



FRA\_Class\_Collaboration\_GWork

<b>Teacher Education Design Principle + code:</b>	15. Teacher education should promote teachers' use of group work to support children's inquiry processes and creative learning. <b>TE: GWork</b>
<b>Specific Teacher Outcome(s):</b>	15.4 Teachers should be able to use resources and teacher intervention appropriately to foster collaboration in science and mathematics.
<b>Factors linked with:</b>	<b>G: SmallG;</b> <b>G: Abil;</b> <b>M: Var;</b> <b>M: Expl;</b> <b>M: Cr;</b> <b>P: Collab;</b> <b>P: Scaff</b>
<b>Type of material (image – interview (int) – classroom extract (class):</b>	Classroom extract (class)
<b>Originating from:</b>	
<b>Country report :</b>	D4.3 France
<b>Case:</b>	Case 5
<b>Episode:</b>	BodiesCounting
<b>Teacher:</b>	Joelle
<b>Age Group:</b>	3-4
<b>Selected episode present in D4.4 Appendix</b>	No



Fostering children's collaboration to succeed BodiesCounting



The activity from which this episode is drawn formed part of a class topic on mathematics lasting several weeks. The activity was initiated by the teacher, and involved children playing in whole-group in the gymnasium to investigate what would represent one and two. Depending on a noise made by the teacher the children have to be alone or to group themselves by two. The children work all together and help each other when it is useful. The aim of the activity is for the children to investigate the different ways to count, here through their bodies' action.

*Children are walking/running around the houses [hoops] after a while the teacher makes the small bell ring. Children run in the room to find a house, when they do not move any more the teacher talks:*

- **T:** So, are you all one by house?
- **Children:** Yes, No
- **T:** Explain it to her **Sa!** [**Sa** pushes her friend which is in the same house as her into another house]. Good! **Ma** did you find a house? Go one that is it really nice. We said when the small bell ring it is one per house. Go one.

Because some children have another mother tongue language they can encounter difficulties:

- **T:** At the small bell we are one. [*Children adjust their place in the houses; some help others to find a house.* **Ri**, when the small bell rings children have to be alone in each house. Well done **Ei**. [*One child is walking, and does not seem to know what happen*]. **Ri** doesn't understand the language that is why. **Ri** you have to be alone in your house, one **Ri** [*teacher shows to Ri one finger*].

Teacher encourages children to play in the gymnasium to solve problem.

- **T:** How many are you?
- **Children:** Two
- **T:** What have we said [*the teacher shows one finger to the children*]?
- **Children:** Just one
- **T:** Yes, just one. So what do you have to do **Lé** and **Cé**? [**Lé** looks forward] Yes, go one [**Lé** runs to another house, but where there is already a child].
- **Children:** No

# creative little SCIENTISTS

- **A child:** No, we have said one [*two other children come to help them*]
- **T:** That is nice.

This activity is creative in the sense that it is unusual to be able to make science or mathematics with our body. It constitutes an interesting idea to foster the interest of the children who have difficulties with abstract contents. Here, children who prefer to do things with their body can enter into mathematics learning. So, the activity constitutes a great opportunity to include more children into mathematical activities. Moreover, it allows children to consolidate their actual understanding by using it in different contexts. If the activity focuses apparently on cognitive dimensions, it also fosters social dimensions of the learning. Indeed, children exchange a lot and provide help to their friend which don't succeed. In other words, the activity fosters children collaboration.



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