Classifying Candy 1
Task Information

Grade: 4th grade

Content: process skills - classifying

Format: manipulative

Purpose:

The student will develop two binary classification systems using concrete objects. The classification systems will be based on two different properties of the concrete objects.

Skills:

Primary: classifying
Secondary: observing

Time: 10 minutes

Materials:

- 1 sandwich bag with 13 - 15 pieces of candy
  An example would be an assortment of both hard and soft candy
- red striped peppermint
- butterscotch disc
- caramel
- root beer barrel
- green sour ball
- blue square mint
- Tootsie rolls (traditional chocolate & flavored)
- green striped wintergreen
- red square anise flavor
- red cinnamon ball
- green tropical flavored disc
- sugar filled caramel (round)

- An odd number of pieces is best. This eliminates the assumption that groups must be of equal number.
- It is also suggested that the candy sample **not** include doubles of any one candy.

Preparation:

Prepare 1 bag of candy for each student. Any selection of candy is valid as long as it contains items of various shape, color, wrappers, texture....etc.

Safety:

The students should be instructed not to eat any of the candy.

Extensions & Modifications:

Classifying Candy 2 and 3

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Classifying Candy 1

Task: At this station, you will be putting candy into groups.

Materials

- Candy bag
- test card

Directions

A. Place all of the candies on the test sheet in the top box labeled **Place Candy Here**.

B. Using the test card as your guide, divide **all** the candies into two (2) groups, group 1 and group 2.

C. **All** the candies in **group 1** must have the **same** property and all the candies in **group 2** must have the **same** property.

D. Use **all** the candies.

Questions

1. What property do the candies in group 1 have in common?

_____

2. What property do the candies in group 2 have in common?

_____

Directions

E. Place **all** the candies in the next box labeled **Place Candy Here**

F. Using the test card as your guide, divide **all** the candies into two (2) new groups, new group 1 and new group 2, using **different properties** than you used in part B.

G. **All** the candies in **new group 1** must have the **same** property and all the candies in **new group 2** must have the **same** property.

H. Use **All** the candies.

Questions

3. What property do all the candies in new group 1 have?

_____

4. What property do all the candies in new group 2 have?

_____

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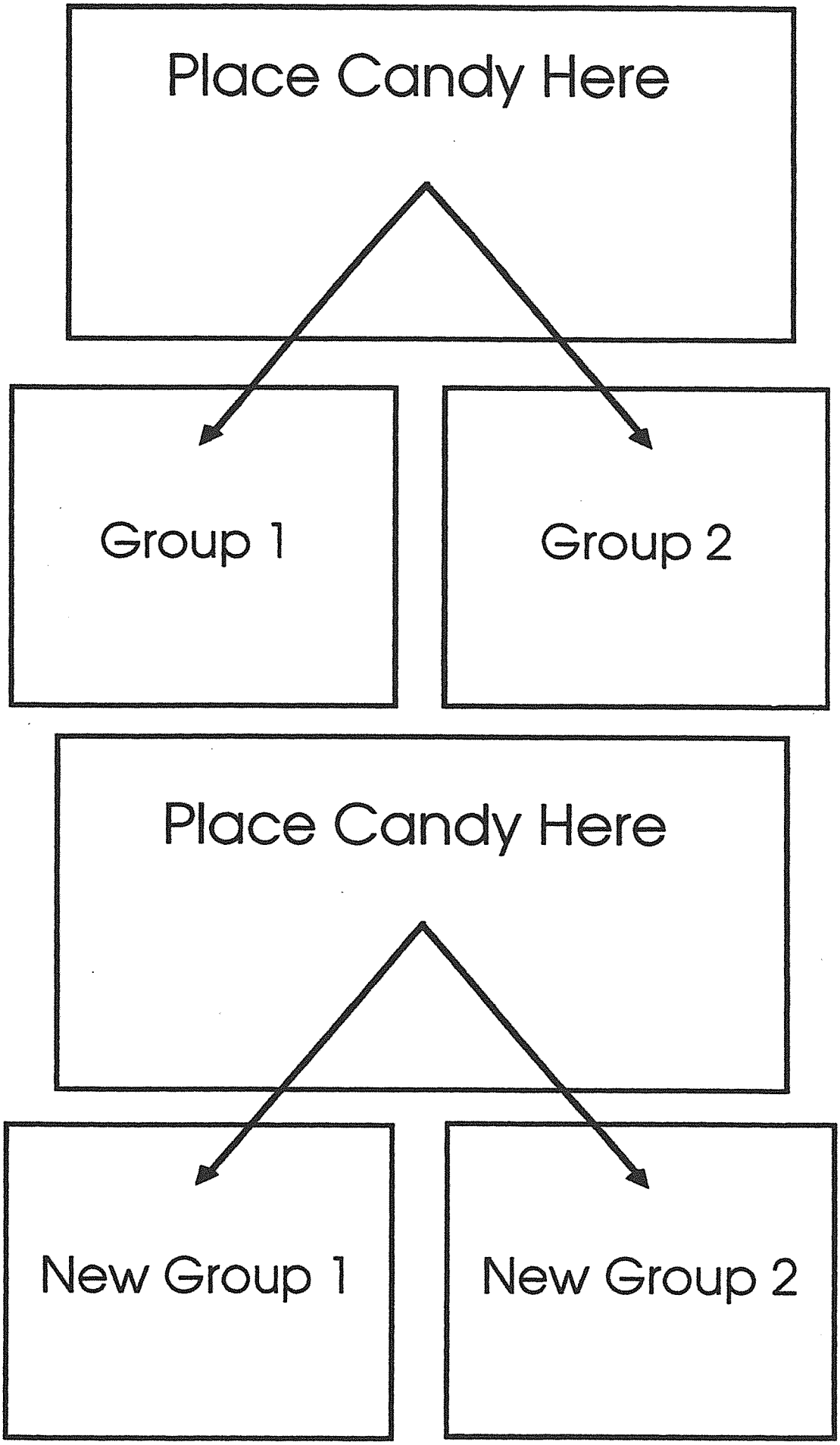
Place Candy Here
Group 1
Group 2
Place Candy Here
New Group 1
New Group 2

