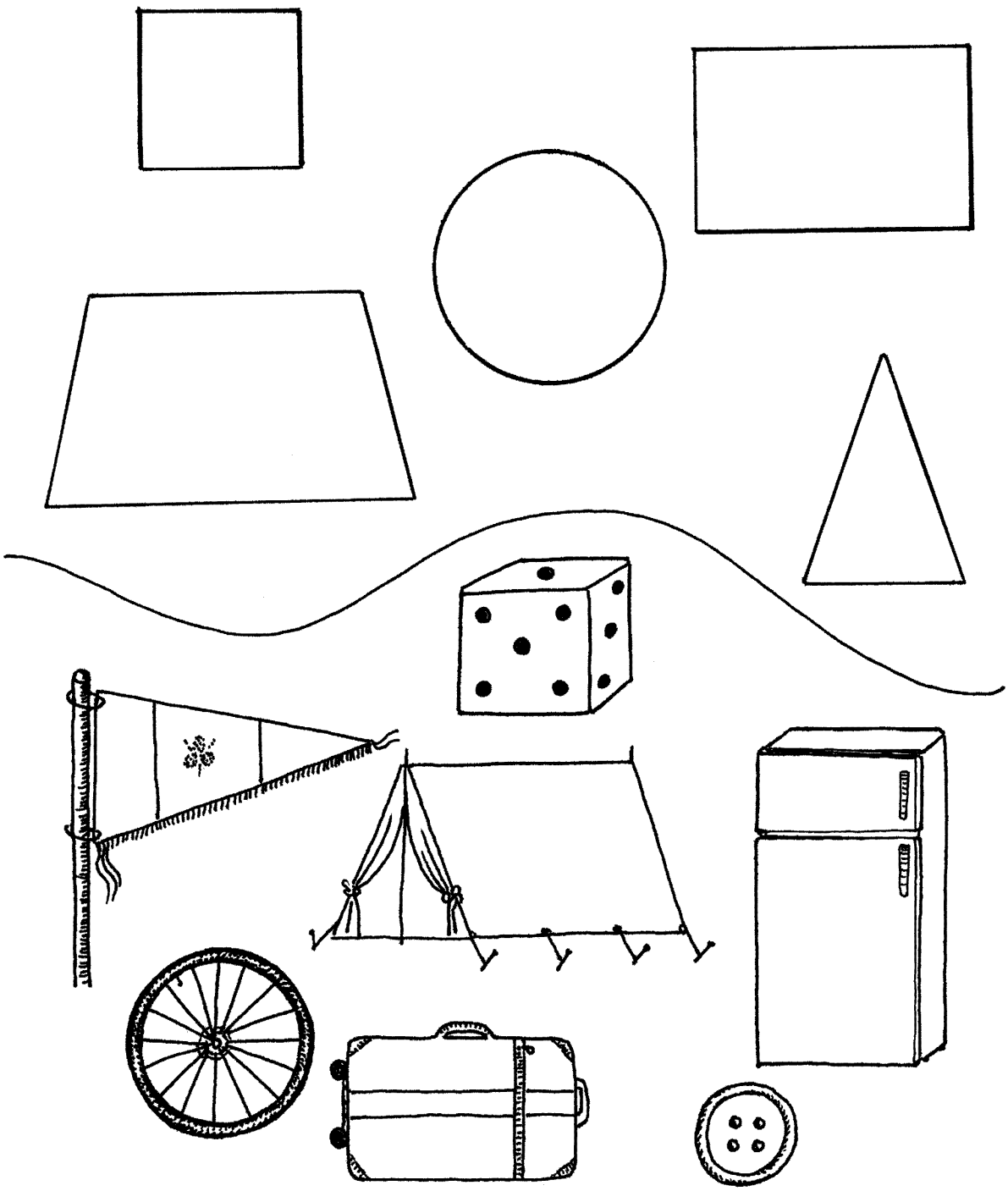
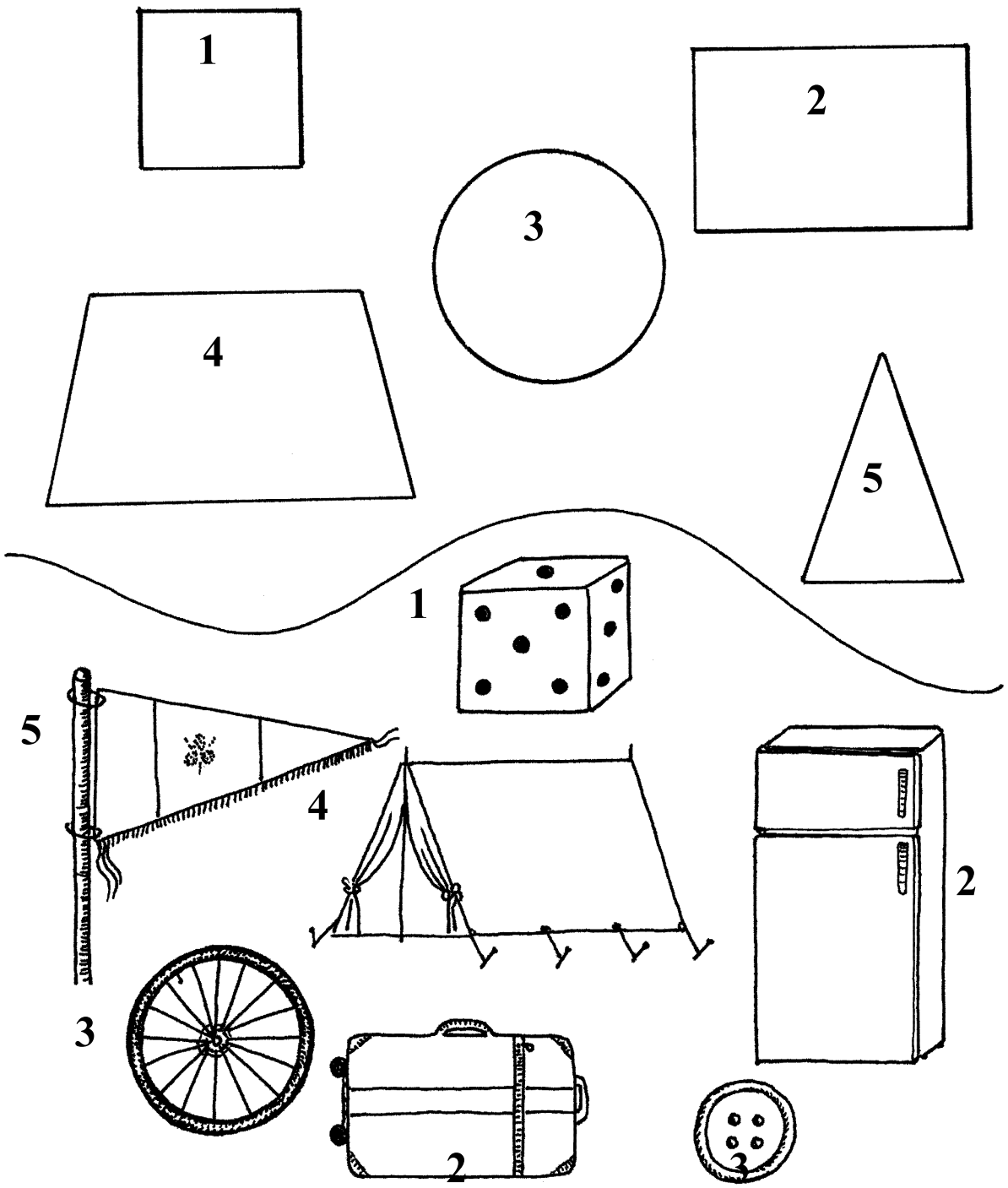
WORK IT OUT	**Recognising shapes** **"Shapes and objects"**	**2-11** **Level 1** **Exercise 1**

Aims	- Go from volume to plane - Practice in schematisation. - Practice in describing and defining. - Beginning elementary geometric shapes.
Applications (examples)	In class: beginning or reminder of simple geometric shapes and the vocabulary used to describe them. At work: understanding instructions, indications or information given as a pictogram or diagram (safety precautions, for example). In everyday life and for leisure: understanding everything that requires the use of a diagram (pictograms, instruction manuals, assembly instructions, etc.).
