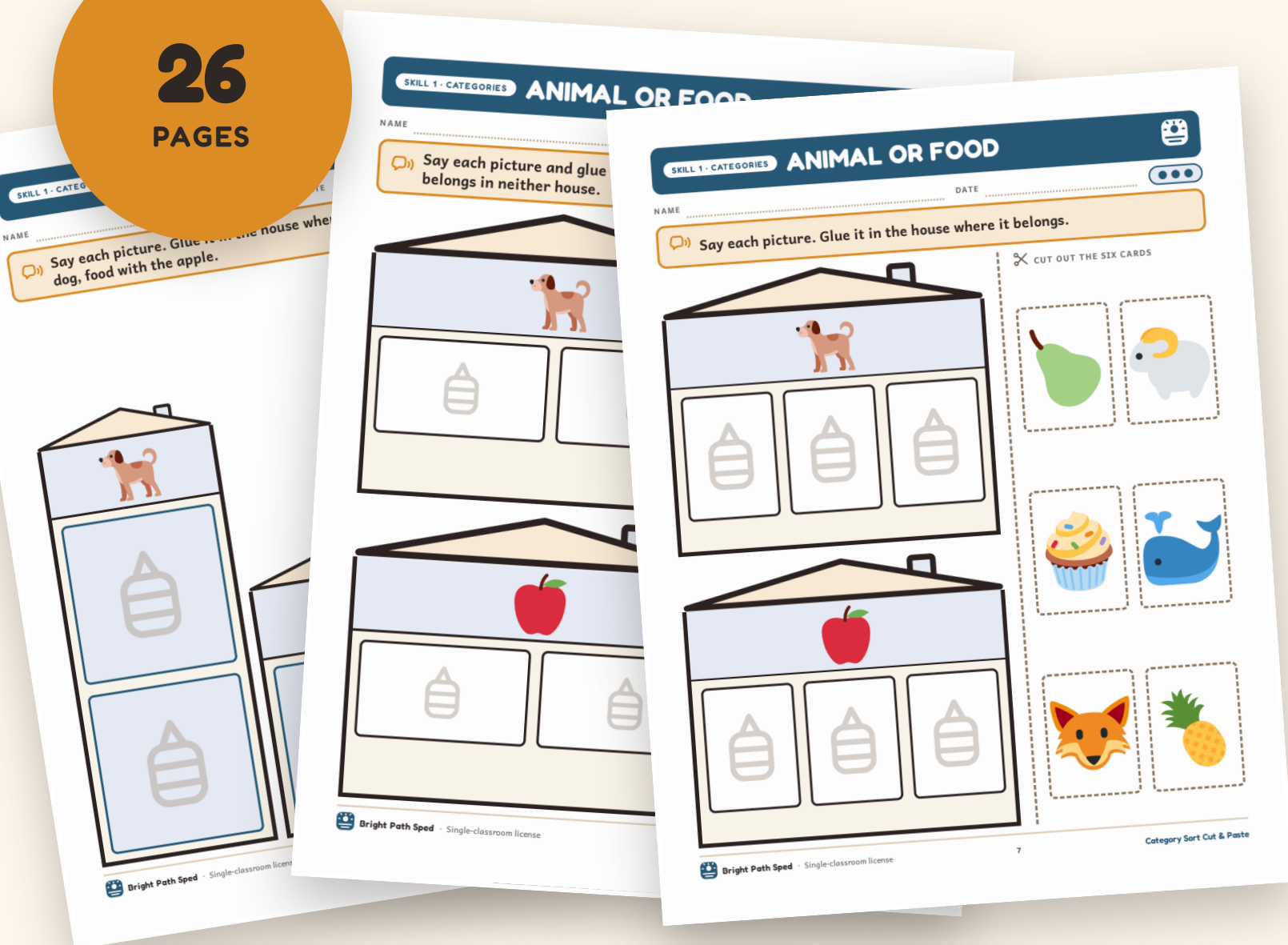


CATEGORY SORT

Vocabulary Cut and Paste, 3 Levels

26
PAGES



BRIGHT PATH SPED

PreK-2 · Special Education · Speech



Five skills, one sorting job each. Every skill is a scripted plan page and three student levels — print the plan once for yourself and only the level each student needs.

1 Read the plan page cold if you have to

The SAY THIS box is a script. Words in quotation marks are meant to be read out loud exactly as written — a substitute or a paraprofessional who has never seen the lesson can pick it up and run it. The stage directions in the lighter type are for you, not for the class.

2 Pick a level per student, not per class

Level 1 is the fewest cards, a tinted box showing exactly where a piece goes, and no spare piece. Level 2 adds a card and one extra piece. Level 3 takes the tint away, doubles the field and keeps the piece count exact. No student page prints the word Level: the three dots on the name line are the level code, and they are there for you.

