



MA\_Class\_Money\_CrossCurr

<b>Teacher Education Design Principle + code:</b>	16. Teacher education should provide teachers with knowledge of approaches to timetabling and organizing cross-curricular project work. <b>TE: CrossCurr</b>
<b>Specific Teacher Outcome(s):</b>	16.3 Teachers should be able to build connections across the curriculum of various kinds and with potential to contribute to children’s inquiry and creativity.
<b>Factors linked with:</b>	<b>AO: Creative</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 – report Malta
<b>Case:</b>	Case 2
<b>Episode:</b>	2.1 Money
<b>Teacher:</b>	Lydia
<b>Age Group:</b>	6-7
<b>Selected episode present in D4.4 Appendix</b>	No



Encouraging children to solve mathematical problems through pretend play organizing group work, providing time for the children to be creative by providing resources to elicit role-plays.



*Pretend play and inquiry based learning when sorting tens and ones*

The teacher then gives the children an example. She gives one child some paper coins and asks him to count the total.

**Lydia:** 'How much money do you have? What are you going to count first?'

**Child:** 'The tens...20c.'

**Lydia:** 'Where shall I write the 20c?'

**Child:** 'The tens... And the other money.'

**Child:** '5c, 2c...7c in the units.'

**Lydia:** 'The total then is...'

**Child:** '27c'

**Lydia:** 'Good.'

# creative little SCIENTISTS

The teacher gives the children some other tasks. The teacher then tells the children that they are going to work in groups. She distributes baskets with plastic money inside them, giving one to each group. The children are to play buying and paying in pairs. Two girls working together are discussing what to buy. They decide to buy fruit: apples, two apples. They put the money in separate columns (tens/units) and count a total of 25c. The children engage in role-play with one playing the role of a customer; finding the money and paying, and the playing the role of the shopkeeper; receiving the money.

**Child 1:** 'I am going to buy an apple, no two.'

**Child 2:** '25c please, they cost 25c.'

Child 1 gives child 2 the money who places them on the small whiteboard where they had drawn the same figure for tens and units as the teacher had drawn on the board. They check that they had chosen the correct amount of coins. The girls then decide to buy chickens...continuing to invent more things to buy.



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