Materials	A page showing simple geometric shapes and objects, some drawn in perspective, others not.
Instructions	The pupils match each object with the geometric shape that corresponds best (or each shape to the object that corresponds best). This exercise lends itself very well to the discovery of the instructions by the pupils. The teacher will make sure s/he does not influence the way they try to work out what the instructions are (some look first at the objects and then look for the shapes, others do the opposite, yet others go back and forth between the two without necessarily starting with one or the other).
Remarks	When the results are being pooled, the pupils can try to describe and define each geometric shape. The teacher will encourage them to use the appropriate vocabulary to describe them (length, width, side, angle, etc.).
Variations (examples)	1. Each pupil can choose an object in the room that corresponds approximately to one of the geometric shapes on the exercise sheet and show the shape to the group, who will try to find the object in question. 2. One pupil designates an object in the room and another pupil tries to draw on the board the geometric shape or shapes which most closely corresponds to it.
Individualisation	Yes.
Answers	Yes.

WORK IT OUT	**Recognising shapes** **"Shapes and objects"**	**2-11**



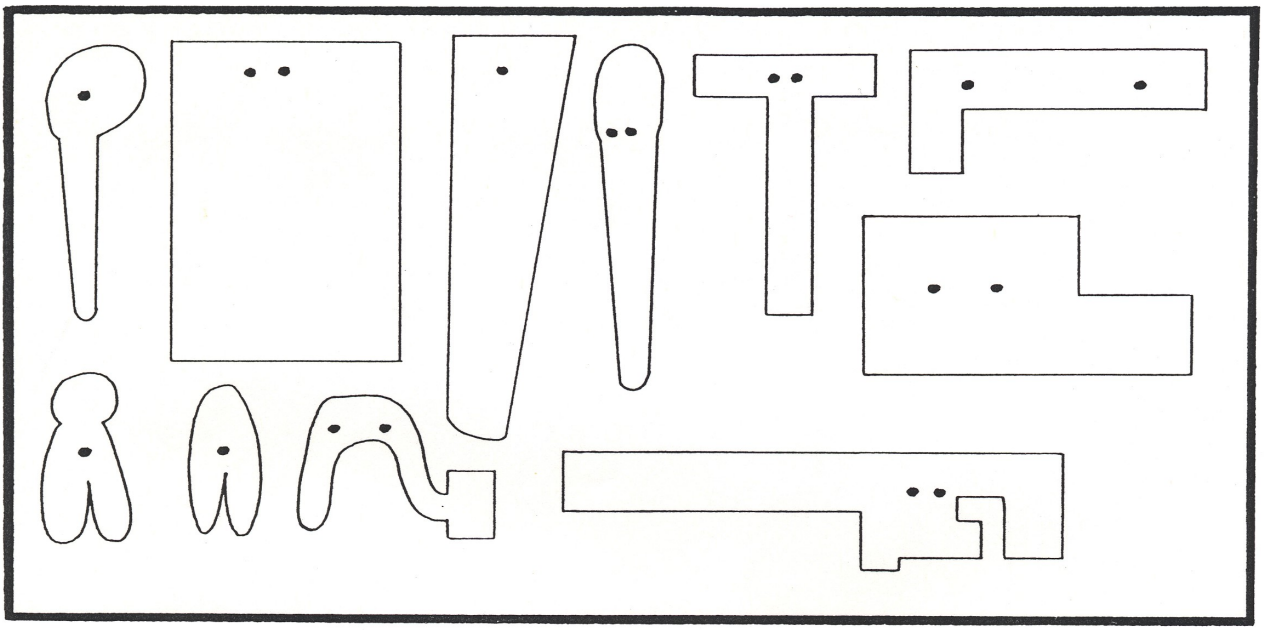
WORK IT OUT	**Recognising shapes**	**2-11**
	"Shapes and objects"	**Answers**

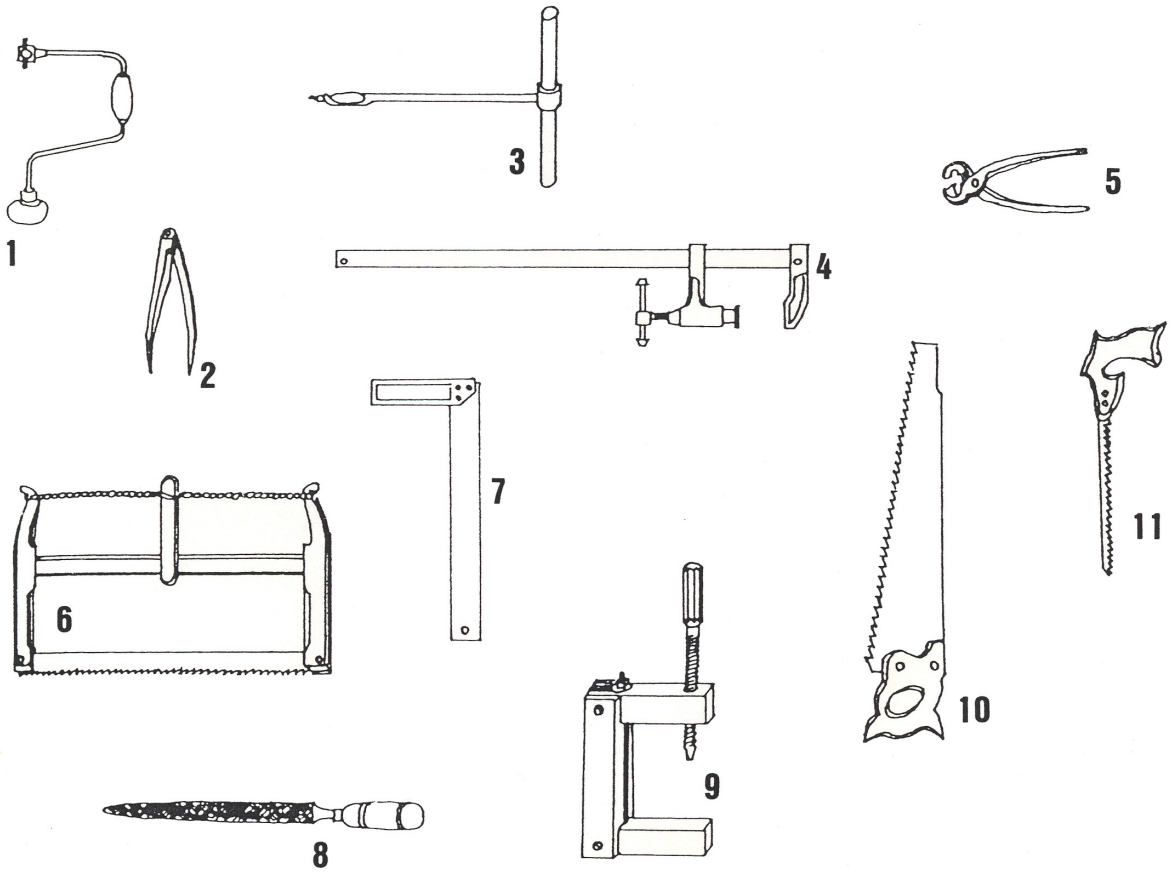


WORK IT OUT	**Recognising shapes** **"The joiner's tools"**	**2-12** **Level 1** **Exercise 2**

Aims	- Going from volume to plane. - Practice in schematisation. - Compare with an aim to inclusion, superposition or rotation.
Applications (examples)	In class: any mental operation consisting in recognising shapes in order to match, compare, or superpose them. At work: improving the arrangement of the workstation for better practicality, efficiency, ergonomics, etc. In everyday life and for leisure: arranging furniture in a room, fittings in a kitchen or bathroom, etc.
Materials	A page with drawings of a joiner's tools on one half and on the other half a storage rack for these tools with the approximate shape of each one.
Instructions	The pupils have to find the right place for each tool on the storage rack.
Remarks	The pupils can work together to find the use for each tool and try to name them.
Variation(s) (examples)	The pupils who have a workstation, in a workshop or on an assembly line in a company, can make suggestions to improve the organisation of their workstation and the arrangement of the tools or materials that they use: together they can look for criteria for improvement (efficiency, time saving, safety, reduction in the number of defects, reduction of effort, convenience, etc.). This kind of variation could be applied to the space in which a pupil does his/her homework or the way he organises his/her desk in the classroom. Similarly, it could be extended to the arrangement of the house.
