



UKEN_Class_Ice_SocialAffectAims

Teacher Education Design Principle + code:	1. Teacher education should provide content knowledge about science and mathematics, including interesting and current topics, to be used in activities linked with everyday life. TE: SocialAffectAims
Specific Teacher Outcome(s):	1.1 Teachers should be able to make children aware of connections between science and mathematics learning and their everyday lives, in order to engage their motivation, interest and enjoyment in science and mathematics and foster curiosity and creativity.
Factors linked with:	P: Affect
Type of material (image – interview (int) – classroom extract (class):	Classroom extract with additional photographs
Originating from:	
Country report :	D4.3 – UK England
Case:	Case 1
Episode:	Ice
Teacher:	Jenny
Age Group:	4-6
Selected episode present in D4.4 Appendix	No





Making Connections between science & mathematics and children's everyday lives and understanding.

The focus of the day was freezing and melting. This was not part of the official school topic but was a response to the current weather conditions and the children's interests. The teaching assistant (TA) selected a relevant story, *The Ice Bear*, to read to the class to help establish the topic and engage the children's interest. As she read the story she interspersed this with questions and comments, helping the children to see the relevance to their lives.

TA: What's the weather like where the polar bear lives? Talk to your partner.

TA: So how is the polar bear made for the cold? What's he got to help him live in the cold land?

Child: Fur

Child: White fur

TA: Why is polar bear fur white?

Child: So he keeps warm.

TA: Is white fur warmer than brown fur?

Child L : No, so it blends with the snow.

TA came to part of the story that talked about camouflage.

TA: That's what you said L.

The story said the temperature could get to -40C.

TA: My car said it was -1C this morning. Imagine how cold -40C would be.

The story referred to the polar bear's weight. TA compared this to a group of the children's fathers standing on the scales together.

The story said polar bears can swim 100 miles.

TA: That's like going to London. Who's been to London?

The story said that the baby polar bear was the size of a guinea pig.

TA: Show me the size of a guinea pig. Children held hands apart at approximate guinea pig size. Show me the size of an adult polar bear.

Children spread hands as wide as they could but recognised that this was still too small.





How big is a guinea pig?



How big is a polar bear?



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