

## SORTING HATS (MODIFIED FOR ADEED)



### Science Concept:

Items can be sorted in many different ways.

(NOTE: Students should have experience with Venn diagrams prior to this lesson.)

### Objectives:

The student will:

- make predictions and observations about a book,
- sort hats into three categories; and
- relate a book to personal experience.

### GLEs Addressed:

*Science*

[3] SB1.1 The student demonstrates an understanding of the structure and properties of matter by classifying matter according to physical properties (i.e., color, size, shape, weight, texture, flexibility).

[3] SA2.1 The student demonstrates an understanding of the attitudes and approaches to scientific inquiry by answering “how do you know?” questions with reasonable answers.

*Math*

[1] S&P-2 The student demonstrates an ability to classify and organize data by collecting and recording data.

### Vocabulary:

**attribute** – a quality belonging to a person or thing

**ceremony** – a formal act or series of acts performed in some regular way according to fixed rules

**classify** – to arrange in, or assign to groups with, similar attributes

**derby hat** – a stiff felt hat with dome-shaped top and narrow brim

**fashion** – a common style especially of dress during a particular time or among a certain group

**hard hat** – a protective helmet worn especially by construction workers

**protection** – an item or action that prevents harm or damage from occurring

### Materials:

- Morris, Ann. (1989). *Hats, Hats, Hats*. New York: Lothrop, Lee & Shepard.
- Various hats, such as baseball cap, cowboy hat, hard hat, derby, etc.
- File folder (one per student)
- Envelopes (one per student)
- Markers
- TEACHER INFORMATION SHEET: “Hats”

### Activity Preparation:

Copy the TEACHER INFORMATION SHEET: “Hats” so there is one copy for each student. Laminate and cut the pictures apart. Tape or staple an envelope to the inside of each file folder and place one set of pictures inside each envelope. On the opposite, inside surface of the folder, draw lines dividing it into three sections. Label the sections “protection”, “ceremony”, and “fashion.”

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## Activity Procedure:

### Gear Up

#### *Process skills: observing, classifying, and predicting*

1. Ask students the definition of the word "attribute."
2. Do a "People Sort" with the whole class. Pick an attribute some students in the class have. Without telling anyone what the attribute is, call students who have the chosen attribute to the front of the room. Ask the rest of the class to guess the attribute you used.
3. Repeat the "People Sort" with another attribute. If students do well, add a second or third attribute, so students called to the front of the room fulfill two or three attributes, as opposed to just one.
4. Ask students what they know about hats. Record responses on a concept map. How are these hats the same? How are these hats different? Why do people wear hats?
5. Show the cover of the book, *Hats, Hats, Hats*. Ask students to predict the content of the book.
6. Read the title, author, and illustrator to the class, then read the book aloud.
7. Ask the class the following questions:
  - a. What kind of hats are the people in the book wearing?
  - b. Why are they wearing hats?
  - c. Do you have any of these kinds of hats?
  - d. What is the purpose of these hats?

### Explore

#### *Process skills: observing, communicating, and classifying*

8. Distribute the prepared file folders. Discuss the definitions of the terms "fashion," "protection," and "ceremony." Ask students to sort the pictures of hats found in the envelope into the three categories written on the opposite side of the folder.
9. After everyone has finished the game, invite students to make their own file folder game. Instruct students to design their own game using two of the three attributes listed on the folder.

### Generalize

#### *Process skills: classifying and communicating*

10. Discuss the following questions with the class:
  - a. What different ways did you classify the hats?
  - b. What do the hats have in common?

### Apply/Assess

#### *Process skills: observing, classifying, and communicating*

11. Ask students to complete a Venn diagram in their science journal that compares two hat attributes.

### Extension Activity

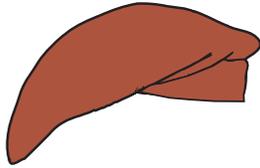
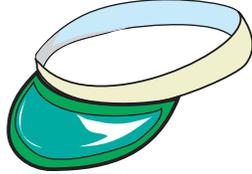
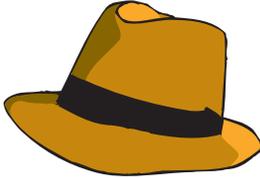
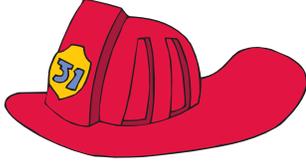
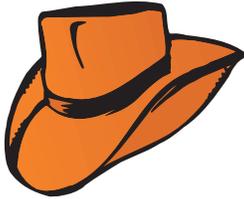
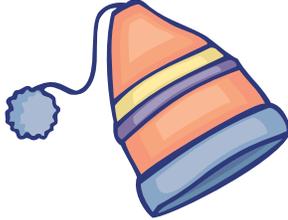
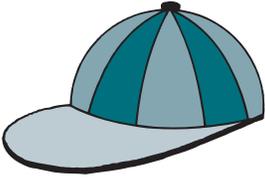
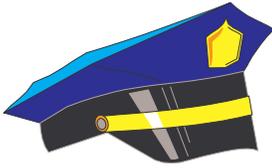
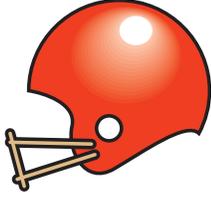
#### *Process skills: classifying and communicating*

Sort the hats by other attributes, such as color, shape, etc.

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# RUBRIC

<b>Objective</b>	<b>GLE</b>	<b>Emergent</b>	<b>Developing</b>	<b>Proficient</b>	<b>Advanced</b>
The student sorted hats into three categories by physical properties.	[3] SB1.1	Students did not create a game and did not sort hats.	Students created a game, but sorted less than half the hats.	Students created a game, and sorted most of the hats.	Students created a game, and sorted all hats.
The student made predictions and observations about the book.	[3] SA1.1	The student did not make any predictions or observations.	The student made predictions or observations, but not both.	The student made predictions or observations, but some of their observations were inaccurate.	The student made predictions and observations, and their observations were accurate.
The student created a Venn diagram.	[1] S&P-2	The student did not create a Venn diagram.	The student created a Venn diagram, but it is incorrect.	The student created a Venn diagram and the categories were correct.	The student created a Venn diagram with correct categories and listed many attributes in each category.

 <p><b>beret</b></p>	 <p><b>crown</b></p>	 <p><b>visor</b></p>
 <p><b>fedora</b></p>	 <p><b>sombbrero</b></p>	 <p><b>fire helmet</b></p>
 <p><b>cowboy hat</b></p>	 <p><b>party hat</b></p>	 <p><b>knit cap</b></p>
 <p><b>baseball cap</b></p>	 <p><b>police hat</b></p>	 <p><b>football helmet</b></p>
 <p><b>sun hat</b></p>	 <p><b>top hat</b></p>	 <p><b>hard hat</b></p>