GR_Int_MeasuringTables_SocialAffectAims

Teacher Education Design Principle + code:	1. Teacher education should provide content knowledge about science and mathematics, including interesting and current topics, to be used in activities linked with everyday life. **TE:SocialAffectAims**
Specific Teacher Outcome(s):	1.1 Teachers should be able to pursue the social and affective objectives of children's science and mathematics learning, in synergy with the corresponding cognitive ones. 1.2 Teachers should be able to make children aware of connections between science and mathematics learning and their everyday lives, in order to engage their motivation, interest and enjoyment in science and mathematics and foster curiosity and creativity.
Factors linked with:	**AO: Affect;** **AO: Social**
Type of material (image – interview (int) – classroom extract (class):	Interview
Originating from:	
Country report :	D4.3 - Greece
Case:	Case 1
Episode:	2 – Measuring Tables
Teacher:	Mina
Age Group:	5-6
Selected episode present in D4.4 Appendix	Yes

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The teacher embeds the task in an everyday life context.
She encourages collaboration and fosters children's agency.

T (Mina): Since few days ago we have said that we would like to order a new table from a carpenter. The carpenter rang me and said: Mrs Mina, I will make the table you want. However, you have not given me any instructions. You have not told me how you wish the table to be: what shape you want it to be; how high you want it to be; how wide you want it to be. If you do not give me any instructions, if you do not give me any measurements, I cannot make the table you want, and they you will tell me: Mr Carpenter the table you have made is not good for our classroom.

I want you to help me to give instructions to the carpenter. OK? So this is what we are going to do: Every team will go to their table and take its measurements. I will give you notebooks so you can write down your notes. I will provide some instructions. […] Each team will decide how they are going to take their measurements. We need to provide three measurements to the carpenter: shape, height and width. Last time we said that we can use different tools for measurement. Each team will deliberate and decide on the measuring tool they wish to use: a ruler, a (wooden) meter, a ribbon, the palms of their hand, their fingers, their spoons? You will decide. Meet as a team now and decide on the way you wish to measure your table.

[Teams decide on the measuring tool to use. The teacher makes sure that the team's decision is unanimous.]

Next step: To every team I will give a notebook. In the notebook you will write your notes after taking the measurements. What do we need? Shape, height and width. […]

Just a minute. Before you start taking the measurements… I know that the materials you now have on your table have caused a pleasant excitement in you. However, one more instruction: To make it easier for you, you need to collaborate. If every one of you wants to keep the tool for himself/herself, the team will not succeed in the task.

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