



MA_Class_CountingCaterpillar_CreatInqPed

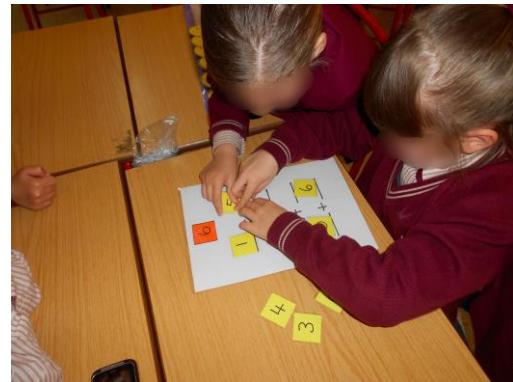
Teacher Education Design Principle + code:	7. Teacher education should familiarize teachers with a range of formal and informal inquiry- and creativity-based learning, teaching and assessment approaches and strategies and their use in relation to authentic problems within the areas of science and mathematics. TE: CreatInqPed
Specific Teacher Outcome(s):	7.5 Teachers should be able to use a range of creative contexts and approaches for provoking children's interest, motivation and enjoyment in science and mathematics, such as stories, poems, songs, drama, puppets, games.
Factors linked with:	P: Scaff; P: Play; P: Affect; A: Form
Type of material (image – interview (int) – classroom extract (class):	Classroom extract (class)
Originating from:	
Country report :	D4.3 – report Malta
Case:	Case 6
Episode:	6.1 Counting Caterpillar
Teacher:	Fleur
Age Group:	7-8
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.

creative little SCIENTISTS

Provide opportunities for child-initiated exploration as the students play and manipulate the caterpillar resource in a unique way to solve a mathematical problem



Manipulating their caterpillar to be able to solve the mathematical problem presented

The teacher ensures that the children have understood. She then moves on to explain what the group work in which the children are going to engage in is to involve. The activity involved building number pairs where children worked together.

Child 1: How are we going to work it out?

Child 2: We need to find the numbers, we have number 6.

The children count six segments on the caterpillar and remove the other segments.

Child: We can start with 1...then counts the rest...we need 5.

The children are a little perplexed as they look at the caterpillar's head.

Child 1: Do we need to count this?

After some thought the children decide to remove the caterpillar's head so that all they have on their caterpillar is the number of segments which amount to 6 segments. They then work out the examples with no difficulty. At the end of the group activity, the teacher asked the different groups to share the strategies that they used to work out the number pairs. The children then shared the way in which they used the caterpillar and the number pairs, which they had identified. Actually some groups had taken off the caterpillar's head as without it, they said, it was better to check the number pairs.



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