Individualisation	Yes.
Answers	Yes, suggested.

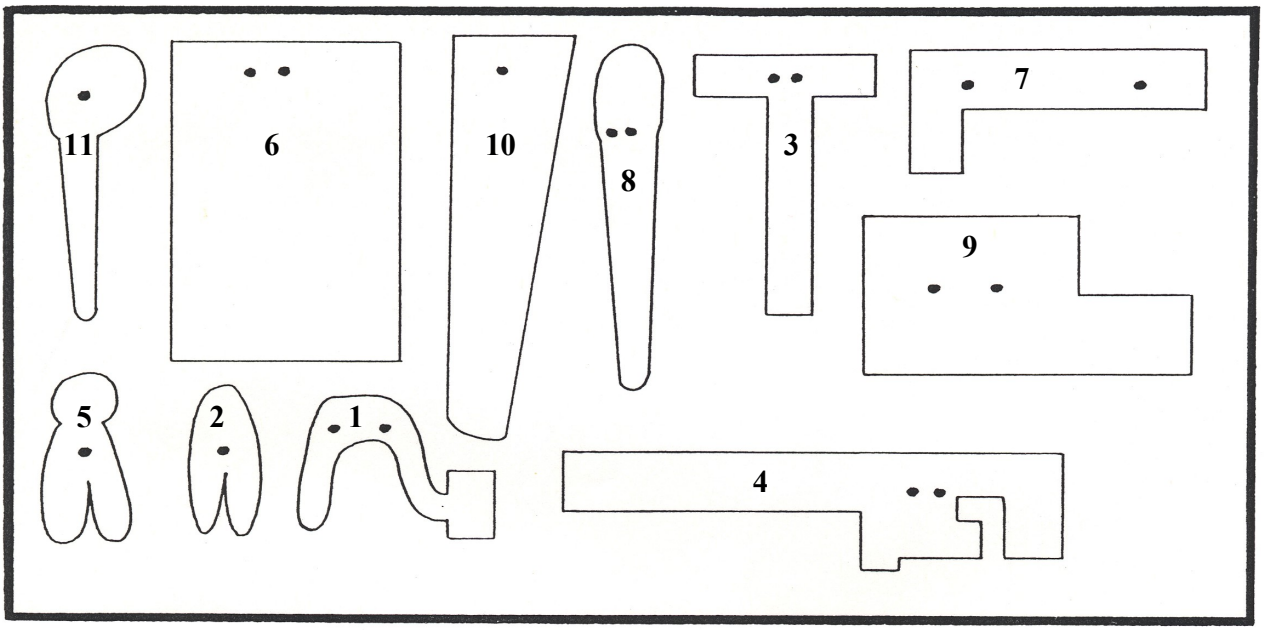
WORK IT OUT	**Recognising shapes** **"The joiner's tools"**	**2-12**

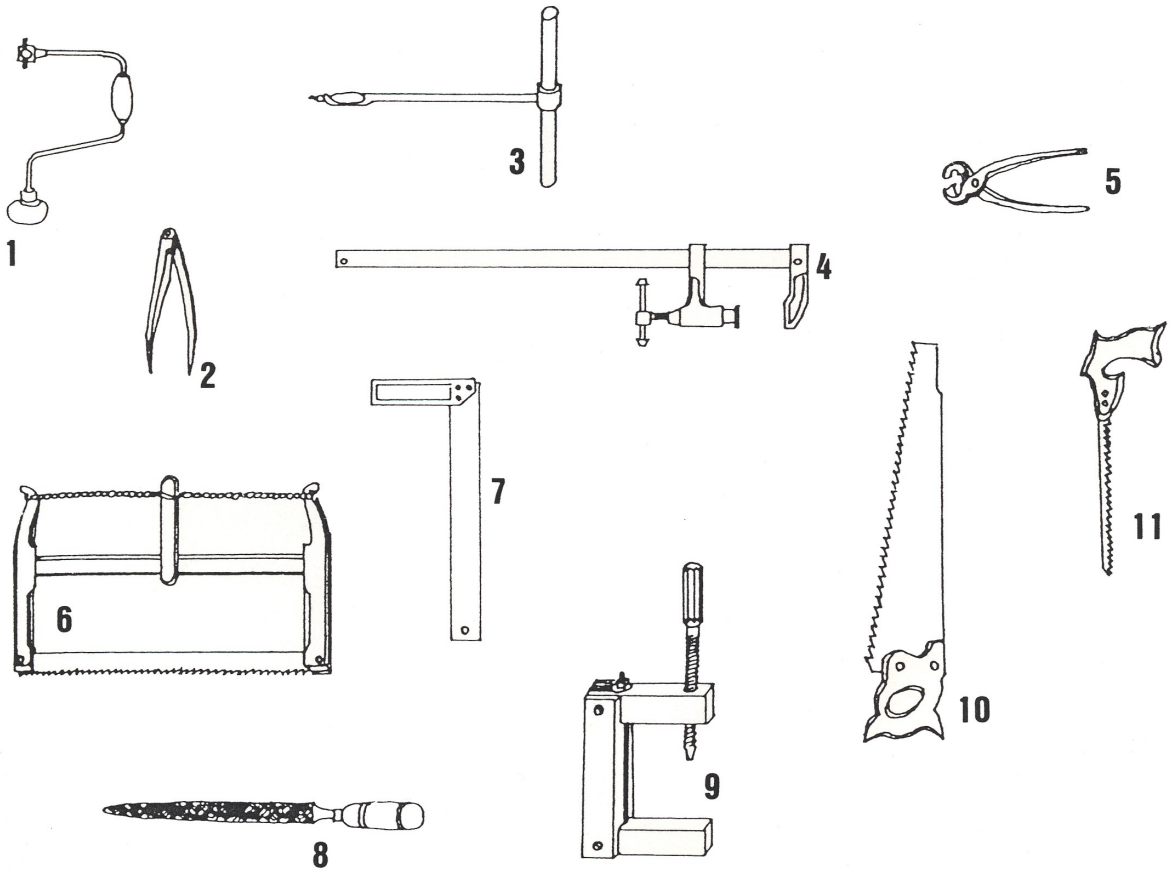




Recognising shapes