Classifying Candy 1 - Scoring Rubric

Maximum Score - 4 points

***** A sample picture of the candy is included for your convience.**

1. & 2. Groups 1 and 2 — 2 points total

Standard: The student will classify objects into two(2) groups, 1 and 2.

Criteria:

- 1 point if the student identifies a property that is common to **all** of the candy in **Group 1**.
- 1 point if the student identifies a property that is common to **all** of the candy in **Group 2**.

The student identifies a property of the candy in group 2 that is **different** from the candy in Group 1. It does not have to be the opposite property identified for Group 1 as long as all of the candy are used and they are all sorted into two (2) distinct groups.
The student can also use the concept of "not" when sorting into groups. For example; green and **not** green, or round and **not** round
If in doubt the rater may attempt to sort **all** of the candy into two (2) groups identified by the student.

Examples of acceptable properties:

- hard
- soft
- big
- small
- same color
- same wrapper
- striped
- round
- flat
- square

3. & 4 New groups 1 and 2 — 2 points total

Standard: The student will classify the objects into two (2) new groups.

Criteria:

- 1 point if the student identifies a property which **all** the candy in **Group 3** have in common.

The student selects a property that is **different** from those selected in Groups 1 and 2 that **all** the candy in the Group 3 have in common.

- 1 point if the student identifies a property which **all** the candy in **Group 4** have in common.

The student identifies a property of the candy in Group 4 that is **different** from the candy in Group 3 and also different from the properties used in Groups 1 and 2. It does not have to be the opposite of the property identified for Group 3 as long as **all** the remaining candy are used and they are **all** sorted into two(2) distinct groups.
The student can also use the concept of "not" when sorting into groups. For example; green and **not** green, or round and **not** round
If in doubt the rater may attempt to sort **all** of the candy into two (2) groups identified by the student.

Examples of acceptable properties:

- see acceptable responses from question #1. & 2.

Highest possible score - 4 points

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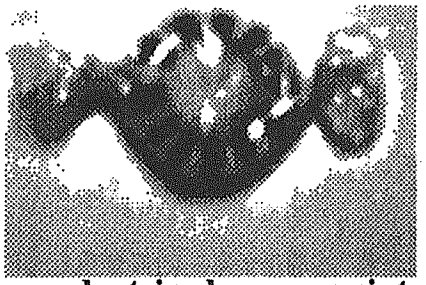
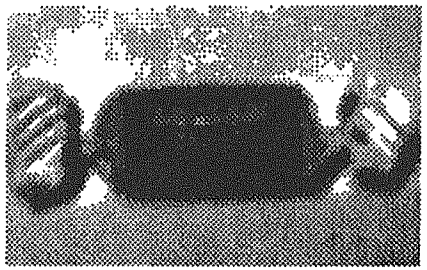
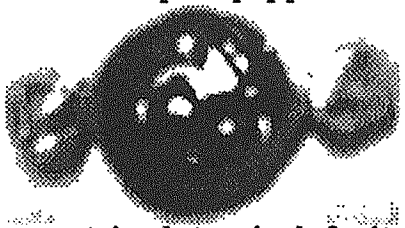


