



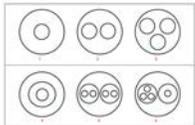
L44



15-20 minutes



- ❖ Blank Visual Models Sheet (per child)



- ❖ Set of 3 Reaction Cards from L43: minus, plus and question mark (per child)



- ❖ Some chalk
- ❖ 2 differently coloured pencils and a rubber (per child)

MY OWN GROUPING CIRCLES MODELS



To master the creation of visual models showing the relationships between categories in a classificatory system
 To practise assigning categories to the different levels of a blank visual model
 To consolidate the ability to represent classification graphically, using Grouping Circles
 To develop symbolic literacy - code and decode visual models



Jumping Into Circles (active outdoor game):

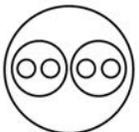
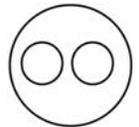
Draw a large two-level Grouping Circles model on the ground with two inner circles, as shown here, with your chalk. Ask your child to jump in each circle in turn, giving a possible group name for each circle as they land. For example, 'toy' - 'toy car'/'teddy'.

If you or another child disagrees with what they have said, use the word 'Challenge!' to let them know, then encourage your child to revise the names of the objects if necessary.

Repeat with a three-level Grouping Circles model, as shown here. Ask your child to jump in each level of circle in turn and say names of suitable objects as they do so. For example, your child might say 'toy' for the outer circle, then 'toy cars' and 'soft toys' for the next circles and then 'lorry' and 'pick-up truck' for the two circles inside 'toy cars', and 'crocodile' and 'teddy bear' for the circles inside 'soft toys'.

Repeat both versions a few times.

Note for the next activity: Help your child focus on the fact that the 'content' (what we can say about an object) of a subset is always greater than the content of the superset to which it belongs. This is because we can say everything we know about the superset, and then add more specific details about the subset. For example, we know that 'dogs' are 'animals'; we also know that they bark, they are pets, they like to be taken for walks, they chase sticks, and so on. The content of the subset 'dogs' is greater than the content of the superset 'animals'.



CONTINUED ON THE NEXT PAGE



Your child can choose their own content for blank Grouping Circles models.
 Your child can create visual models that accurately represent a relationship between a superset and a subset.
 Your child can use symbols or letters to label their visual models.
 Your child can present their labelled models, respond to the Reaction Cards shown to them and make any corrections to their models.



KEY TO LEARNING @HOME



MY OWN GROUPING CIRCLES MODELS – continued



Similarly, help them to focus on the relationship between 'volume' and 'content'. Help them to notice that 'greater content' always applies to a far 'smaller volume' of objects. This is not an accident, but a characteristic of a hierarchical system of classification. We identify and designate a subset by excluding other members of the superset. There are more animals in the world than there are dogs. This is because we create the category dog by excluding all those animals that are not dogs. We have more details about the subset 'dogs' than the superset 'animals' (greater content); there are fewer 'dogs' than there are 'animals' (smaller volume).

Create Your Own Grouping Circles Model:

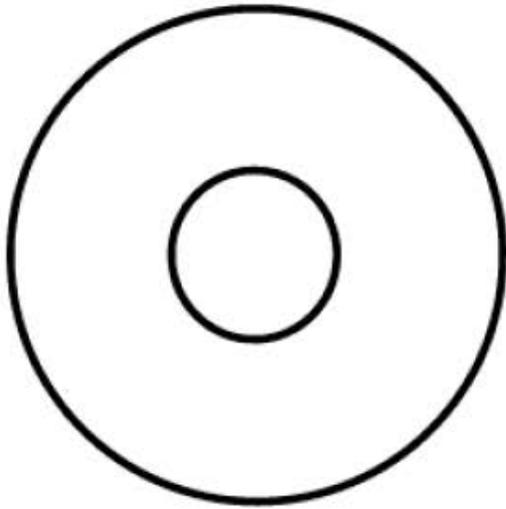
Before you start, decide whether to give your child the full Blank Visual Models Sheet, or cut it in half horizontally – the latter would be better if you think your child would find the task more manageable if they are only focusing on those involving two levels of classification. Then at another time, when you think they are ready for it, they can work with the bottom three models on the sheet – the ones that involve three levels of classification.

Give your child their sheet, a pencil and a rubber. Ask them to decide, independently, what the circles in the first Grouping Circles model could represent, and then to use their pencil to record their ideas by marking each circle with appropriate symbols or letters. Remind them that if they want to classify an object, they must analyse it first – they must think about its essential characteristics – the thing or things that are most important about it.

