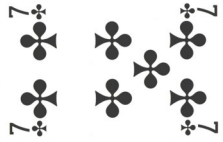
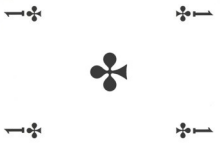
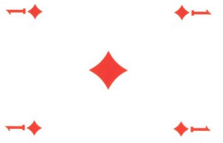
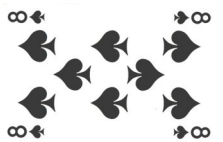
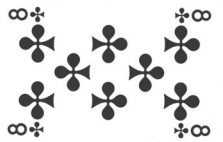

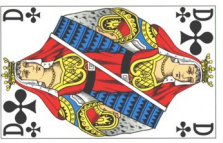




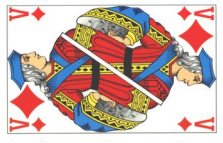
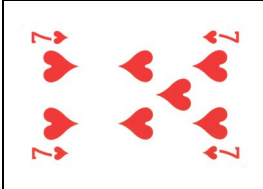
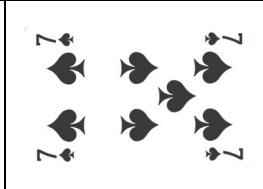
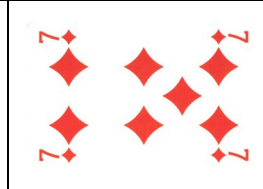
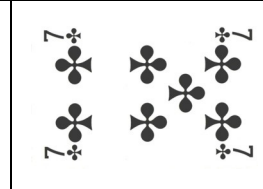
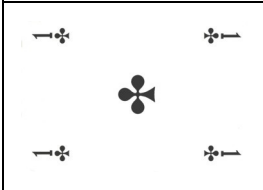
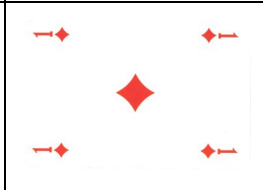
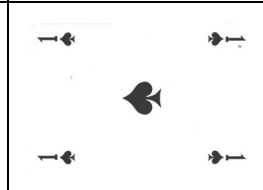
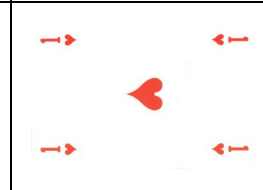
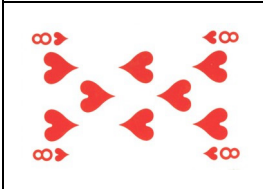
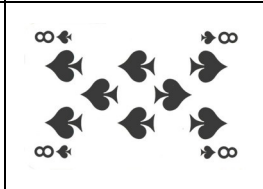
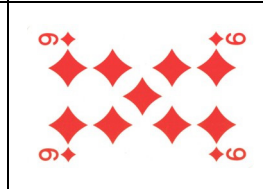
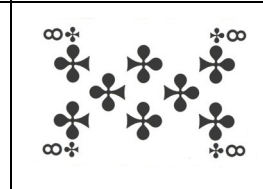
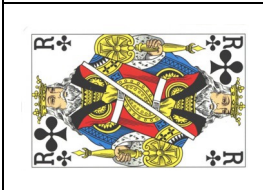
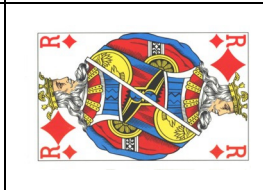
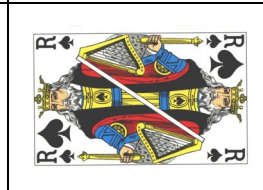
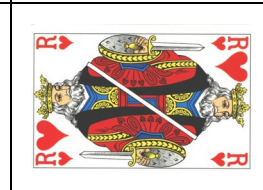
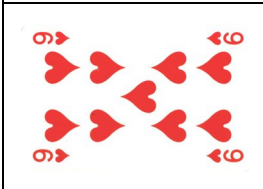
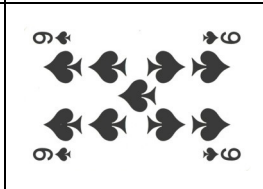
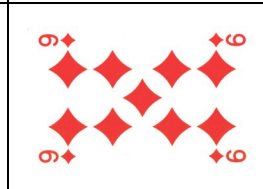
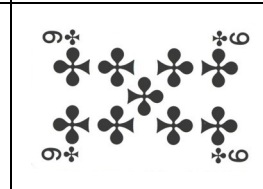

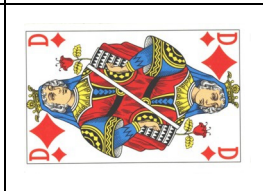


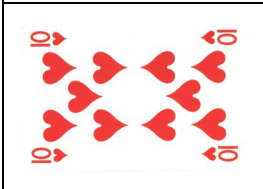
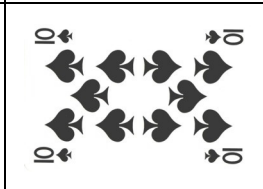
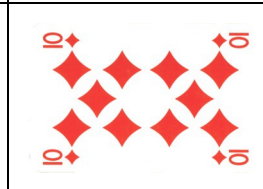
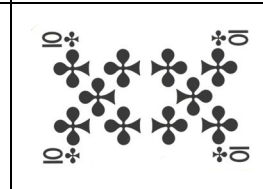
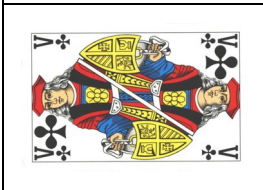
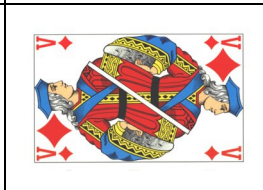
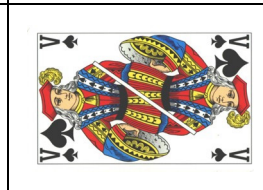