3 What is printed on a student page, exactly

No picture on any student page has its word printed under it or beside it. Below the direction line, which is read to the student, the only print on a sorting page is pictures: the sign picture under each roof — a dog for animals, an apple for food, a hat for clothes, a bus for vehicles and a pencil for school things — and the picture on each card. The five sign pictures are never cards, so nothing on a sign ever has to be sorted. On What Does Not Belong the rows are numbered 1 to 6, the roof board shows the X the student is about to cut, and every card is that same X.

4 Say every picture out loud before anything is cut

A student who names the pictures silently and then glues is doing a matching task. Naming them out loud is the part you can hear, correct and take data on, and it is the reason the direction line on every page starts with Say. If a student gives a picture a different name, let it stand: kitty for the cat, jacket for the coat and sailboat for the boat all live in the same house, and every picture in the pack was chosen that way.

5 Write the data on the plan page

The data box sits at the bottom of every plan page rather than on a separate sheet, because a separate sheet does not get filled in.

If you only do one thing

Do Animal or Food first, out loud, with the whole group, before anyone cuts anything. A student who cannot yet tell you that a cat and a frog go together will not get anything out of the three-house pages, and five minutes of saying groups out loud tells you which students those are. Sort It All, the last skill, is the one to come back to in a month.





Teach · 5 min

Work · 10 min

Print & go

OBJECTIVE

Given a set of picture cards and two houses whose signs are a dog and an apple, the student will glue each card in the house for its category, animal or food, with 80% accuracy across 3 sessions.

You need: the pages behind this one, scissors, a glue stick. Nothing else.

SAY THIS

“Things go together in groups. A dog, a duck and a goat are all animals. An apple, a carrot and a pie are all food. Today you are going to put pictures in the house where they belong.”

Point to the dog on the first house's sign, then the apple on the second.

“Look at the sign under each roof. The house with the dog on it is the animal house. The house with the apple on it is the food house. The dog and the apple are not cards — they just tell you what lives there.”

“Say each picture out loud. Then ask yourself: is it an animal, or is it something you eat? Then glue it in that house.”

“No word is written under any picture on your page. The picture on the sign tells you the house, and the picture on the card tells you the word. You do the thinking.”

Read the direction line once, then let them work.

THE THREE LEVELS



Two houses, three cards, and the boxes are tinted so there is no question where a piece goes. Nothing spare — and every house takes a card, because choosing the house IS the skill.



Two houses, five cards and one spare. The spare is a picture that belongs in neither house, so a student who uses every piece up has put a card somewhere wrong.



Two houses, six cards, no tint and no spare — half for each house, and the strip never runs house by house.

IF A STUDENT IS STUCK

- If a student glues cards in strip order without looking — using the pieces up rather than deciding — cover the strip with your hand and ask for the word and the house out loud before a card is touched.
- If a student sorts by color or by what they like — a red cherry beside a red truck is a real pull at this age — ask the one question that matters for each card: can you eat it, or is it alive?
- If a student names a picture with a different word — saying kitty for the cat or jacket for the coat — let it stand: every picture in this pack was chosen so that its other names live in the same house.

TRY IT IN THE ROOM TODAY

Before the bell, name something in the room that is an animal and something that is food. A class pet and a lunchbox will do. Say which house each would go in.

