



COLOUR SORTING

A CHALLENGE FOCUSED ON
DEVELOPING FINE MOTOR SKILLS &
THE UNDERSTANDING OF
GROUPING SIMILAR ITEMS

AIM: To sort the
LEGO* pieces by
colour or shape

ITEMS NEEDED:

- A range of empty containers (to sort into)
- An exciting range of coloured LEGO bricks and pieces
- Various tools for picking up the pieces with such as chopsticks, tongs, sugar tongs, and tweezers.

Set up:

Place the random LEGO pieces on a tray with the empty containers placed around it.

ALTERNATIVES & EXTENSIONS

Sorting by colour

This could be the basic primary colours - red, yellow, blue, white and black
Alternative could be sorting colours by shades - light blue, medium blue, dark blue

Sorting by size

Introduce this with small, medium, large e.g. 1x1 pieces, 2x2 pieces, 4x4 pieces
Alternative could be sorting wheels of different sizes

Sorting by shape

Introduce this with simple shapes of circles, 2x2 pieces (square), and 2x3 rectangle shapes
Alternative could be sorting leaf shapes - you may like to put pictures of the different leaf shapes on each empty bucket so this can help differentiate the difference in pieces.

Sorting mini figure parts

Disassemble the mini figures and get the students to sort them into their body parts e.g. heads, body, legs, hats or accessories

FUN EXTENSION GAME

Have a game of "Pick up bricks" (same concept as "Pick up sticks"). With the tweezers pick up each piece without disturbing the other bricks. If you move one it's the next person's turn. The winner is the person who collected the most bricks. Or you could allocate points to the different colours or shapes e.g. Red = 2, Yellow = 4, Green = 7 (you could have less green pieces in the pile than red which would have the most and yellow would be the second amount). Add up the points at the end based on the bricks successfully picked up during the game, most points wins.





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RICH EXPERIENCES

- **Schema** - for many children *sorting* is a schema which they just must complete to move on in their development. Sorting is a rewarding activity, calming for their brain, and as a child becomes absorbed in the activity they will not stop until it is completed. They often get into a rhythm with the repetitive action. Sometimes it is hard to draw them back to other activities if they are in this space. If possible leave them complete the cycle until they naturally come out of this state of mind as they can be quite disruptive if their concentration is broken before they are ready to release themselves from the activity.
- **Colour, shape and size recognition** - with so many different pieces of LEGO to choose from for this activity, this can be made simplistic by making the pieces obviously different or to advance it you can make the differences really subtle.
- **Strengthening the pincer grip** - with the multitude of tools the children will be practicing their sorting with each develops the thumb and forefinger muscle in preparation for holding a pencil and using scissors.

LINKS TO CURRICULUM

Te Whāriki

Mana reo - Communication

Children recognise mathematical symbols and concepts and use them with enjoyment, meaning and purpose.

➡ This links to children having an understanding of the differences in shapes, colour and size. Sorting and counting these can be a way to solidify these concepts.

Children develop verbal communication skills for a range of purposes.

➡ This links to children using the correct terminology to describe what they are sorting and be able to recognise and name small, medium, large, or smallest, smaller, small. This also helps with their writing and storytelling skills as their vocabulary expands with having the practical experience to draw on when these words are used in reading the text they can relate to the words.

Mana aotūroa - Exploration

Children gain confidence in and control of their bodies.

➡ This links to children manipulating the standard tongs, tweezers, ice tongs to collect the pieces individually and then place them in the appropriate containers. Moving their muscles confidently to grasp the brick, then carry it without dropping it before releasing the tongs to drop it into the container. All these stages take practice.

New Zealand Curriculum

Maths

Students will sort objects by the shape of their spatial features, with justification.

➡ This link to the recognition of different features on each shape which defines it into it's own group and can be sorted accordingly.

English

Students will form and express their ideas and information with reasonable clarity, often drawing on personal experience and knowledge.

➡ This links to how the children verbally describe the shapes which may be based on their experience with the shape, colour or size.

"My takeaway from this was how limitless LEGO* is and we are only limited by our own ideas"

Quote by Shannon Foster attendee at our Creative Pedagogy Workshop



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