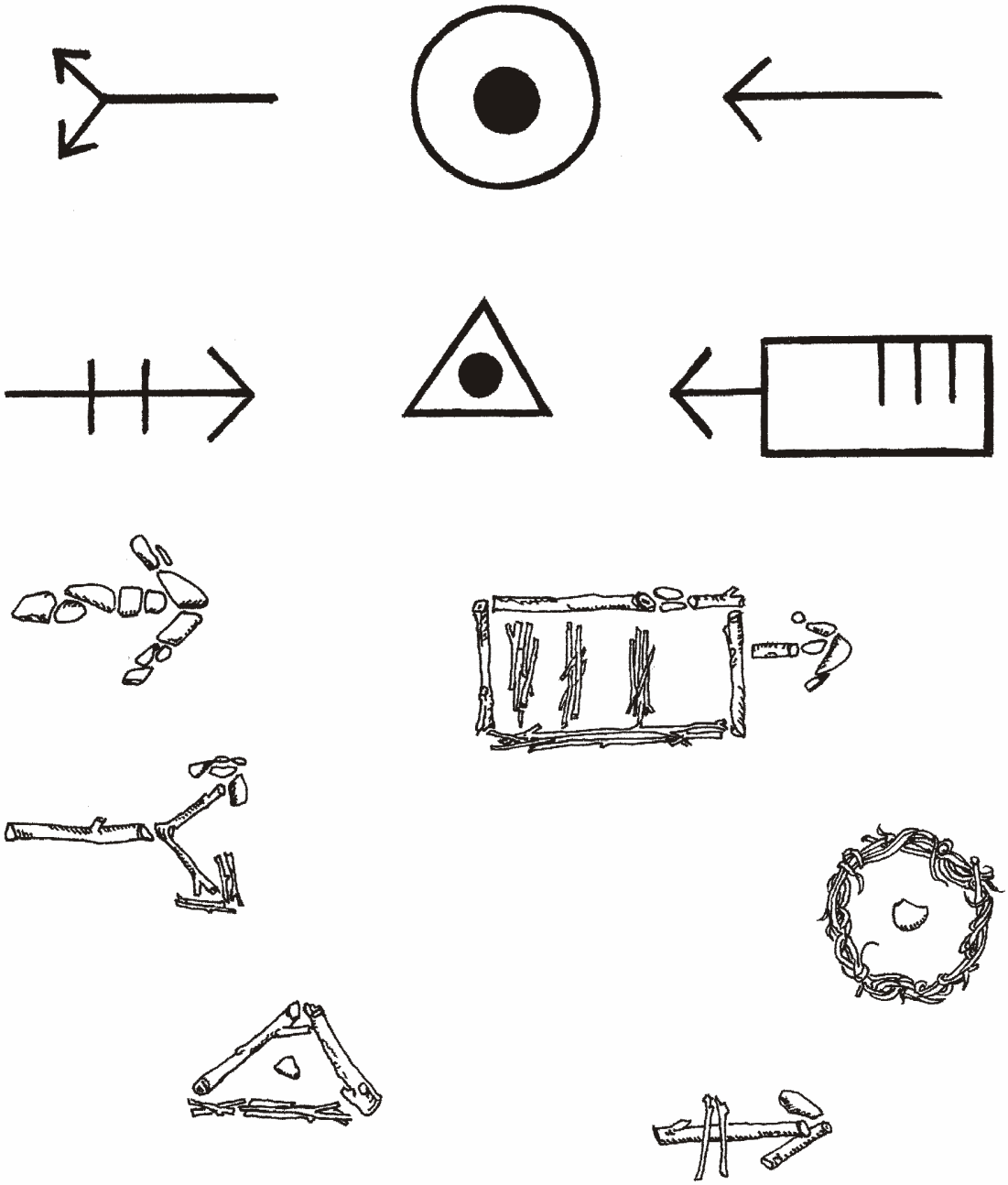
"The joiner's tools"

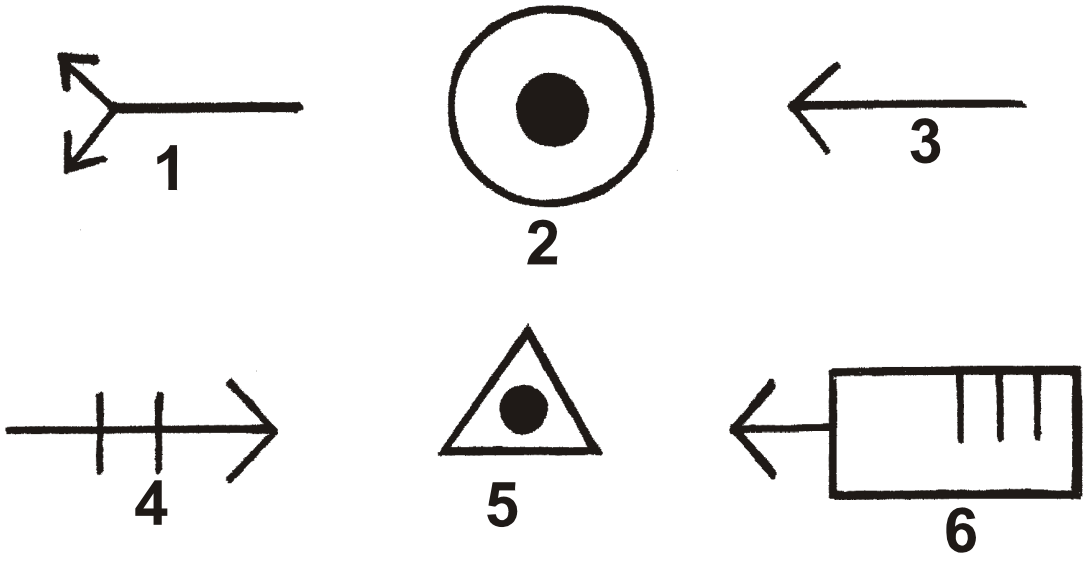




WORK IT OUT	**Recognise shapes** **"Use what's to hand"**	**2-13** **Level 1** **Exercise 3**

Aims	- Compare shapes, identify their similarities and their differences in order to match them. - Compare with rotation and superposition. - Being more practical. - Getting to understand messages transmitted as codes or signals.
