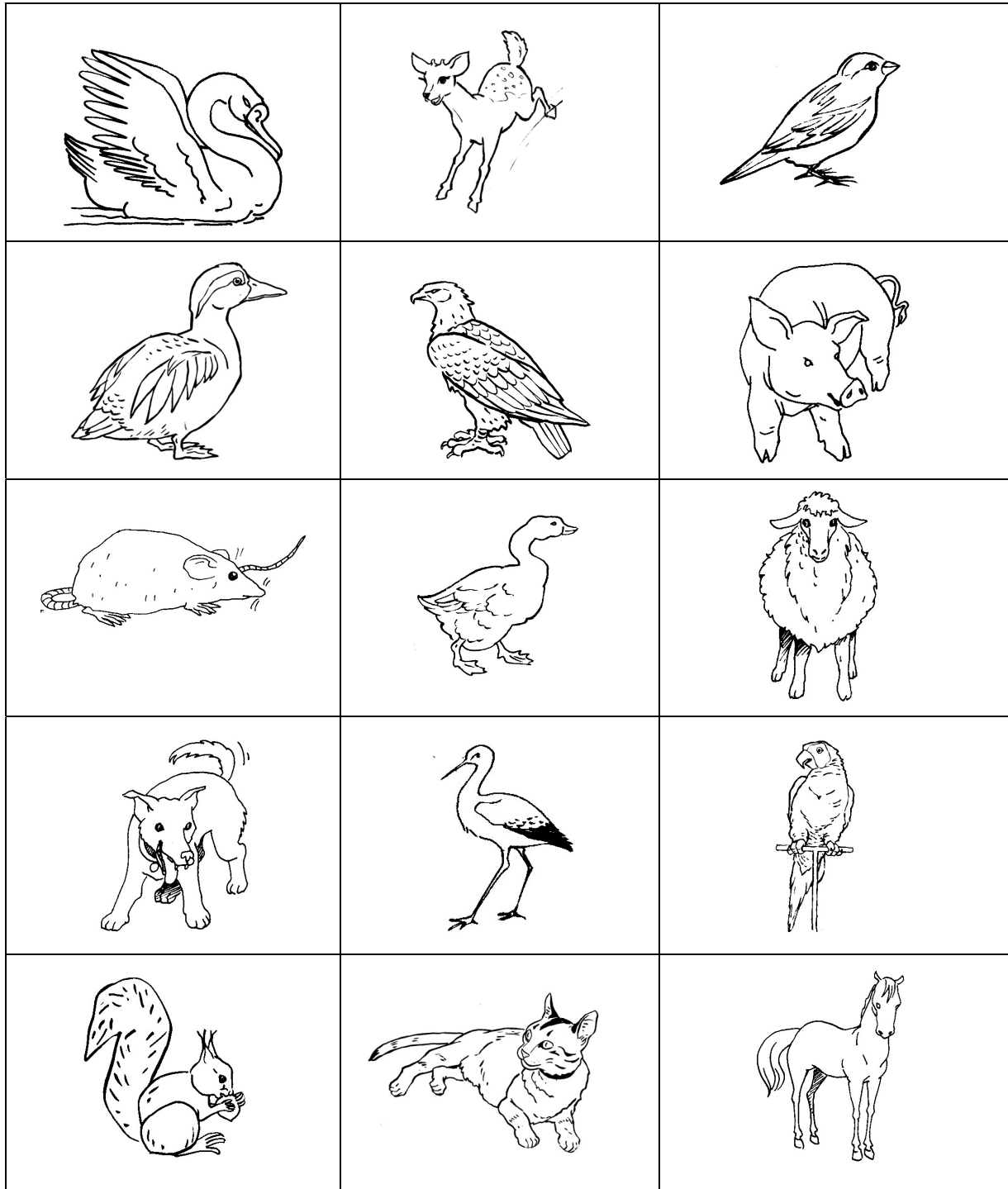


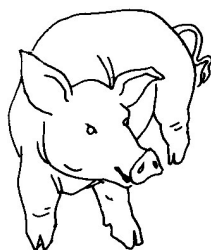
<i>WORK IT OUT</i>	Classify: by criteria “Animals”	10-11 Level 1 Exercise 1
<i>Aims</i>	Practise observing a series and being able to work out a system of classification according to given criteria.	
<i>Applications (examples)</i>	<p><u>In class</u>: look at the notion of difference and exclusion, file documents according to given criteria, assess results, find similarities.</p> <p><u>At work</u>: classify statistical elements, organise, find things according to predetermined criteria. Also arranging a shop or a workstation.</p> <p><u>In everyday life and for leisure</u>: put away your things according to the system in the household, help a friend to move house.</p>	
<i>Materials</i>	A page showing pictures of farm animals. The teacher can ask the pupils to cut out each page to make the work easier for those who prefer to use their hands.	
<i>Instructions</i>	<p>The pupils must group the animals according to the following criteria:</p> <p>1°) group the four-legged animals;</p> <p>2°) separate the birds from the others;</p> <p>3°) classify the animals according to their habitat.</p>	
<i>Comments</i>	The teacher will make sure that each pupil knows and recognises the animals shown.	
<i>Variations (examples)</i>	<p>The teacher can suggest other criteria for classifying and work on biology vocabulary (mammals, oviparous; fur, feathers; animals with hoofs; etc.).</p> <p>The teacher can ask them to find 2 (or 3) different criteria from those given in the exercise to classify the animals and group them according to those criteria. The pupils can also add to their list other animals of their choice, either by writing their names or by drawing them.</p>	
<i>Individualisation</i>	Yes.	
<i>Answers</i>	Yes for questions 1 and 2 but not for question 3 because several “sub-criteria” are possible.	



