

WORK IT OUT	Categorising -series "Letters"		11-31 Level 3 Exercise 1
Aims	<ul style="list-style-type: none"> - Practising finding the sorting order of the elements of a set. - Practising inserting a given element in its correct place in a series. 		
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 the place of one element in a series, the next logical step in a sentence, a debate, a statement.</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	<p>A sheet of paper with 4 different series of the same letter (a), using 4 distinct fonts and different typefaces. The order of the typefaces is the same in each series and there are 4 missing letters, one in each series, which are replaced by an empty box. At the bottom of the page, there are 4 numbered letters.</p>		
Instructions	<p>The students have to find out which numbered letter goes into the empty boxes.</p>		
Comments	<p>The order of the typefaces in each series is as follows: regular lower case, regular upper case, bold lower case, bold upper case, italic lower case, italic upper case, bold italic lower case, bold italic upper case.</p>		
Variations (examples)	<ol style="list-style-type: none"> 1. The teacher can ask students to identify typefaces in different texts (forms, newspaper articles, book, publicity leaflets...) and try to find a rationale for the use of those specific typefaces. After this, the teacher can ask the student to find different instances of the same letter in the same typeface, to see if it fit the rationale. 2. The teacher could ask the group to find objects that are displayed or used in series that are limited, like letters, for example shoe sizes, standard packaging of food stuff, car models etc. 		
Individualisation	<p>Yes.</p>		
Answers	<p>Yes.</p>		

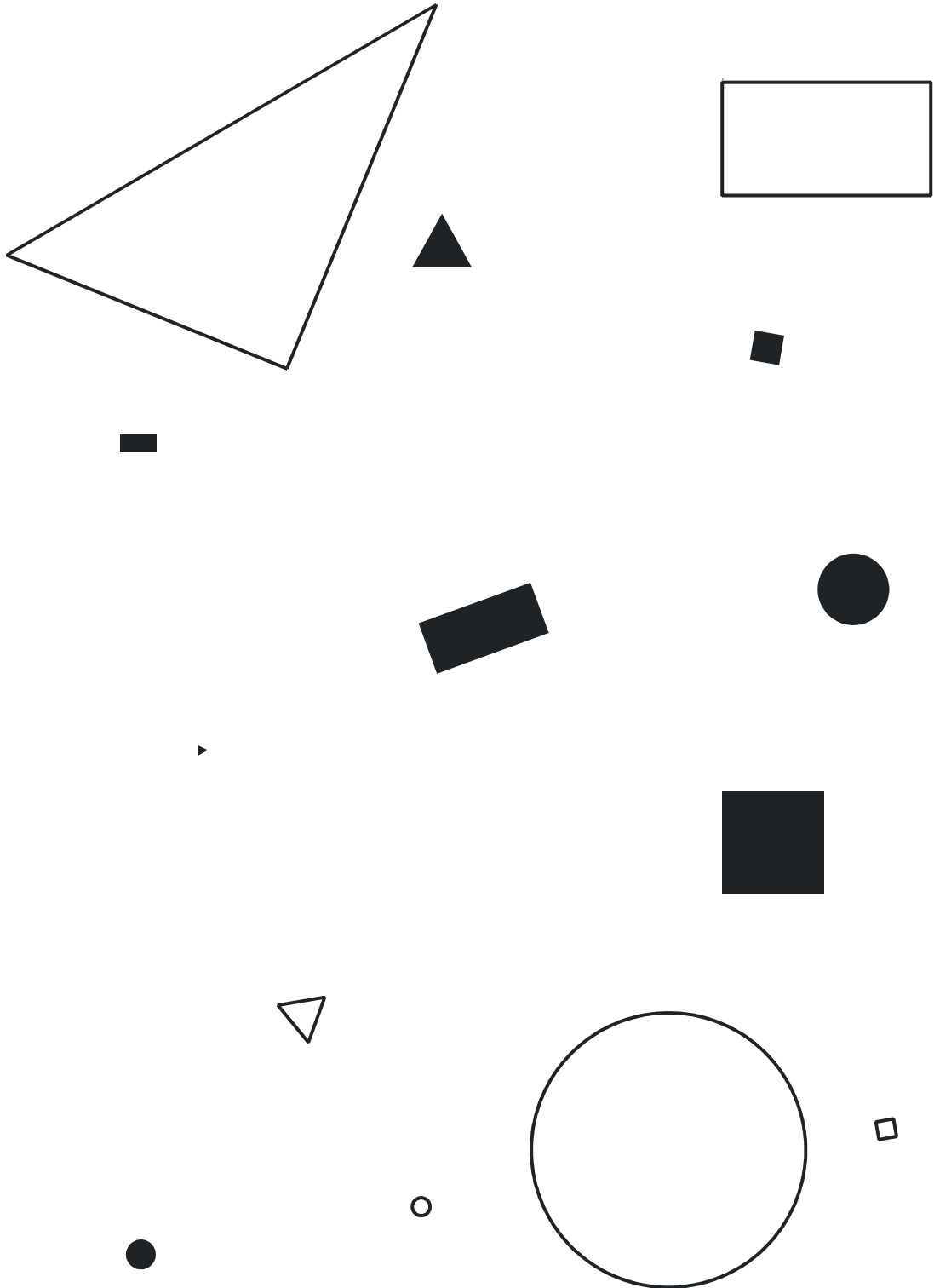
a A a A a A □ A
a □ a A a A a A
a A a A □ A a A
a A a □ a A a A

