L45

🕐 **15–20 minutes**

HOW CAN WE REPRESENT THESE IDEAS?

🎯 To practise drawing and labelling visual models to represent a given classificatory relationship at two or three levels of generalisation
To develop symbolic literacy – code and decode visual models
To develop listening skills – be able to respond to dictation
To develop social and communication skills – volunteer, take part in discussion, listen and respond

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❖ Sheet divided into 6 sections (per child)
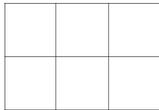
❖ Set of 3 Reaction Cards from L43: minus, plus and question mark (per child)

+	**−**	**?**

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❖ A sheet of A5 paper (per child)

❖ 2 differently coloured pencils and a rubber (per child)
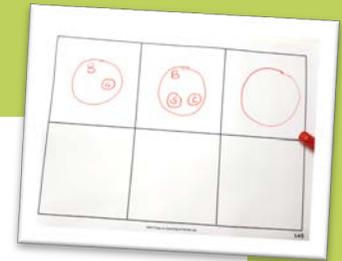
🚦 **A Sporting Example:**

Give your child a blank sheet of A5 paper, a pencil and a rubber, and explain that you are going to read a list of words aloud. Their task is to draw a Grouping Circles model to represent the relationship between the things in the list, and to label the model so that they do not forget what goes where.

Dictate the following list slowly: *sports, team sports, individual sports, soccer, hockey, cycling, running*. Help your child to analyse the list. They need to be able to see the categories to which the words belong, and to be able to identify which word is the most general term (the one that covers all the others).

Once they fully understand the list, repeat it again slowly and ask them to draw a visual model using Grouping Circles on the A5 paper to represent what you read out. Encourage them to use the first two letters of each group to label the circles: sports SP, team sports TS, individual sports IS, soccer SO, hockey HO, cycling CY and running RU.

If they need support, ask them again which word in the list covers all the rest (sports). Ask: *How could you represent this, using Grouping Circles? Would it be a small, medium or a big circle? Where would any other circles be*? (It will be the biggest circle, and all the other circles will be inside it.) Ask them to now draw a large circle labelled SP for 'sports'. Now ask them what belongs inside the big circle (all sports). Then to reinforce this, ask: *If this circle is the block of flats where all the sports live, can you find the names of two flats inside the block?* (Individual sports and team sports.) Ask them to draw and label the medium-sized circles (IS and TS) representing 'individual sports' and 'team sports' inside the previous circle. Finally, ask: *What rooms there are in the flats?* (Hockey and soccer have rooms in the team sports flat; cycling and running have rooms in the individual sports flat.) Ask your child to draw and label the smallest circles (HO and SO; CY and RU) accordingly.

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💡 Your child listens attentively to your dictation of a list of items to be represented by a Grouping Circles model.
Your child knows which circle in a Grouping Circles model they should draw to represent each item in the dictated list.
Your child can accurately draw and label Grouping Circles models of the items in the dictated list.
Your child can use and respond to the Reaction Cards appropriately.

KEY TO LEARNING @HOME

Review the model together, describing what each circle represents in relation to the other circles.
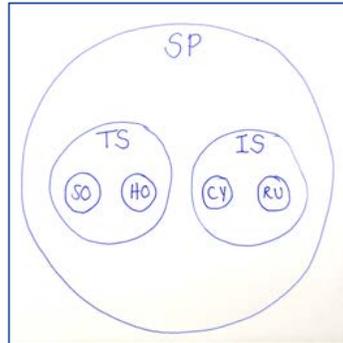
How Can We Represent these Ideas?

Give your child the sheet divided into six sections, and explain that they will draw models based on words you give them. Remind them to listen to all the words before they start to draw and label their Grouping Circles models. Encourage your child to decide which word covers the biggest circle first, and then to label the smaller ones. Read the words as often as necessary. You can also change the sequence of the words in any dictation to make it more or less challenging (when the words go in order from the biggest grouping to the smallest, it is easier for the child).

Read out the following dictations one at a time (or use your own examples):

1.   Berry, strawberry.
2.   Sparrow, bird, crow.
3.   Butterfly, ant, insect, ladybird.
4.   Coffee table, furniture, table.
5.   String instrument, saxophone, guitar, musical instrument, trumpet, wind instrument, violin.
6.   Land transport, boat, lorry, transport, car, water transport, bicycle.

When they have finished, give your child a different coloured pencil and put out their set of Reaction Cards, reminding them of what each card represents if necessary.

Go through each of the Grouping Circles models that they have created from the dictations in turn. Read the appropriate dictation out again, and ask them to show you, and explain, how they labelled their Grouping Circles model. 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 the model that the other has created for each dictation. If you are doing this with just one child, you should also take a few of your child's models and present them back to your child, having them use the Reaction Cards to respond to what you say.

Discuss any difficulties and then encourage them to correct any mistakes that they made using a pencil of a different colour.