

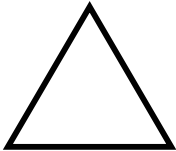


WORK IT OUT		Categorising -series "Sorting boxes"	11-21 Level 2 Exercise 1
Aims		<ul style="list-style-type: none"> - Practising working with sets. - Practising finding sorting criteria. - Practising finding elements of a series and putting them in order. - Eventually, designing a graphic code to identify 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 boxes, each containing a different element: letters, numbers, punctuation marks, geometric figures.	
Instructions		<p>students have to:</p> <ul style="list-style-type: none"> - find out what the different sets are; - sort each set into a series according to self-determined criteria. 	
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 students to create a series and present it to the group with the elements in random order. The group then has to sort the series according to an agreed criterion. Often, this criterion presents interesting differences with the original one. 2. The teacher could ask the group to find objects that are displayed or used in sets. 	
Individualisation		Yes.	
Answers		Yes, but only by way of example: the criteria chosen are increasing size and, in the case of the letters, alphabetical order.	

***WORK IT
OUT***

**Categorising -series
"Sorting boxes"**

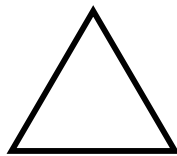
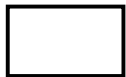
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**WORK IT
OUT**

**Categorising -series
"Sorting boxes"**

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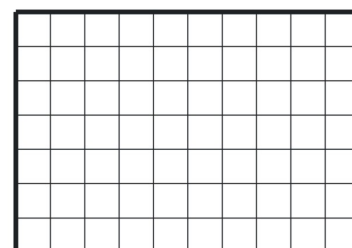
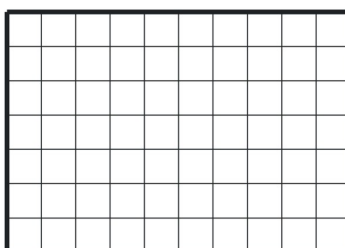
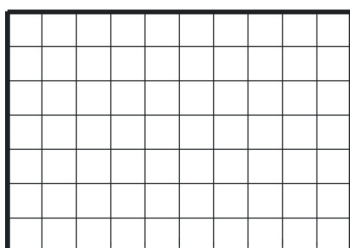
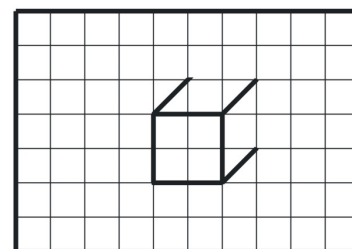
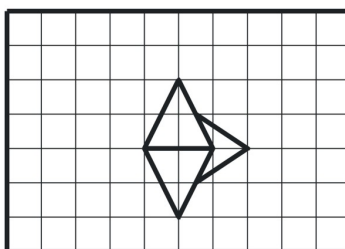
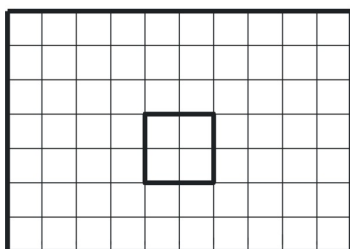
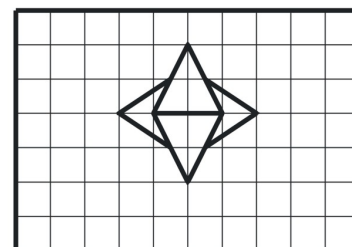
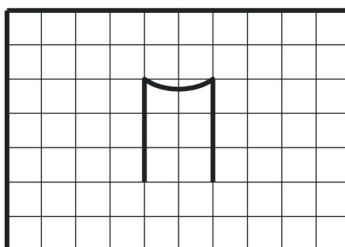
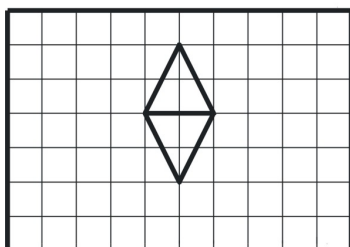
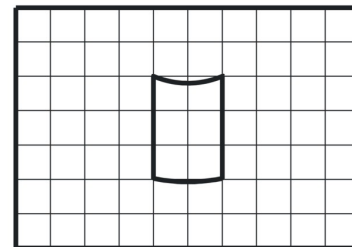
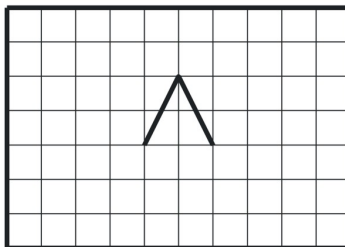
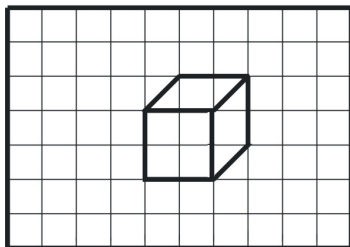
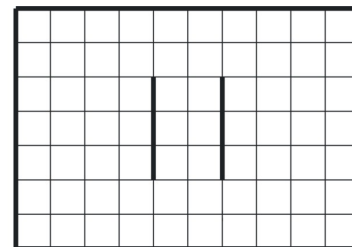
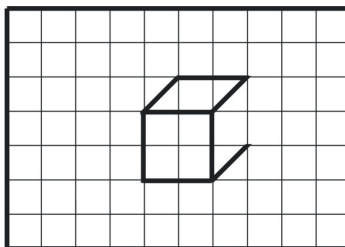
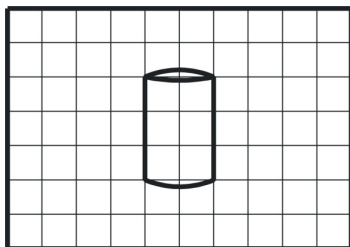
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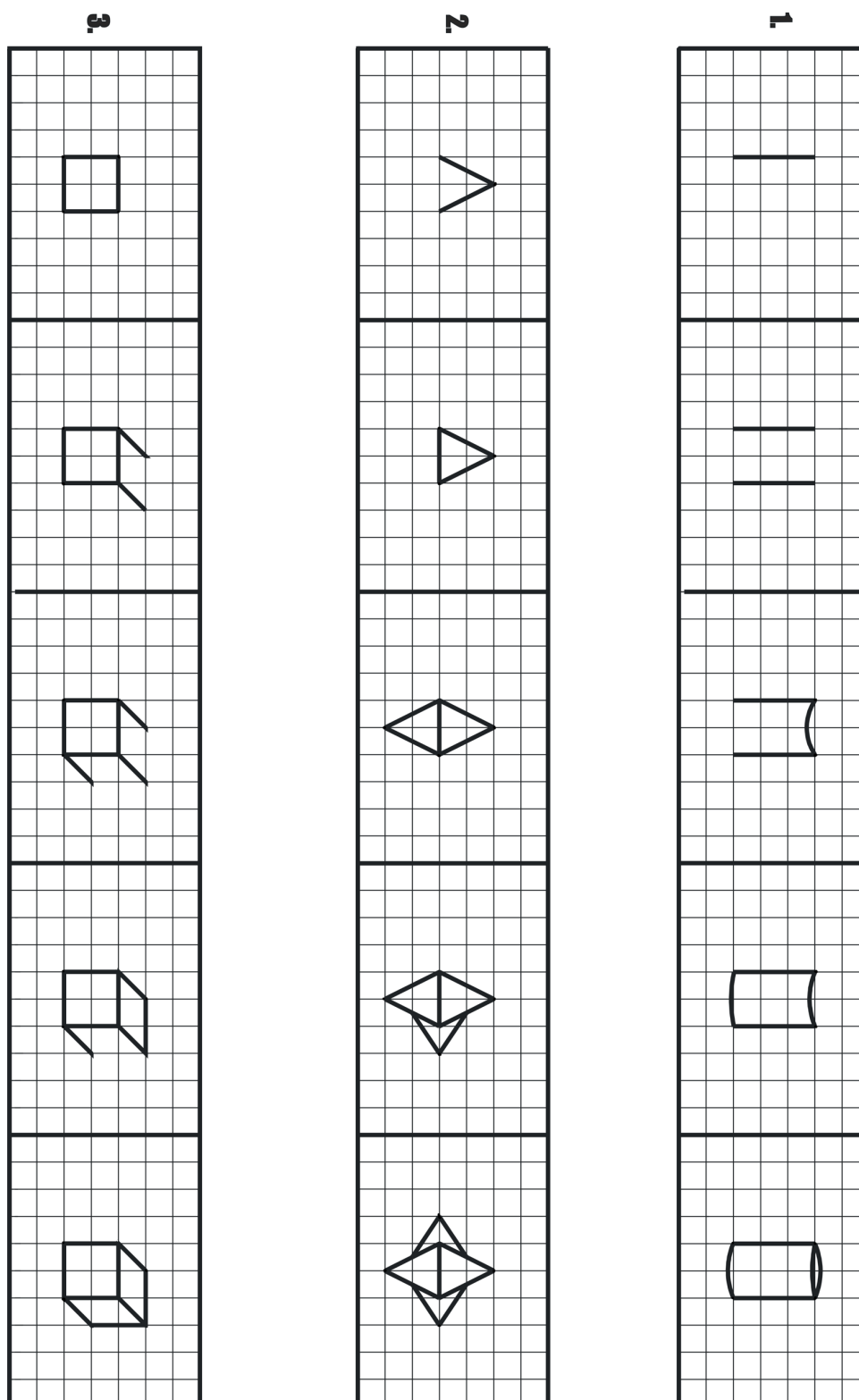
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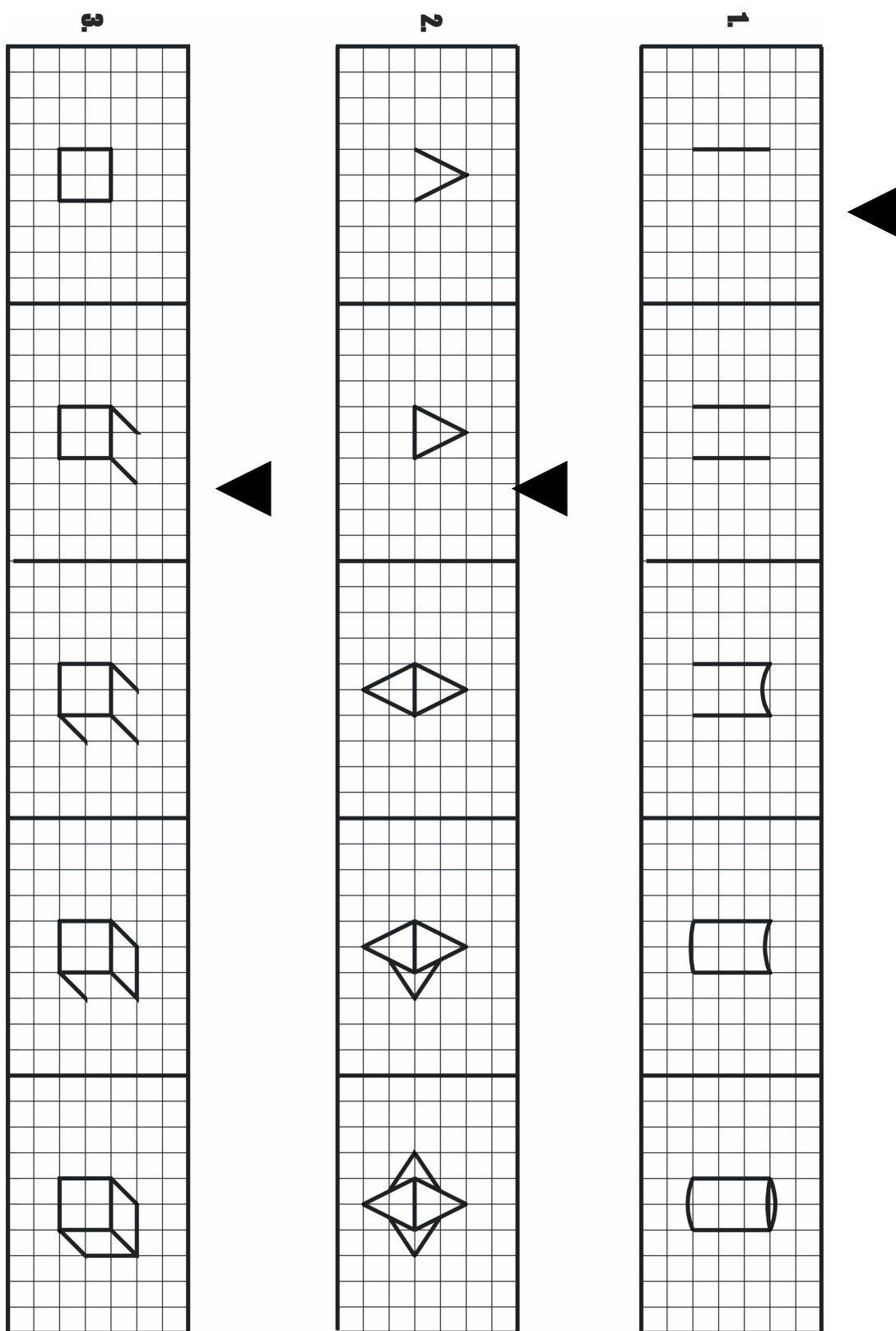
WORK IT OUT	Categorising -series "Building shapes"	11-22 Level 2 Exercise 2
Aims	<ul style="list-style-type: none"> - Practising finding the elements of a set. - Practising working with sorting criteria, designing and comparing them. - Practising identifying and sorting the different stages of a process, from start to finish. - Eventually, designing a graphic code to indentify 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. Similarly, any mental operation involving identifying and sorting the different stages of a process, from start to finish, for example in Maths, Biology or other sciences.</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. Similarly, any mental operation involving identifying and sorting the different stages of a process, from start to finish, for example on a production line.</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 3 different sets of geometric shapes mixed together. Three blank boxes at the bottom of the page.	
Instructions	The students have to identify the elements of each series, then sort them in order of completion, from the least complete to the finished product. They have to identify the missing shape and draw it in one of the blank boxes.	
Comments	The students can cut out the boxes and move them around if they want, to make the sorting easier. When sharing the results, the students will explain the rationale behind their ordering.	
Variations (examples)	<ol style="list-style-type: none"> 1. The teacher could ask the students to create a series and present it to the group with the elements in random order. The group then has to sort the series according to an agreed criterion. Often, this criterion presents interesting differences with the original one. 2. The teacher could ask the group to find objects that are displayed or used in sets. 	
Individualisation	Yes.	
Answers	Yes.	

