



FI_Class_PairtoTen_Question

Teacher Education Design Principle + code:	11. Teacher education should enable teachers to use questioning effectively and encourage children's questions in order to foster creativity and inquiry TE: Question
Specific Teacher Outcome(s):	11.1 Teacher should be able to use different forms of questioning at appropriate points to scaffold creative learning outcomes in science and mathematics, and in particular to encourage children's reflections and explanations, foster their independence and extend their inquiry.
Factors linked with:	AO: Creative; P: Ques; P: Scaff; P: Agency; P: R and R
Type of material (image – interview (int) – classroom extract (class):	Classroom
Originating from:	
Country report :	D4.3 Finland
Case:	Case1
Episode:	1
Teacher:	Mary
Age Group:	6
Selected episode present in D4.4 Appendix	No





Seizing informal opportunities to ask questions and teach simple addition

Children are getting ready to walk to the cottage.

TA "Here we have 3 children. What is the pair of ten for number 3?"

CH "Four"

TA asks again and the answer is the same.

TA "Ok, let's try to put 4 here. Are there 10 children now?"

CHILDREN "No"

One child suggests number 5. TA adds a child and asks if it is ten now. Children agree that it's not.

CH "Seven!"

TA "Yes. So how many we need to add to these 5 children?"

TA asks again.

CH "Three"

They add 3 children.

TA "How many children we have now there?"

Couples of boys think that there are 7 in the group. Finally others disagree and one boy says there are 8 altogether.

TA "Let's go 3 numbers forward from number 8."

Children count.

TA "Is number 8 the pair of ten for number 3?"

CHILDREN "No"

TA "What I need to do to have a pair of ten for number 3?"

CH "Take CH [child's name] off"

Everybody laughs and TA takes the child off.

TA "Now let's check if we got it right. Here are 3 children, how many are there?"

CH "Seven"

TA "Please, count who many children are there in a whole"

CH "Ten"

TA "So what is the pair of ten for number 3?"

CH "Seven"

TA "Good"



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