Applications (examples)	In class: any mental operation consisting in matching similar shapes; realising that a message is not necessarily expressed in words, but in many other ways as well. At work: correctly interpreting the different signs which mark out a company's workshops or premises; identifying their exact meaning, recognising their role, their importance (safety, for example). In everyday life and for leisure: correctly interpreting the different signs which transmit information in public places, on the roads, etc. Identifying their exact meaning, recognising their role, their importance, etc.
Materials	A page with drawings of signs, and the same signs made with twigs or stones.
Instructions	The pupils match the two sorts of signs (drawings and shaped from stones or twigs). To match the two, the pupils will use the code that they find the most practical (numbers, arrows, coloured stickers, etc.)
Remarks	It is interesting for the pupils to wonder about the context and use of the signs made with "what's to hand", in this case taken from nature.
Variation(s) (examples)	1. With pencils or rubbers, for example, ("what's to hand"), the pupils make up a sign that the rest of the group has to find (highway code, various pictograms, etc.). 2. The pupils can find different codes that are commonly used and that do not require the use of language; this can be an excellent opportunity to work on the importance of gestures in communication, for example. 3. To make it more amusing, the teacher can also refer to games, such as "Pictionary" where you have to draw a concrete object, a verb or an adjective, so that your partner can guess what the drawing has to express.
Individualisation	Yes.
Answers	Yes.

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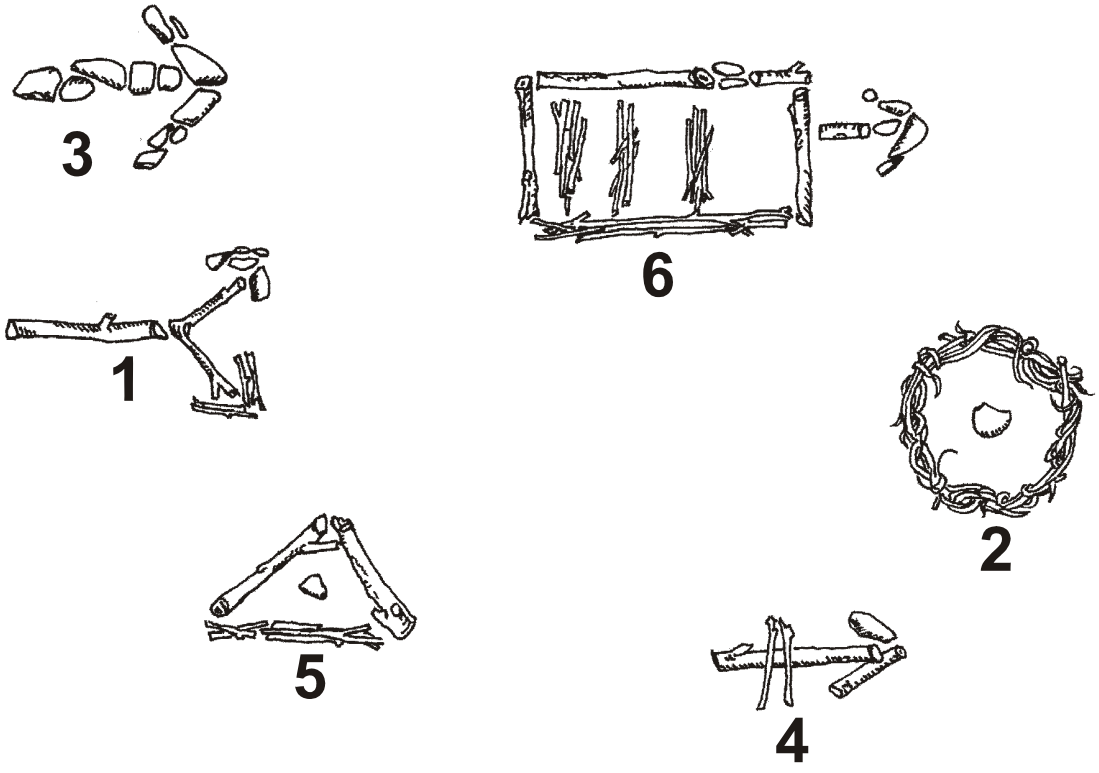
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