


Teaching Activity

Classifying from a list of words without visual support

Retrieve, 100-109

Curriculum code: AC9E2LY05, ACELY1670 [Select state curriculum](#)

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Learning intention

For students to be able to categorise words from a list without visual support.

Explain

to students that there can be many different items belonging to the same category because they all have something in common.

Part 1

Put

students in pairs/groups.

Print out

one [worksheet](#) per pair/group.



Fruit	Vegetables	Dairy products	Cleaning products

Give

each pair/group a [worksheet](#).

Tell

students that there is a shopping list at the top of the sheet. Read it together. Tell students that each item on the shopping list fits into a different category in the table below. By grouping items into categories, it will be easier to do the shopping. Discuss the meanings of the categories if necessary.

Ask

pairs/groups to read the first word ('apples') and to decide into which category it belongs in ('Fruit'). Explain why if necessary.

Ask students to write 'apples' into the 'Fruit' column.

Ask

pairs/groups to classify all other items on the list. this can happen one by one, or all at once, depending on the level of your students.

Discuss

as a group what the table now looks like:

Fruit	Vegetables	Dairy products	Cleaning products
apples	broccoli	milk	soap
bananas	carrots	cheese	washing powder
	cucumbers	yoghurt	

Note

The activity could be amended as follows:

- This can also be given as an online activity where students verbally link the items on the list to the categories.
- The number of items on the list could be reduced.
- The activity can be changed using other items more appropriate for the target audience.

Part 2

Discuss

with students what they may find in their backyard/balcony.

Ask

pairs/groups to put their items from their own backyards/balconies into the list.

Give

them ideas if necessary, e.g. beetles, grass, galahs, eucalyptus trees, flowers, footballs, ants, magpies, golden wattles, mosquitoes, etc.

Print out

this [worksheet](#) or a table for them that has the following category headings: Insects, Plants, Birds, Toys.

Ask

students if they can identify objects from their list that have the same features. Tell them to discuss what these features are. What makes these things similar? Are there some objects that don't fit with any others?

Discuss

students' groupings. Talk through any similarities and differences. Explain that an object might have features that mean it can be put in more than one group.

Ask

students if they can come up with a heading for their different groupings.

If any students struggle with organising their own groupings, you could give them more support through the below activity.

Discuss

with students how their learning is broken up in class, and that they learn different things in different subjects at school.

Give

them a table that has no category headings. The columns are filled with activities or things students learn about in each subject (see below).

Ask

students to identify which subjects are being described (Art, Physical Education or Sport, Mathematics, Literacy or English). Ask students to add some more activities to each column.

painting	running	calculating	reading
drawing	swimming	shapes	writing

Discuss

students' tables and any differences between responses.

Related activities beyond the level

- [Organising similar information into a table](#)

Related annotated questions

- [Categorises items from the relevant section of a procedural text](#)