DATA

STUDENT

CORRECT

OUT OF

DATE

HOW MUCH HELP

☐ Independent ☐ Verbal prompt ☐ Model ☐ Hand over hand

WHAT I NOTICED TODAY



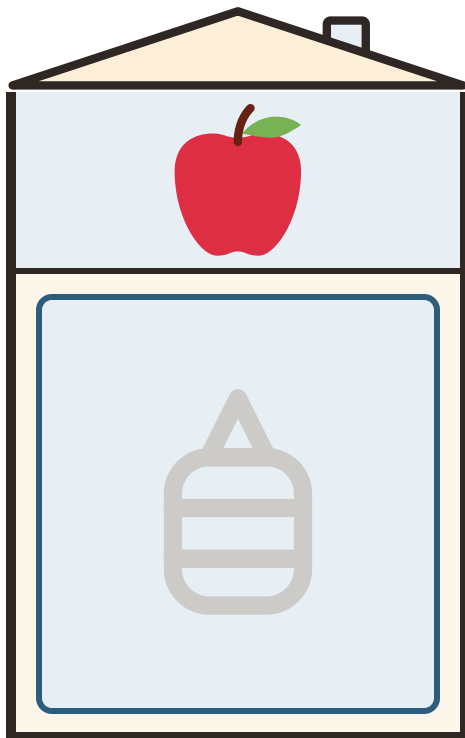
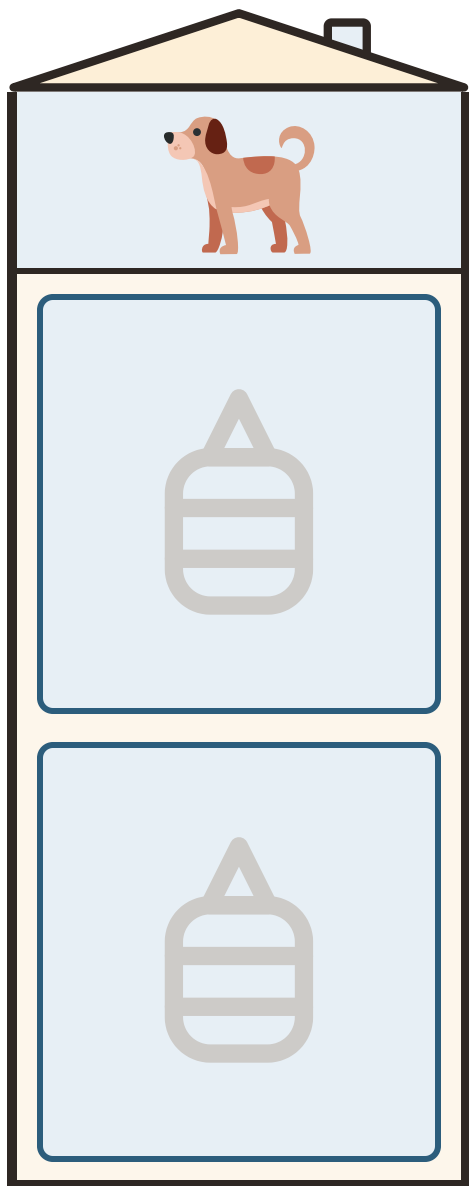


NAME

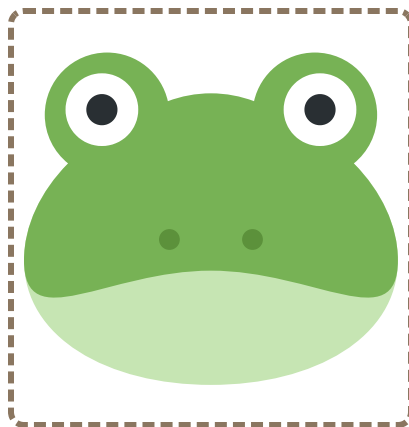
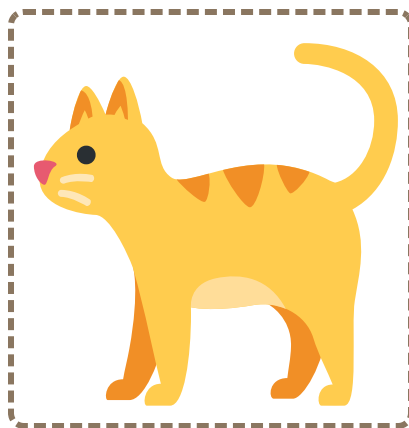
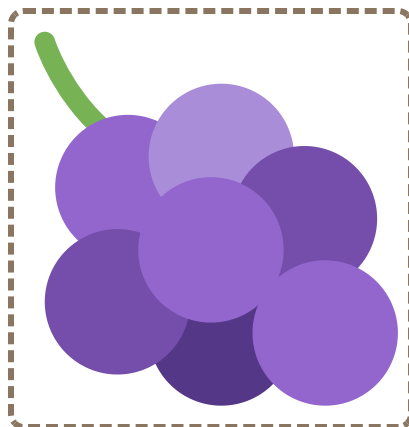
DATE



Say each picture. Glue it in the house where it belongs: animals with the dog, food with the apple.



