

# CIRCLE Activity Collection

# Leaf and Bark Sort

ADD TO MY ACTIVITIES

Children will describe, compare, and sort tree bark and leaves.

## SETTING

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Small Group, Whole Group

## MATERIALS

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- samples of tree bark
- samples of leaves, real and artificial
- magnifying glass

## PREPARATION

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On the day before the lesson, ask children to collect tree bark and 1-3 leaves and bring them to school in a plastic bag. Tell them to ask their parents to help so that plants will not be damaged.

## 1. INTRODUCE

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“I asked you to find and bring in some leaves and bark. Today we are going to sort those into groups.”

## 2. MODEL AND EXPLAIN

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“One way we can sort them is by leaves and bark. I’m going to put all the bark over here and all the leaves over here.” Create the two groups.

## 3. GUIDE PRACTICE

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“Now that we have these two groups, let’s see if we can sort the leaves or the bark any other ways. How are the pieces of bark different?” Choose a child to examine the bark with the magnifying glass.

“So, how could we sort the tree bark?” Allow response. “Great! Choose a friend to help you sort. Remember to explain what the groups are.”

**“Now let’s look at the leaves. How can we sort them?”** Choose a child to examine the leaves with the magnifying glass. **“Yes! We can sort them by color. What colors do you see? Choose a friend to help you sort the leaves.”**

Choose another child to examine the leaves. **“Do you see any other ways we can sort the leaves or the bark?”**

Continue sorting as time allows.

#### **4. SUMMARIZE**

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**“Today we compared and sorted the bark and leaves you brought. Look at all the different groups we made!”** Review each group.

**“I’m going to put the leaves and bark in the science center. If you find other pieces of tree bark and leaves you want to add, bring them in and we will add them!”**

#### **SCAFFOLDING**

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Downward scaffold: Reduce choices: **“Is this leaf brown or green?”**

Upward scaffold: **“Why do you think the bark/leaves are different?”**

#### **TEACHER TIPS**

You can extend this lesson by doing a bark or leaf rubbing. Model how to do this before you put it in the science center by placing a piece of tree bark or a leaf under a sheet of paper and rubbing a crayon over it.

[Ver Actividad en Español \(https://circleactivitycollection.org/clasificacion-de-hojas-y-cortezas/\)](https://circleactivitycollection.org/clasificacion-de-hojas-y-cortezas/)

#### **ACTIVITY GRADE LEVEL(S)**

- Pre-K
- Kindergarten

#### **LEARNING AREA(S)**

- **Pre-K Primary Domain:** Science - Life Science
- **Pre-K Secondary Domain:** Mathematics - Classification and Patterns
- **K-2 Primary Domain:** Science - Organisms and Environments

- **K-2 Secondary Domain:** Mathematics - Data Analysis

## **HEAD START EARLY LEARNING OUTCOMES**

Goal P-SCI 3. Child compares and categorizes observable phenomena.

## **TEXAS PREKINDERGARTEN GUIDELINES**

V.E.1. Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.

VI.B.1. Child observes, investigates, describes and discusses the characteristics of organisms.

## **KINDERGARTEN TEKS ALIGNMENT**

§111.2(b)(8)(A) collect, sort, and organize data into two or three categories

§112.11(b)(10)(A) sort plants and animals into groups based on physical characteristics such as color, size, body covering, or leaf shape

## **FIRST GRADE TEKS ALIGNMENT**

§112.12(b)(5)(A) classify objects by observable properties such as larger and smaller, heavier and lighter, shape, color, and texture

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