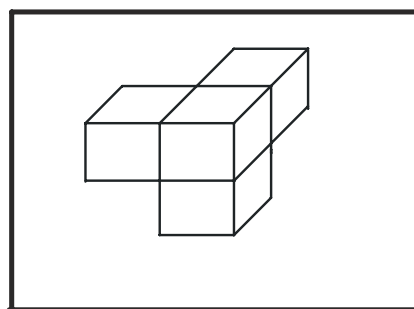
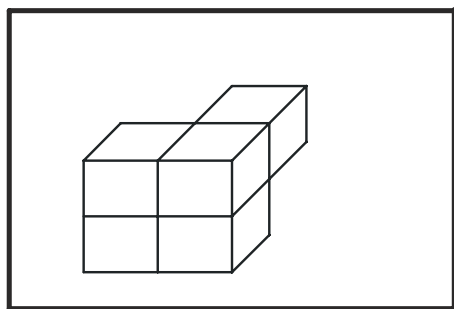
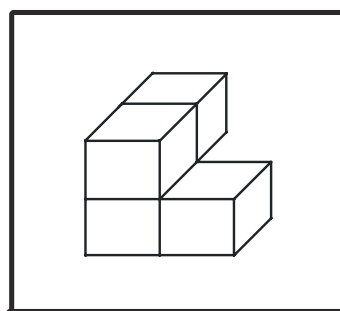
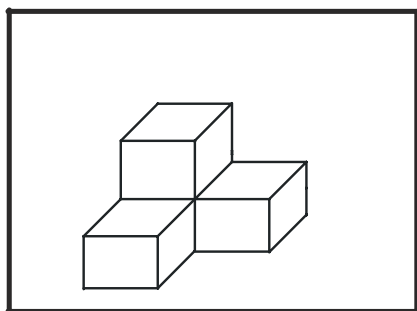
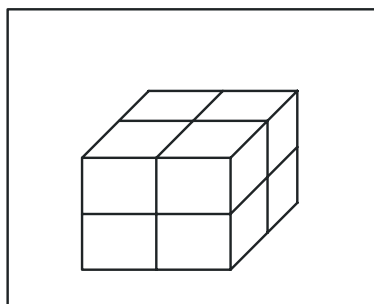
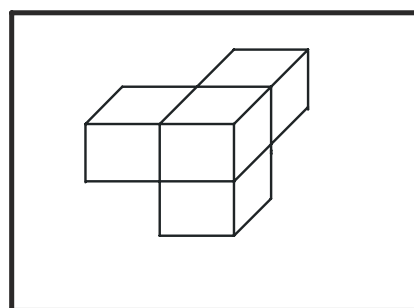
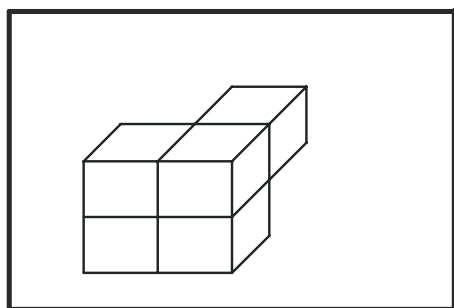
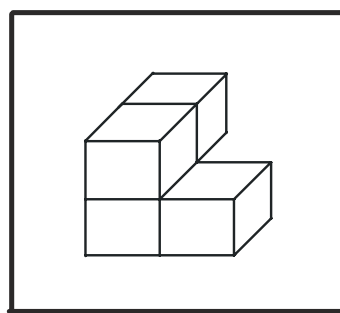
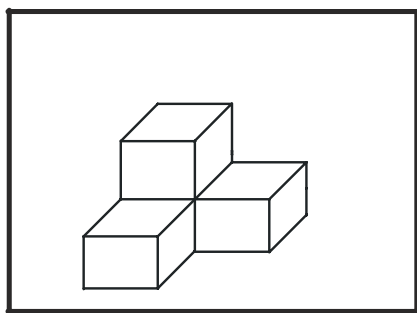
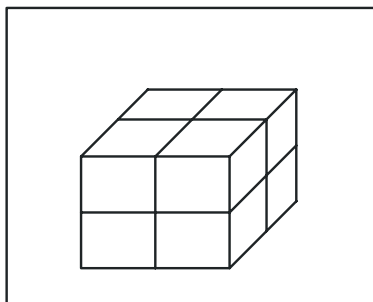
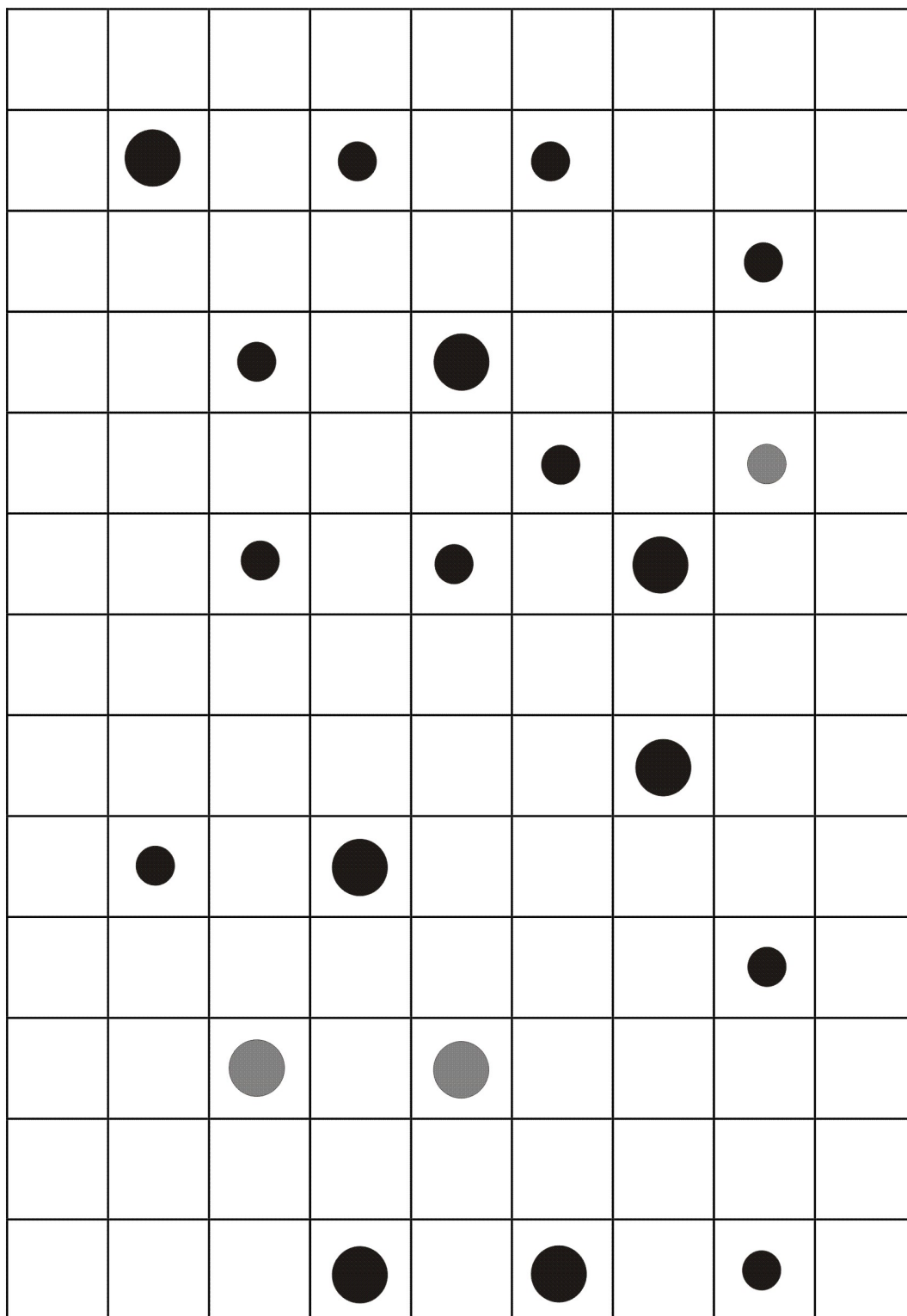


<b>Aims</b>	<ul style="list-style-type: none"><li>- Do mental operations.</li><li>- Recognise geometric shapes.</li><li>- Compare.</li><li>- Reconstruct.</li></ul>
<b>Applications (examples)</b>	<p><u>In class</u>: any exercise consisting in recognising a simple shape and being able to identify a shape by the place it occupies in a space or in relation to others. Initiation in solid geometry, angles and complementary shapes in plane geometry.</p> <p><u>At work</u>: any job in packing and packaging, warehousing (putting merchandise on shelves), assembly of any kind.</p> <p><u>In everyday life and for leisure</u>: arranging storage space (cupboards and kitchen), loading the car before going on holiday, particularly for using the space between the seats, or underneath... Putting foodstuffs in the refrigerator, putting purchases in bags at the supermarket, etc.</p>
<b>Materials</b>	A page with: <ul style="list-style-type: none"><li>- a geometric shape at the top of the page</li><li>- 4 parts that might belong to this geometric shape.</li></ul>
<b>Task</b>	The pupils have to find the two parts which, when fitted one into the other, form the complete geometric shape shown at the top of the page.
