



This activity is made possible through a partnership between ASU-Mountain Home's Teacher Education program and Friends of the North Fork & White Rivers.

I Spy at ASUMH

Grade Level: K-2

Subject: Math, Science, and Language Arts

Standard/Objective: Students will practice sorting and categorizing objects they observe on the ASUMH nature path based on different concepts (e.g., color, size, shape, and type). K.V.3: Sort and categorize objects and images by concepts.

Time: 45 minutes

Materials:

- Clipboards and paper for each student
- Markers or colored pencils
- Printouts of simple sorting charts (optional)
- "I Spy" worksheet with pre-drawn categories or empty spaces for students to draw objects
- A list of categories (colors, shapes, sizes, living/non-living, etc.)

Warm-Up (5-10 minutes):

Introduction to Sorting: Start by discussing the concept of sorting.

Ask students questions like:

- "What are some ways we can sort objects?"
- "Can we sort things by color, size, shape, or type?"
- "Why do we sort things into groups?"

Example Sorting Activity: Show students a few items (e.g., a rock, a leaf, and a stick) and ask them to group the objects into categories.

This could be:

- By Type (leaf, rock, stick)
- By Size (big, medium, small)
- By Color (green, brown, gray)

I Spy Sorting Adventure (20-25 minutes):

I Spy Nature Walk: Take the students on a nature walk around the campus nature path. As you walk, encourage them to observe the environment and find objects they can categorize.

Prompt students by saying: "I spy with my little eye something that is green" or "I spy something that is round."

Have students write down or sketch what they find in their sorting charts or on their worksheets.

Sorting Categories: Provide students with a few categories to look for, or allow them to create their own.

Categories could include:

- Color (green, red, brown, yellow)
- Shape (round, square, oval)
- Size (big, small)
- Living or Non-Living (e.g., trees, flowers vs. rocks, benches)
- Texture (smooth, rough)

- Type of Object (flower, leaf, insect, rock)

Group Work: Have students work in pairs or small groups to categorize what they find and share their observations with the class. Encourage them to use the language of sorting: "We grouped the rocks by size" or "These leaves are green, and these flowers are red."

Reflection & Discussion (5-10 minutes):

Group Sharing: Have each group or pair share what they found and how they categorized their objects.

Ask questions like:

- "How did you decide where to put each object?"
- "Were there any objects that could go into more than one category?"
- "Why is sorting important?"

Sorting Review: Reinforce the idea that sorting helps us organize the world around us and makes it easier to understand. Discuss other ways sorting is useful.

Assessment:

Informal assessment through observation: Are students actively engaging in categorizing and sorting?

Review students' worksheets and drawings: Did they correctly categorize items based on the provided concepts?

Group discussions and participation during the sorting activity: Can students explain their reasoning behind the categories they chose?