

RO\_Img\_Colouredfingersstamps\_EYSciMaths

<b>Teacher Education Design Principle + code:</b>	12. Teacher education should provide knowledge about early child development, the purposes and aims of science and mathematics education, and their place in the early years curriculum. <b>EYSciMaths</b>
<b>Specific Teacher Outcome(s):</b>	12.3 Teachers should have knowledge of the role of creativity in child development and in the fields of science and mathematics. 12.4 Teachers should be able to contribute towards the goal of preparing creative citizens, who have scientific and mathematic literacy.
<b>Factors linked with:</b>	<b>AO: Creative</b>
<b>Type of material (image – interview (int) – classroom extract (class):</b>	Image
<b>Originating from:</b>	
<b>Country report :</b>	D4.3 - Romania
<b>Case:</b>	Case 3
<b>Episode:</b>	Colored fingers stamps; Mixing colored water
<b>Teacher:</b>	Anca
<b>Age Group:</b>	3-4
<b>Selected episode present in D4.4 Appendix</b>	No

## Planning to integrate science and mathematics teaching with creativity and imagination

During this lesson, children have to understand the production of new colours through colour mixing, based on the mixing of two differently colored water samples. The teacher and her assistant distribute to each participant a transparent plastic bowl, a disposable syringe and two additional transparent plastic containers each filled with water colored by a two different colors. She asks pupils to comment on the color and clearness of the water in the bowls they received, with the intention to link the subject of the lesson with children previous knowledge. After this dialog, the teacher instructs children on the way to use syringes and the colored liquids in order to combine them in the empty container. A new color is generated from primary colors. Pupils are asked one after the other to identify the newly formed colors and to name them. During this discussion, pupils have to reflect on the way new colors can be obtained by mixing two liquids having different colors. They are free to explore the new situation, as the teacher and her assistant supervise them not to split the liquids or to smear all around. By the end of the lesson, children are required to come to the white board and to identify the resulted color from the mixture of two primary colors by selecting the appropriate square shape colored token. In this situation one again science is combined with mathematics, as elementary geometrics shapes have to be compared. A correct answer is rewarded.



# creative little SCIENTISTS



At very early age children are encourage to learn in a combined method both science and mathematics. They are learning in the mean time colors and geometric shapes. They are simultaneously learning about primary colors, secondary colors and geometric shapes.



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