FI_Class_WaystoCount_ChildIdeas

Teacher Education Design Principle + code:	10. Teacher education should enable teachers to recognize and build on children's ideas, theories and interests for the teaching of science and mathematics. **TE: ChildIdeas**
Specific Teacher Outcome(s):	10.1 Teachers should be able to use a range of strategies for picking up on children's ideas, theories and interests.
Factors linked with:	**T: Ped;** **AO: Affect;** **A: Strat;** **AO:Strat**
Type of material (image – interview (int) – classroom extract (class):	Classroom
Originating from:	
Country report :	D4.3 – report Finland
Case:	Case 5
Episode:	2
Teacher:	Rachel
Age Group:	6-9
Selected episode present in D4.4 Appendix	Yes

The project CREATIVE LITTLE SCIENTISTS has received funding from the European Union's Seventh Framework Programme (FP7/2007-2013) for research, technological development and demonstration under grant agreement no 289081.

Solving a mathematical problem with three different ways and presenting the results

The aim of the lesson is to support the children to solve mathematical problem when using several additional materials and tools. The children work in pairs and each pair has their own material or equipment. The children have to try to solve the mathematical problem and teach it to the others. The children work in pairs and teacher walk around and scaffold them when needed:

Child: How can you count 18 with finger? I don't have so many fingers.
Teacher: That's a good question. Let's see if we can find a solution to your problem soon.

After short time working in pairs the teacher asks the children come in turns to the front of the classroom and present their solution for the problem through using the provided equipment. The set additional questions:

Teacher: So what did you do to the number 18? Did you make it bigger or smaller? So what kind of problem is it then?

After each presentation the class gives applauses to the pairs of the children.

Teacher: As you can see there are many ways to solve these kinds of problems.

All groups presented their strategies to solve the mathematical problem

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