characteristics?
10. Once the discussion is done, show them the “Attribute Apples – Classifying Animals” flipchart.
11. With the students, sort the animals based on physical characteristics.
12. Recap as a group how you can sort/classify animals, plants, and shapes! Then let them eat their apple from the beginning of the lesson!

**Summary:** In this lesson, students will use physical characteristics to sort objects into different groups. They will also use the same type of process to classify different animals into different groups. This cross-curricular activity is a great way to learn both as a new topic at the same time, or to use it to review one of the topics and introduce the other!

**Reflection** (InTASC 9)**Reflect On:**

- *Preparation*
- *Planning*
- *Teaching*

- *Student Engagement and Participation*
- *Evidence of Student Learning*

## **Standards**

Council of Chief School Officers. (2011, April) *Interstate Teacher Assessment and Support Consortium (InTASC) model core teaching standards: a resource for state dialogue*. Washington DC. Retrieved from [http://www.ccsso.org/documents/2011/intasc\\_model\\_core\\_teaching\\_standards\\_2011.pdf](http://www.ccsso.org/documents/2011/intasc_model_core_teaching_standards_2011.pdf)

North Dakota Department of Public Instruction. (2011) *North Dakota English mathematics content standards*. Bismarck, ND. Retrieved from <https://www.nd.gov/dpi/uploads/87/math.pdf>

North Dakota Department of Public Instruction. (2011) *North Dakota Science content standards*. Bismarck, ND. Retrieved from [https://www.nd.gov/dpi/uploads/132/NDScienceStandardsDraftFormat2\\_ThirdGrade.pdf](https://www.nd.gov/dpi/uploads/132/NDScienceStandardsDraftFormat2_ThirdGrade.pdf)

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