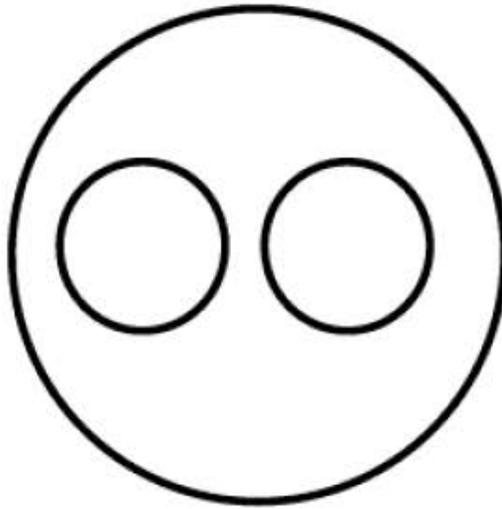
Repeat for the other models on the sheet.

When they have finished, give your child a different coloured pencil and put out their set of Reaction Cards. Remind them what each means ('plus' means 'I agree', 'minus' means 'I disagree', and 'question mark' means 'I'm puzzled about something and I want to ask a question').

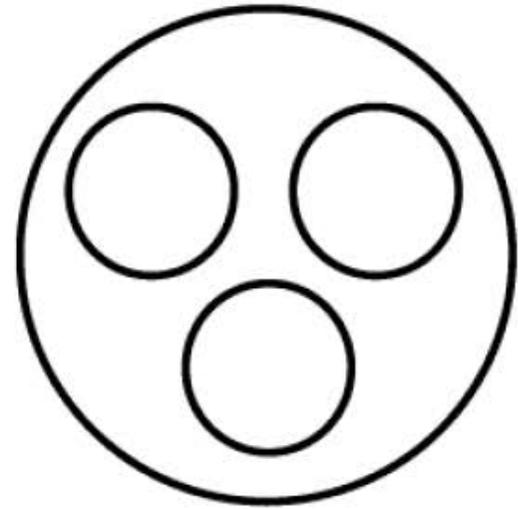
Ask them to present each of their Grouping Circles models on the sheet to you, one at a time. Use the Reaction Cards to respond to them (if you have more than one child doing this session, have each child use a Reaction Card Set to respond to each model that the other has created). Discuss any difficulties and then encourage them to correct any mistakes that they made using their pencil of a different colour.



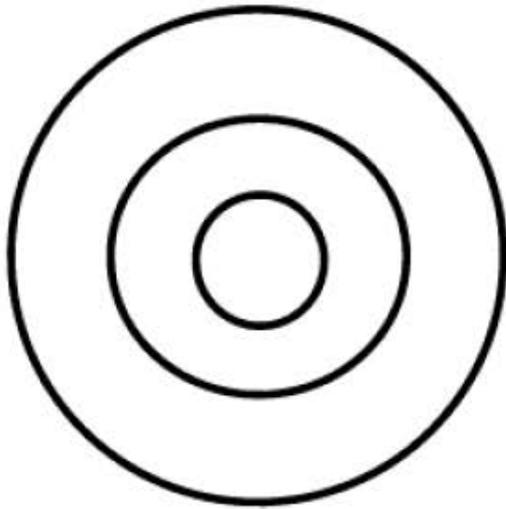
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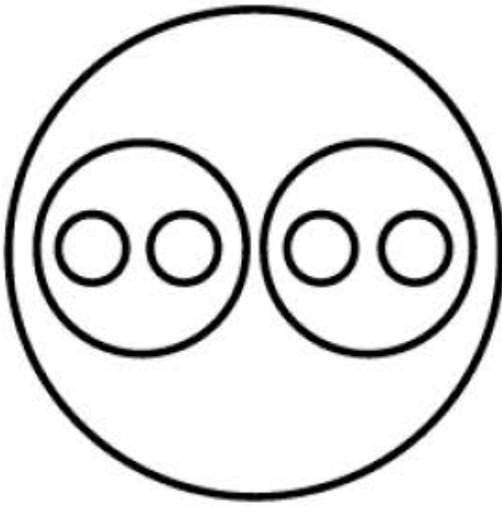
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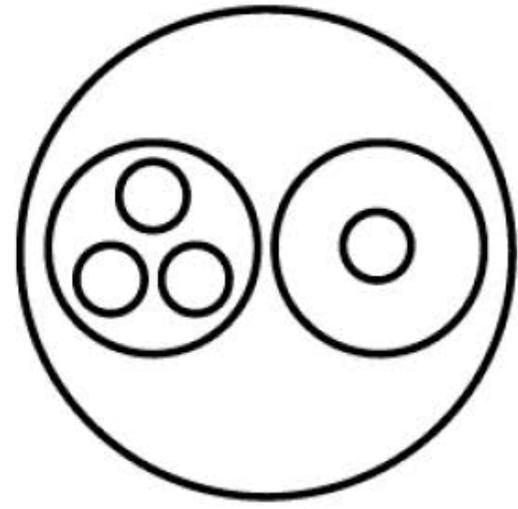
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