



L15



10-15 minutes



- ❖ Cassie the Clever Cockatoo from L14



- ❖ A collection of 10-15 different objects made from a variety of materials, in various sizes, shapes and so on, for example: cup, plate, bread, biscuit, sugar, towel, fork, spoon, napkin, cutting board, rolling pin, nail
- ❖ A whiteboard and marker or large sheet of white paper and a pen

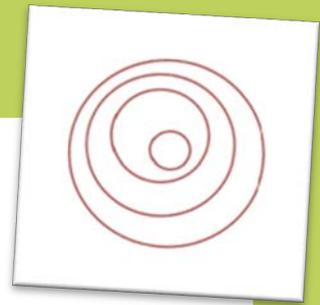
# I CAN BELONG TO MORE THAN ONE GROUP



To practise classifying objects into categories – group objects according to one or two common characteristics

To promote flexible thinking – recognise that the same objects can be classified in different ways, depending on the criteria for classification that we select

To distinguish between essential and salient characteristics of objects during the process of classification and categorisation



**Classify:** Bring out Cassie, and say that today she has even more challenges planned! Choose one characteristic of your collection of objects, for example 'things made of metal', and have Cassie ask your child to sort the objects according to that. Depending on what objects you have chosen, other examples could be: things made of wood, things made of paper, things that are sweet, things that are soft, things made of porcelain and so on.

**Re-classify:** Now have Cassie ask your child to re-sort the objects according to another characteristic, for example: things that can be eaten, heavy things, soft things, white things, round things, long things, small things and so on.

**Classify By Two Characteristics:** Now sort by two characteristics, for example: all the things that are white and long, or wooden and round, or small and metal, and so on.

**Where Do I Belong?** Draw a small circle in the centre of your paper or whiteboard, and ask your child to imagine themselves inside it. Discuss the fact that all of us belong to many different groups at the same time, and ask your child to think of some examples (family, friends, class, school, clubs, town, country and so on).

Then explain that in this case, the first circle is the group that is your family. Then draw a second circle around it, as in the image above, saying: *This second circle is the group that is your street – our family are part of the group of people that live in our street.* Continue like this, adding bigger circles each time for the 'group' that is your town, then your region, then your country, and then the people of the world, explaining as you go.

**Two Out of Five:** Have Cassie recite list of some of the things that we need to make up a wood: 'Tree, bird, wolf, hunter, mushrooms, soil'. Explain to your child that a wood cannot be a wood without two of the things in that list – they have to listen and decide which two. Say: *A wood can't be a wood without ... without what?* (trees and soil).

Repeat using different lists, for example: GARDEN: plants, gardener, dog, fence, soil; TOWN: cars, houses, crowds, buildings, streets; HOSPITAL: doctor, thermometer, injection, patients, X-ray machine; GAME: cards, players, counters, rules, referee; BOOK: drawings, story, paper, contents page, text.



Your child can classify objects according to a given common attribute, re-classify the objects according to a different common attribute and classify the objects again according to two common attributes.  
Your child can identify some of the many different groups to which they belong.  
Your child can identify the two most critical characteristics of a category, from a list of possible features.



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