



L14



20-25 minutes



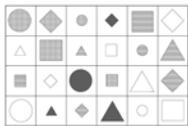
❖ Cassie the Clever Cockatoo



❖ Set of 54 Category Cards



❖ 24-Shape Geometric Grid



❖ 9 differently coloured A4 sheets of paper

❖ 9 large Post-it notes and a pencil

WHICH GROUP DOES IT BELONG TO?

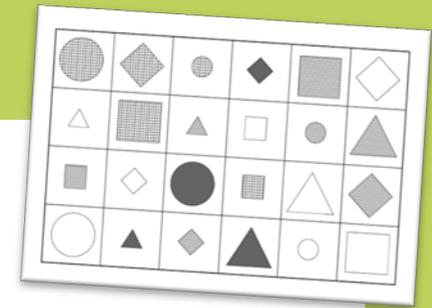


To practise identifying the basis upon which objects are to be grouped

To practise classifying objects into broad categories - group objects according to their common characteristics

To practise categorising objects - identify a category word to facilitate systematic grouping according to common characteristics

To develop the ability to represent category words graphically using visual symbols



To start, introduce Cassie the Clever Cockatoo. Explain: *Cassie just loves to play tricks and set challenges to see if anyone can think as cleverly as her. She's got some of her best games and challenges ready for you today!*

What Goes Where?

The full set of Category Cards depict a variety of objects that can be easily categorised and classified into different groups according to one obvious and essential characteristic (transport, fruit, vegetables, flowers, tools, buildings, containers for liquids, musical instruments, mushrooms).

Have Cassie 'whisper' in your ear, and pretend to do what she tells you to. Shuffle the Category Cards, and spread them out face up on a table or the floor. Ask your child to look at the pictures and tell Cassie if they think there is one name for all the things that they can see in the pictures (no, there isn't).

Now put out your coloured sheets of paper. Ask your child if they can see a way to divide the cards into different groups. Explain that Cassie wants to see if they can put all the cards belonging to one group onto the same sheet; give the sheet a name to show which pictures belong there, and create a symbol to label the sheet.

Pick up a sheet, and let your child think about and discuss what goes onto it. When they successfully identify a common feature of some of the cards, for example saying, 'We could use this one for the fruit', tell your child that they are responsible for making sure that only 'fruit' cards are put on that sheet. Put the cards that they have already found onto it, and then encourage them to identify another group. Repeat until your child has identified 9 groups, and used all 9 sheets.

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Your child can identify common characteristics of groups of objects.

Your child can allocate category labels to the groups.

Your child can create symbols representing their category labels.

Your child can systematically allocate objects (pictures, shapes, words) to the categories that they have devised.



KEY TO LEARNING
@HOME



WHICH GROUP DOES IT BELONG TO? – continued



Then get Cassie to ‘ask’ your child to put the rest of the Category Cards onto the right sheets. Encourage them to say what they are doing loudly and clearly as they pick up each Category Card, as Cassie is a bit hard of hearing – for example as they spot an apple, ‘An apple goes on the fruit sheet’.

Finally, ask your child for their suggestions of symbols that they could use to represent the different groups that they have created. Have them draw their idea for each group on a Post-it note, and put it next to the relevant sheet.

Find Something We Can Eat, Find Something We Can Drink:

Now collect up the Category Cards, and put them out again face up on the table. Put on a voice for Cassie, and ask your child to pick up ‘something we can eat’, then ‘something we can drink’, then ‘something that we use to make music’ and so on.

Grouping Shapes:

Put out the 24-Shape Geometric Grid, and ask your child to look at it. Put Cassie to your ear as if she is whispering to you, nod in agreement and then say: *Now Cassie has got her trickiest challenge yet for you! Can you divide the shapes on this grid into as many groups as possible? Every shape in the group has one and only one thing in common.*

There are ten groups that they should find, and they are: triangles, diamonds, circles, squares, small shapes, big shapes, shapes with stripes, shapes with a check pattern, black shapes and white shapes. If they say, for example, that one group is ‘triangles with stripes’ then you need to point out that the two triangles are different sizes but they still have two things in common, not one – the stripes and the triangle shape.

Give your child some time to think this through and try out their grouping ideas before using questions to help them focus on which shapes have only one thing in common (if necessary). Have Cassie ask them to point out the shapes that belong to each group, and to describe the one characteristic that they all have in common.

Listen and Group:

Tell your child: *I am going to name some things. Some of the things belong in one group and some in another. Are you clever enough to tell me the names of the two groups and the names of the things that belong in each group?*

Use some or all of the following ideas, plus any of your own too:



- Carrot, pear, onion, apple, cabbage, lemon (fruit and vegetables).
- Dress, slippers, trousers, boots, trainers, shirt (clothes and footwear).
- Robin, butterfly, ladybird, duck, mosquito, pigeon (birds and insects).
- Guitar, hammer, saw, piano, drums, screwdriver (musical instruments and tools).
- Wardrobe, dandelion, table, chair, daisy, bed (furniture and flowers).
- A, 5, C, 2, L, K, 9, F, G (letters and numbers).

See if your child can invent a list for you too! This game is also ideal for playing on journeys or when you have time waiting around somewhere.

Cut out Cassie the Clever Cockatoo.



Cut out each Category Card separately.