CUT OUT THE THREE CARDS



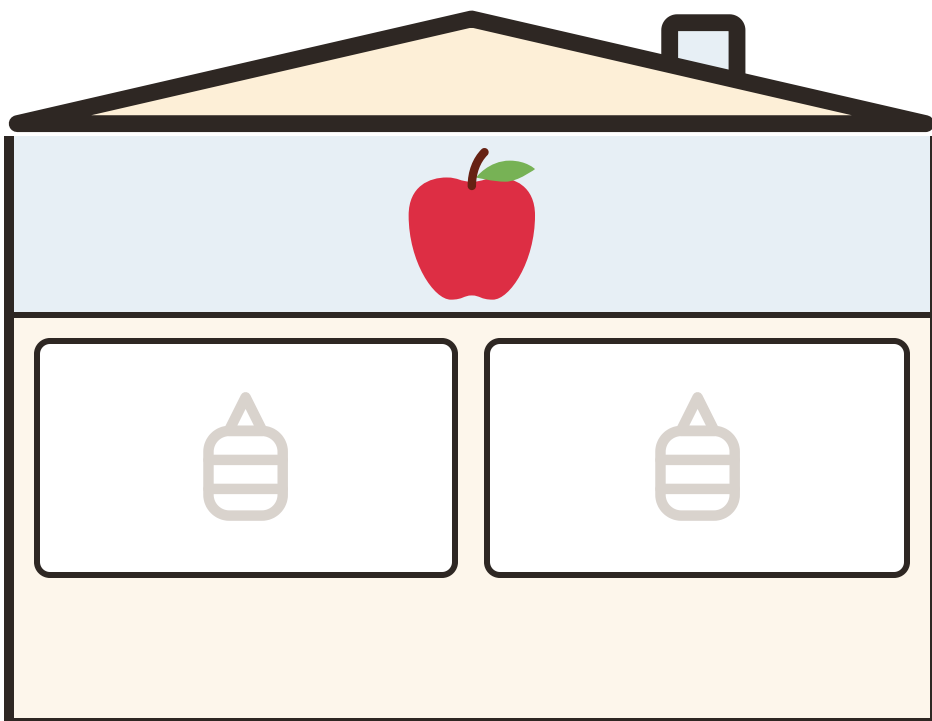
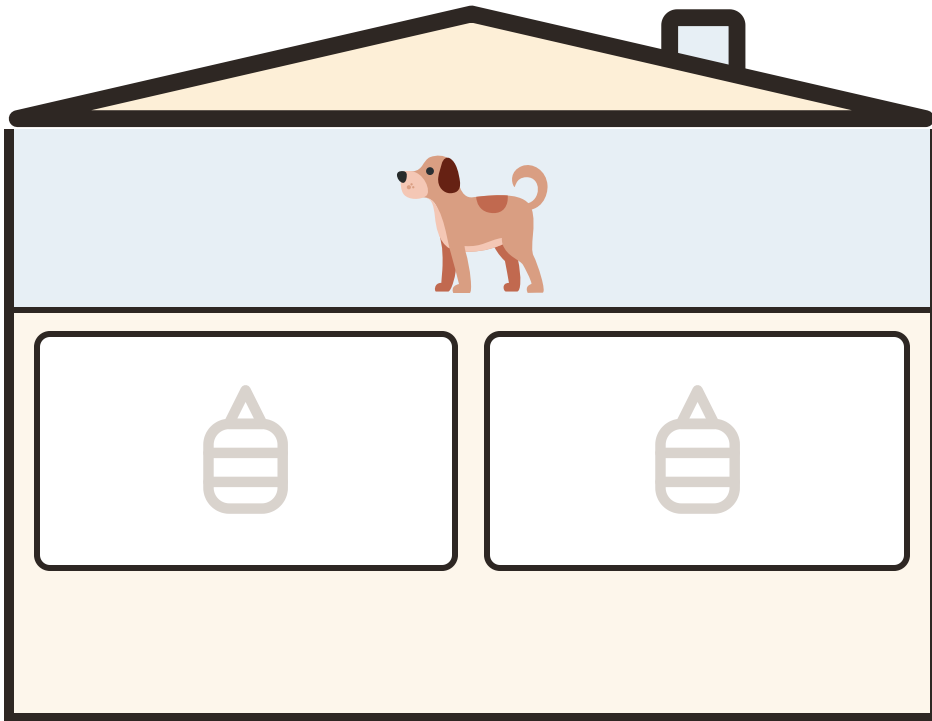


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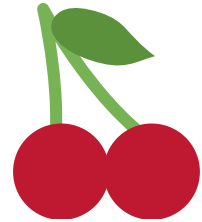
DATE



Say each picture and glue it in the house where it belongs. One card belongs in neither house.