1°) Four-legged animals:



Fawn



Pig



Sheep



Mouse



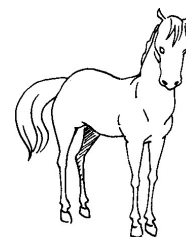
Dog



Cat

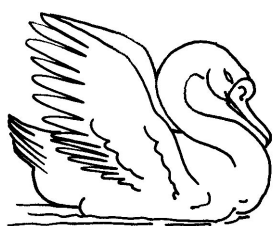


Squirrel



Horse

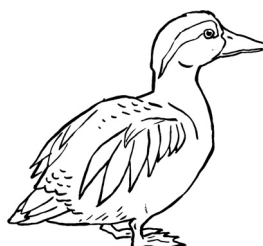
2°) Birds:



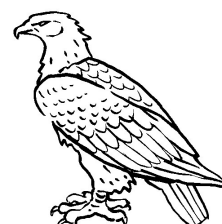
Swan



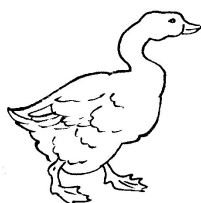
Sparrow



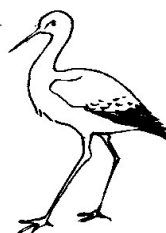
Duck



Eagle



Goose



Stork



Parrot

WORK IT OUT	Classify by criteria “The 24 signs”	10-12 Level 1 Exercise 2
Aims	<ul style="list-style-type: none"> - Practise observing a set. - Practise finding several classification systems according to predefined criteria. 	
Applications (examples)	<p><u>In class</u> : any mental operation consisting in classifying according to predefined criteria, for example, in grammar, classify words according to gender, or their function in a sentence, or their meaning, etc. Any practical operation such as sorting or putting away (one's things) or "doing your school bag" without forgetting anything or preparing a file with dividers...</p> <p><u>At work</u>: any job involving filing operations requiring sorting, putting away, setting out elements or parts according to predefined criteria (labelling, packing, setting out on shelves, marking, selection, etc.) Jobs requiring this mental capacity are very numerous in manufacturing companies.</p> <p><u>In everyday life and for leisure</u>: any operation requiring classification according to given criteria, for example organising and presenting a collection (of stamps, postcards or any other thing requiring the use of albums or filing systems using criteria for presentation), any operation involving putting things into boxes or predetermined spaces (tool box, sewing box, etc.).</p>	
Materials	A page showing 24 road signs.	
Instructions	<p>The teacher will ask the whole group of pupils to find the different criteria according to which they must classify the signs. These criteria are:</p> <ol style="list-style-type: none"> 1. the shape of the signs (triangular, square, round, rectangular) 2. their colour (white motif on a dark background or vice versa, etc.) <p>The classification code will be left to the pupils to choose (the same number or letter for one criterion, or numbering all the signs then classifying in groups with the numbers marked, or any other means).</p>	
Comments	<p>The pupils can cut out the signs and handle them if they wish, to help them in the classification.</p> <p>When they pool the results, the pupils can explain their classification code first.</p>	
Variations (examples)	<ol style="list-style-type: none"> 1. The teacher can ask the pupils to classify the signs into two other groups: those which forbid and those which indicate. 2. The pupils can look for other classification criteria for these signs (for example, signs with people, letters, arrows, diagrams, numbers, etc.). 3. The pupils can ask questions about where they might see the signs and look for examples in their town or district. 	
Individualisation	Yes.	
Answers	No (there are a lot of possible solutions).	

**WORK IT
OUT**

Classify by criteria
“The 24 signs”

10-12



WORK IT OUT	Classify by criteria “Shapes and motifs”	10-13 Level 1 Exercise 3
Aims	Practise determining 2 criteria for separating an abstract set into 2 groups.	
Applications (examples)	<p><u>In class</u> : organise your time in school activities (homework and lessons) and personal activities, or divide the teachers into nice ones and ones it is better to avoid! Or homework that is easy to do and homework that takes a bit longer to do.</p> <p><u>At work</u>: all activities in which you need to choose between two itineraries or two working methods, or between two very distinct methods.</p> <p><u>In everyday life and for leisure</u>: things you do because you have to and things you do for your pleasure; people in your family that you enjoy seeing and the others, starters and desserts, etc.</p>	
Materials	An exercise sheet with an apparently disparate set of geometrical shapes of different forms and colours.	
Instructions	The pupils look at the exercise sheet for a few moments in order to determine the 2 different criteria used to separate the shapes, which will then be presented in 2 groups. The pupils who can will write the 2 criteria they have found so that the other pupils are not influenced by the answers given when they come to correct the exercise.	
Comments	<p>The word "criterion" is often difficult for the pupils to understand. The teacher will make sure that they have completely understood the term by giving and soliciting concrete examples.</p> <p>When the answers are pooled, the teacher can ask the pupils to look for the shapes corresponding to the criteria stated by the pupil who is showing his work. Conversely, the teacher can ask one pupil to show his two groups to the others, who must then find the criteria to which the two groups correspond.</p>	
Variations (examples)	<p>The teacher can suggest that the pupils draw other shapes in the two groups that they have formed, according to the criteria they have chosen, of course.</p> <p>The teacher can encourage the pupils to create two groups of shapes and to show them to the other pupils, who will then have to find the criteria used to define the classification.</p>	
Individualisation	Yes.	
Answers	No.	

<i>WORK IT OUT</i>	Classify by criteria “Shapes and motifs”	10-13
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<i>WORK IT OUT</i>	Classify by criteria “Shapes and motifs”	10-13
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<i>WORK IT OUT</i>	Classify by criteria “Shapes and motifs”	10-13
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