

WORK IT OUT	Categorising -series "Sorting family members"	11-11 Level 1 Exercise 1
Aims	<ul style="list-style-type: none"> - Practising working with sets. - Practising the grouping of elements according to given criteria. - Practising following precise guidelines. 	
Applications (examples)	<p><u>In class</u>: any mental operation involving cataloguing according to criteria that can be given, or need to be worked out. For example, in a grammatical context, sorting words according to their meaning, their function in the sentence, their roots etc. Also practical tasks like tidying a classroom, packing a school bag without forgetting anything, separating files in a ring binder etc. Any school activity requiring following precise instructions exactly.</p> <p><u>At work</u>: any job involving cataloguing, sorting, tidying, arranging components, items or objects according to given criteria (labelling, packing, stocking, stamping, separating etc.) Jobs requiring this mental ability are numerous in manufacturing, retailing and office work, as well as in other sectors like market-gardening, catering, ICT and any work requiring following precise instructions exactly.</p> <p><u>In everyday life and leisure</u>: any activity involving cataloguing according to criteria that are given or need to be worked out: organising a stamp or a postcard collection or other activities involving albums/storage systems and display criteria; games (card games, jigsaws); stowing objects in boxes or predetermined areas (tools, sewing implements, buttons).</p>	
Materials	A sheet of paper with a list of different family members and instructions for two different sorting criteria. Names are always listed from the oldest to the youngest person.	
Instructions	<p>Students have to make a single list of the family members according to the two following criteria:</p> <ul style="list-style-type: none"> - sort family members by age, from grand-parents to grand-children only. - sort family members by gender. 	
Comments	<p>If the students' reading skills are not sufficient for the exercise, the teacher can substitute exercises 10-12 or 10-13 which are also at Level 1.</p> <p>The teacher will probably need to emphasise that the end product should be <i>one</i> list, though student may make two lists to start with.</p> <p>Sorting by age cannot be precise, as we don't know each person's actual age.</p>	
Variations (examples)	<ol style="list-style-type: none"> 1. Students can sort their own family according to the same criteria, or other criteria that they choose and that the group can discover. 2. Same work than in paragraph 1, but as a group exercise where the criteria are discussed and agreed. 3. Looking at the students' own group, each member tries to find as many different sorting criteria as possible. 	
Individualisation	Yes.	
Answers	Yes.	

The family consists of :

The grandparents :	2 women Jean Anne	1 man Alfred
The parents :	1 woman Frances	1 man Andrew
The children :	2 boys Patrick John	3 girls Catherine Christine Julie
The grandchildren:	2 boys Sebastian Christopher	4 girls Mary Patricia Isobel Sophie
The uncles and aunts:	2 men Gerard Alan	1 woman Genevieve
The cousins :	5 boys Adrian Vincent Peter Frederic Michael	4 girls Claire Véronica Corinna Victoria

1°) Sorted by age (from the grandparents to the grandchildren only):

- Jean
- Alfred
- Anne
- Frances
- Andrew
- Patrick
- Catherine
- John
- Christine
- Julie
- Sebastian
- Mary
- Christopher
- Patricia
- Isobel
- Sophie