red striped peppermint

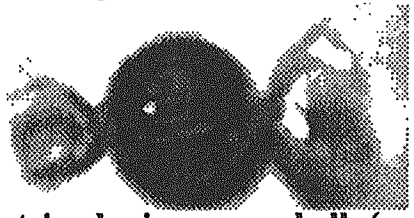
green sour ball



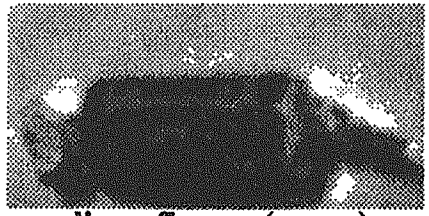
traditional brown



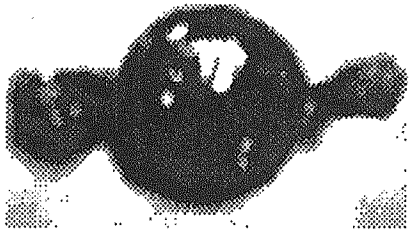
green striped tropical fruit disc



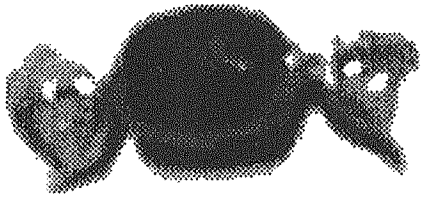
striped cinnamon ball (red)



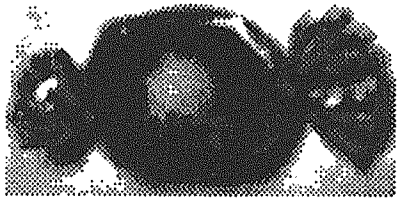
lime flavor (green)



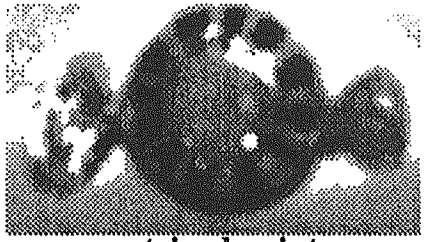
butterscotch disk



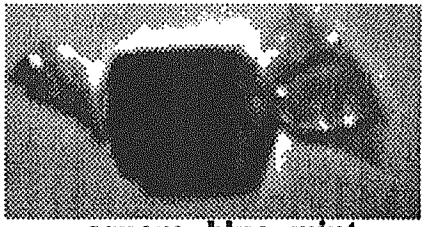
striped rootbeer barrel



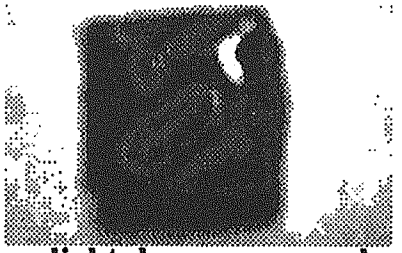
sugar filled caramel



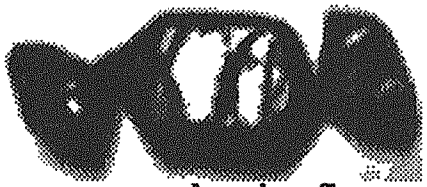
green striped wintergreen



square blue mint



light brown caramel



square red anise flavor

Student ID _____ **Scoring Form - Classifying Candy 1**

Male / Female (circle one)

Circle the student's score for each question. Add the points for each question and write the total score at the bottom of the scoring form.

1. & 2	Group 1 and Group 2 properties	0	1	2
3. & 4	New Group 1 and New Group 2 properties	0	1	2

Total Score _____

Total possible score - 4 points

Student ID _____ **Scoring Form - Classifying Candy 1**

Male / Female (circle one)

Circle the student's score for each question. Add the points for each question and write the total score at the bottom of the scoring form.

1. & 2	Group 1 and Group 2 properties	0	1	2
3. & 4	New Group 1 and New Group 2 properties	0	1	2

Total Score _____

Total possible score - 4 points

Student ID _____ **Scoring Form - Classifying Candy 1**

Male / Female (circle one)

Circle the student's score for each question. Add the points for each question and write the total score at the bottom of the scoring form.

1. & 2	Group 1 and Group 2 properties	0	1	2
3. & 4	New Group 1 and New Group 2 properties	0	1	2

Total Score _____

Total possible score - 4 points

#1 Student ID [illegible] Scoring Form - Classifying Candy 1

(Male) / Female (circle one)

Circle the student's score for each question. Add the points for each question and write the total score at the bottom of the scoring form.

