## Math Talk

### Child Vocabulary:

<table>
<thead>
<tr>
<th>Math Vocabulary</th>
<th>Age-Appropriate Definition</th>
<th>Hand Motion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attribute</td>
<td>“How something looks, feels or tastes”</td>
<td>Point to eyes</td>
</tr>
<tr>
<td>Sort</td>
<td>Grouping based on similarities”</td>
<td>Make a fist with each hand</td>
</tr>
</tbody>
</table>

### Adult Vocabulary:

<table>
<thead>
<tr>
<th>Math Vocabulary</th>
<th>Definition</th>
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</thead>
<tbody>
<tr>
<td>“Sorts by two attributes at once”</td>
<td>This is the Kindergarten-ready expectation for sorting. An example would be sorting by color and shape at the same time. There would be a group for blue triangles, another for purple triangles, another for blue circles, another for purple circles, etc.</td>
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</tbody>
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### Self-Talk:

is when you narrate your own actions. Here are some examples of how to use self-talk to practice sorting and classifying.

- **While doing laundry** say, “I need to sort, or group all the clothes by color. I am going to put this white shirt with the white towels and these blue jeans with the blue socks.”

- **While putting away dishes** say, “I put all the bowls together on the shelf, and all the spoons together in the drawer. I sorted the dishes by type!”

### Parallel-Talk:

is when you narrate the child’s actions. Here are some examples of how to use parallel-talk to practice sorting and classifying.

- **While eating** say, “I see you put all of the apple slices on one side of your plate and all of the strawberries on the other side of your plate. You sorted your fruit!”

- **While cleaning up** say, “I noticed that you put all of your toy cars in one bin and all of your blocks on the shelf. You sorted your toys!”
Build

Teaching Strategies GOLD Objective:

13 Uses Classification Skills
(Orange, Yellow, Green, Blue, Purple)
Matches similar objects. Places objects in two or more groups based on differences in a single attribute (color, size, or shape). Groups objects by one attribute, then regroups them using a different attribute and indicates the reason. Groups objects by more than one attribute at the same time and switches and explains sorting rules when asked.

Book Recommendation:
A Pair of Socks
by Stuart J. Murphy

Play and Connect

Here are some ideas for continuing to play and learn about sorting and classifying.

In The Classroom:

» Sort students based on different attributes. Ask students to think of attributes (age, color of t-shirt, sleeve length, etc.) and then use one of those attributes to sort students into groups. Try again using a new attribute.

» While cleaning up after centers/free choice, try asking students to put their toys away based on a new attribute (for example, put blocks away based on their size rather than shape).

At Home Visit:

» During meals, talk about the different categories of food (fruits, vegetables, grains, etc.). Try sorting your food into these categories.

» When doing laundry, work together to sort the socks. See if you can find each sock’s match. Talk about how you know whether or not the socks match.

» Go on a walk outside. Collect different items from nature. See if you can sort the items you collected. Make one group for leaves, another for sticks, and a third for rocks.