



Semantic Categorisation Activities

Materials/Assembly

- Print the attached pictures and cut them out
- Optional: laminate pictures
- Shuffle pictures and lay them out on a flat surface or table
- Optional: start with only a few pictures and gradually add more

Sorting into Subcategories Activity

1. Tell the student: “These pictures all belong to the same big group, or category. They are all a type of animal. But we can sort these pictures into even smaller groups, or sub-categories. We can figure out which animals go together best by thinking about where they live, what they can do, or what parts they have.”
2. Have the student sort the pictures into subcategories. These categories might be:
 - Wild/ jungle/ zoo animals
 - Flying animals
 - Farm animals
 - Sea animals
 - Pets
 - Insects

For an older student, it may be appropriate to prompt for more scientific category names (e.g., mammals, reptiles, etc.).

3. Provide specific feedback to the student about their sorting choices. Once all of the pictures have been sorted into subcategories, review each subcategory and ask the student to think of other animals (not pictured) that might fit into each specific subcategory (e.g., “Another type of sea animal is an octopus,”).

Multiple Categories Activity

1. After the student has sorted the pictures into subcategories, prompt the student to choose a random image and consider if it might belong to any other categories. For example, a ‘bat’ might belong to the ‘flying animals’ and ‘wild animals’ subcategories. A ‘tiger’ might belong to ‘wild animals’, ‘four-legged animals’, ‘mammals’ and ‘carnivorous animals’ subcategories.
2. Create a written list of plausible categories for each picture chosen. Working as a team, see which animal you can think of the greatest number of subcategories for!

Odd-One-Out Activity

1. Place three animal pictures in front of the student. Two of these pictures should be animals from the same subcategory, while one should be from a separate category. For example: ‘tiger, monkey, fish’.
2. The student is to identify which animal does not belong, and then explain why. For example, they might say, “The fish does not belong because it is a sea animal, and a tiger and monkey are both jungle animals.”
3. Increase the complexity of the activity by asking the student to choose from four pictures.



Pictures – Animals