**WORK IT
OUT****Sequences
"Cards"****19-41****Level 4
Exercise 1**

<i>Aims</i>	<ul style="list-style-type: none">- Practising sequencing,- Practising deducing the rules governing a sequence.- Practising sorting elements in ascending and descending order,
<i>Applications (examples)</i>	<p><u>In class</u>: any task involving organising school things, managing a workload to avoid wasting time and effort, organising knowledge. Identifying the structure of a sentence from indicators like “-s”, “s”, “-ing”, etc.</p> <p><u>At work</u>: any task involving looking for a rationale, a reason, a starting point like fixing a breakdown for example or the search for solutions when a change of direction, order or point of view is necessary.</p> <p><u>In everyday life and leisure</u>: management of effort, avoiding distraction, concentrating on the task at hand and knowing how to get back to it in case of interruption (housework, childcare). Also patience games, some computer games. Organising storage and tidying up.</p>
<i>Materials</i>	A sheet of paper with empty boxes and 12 boxes containing a playing card.
<i>Instructions</i>	The students have to spread a 32-card deck according to the sequencing rules of the cards in the exercise sheet. They then have to explain the rationale behind the sequencing.
<i>Comments</i>	If need be, the teacher will ask the students to describe all the cards that can be found in a 32-card deck: diamond, heart, club and spade, kings, queens and jacks and the 5 numbers, the ace counting as 1.
<i>Variations (examples)</i>	Each student could bring in a deck of his/her choice (32 or 52-card deck, French, Spanish or Italian cards, tarot cards, Viennese or Indian cards etc.) Alone or in pairs if they wish, the students will spread their cards in a sequence of their choice and then take away some of the cards. This has to be done in such a way that the group can complete the sequence. The students will therefore need to look at the cards from the group's point of view, to ascertain that it is possible to find the solution.
<i>Individualisation</i>	Yes.
<i>Answers</i>	Yes.



























































































			
			
			
			
			
			
			





















































































			
			
			
			
			
			
			
			

**WORK IT
OUT****Sequences
"Cards"****19-41****Level 4
Exercise 1**

<i>Aims</i>	<ul style="list-style-type: none">- Practising sequencing,- Practising deducing the rules governing a sequence.- Practising sorting elements in ascending and descending order,
<i>Applications (examples)</i>	<p><u>In class</u>: any task involving organising school things, managing a workload to avoid wasting time and effort, organising knowledge. Identifying the structure of a sentence from indicators like “-s”, “s”, “-ing”, etc.</p> <p><u>At work</u>: any task involving looking for a rationale, a reason, a starting point like fixing a breakdown for example or the search for solutions when a change of direction, order or point of view is necessary.</p> <p><u>In everyday life and leisure</u>: management of effort, avoiding distraction, concentrating on the task at hand and knowing how to get back to it in case of interruption (housework, childcare). Also patience games, some computer games. Organising storage and tidying up.</p>
<i>Materials</i>	A sheet of paper with empty boxes and 12 boxes containing a playing card.
<i>Instructions</i>	The students have to spread a 32-card deck according to the sequencing rules of the cards in the exercise sheet. They then have to explain the rationale behind the sequencing.
<i>Comments</i>	If need be, the teacher will ask the students to describe all the cards that can be found in a 32-card deck: diamond, heart, club and spade, kings, queens and jacks and the 5 numbers, the ace counting as 1.
<i>Variations (examples)</i>	Each student could bring in a deck of his/her choice (32 or 52-card deck, French, Spanish or Italian cards, tarot cards, Viennese or Indian cards etc.) Alone or in pairs if they wish, the students will spread their cards in a sequence of their choice and then take away some of the cards. This has to be done in such a way that the group can complete the sequence. The students will therefore need to look at the cards from the group's point of view, to ascertain that it is possible to find the solution.
<i>Individualisation</i>	Yes.
<i>Answers</i>	Yes.

"The impossible series"

5	4	3	2	1
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				

5	4	3	2	1
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				
				

**WORK IT
OUT****Sequences
"Series of shapes"****19-43****Level 4
Exercise 3**

<i>Aims</i>	<ul style="list-style-type: none">- Practising deducing the rules governing a sequence.- Practising observation and comparison skills..- Practising looking for symmetry.
<i>Applications (examples)</i>	<p><u>In class</u>: basing decisions and judgements on several criteria and avoiding limiting oneself to the most obvious one , for example in grammar (when to use the plural, use of pronouns etc.) or following instructions in all subjects.</p> <p><u>At work</u>: any task requiring the use of logic or the right method, for example while dealing with difficult clients or recalcitrant machines!</p> <p><u>In everyday life and leisure</u>: analysing situations requiring complex choices.</p>
<i>Materials</i>	An exercise sheet with a table. Some of the cells are filled with geometrical shapes, others are empty.
<i>Instructions</i>	The students have to fill the empty cells with the appropriate symbol, according to the rationale behind the sequence.
<i>Comments</i>	The table can be read horizontally and vertically. However, it is more interesting to let the students discover this by themselves.
<i>Variations (examples)</i>	The students could discuss whether reading the table diagonally would result in another sequence and what the rationale behind the sequence would be.
<i>Individualisation</i>	Yes.
<i>Answers</i>	Yes.