CUT OUT THE FIVE CARDS —
ONE IS LEFT OVER



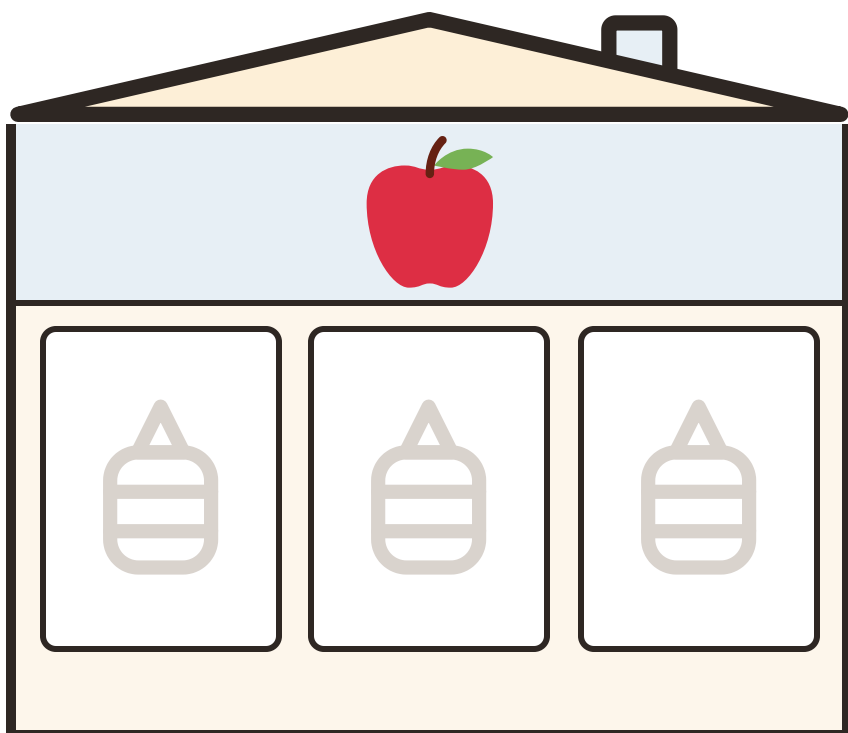
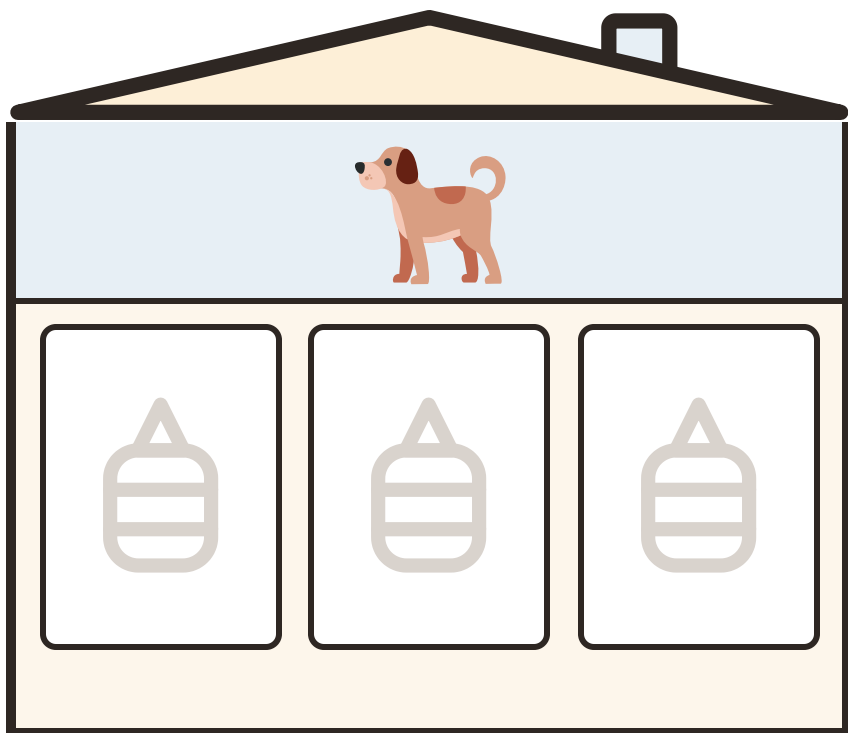


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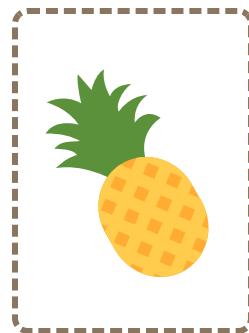
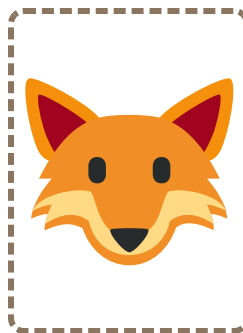
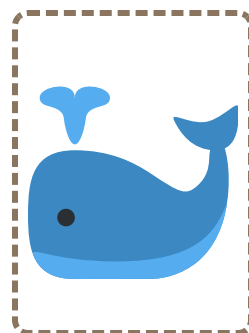
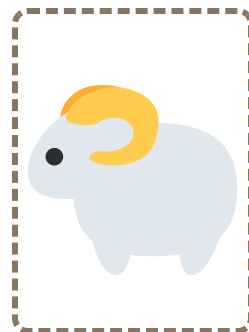
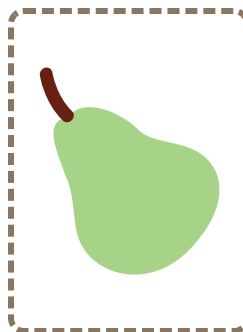
DATE



Say each picture. Glue it in the house where it belongs.



