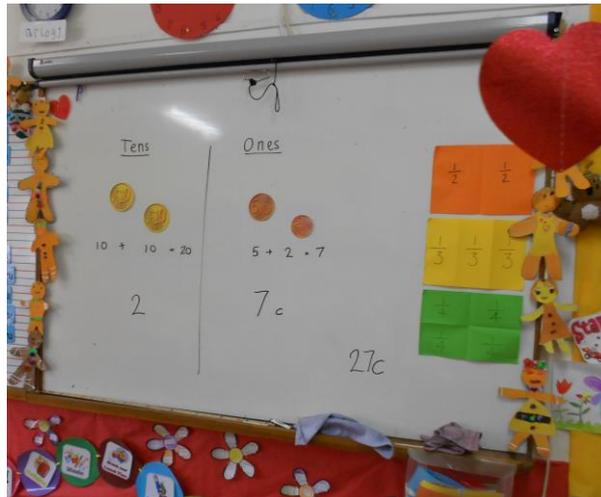


MA_Class_Money_GWork

Teacher Education Design Principle + code:	15. Teacher education should promote teachers' use of group work to support children's inquiry processes and creative learning. TE: GWork
Specific Teacher Outcome(s):	15.2 Teachers should be able to purposefully use a variety of patterns of collaboration, shifting between individual and collaborative activity over time, to support children's inquiry processes and creative learning. 15.4 Teachers should be able to use resources and teacher intervention appropriately to foster collaboration in science and mathematics.
Factors linked with:	P: Scaff; P: Collab
Type of material (image – interview (int) – classroom extract (class):	Classroom extract (class)
Originating from:	
Country report :	D4.3 – report Malta
Case:	Case 2
Episode:	2.1 Money
Teacher:	Lydia
Age Group:	6-7
Selected episode present in D4.4 Appendix	No

Shifting from individual to group work to facilitate collaboration;
Provide resources and materials that foster collaboration to engage
in creative exploration and pretend play whilst solving a
mathematical question.



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.



© 2014 UNIVERSITA TA MALTA

This work is licensed under the Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc-nd/4.0/>.



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.