

Trend Task: Bug Sort

Approach: Team

Year: 4 & 8

Focus: Classification

Resources: 2 sets of 16 pictures, 2 instruction cards, answer sheets

Questions / instructions:

This activity you will be working in pairs so I want [A1 name] and [A2 name] to work together, and [A3 name] and [A4 name] to work together.

I am going to give to each pair a set of 16 cards.

These cards show some of the bugs that are found in New Zealand. As a pair I want you to find the best way to sort these bugs into four groups. Each group should have bugs in it that have some similar features. You and your partner need to agree on how you are going to group them.

You also need to decide on a name for each of your groups of bugs that describes the group. Here is an example for you: if I was grouping people, one group of people might be those with red hair and blue eyes. I could call this group "Red Hair and Blue Eyes". You write the name of each group here on this answer sheet.

Show "pairs" answer sheet.

Bug Sort – Pairs Answer Sheet			
Group 1		Group 2	
Name of group:		Name of group:	
Special features		Special features	
•		•	
•		•	
•		•	
Card numbers:		Card numbers:	
Group 3		Group 4	
Name of group:		Name of group:	
Special features		Special features	
•		•	
•		•	
•		•	
Card numbers:		Card numbers:	

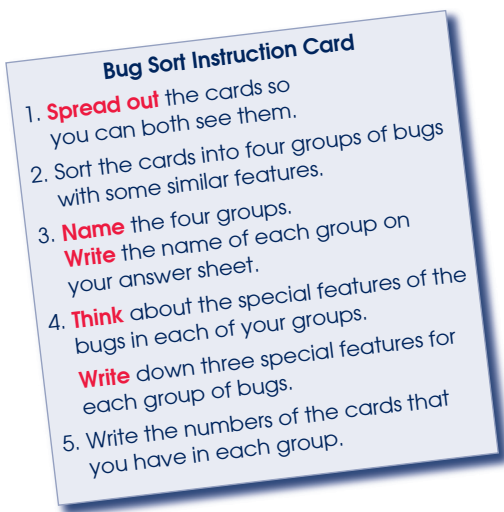


You also need to describe three features that are special to the bugs in each of your groups. There are spaces on the answer sheet for you to write the special features.

When you are both happy with your groups and what is written on your answer sheets, write down the numbers of the cards in each group.

Here is an instruction card for each pair that tells you what to do.

Show and read out loud the instruction card.



You can work with your partners now, but try not to let the other pair see or hear what you are deciding.

Allow time and assist with recording as necessary. Ensure pairs work separately.

When the two pairs have finished bring the four students together.

Now I want you to work together as a group of four.

Think again about the best way to group the bugs, and the best way to name your groups. Each member of the team needs to agree on the groups.

I will give you another answer sheet for writing down the group names and special features. You also need to record the card numbers on the answer sheet.

Give out the “team” answer sheet and allow time.
(Team answer sheet is indential to pairs answer sheet except for title of sheet)

Based on team answer sheet:

Description of group:
(group named appropriately with key distinctive features)

group 1	41 (33)	51 (50)
group 2	33 (20)	57 (47)
group 3	28 (20)	49 (43)
group 4	31 (20)	37 (20)

Coherence - group 1:

all bugs included fit, no other bugs would fit	20 (20)	27 (27)
all included bugs fit, but at least one other would also fit	52 (47)	48 (40)

Coherence - group 2:

all bugs included fit, no other bugs would fit	13 (17)	22 (37)
all included bugs fit, but at least one other would also fit	42 (46)	45 (30)

Coherence - group 3:

all bugs included fit, no other bugs would fit	13 (13)	26 (40)
all included bugs fit, but at least one other would also fit	41 (53)	40 (33)

Coherence - group 4:

all bugs included fit, no other bugs would fit	8 (3)	22 (23)
all included bugs fit, but at least one other would also fit	47 (57)	42 (63)

Total Score: 18–24	3 (3)	12 (13)
15–17	19 (7)	25 (17)
12–14	24 (33)	35 (40)
9–11	32 (40)	20 (23)
0–8	22 (17)	8 (7)

Commentary:

This task was quite a challenge for most teams, with 28 percent of year 8 teams and 54 percent of year 4 teams getting less than half marks. The difference between years 4 and 8 was less marked at the top end. There is very little evidence of change between 1999 and 2003.