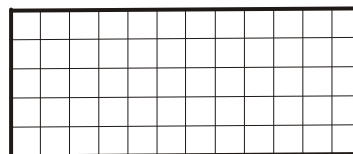
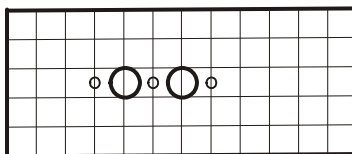
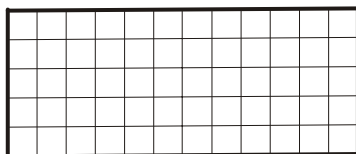
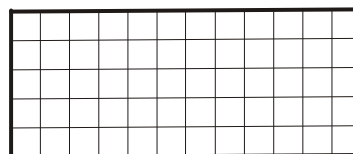
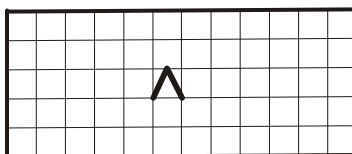
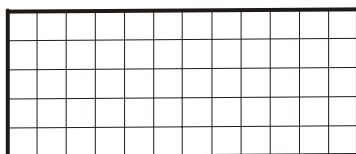
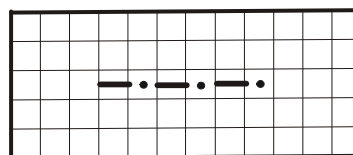
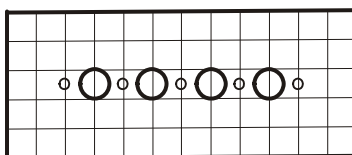
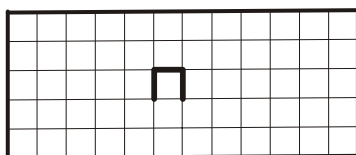
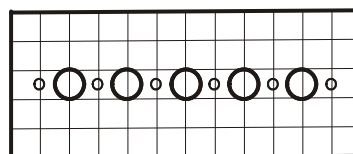
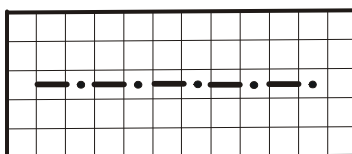
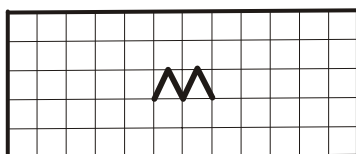
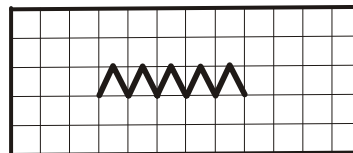
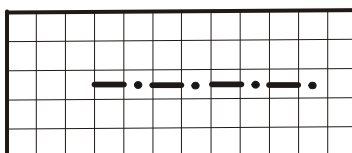
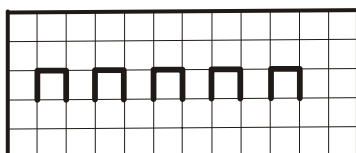
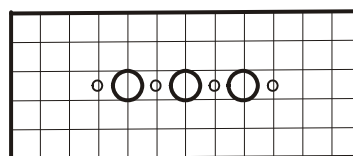
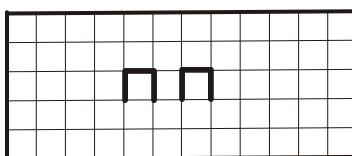
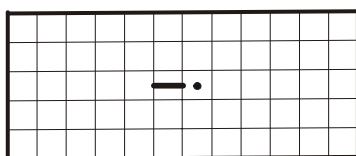
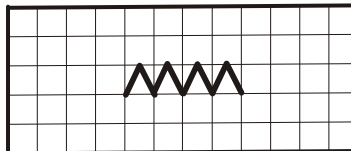
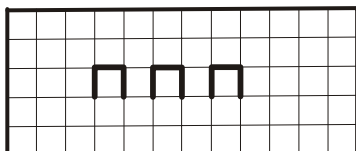
2°) Sorted by gender:**Female**

Jean
Anne
Frances
Catherine
Christine
Julie
Mary
Patricia
Isobel
Sophie
Genevieve
Claire
Véronica
Corinna
Victoria

Male

Alfred
Andrew
Patrick
John
Sebastian
Christopher
Gerard
Alan
Adrian
Vincent
Peter
Frederic
Michael

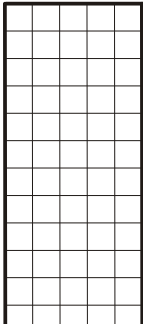
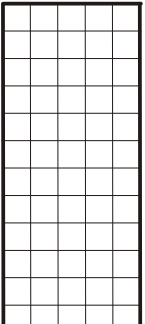
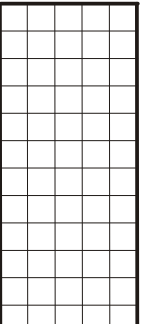
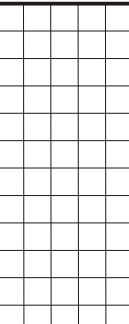
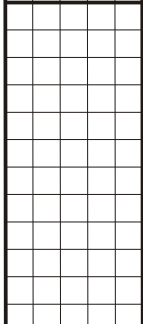
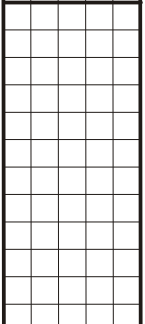
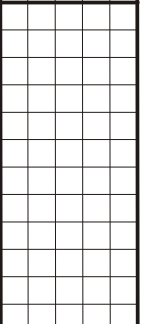
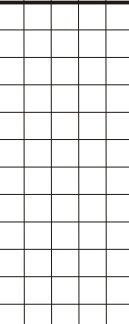
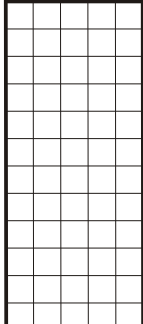
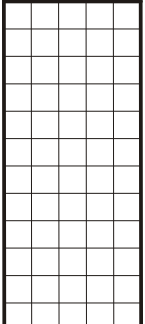
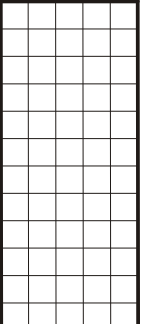
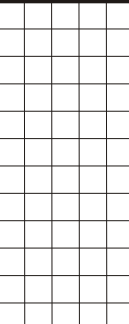
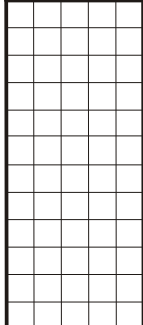
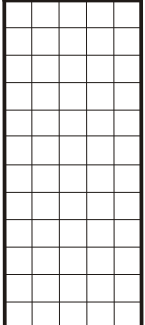
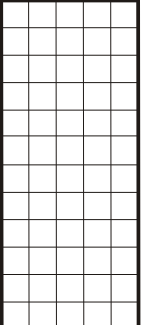