CUT OUT THE SIX CARDS





NAME

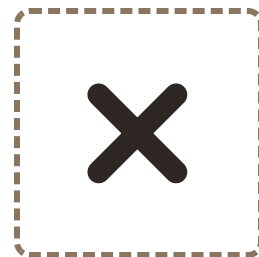
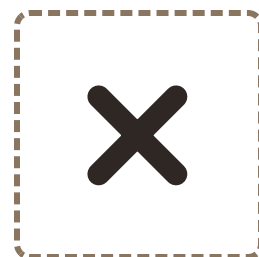
DATE



 Say the three pictures in a row. Glue the X on the one that does not belong with the other two.



 CUT OUT THE THREE CARDS



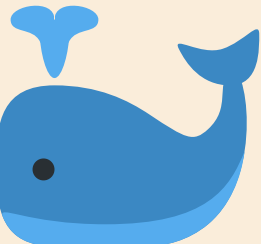
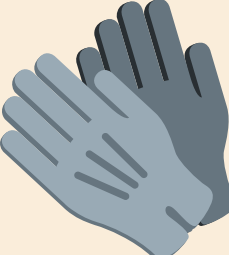
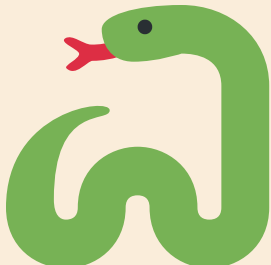
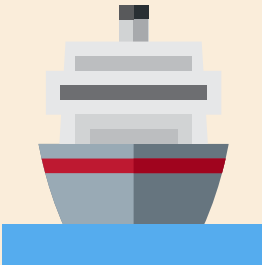


NAME _____

DATE _____



Say the three pictures in a row. Glue the X on the one that does not belong with the other two.

	X		
1			
2			
3			
4			



CUT OUT THE
FIVE CARDS —
ONE IS LEFT OVER



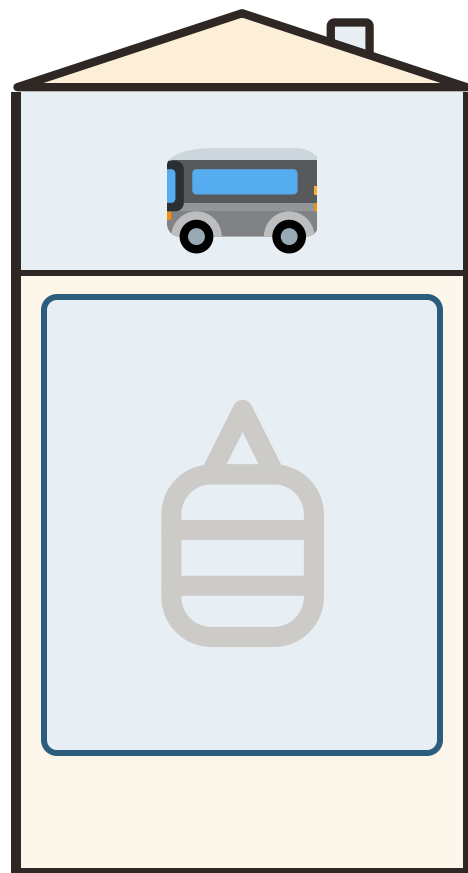
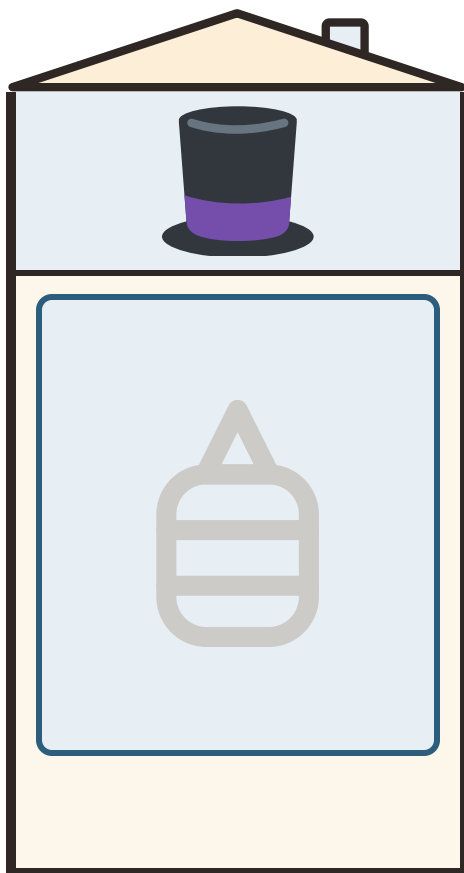
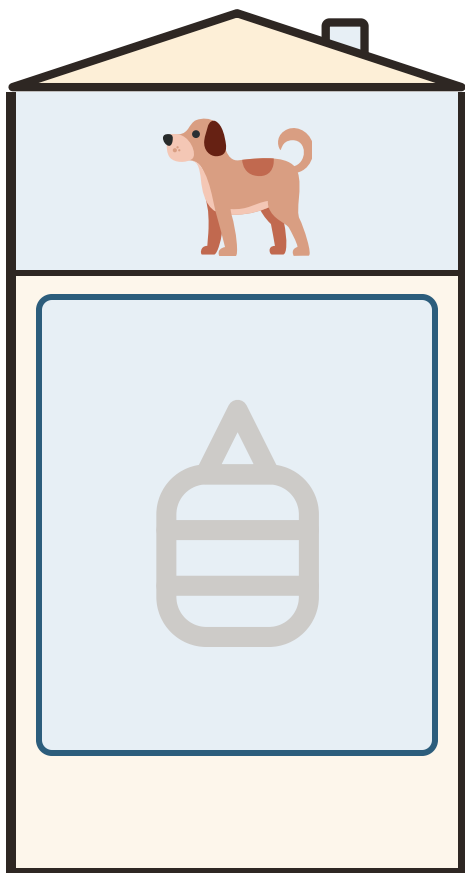