1. & 2	Group 1 and Group 2 properties	0	1	(2)
3. & 4	New Group 1 and New Group 2 properties	(0)	1	2

* did not use all of the candy in his 2nd group

Total Score 2 pts

Total possible score - 4 points

#2 **Student ID** 4A - SM - 21 **Scoring Form - Classifying Candy 1**

Male / (Female) (circle one)

Circle the student's score for each question. Add the points for each question and write the total score at the bottom of the scoring form.

1. & 2	Group 1 and Group 2 properties	0	1	(2)
3. & 4	New Group 1 and New Group 2 properties	0	(1)	2

*did not use all of the candy in her 2nd groups

Total Score 3pts

Total possible score - 4 points

#3 **Student ID** 4A - SM - 11 **Scoring Form - Classifying Candy 1**

(Male) / **Female** (circle one)

Circle the student's score for each question. Add the points for each question and write the total score at the bottom of the scoring form.

1. & 2	Group 1 and Group 2 properties	0	1	(2)
3. & 4	New Group 1 and New Group 2 properties	0	1	(2)

Total Score 4 pts.

Total possible score - 4 points

Classifying Candy 1

Task: At this station, you will be putting candy into groups.

M

4A - CN - 15

#1

Materials

- eight (8) pieces of candy
- test card

Directions

A. Place all of the candies on the test sheet in the top box labeled **Place Candy Here**.

B. Using the test card as your guide, divide **all** the candies into two (2) groups, group 1 and group 2.

C. **All** the candies in **group 1** must have the **same** property and all the candies in **group 2** must have the **same** property.

D. Use **all** the candies.

Questions

1. What property do the candies in group 1 have in common?
   They are both the Same shape (Tootsie Rolls)
2. What property do the candies in group 2 have in common?
   they are Different Wrapper (cellophane Wrappers)

Directions

E. Place **all** the candies in the next box labeled **Place Candy Here**

F. Using the test card as your guide, divide **all** the candies into two (2) new groups, new group 1 and new group 2, using **different properties** than you used in part B.

G. **All** the candies in **new group 1** must have the **same** property and all the candies in **new group 2** must have the **same** property.

H. Use **All** the candies.

Questions

3. What property do all the candies in new group 1 have?
   they are Both the Same Color (not just two of any one color)
4. What property do all the candies in new group 2 have?
   they the Same Color

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Classifying Candy 1

F

Task: At this station, you will be putting candy into groups.

4A-SM-21
#2

Materials

- eight (8) pieces of candy
- test card

Directions

A. Place all of the candies on the test sheet in the top box labeled **Place Candy Here**.

B. Using the test card as your guide, divide **all** the candies into two (2) groups, group 1 and group 2.

C. **All** the candies in **group 1** must have the **same** property and all the candies in **group 2** must have the **same** property.

D. Use **all** the candies.

Questions

1. What property do the candies in group 1 have in common?

   They are all sqaure

2. What property do the candies in group 2 have in common?

   They are all circle

Directions

E. Place **all** the candies in the next box labeled **Place Candy Here**

F. Using the test card as your guide, divide **all** the candies into two (2) new groups, new group 1 and new group 2, using **different properties** than you used in part B.

G. **All** the candies in **new group 1** must have the **same** property and all the candies in **new group 2** must have the **same** property.

H. Use **All** the candies.

Questions

3. What property do all the candies in new group 1 have?

   They are all green

4. What property do all the candies in new group 2 have?

   The are all brown

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Classifying Candy 1

Task: At this station, you will be putting candy into groups.

M

4A-SM-11

#3

Materials

- eight (8) pieces of candy
- test card

Directions

A. Place all of the candies on the test sheet in the top box labeled **Place Candy Here.**

B. Using the test card as your guide, divide **all** the candies into two (2) groups, group 1 and group 2.

C. **All** the candies in **group 1** must have the **same** property and all the candies in **group 2** must have the **same** property.

D. Use **all** the candies.

Questions

1. What property do the candies in group 1 have in common?

   hard

2. What property do the candies in group 2 have in common?

   soft

Directions

E. Place **all** the candies in the next box labeled **Place Candy Here**

F. Using the test card as your guide, divide **all** the candies into two (2) new groups, new group 1 and new group 2, using **different properties** than you used in part B.

G. **All** the candies in **new group 1** must have the **same** property and all the candies in **new group 2** must have the **same** property.

H. Use **All** the candies.

Questions

3. What property do all the candies in new group 1 have?

   Clear wrapper

4. What property do all the candies in new group 2 have?

   colored wrapper

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