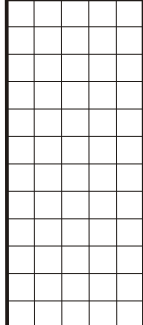
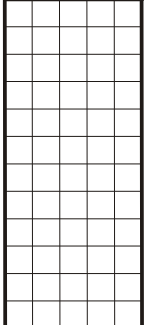
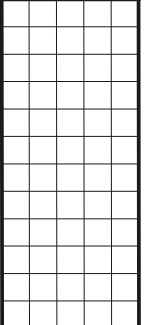
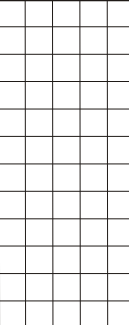
WORK IT OUT	Categorising -series "What's next?"	11-12 Level 1 Exercise 2
Aims	<ul style="list-style-type: none"> - Practising working with sets. - Practising finding sorting criteria. - Practising finding elements of a series and putting them in order. - Eventually, designing a graphic code to identify the different groups. 	
Applications (examples)	<p><u>In class</u>: any mental operation involving cataloguing according to criteria that can be given, or need to be worked out. For example, in a grammatical context, sorting words according to their meaning, their function in the sentence, their roots etc. Also practical tasks like tidying a classroom, packing a school bag without forgetting anything, separating files in a ring binder etc.</p> <p><u>At work</u>: any job involving cataloguing, sorting, tidying, arranging components, items or objects according to given criteria (labelling, packing, stocking, stamping, separating etc.) Jobs requiring this mental ability are numerous in manufacturing, retailing and office work, as well as in other sectors like market-gardening, catering, ICT.</p> <p><u>In everyday life and leisure</u>: any activity involving cataloguing according to criteria that are given or need to be worked out: organising a stamp or a postcard collection or other activities involving albums/storage systems and display criteria; games (card games, jigsaws); stowing objects in boxes or predetermined areas (tools, sewing implements, buttons).</p>	
Materials	A sheet of paper with 4 different series of patterns mixed together.	
Instructions	<p>Each box contains an element of a series. There is one element missing in each series. The students have to:</p> <ul style="list-style-type: none"> - sort out the different series of patterns; - arrange the patterns in the right order (by drawing them or cutting them out); - find out what the missing pattern is. - draw the missing pattern in the empty box. 	
Comments	<p>The students can cut out the boxes and move them around if they want, to make the sorting easier.</p> <p>When sharing the results, the students will explain the rationale behind their ordering.</p>	
Variations (examples)	<ol style="list-style-type: none"> 1. The teacher could ask the learners to create a series with a missing element which the group will discover. 2. The teacher could ask a group of students to organise a ring-binder to file notes in a specific subject. 3. In a very practical way, the teacher can ask the group to draw a detailed school or holiday time-table for a particular day or week. The time-table can be separated into hours or days. One element of the series could be left blank, for other to try to guess, given the context. 	
Individualisation	Yes.	
Answers	Yes.	