<b>Comments</b>	When the results are pooled, the pupils can explain how they proceeded. The explanations for this type of exercise are not easy to formulate. The teacher will therefore encourage the pupils to find ways of explaining to make themselves understood as well as possible (using pictures, comparison, etc.).
<b>Variations (examples)</b>	The teacher can suggest that the pupils work out and then try and draw the part that would complete each of the two figures that were not chosen.
<b>Individualisation</b>	Yes.
<b>Answers</b>	Yes.





<b><i>Aims</i></b>	<ul style="list-style-type: none"><li>- Practice in centring.</li><li>- Find your bearings.</li><li>- Be able to follow oral instructions.</li></ul>
<b><i>Applications (examples)</i></b>	<p><u>In class</u>: any exercise consisting in recognising a simple shape identifying a shape by its position in a space, in relation to others. Any situation consisting in receiving and implementing detailed instructions.</p> <p><u>At work</u>: any task consisting in completing (a table, a form) or taking up a task that has already been started.</p> <p><u>In everyday life and for leisure</u>: talk on the telephone about a project or a diagram. Greater ease in following instructions given orally (by the supplier of a machine, a deliveryman, or a repairman, etc.).</p>
<b><i>Materials</i></b>	<p>A page with squares in which there are black or grey circles of two different sizes and some squares left blank.</p> <p>One set of stickers of the same size for each pupil.</p>
<b><i>Task</i></b>	<p>The teacher asks the pupils to stick stickers of one colour depending on the circles on the page and to centre them as well as possible in the squares. For example:</p> <p>Stick a red sticker between two striped circles.</p>
<b><i>Comments</i></b>	<p>Instead of stickers, the pupils can draw shapes specified by the teacher (for example: draw a triangle between two small black circles, etc.)</p> <p>Make sure they know the vocabulary that will be used in the instructions for the collage, such as black circles, grey circles, small circles, large circles.</p>
<b><i>Variations (examples)</i></b>	<p>The teacher can suggest to the pupils that each one takes turns to give an instruction giving the place to stick the sticker and the colour to be used. The teacher will have to note down what is said, to be able to reread it during the pooling of the results.</p>
<b><i>Individualisation</i></b>	Yes.
<b><i>Answers</i></b>	No.



<b>WORK IT OUT</b>		<b>Locate - Manipulate</b> <b>“Countdown”</b>	<b>4-23</b> <b>Level 2</b> <b>Exercise 3</b>
<b>Aims</b>	<ul style="list-style-type: none"> <li>- Practise locating with notions of “left/right” and “top/bottom”.</li> <li>- Beginning reading a double entry table.</li> <li>- Identification of the letters of the alphabet and numbers.</li> </ul>		
<b>Applications (examples)</b>	<p><u>In class</u>: receive and implement instructions, learn to recognise numbers and letters and the way they are written. Learn precision. Pass from the stage where one is <i>shown</i> a task to the stage where one is <i>asked</i> to accomplish a task.</p> <p><u>At work</u>: receive and implement instructions, learn to recognise numbers and letters and the way they are written. Learn precision. Pass from the stage where one is <i>shown</i> a task to the stage where one is <i>asked</i> to accomplish a task.</p> <p><u>In everyday life and for leisure</u>: start to enjoy board games using grids, numbers or letters. Read a double entry table, such as a train timetable. Any needlework requiring the copying of a pattern.</p>		
<b>Materials</b>	<ul style="list-style-type: none"> <li>- A page with blank squares: 5 horizontal and 7 vertical.</li> <li>- A sheet of letters to trace (capitals and then perhaps small letters) and/or a sheet of numbers to trace for each pupil.</li> </ul>		
<b>Task</b>	<p>The teacher asks the pupils to trace a letter or a number in a certain square identified by its position on the right or left, and at the top or bottom.</p> <p>For those pupils who do not know the names of the letters or numbers, the teacher, will write them on the board as he says them.</p> <p>The exercise can be done:</p> <ol style="list-style-type: none"> <li>1. with capital letters (easier to trace)</li> <li>2. with small letters</li> <li>3. with numbers</li> </ol> <p>NB The teacher will make sure not to mix the small or capital letters in the same exercise, nor letters and numbers, for the pupils with literacy problems.</p>		
<b>Comments</b>	<p>For the many people who confuse their left and right, it is advisable not to mix the two in the same exercise, but to give only the right, for example, then only the left the next time the same (type of) exercise is done one or two weeks later.</p> <p>The pupils who have no problems with the alphabet and numbers can write what is asked by hand, rather than trace the letters and numbers.</p>		
<b>Variations (examples)</b>	<p>The teacher can suggest that the pupils take turns to give a letter or a number and to explain where it must be traced. The teacher will have to write down what is said in order to reread it during the pooling of results.</p>		
<b>Individualisation</b>	Yes.		
<b>Answers</b>	No.		
