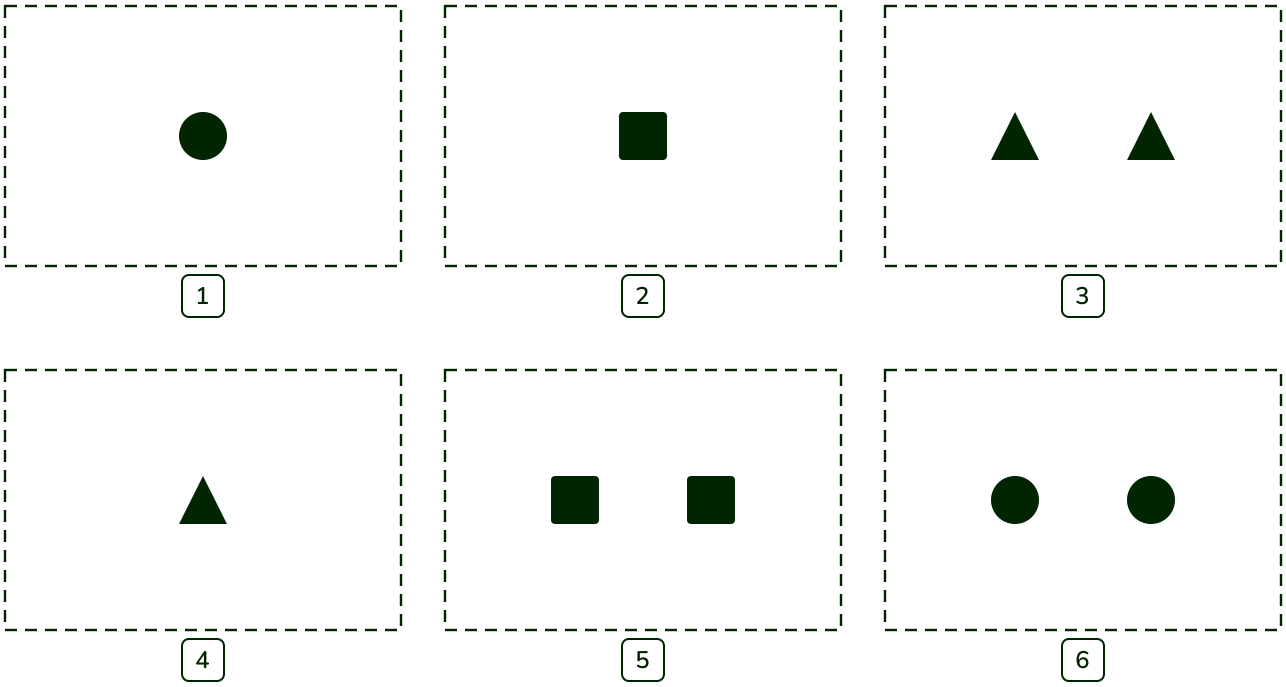
Sort the same set by a different rule · Sort the cards again

NAME	DATE

1 **Activity · Work with your teacher**

I sorted the cards one way. How did I sort them? Now sort them a different way. How did you sort them?



Sort the same set by a different rule · Sort the cards again

1. Says how the cards were sorted first (by shape). Then sorts them again by how many shapes are on the card: the cards with 1 shape and the cards with 2 shapes, with every card in the right group, and says the new rule in any words (“by how many”). Sorting them by shape again, or groups that mix, is Not yet.

Curriculum applications this task can record: Alberta Grade 1: Describe the original sorting rule; Sort the same items using a different attribute; Describe the new sorting rule. Record the actual independent response and any separate actions; this does not establish the whole broader skill.

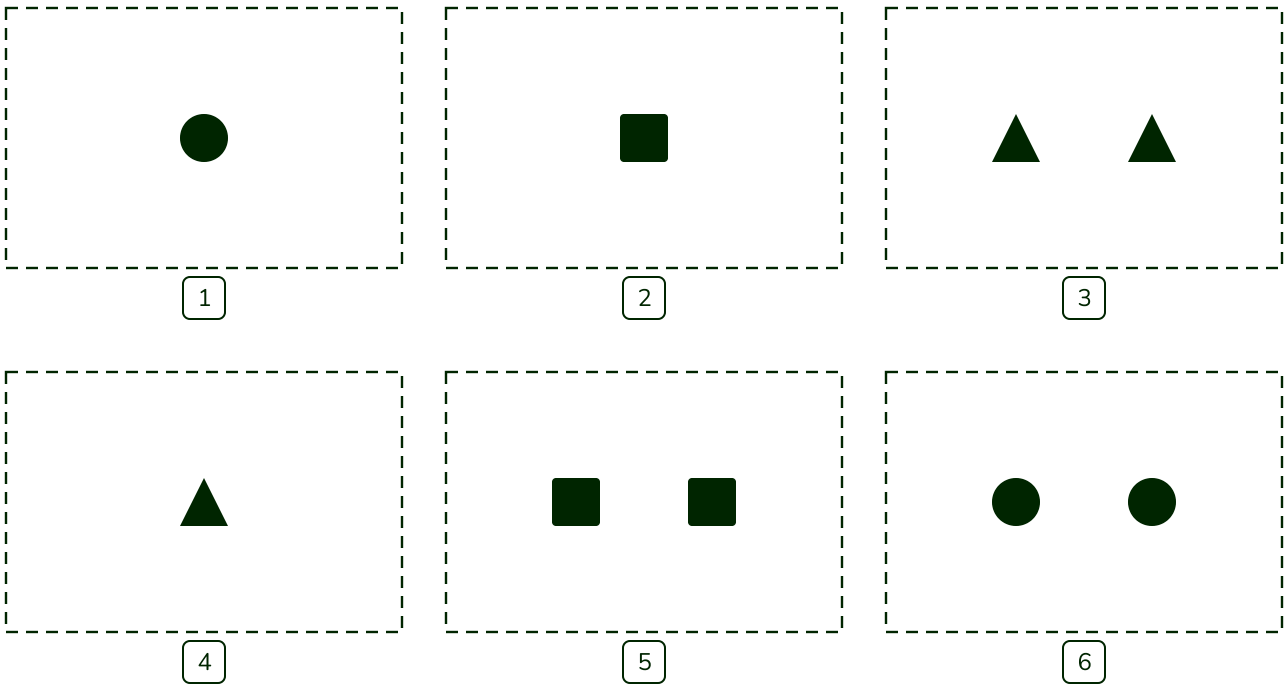
Broader skill evidence: Produces the bounded action in the linked statement; a single example does not certify the full outcome.

Teacher procedure · Question 1

1. Cut out the cards below.
2. Put them in groups by shape: the circles, the squares and the triangles.
3. Ask: “How did I sort them?”
4. Mix the cards up. Say: “Now sort them a different way. How did you sort them?”
5. Do not help or show a way.

Record: The child's rule

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Says how the cards were sorted first (by shape). Then sorts them again by how many shapes are on the card: the cards with 1 shape and the cards with 2 shapes, with every card in the right group, and says the new rule in any words (“by how many”). Sorting them by shape again, or groups that mix, is Not yet.