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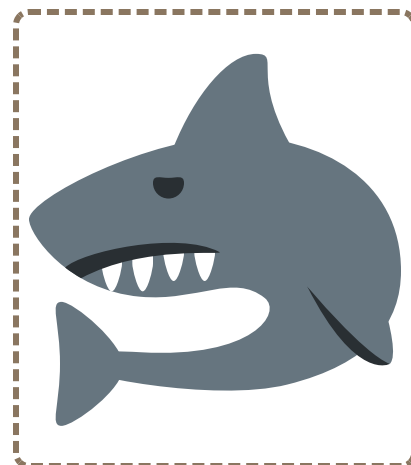
DATE



Say each picture. Glue it in the house where it belongs.



✂ CUT OUT THE THREE CARDS



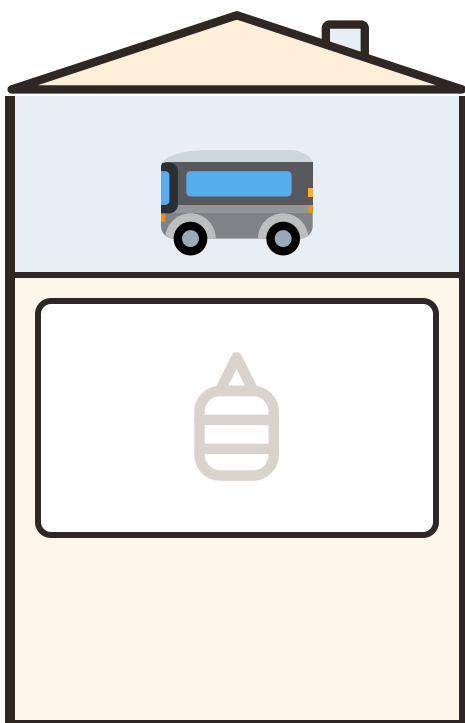
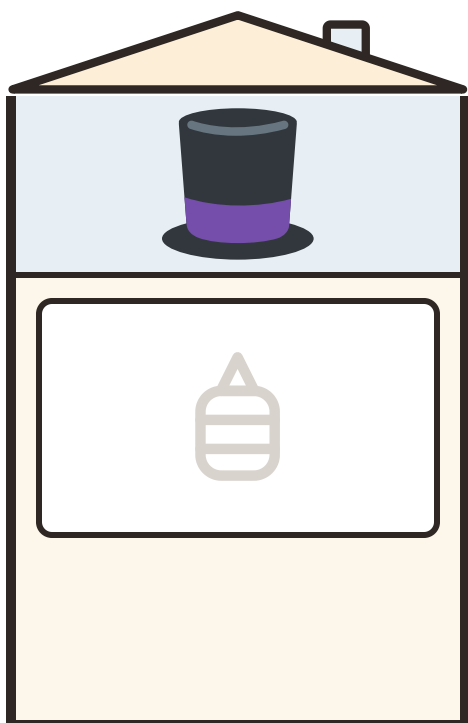
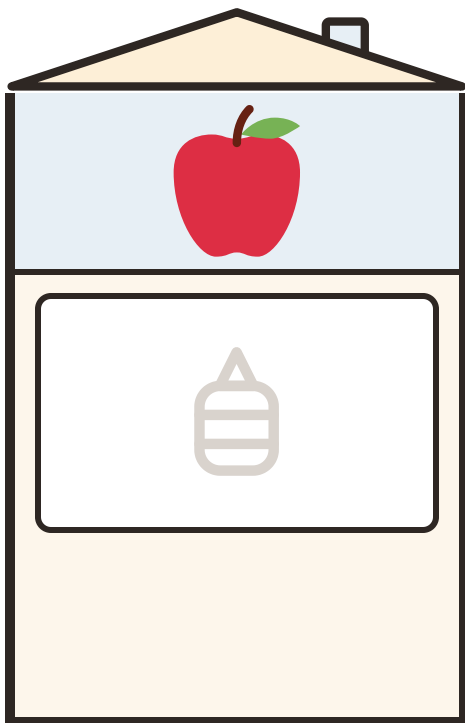
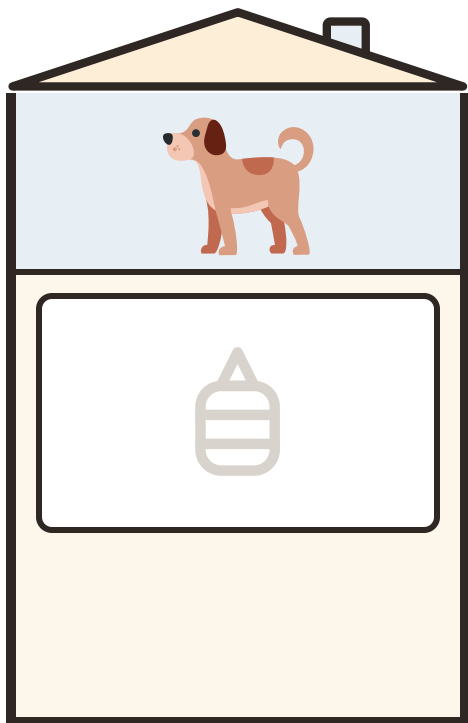