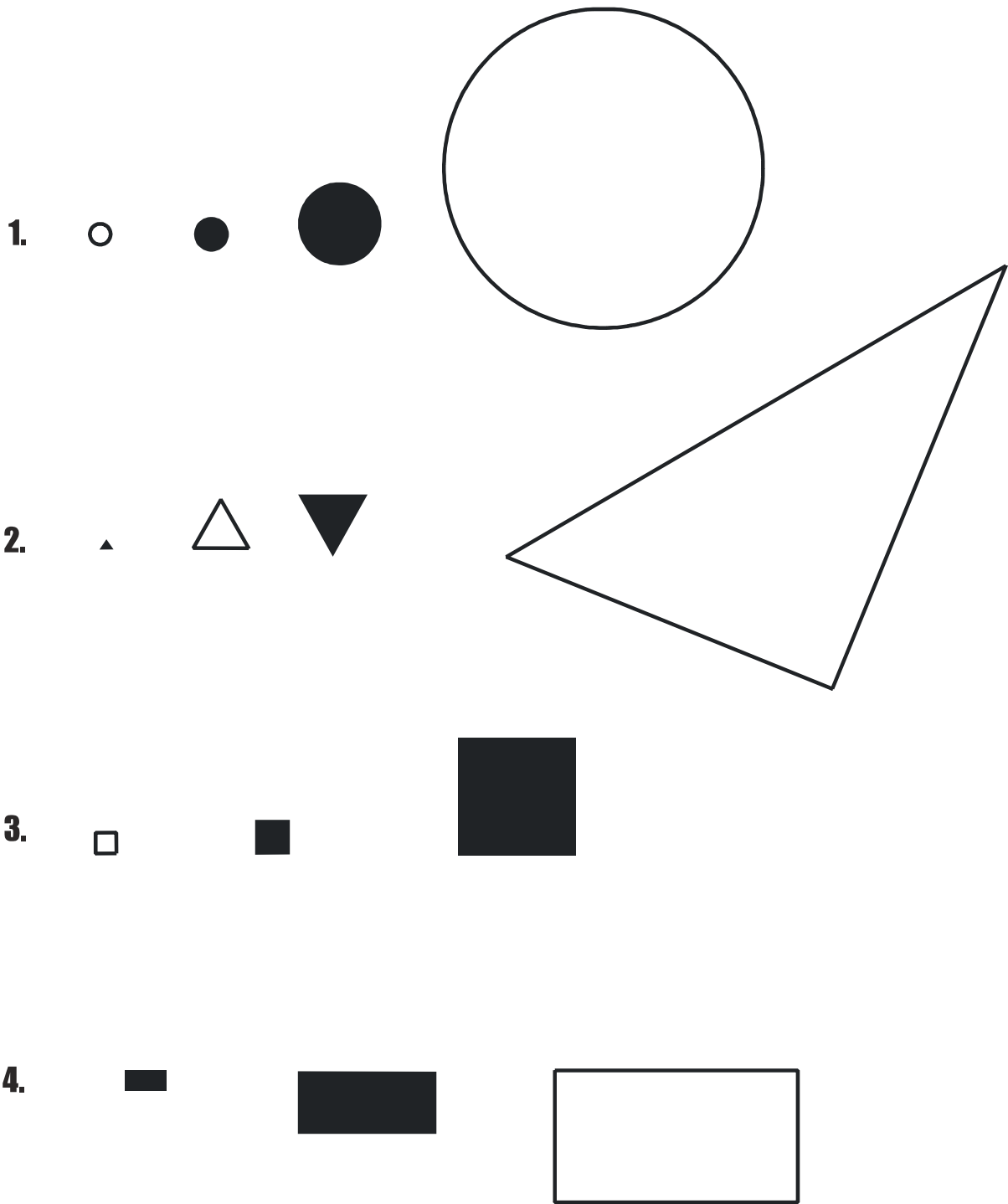
a A a A
1 2 3 4

a A a A a A 3 A
a 2 a A a A a A
a A a A 1 A a A
a A a 4 a A a A

a A a A
1 2 3 4

WORK IT OUT	Categorising -series "Geometrical shapes"	11-32 Level 3 Exercise 2
Aims	<ul style="list-style-type: none"> - Practising working with sets. - Practising finding sorting criteria . - Practising finding the elements of a set and sorting them in order. - 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.</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 geometrical figures of different sizes, shapes and colours.	
Instructions	The students will separate the shapes into a number of sets to be identified, then, they'll put the elements of each set in order.	
Comments	<p>The students can cut out the shapes 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 identify sets in the objects around them and to order the elements of the sets. The objects could be ordered according to size, shape, colour, use, places where they can be found etc. 2. The teacher could ask the students to do the exercise above, but to limit themselves to the geometrical shapes present in the original exercise (circles, squares and rectangles, triangles). 	
Individualisation	Yes.	
Answers	Yes, but only by way of example: the criterion chosen is increasing size, but it could also be colour.	





WORK IT OUT	Categorising -series "Series of dominoes"	11-33 Level 2 Exercise 3
Aims	<ul style="list-style-type: none"> - Practising finding the different elements of a series. - Practising working with sorting criteria, finding and comparing them. - Practising creating criteria for series. - Practising inferring the rationale behind a series from the context. 	
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 dominoes. In each series, there are two dominoes with a blank half.	
Instructions	The students have to fill the empty halves of the dominoes according to the rationale of each series.	
Comments	Blank domino squares are normally part of domino games. The instructions might therefore be a little hard to deduce from the context, especially for those familiar with domino games. The teacher must therefore emphasize that there is a difference between ordinary domino games and this exercise, in terms of blank squares.	
Variations (examples)	<ol style="list-style-type: none"> 1. The teacher can ask the students to create a domino series to be completed by the group. 2. The students can also cut out the dominoes and play according to the usual rules of placing the same numbers beside each other. They will then create series defined by the fact that all the dominoes are in the same square. 	
Individualisation	Yes.	
Answers	Yes.	