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WORK IT OUT	Categorising -series "Dominoes"	11-23 Niveau 3 Entraînement 3
Aims	<ul style="list-style-type: none"> - Practising working with sets. - Practising finding a sorting criterion for a series. - Practising finding the missing element in a series. 	
Applications (examples)	<p><u>In class</u>: any mental operation involving finding criteria to sort elements into series and identifying missing elements. For example, series of verbs with the same prefix (replace, rediscover, review; foretell, forecast, foresee;), thus allowing for the discovery of the meaning of the prefix, or different forms of regular or irregular verbs. Similarly, series of words with the same root, or the same meaning, or the same grammatical function, or the same context (for example a professional one).</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 three sets of dominoes, each set containing a series of 5 dominoes. Some of the domino halves are blank.	
Instructions	The students have to fill the empty halves of the dominoes according to the rationale of each series, which has to be read from left to right.	
Comments	The dominoes should not be cut out: the learners might turn them upside down, thus disrupting the series.	
Variations (examples)	<ol style="list-style-type: none"> 1. The teacher can ask the students if the results would be the same when the page (and the dominoes) are turned upside down. 2. The teacher can design a similar exercise using playing cards. 3. The teacher can ask the group to find objects that are displayed and used in increasing or decreasing series, like dominoes. 	
Individualisation	Yes.	
Answers	Yes.	