NAME _____

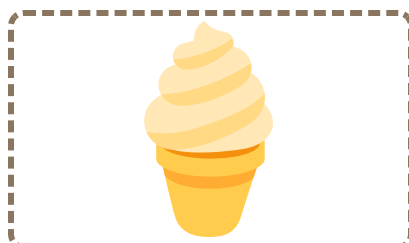
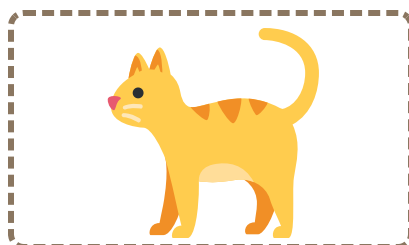
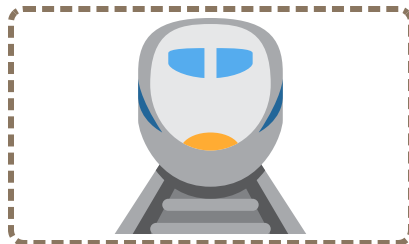
DATE _____



Say each picture and glue it in the house where it belongs. One card belongs in none of them.



CUT OUT THE FIVE CARDS
— ONE IS LEFT OVER



ANSWER KEY – THE TWO- AND THREE-HOUSE SORTS



Each level is listed house by house: the group, then the cards that belong in it. Every answer was recomputed from the same data that draws the page, not typed in by hand.

Animal or Food

Level 1 **Animals** cat, frog **Food** grapes

Level 2 **Animals** pig, owl **Food** cake, cherry (left over: coat)

Level 3 **Animals** sheep, whale, fox **Food** pear, cupcake, pineapple

Clothes or Vehicle

Level 1 **Clothes** dress **Vehicles** train, bike

Level 2 **Clothes** boot, scarf **Vehicles** truck, boat (left over: penguin)

Level 3 **Clothes** gloves, sandal, coat **Vehicles** helicopter, ship, rocket

Animal, Food or Clothes

Level 1 **Animals** duck **Food** watermelon **Clothes** boot

Level 2 **Animals** elephant, snake **Food** pie **Clothes** scarf (left over: bike)

Level 3 **Animals** goat, octopus **Food** peach, candy **Clothes** dress, gloves

Why every house has a card at Level 1

A Level 1 page in this pack still makes the student choose. There is no errorless version of telling two groups apart — a page where every card went in the same house would be a page with the skill taken out of it — so Level 1 scaffolds everything else instead: the fewest cards, a tinted box showing where the piece goes, and no spare piece to account for.



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