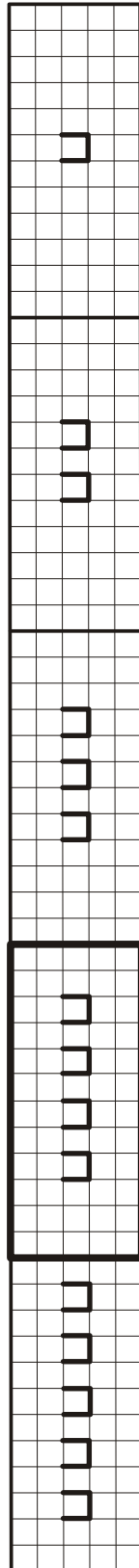
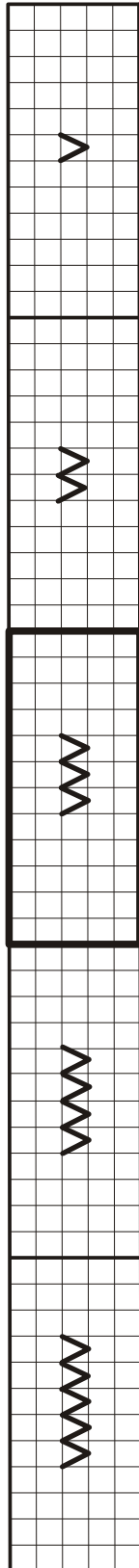
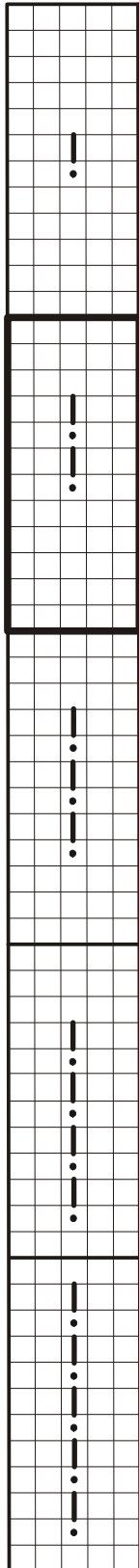
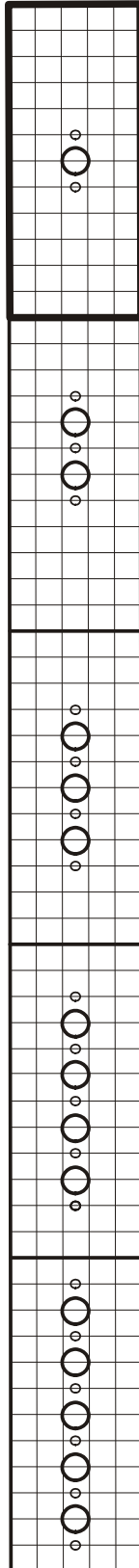


***WORK IT
OUT***

**Categorising -series
"What's next?"**

11-12



WORK IT OUT	Categorising -series "Bricks"		11-13 Level 1 Exercise 3
Aims	<ul style="list-style-type: none"> - Practising working with sets. - Practising finding the common element in a series. - Practising identifying elements that do not belong to a set. 		
Applications (examples)	<p><u>In class</u>: any mental operation involving cataloguing according to criteria that can be given or need to be worked out. For example, in a grammatical context, sorting words according to their meaning, their function in the sentence, their roots etc. Also practical tasks like tidying a classroom, packing a school bag without forgetting anything, separating files in a ring binder etc. Also proof-reading, checking mathematical operations, finding exceptions to rules or elements incompatible with instructions etc.</p> <p><u>At work</u>: any job involving cataloguing, sorting, tidying, arranging components, items or objects according to given criteria (labelling, packing, stocking, stamping, separating etc.) Jobs requiring this mental ability are numerous in manufacturing, retailing and office work, as well as in other sectors like market-gardening, catering, ICT. also quality control.</p> <p><u>In everyday life and leisure</u>: any activity involving cataloguing according to criteria that are given or need to be worked out: organising a stamp or a postcard collection or other activities involving albums/storage systems and display criteria; games (card games, jigsaws); stowing objects in boxes or predetermined areas (tools, sewing implements, buttons).</p>		
Materials	A sheet of paper with pictures of different brick patterns.		
Instructions	Students look for the pattern or patterns which do not belong.		
Comments	If the exercise appears to be too difficult, the teacher can substitute sorting exercises 9-11, 9-12, 9-13 which are also at Level 1.		
Variations (examples)	<ol style="list-style-type: none"> 1. The teacher could ask the learners to create a set with one or several extra elements which don't belong to be discovered by the group. 2. The teacher could ask a group of learners to analyse the way they have organised their school bag or a ring binder in order to identify sets and, eventually, elements that don't belong to the set. 3. The teacher could ask small groups of learners to create, using objects around them, a set containing one or several elements which do not belong. The objects will then be displayed in front of the whole group who will identify the elements which do not belong. 		
Individualisation	Yes.		
Answers	Yes.		

