



UKEN_Class_Classifying_Question

Teacher Education Design Principle + code:	11. Teacher education should enable teachers to use questioning effectively and encourage children's questions in order to foster creativity and inquiry TE: Question
Specific Teacher Outcome(s):	11.1 Teacher should be able to use different forms of questioning at appropriate points to scaffold creative learning outcomes in science and mathematics, and in particular to encourage children's reflections and explanations, foster their independence and extend their inquiry.
Factors linked with:	AO: Creative; P: Ques; P: Scaff; P: Agency; P: R and R
Type of material (image – interview (int) – classroom extract (class):	Classroom Extract and Image
Originating from:	
Country report :	D4.3 UK (England)
Case:	Case 6
Episode:	Classifying
Teacher:	Wendy
Age Group:	5-6
Selected episode present in D4.4 Appendix	No



Encouraging children to share their ideas and clarify them through discussions with others or through research

As part of a topic on animals children were asked to classify animals into two sets according to common properties. Children were given sorting circles to sort model animals into.

The teacher explained to the children examples of sorting reasons from a previous session e.g. hot places / cold places; mammals / other animals; farm animals / zoo animals / pets.

Wendy: I don't mind how you do it. There's lot of different animals so get a handful and sort. You just need a good reason. As long as you have a good reason you can't be wrong. I wouldn't do it by colour. You can get lots of black animals, like a black cat or a black dog or a black horse. It would be a reason but I don't think it would be a **good** reason.

The activity generated much discussion from the children and also encouraged them to ask their own questions and find the answers in order to classify the animals correctly.

Wendy said they needed to check if they put their answers in the right place. She raised the issue that sometimes they didn't know. E.g. whether an animal lived in a hot place or a cold place. They also got into a discussion about hot places versus sea. The children don't know if the sea counted as a hot place and if some sea animals, like whales, are only in hot parts of the sea or if they travel from hot to cold.

Wendy: Let me make a list of the things we need to know and we'll go to the library and find out.

Wendy: So yours are all in the water. Let's check because you're the ones that have to do the checking now. Could you help me to check?

Children: Yes

Wendy pulls out the animals one by one from one pairs' collection and gets the children to say yes or no. Sometimes the children add additional remarks about the animals or the places to justify their decision. William is very knowledgeable about animals and contributes frequently and at length.

She pulls out a tortoise from the water group. William says that one lives on land and (gesturing to a turtle in the pets group) that one lives in the water. He explains that one has a hard shell and hard feet but the other one has flippers.

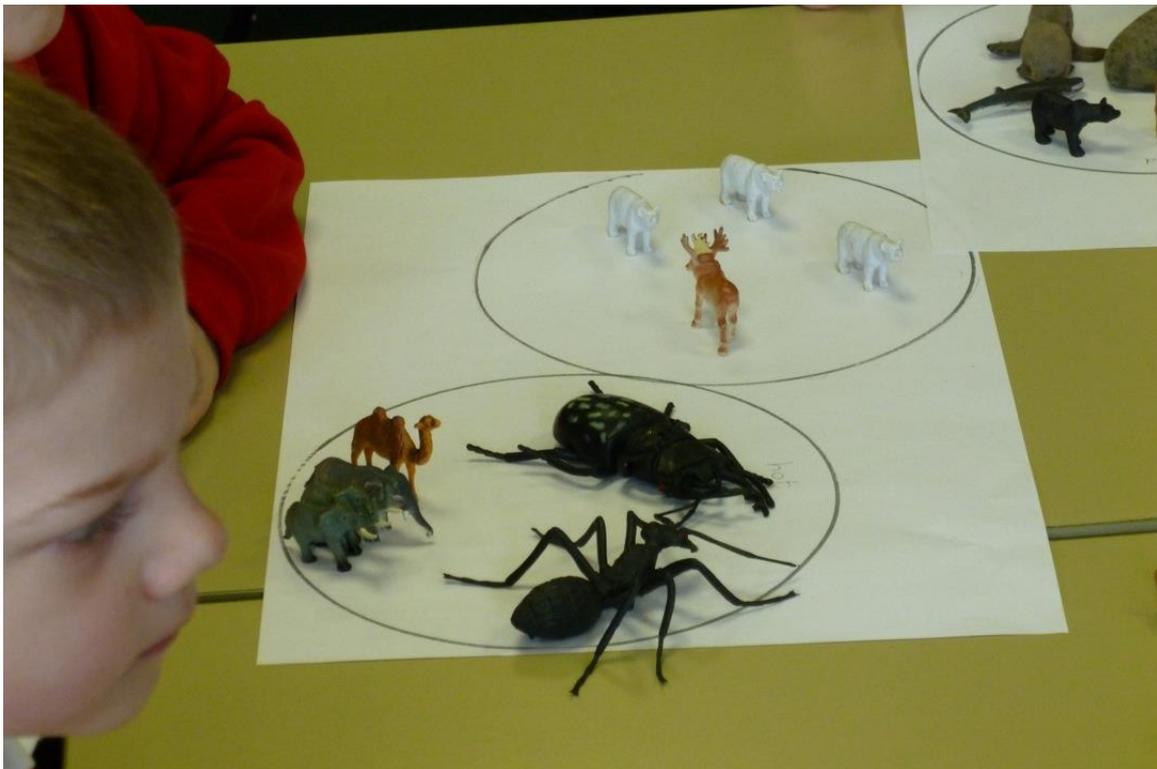
Wendy – Do you mean that one is a turtle and one is a tortoise?



William tells the other children a lot of information about turtles and tortoises. He agrees with Wendy that turtles can go on both land and water.

Wendy – We need to find out more information about these. *[She adds turtles and tortoises to her library research list.]*

Wendy - M has polar bears and a reindeer in the cold and some insects, a camel and some elephants in the hot country. M says that elephants and camels both live in hot places but not in the same country.



William explains that camels live in the desert and talks about riding on one.

Wendy also talks about riding on one on holiday and talks about how a camel's feet are adapted for walking on sand by being very broad.

In the pets hoop some children say no to the spider but another says that Z has a spider as a pet. They call over to Z (at another table) who confirms this and other children talk about people they know who own spiders. A similar discussion happens for the rat / mouse.



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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.