

BEAD JEWELLERY

THINKING SKILL: information processing

SUBJECT LINK: mathematics

LEARNING LINK: visual

ORGANISATION: whole-class introduction, individual task

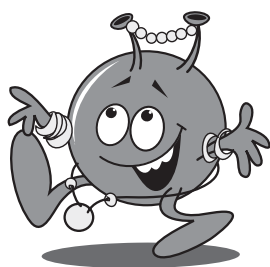
RESOURCES: beads of different colours, shapes and sizes; laces

WHAT TO DO

- Watch your teacher threading beads onto a lace, following a pattern.
- What pattern is made? Is your teacher using a sequence of colours or shapes?
- Use two different colours and make a pattern. You can add one of each colour to make your pattern, or two or three of each colour.
- Compare the bead necklaces that everyone has made.

NOW TRY THIS

1. Make a pattern with one of one colour, two of the next and three of the next. Repeat the pattern twice more.
2. Now make a pattern with different-shaped beads – for example, a round bead and then a cylindrical one.
3. Swap with a partner and follow their pattern to finish their necklace.



MOVE IT ABOUT

THINKING SKILL: reasoning

SUBJECT LINK: science

LEARNING LINK: visual

ORGANISATION: small groups

RESOURCES: several different types of tongs and tweezers; magnets; a piece of paper; a collection of objects of different sizes and materials that can be picked up with tongs and tweezers or moved with a magnet

WHAT TO DO

- Look at the objects.
- Sort them by size.
- Which ones can you pick up with the tweezers?

- Which ones do you need to use the tongs to move? Why?
- Are there any objects that you can move without using your hands or the tweezers and tongs? Try this.
- Sort your objects into three sets: those that you can move with tweezers, those with tongs and those with a magnet.

NOW TRY THIS

1. Move all of the objects from your table to the next table without touching them with your hands.
2. How can you get the objects that you need to move with a magnet to the next table? Use a piece of paper to help.
3. Find other objects around the classroom to add to your sets. Remember, you can only use the tweezers, tongs or a magnet.

BLIND SORTING

THINKING SKILL: enquiry

SUBJECT LINK: science

LEARNING LINK: visual, auditory

ORGANISATION: small groups

RESOURCES: for each group: magnets; a collection of objects made from different materials that can be sorted by other means than sight; large sheets of paper; sorting rings and cards for labels (a different assortment of buttons is good to include in this activity). Safety note: be careful when asking the children to use taste to identify objects

WHAT TO DO

- Look at the objects. Talk about and list their properties.
- Look at the list of properties and cross out all those you have named by using your sense of sight (for example, transparency and colour).
- Next to the other properties, say whether you could name the property using your sense of touch, hearing, smell or taste.
- Are some objects in more than one set?

NOW TRY THIS

1. Sort the objects into sets according to their properties, using any sense except sight.
2. Label your sets and say which sense you used to sort them.
3. Walk around the room. How have other groups sorted their objects?

