



### FRA\_Class\_Share\_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>	15.1 Teachers should have knowledge of the value of collaboration for inquiry and creative thinking and learning. 15.3 Teachers should be able to organize group work, aligning ways of grouping children, task design, teaching and assessment strategies in different ways to promote collaboration amongst children in science and mathematics.
<b>Factors linked with:</b>	<b>T: Ped;</b> <b>G: SmallG;</b> <b>G: Abil;</b> <b>P: Collab;</b> <b>P: Dialog;</b> <b>A: Strat</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 6
<b>Episode:</b>	Share
<b>Teacher:</b>	Sandy
<b>Age Group:</b>	4-5
<b>Selected episode present in D4.4 Appendix</b>	Yes



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Fostering children's exploration of their own world to create sense collaboratively



The teaching assistant and a small group of children discuss what 'equally' means. It can be noticed that each child knows clearly what share means but the notion of 'equality' is more difficult for them. It can be stressed that for children colour might be one of the criterions to share equally (e.g. '**Ro**: And the same colour!').

- **Teaching assistant (TA):** So, we will share. To share we have to pay attention. If I share without paying attention, like this: Sweets for Henry, for Christopher, for Raphael. That is it. I've shared. According to you, is it fair?
- **Children:** No
- **TA:** Why it is not fair?
- **Fl:** Because it is not the same.
- **TA:** So, we will try to share them fairly. That means... Who can remind me what it means? What will we have to do?
- **Fl:** To provide the same.
- **TA:** We will try to provide the same number of sweets in each plate. All right?
- **Ro:** And the same colour!
- **TA:** No, the colour is not important here. We will not take the colour into account! Ok?
- **Ro:** All right.

As it can be seen from the next extract, it is not so easy for children to share equally the sweets in three equal parts for the Three Little Pigs (Henry, Christopher and Raphael).

- **TA:** So, **Ro** I will give you a handful of sweets. We will do it one after the other, we will work together. Here are the three plates, one for Henry, one for Christopher and one for Raphael. So, **Ro** starts the sharing. We look carefully what **Ro** does, because if she makes mistakes we will have to help her. So how will we do? Afterwards, you have to give out all your sweets.  
*[Ro starts to put one sweet in Henri's plate, then two in Raphael's plate, then one in Henri's]*
- **Ro:** I don't have!
- **TA:** Why didn't you provide some sweets to Christopher?
- **Ro:** Oh!
- **TA:** Could you do something in order that Christopher has some sweets?



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- **Ro:** I will remove some [*She picks up some sweets to put them in Christopher's plate*]
- **TA:** It has to be equitable... That means that everybody has to have the same number of sweets in his plate. Do you prefer to do it again?

When children encounter difficulties the teaching assistant does not provide solutions but fosters children's collaboration and own exploration of their strategies.

- **[Ro starts again and puts 4 sweets in a plate]**
- **Fl:** What is she doing?
- **TA:** She is trying.
- **[Ro places 4 sweets on another plate and the last 2 sweets on the third plate].**
- **Ro:** I don't have enough sweets!
- **TA:** There is still a problem!
- **Fl:** She doesn't have enough!
- **TA:** Do you want to try **Fl**? [**Fl** shakes his head to say yes]. You will all try, all right?

The activity is rich and challenging as it is based on counting from 1 to approximately 20. Children have to find a strategy to share equally the handful of sweets between the three plates for the three pigs. It seems to be difficult for those children to share equally. They manage to share, to place sweets into each pig's plate but they encounter difficulties in placing the same number of sweets in each plate. Nevertheless, the group of children provides to each of them a scaffolding space to develop their own understanding of "equally" sharing.



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