

Intentional teaching:

So many possibilities — Responding to children's ideas and interests

Transcript of video

This video is available from <https://www.qcaa.qld.edu.au/20413.html>

Planning

[Teacher and assistant walk outside carrying a shallow paddling pool and several boxes. They set them up, with a variety of pebbles scattered across the base of the pool.]

- Teacher: Okay, so we'll put it down here.
- Assistant: Down here. These ones?
- Teacher: Yes, all right. So then you can put some of the penguins up on the ice when it comes up later on.
- Assistant: That'd be perfect.
- Teacher: So that should be fine. Just leave these ones down here next to it.
- Assistant: Alright, yes.
- Teacher: So let's see, the other ones maybe just resting along here and then we can pack away the containers.
- Assistant: All right.

Outdoor play

[Three children join the teacher at the pool. There are now containers of ice.]

- Teacher: Let's see, Judd, here's the containers, see if we can pour it on to these [blocks of] ice and we'll see if the ice will come out and crack.
- Will it come out? Try it over on this ice. Did this ice crack before when you added the water?
- Will: Look at that!
- Teacher: Maybe we might need to get some scissors to cut these. I'm not too sure how Elkie and Sue-Ellen get that ice out of those containers.
- Will: Can I do that?
- Teacher: Can you try and get it out?
- Reece: No, but I'll use a penguin's beak to try and get it out.

Teacher: Okay, maybe if you add some water to it do you think, I wonder if that would help it melt. Let's have a look Will. It's very hard isn't it? Very stiff ice, can we see if it will come out? Ah, look what's happening when Reece is doing this. Do it again Reece and show the children. Look and see what's happening with that blue. Can you see? What do you think's happening there? Do it again Reece, let's work out what's happening.

Children: It's blue.

Teacher: Why is the blue coming out do you think?

Teacher: I'm not too sure how Unit 3 actually get their ice out of yoghurt containers. I think this one is going to come. Let's have a look Will. Hold on to it and we'll see if it will slip out. Do that pushing and see.

Reece: Hey, look!

Teacher: Push, oh look how strong you're pushing, I can see your whole body moving like that. Come and do it again.

Reece: Hey, look!

Teacher: Get those really strong muscles. Oh, it's coming out? Fantastic. Oh well done, you got yours out. Here Will, keep pushing. My thumbs aren't strong enough, I need your help.

Child: I need help please

Teacher: Ask Reece if he can help you.

Reece: I'm so strong.

Teacher: Judd?

Judd: There's water.

Teacher: Will, do you know what Leanne has got us to try? This is really hot, Judd, I'm just putting my arms around this way.

Judd: So it will melt.

Child: Maybe it will make it out.

Teacher: Help it come out? Do you think it will melt?

Judd: I think it will melt.

Teacher: Let's see. We'll stir it round.

Judd: I think it will melt.

Teacher: You can feel on the outside there. Just have your hand...

Oh, hooray. That one's out. Sure, shall we try it again?

Reflection

[Teacher and assistant are alone in a room.]

- Assistant: Outside, the ice tray. So where do you want to follow on from that?
- Teacher: Yeah, well you've frozen some more ice with them haven't you, with the animals?
- Assistant: That's in the freezer.
- Teacher: Okay, because that today was really interesting. When we put the ice down, as soon as they put the water on it cracked, and they watched the ice expand. So if we can continue with that next week let's put out some more ice and we've got those animals.
- Assistant: So you're wanting just that one big container or are you wanting some more?
- Teacher: Well I think we'll freeze some extra just in case.
- Assistant: Okay.
- Teacher: And we can set up that green area again.
- Assistant: Yes.
- Teacher: Judd knew about those as cold water creatures, so let's keep those going.
- Assistant: Okay.
- Teacher: And we'll just ... I guess we'll see whether that's going to then become an investigation with the ice or whether it's going to come in with the habitat, you know what I mean?
- Assistant: Yes.
- Teacher: Whether it's going to become melting and freezing.
- Assistant: Yes, which way it's going to go.
- Teacher: Alright, so let's think about that.
- Assistant: Yes, because they did quite a bit of "what if" talking today, so if we can follow that on and do the investigation side of it, yes.
- Teacher: All right, and so they're going to be looking then at the habitat, like that ice habitat and we're also going to be looking at experimenting with that ice to see how to get it out, what happens. So it expands, contracts, melting and things like that and I think we'll use those same

creatures that we did last, today.

Assistant: The sea creatures, yes.

Teacher: Because Judd has identified those as the cold water creatures so we'll use those again.

Assistant: All right. Have we got some reference books that we might be able to follow that through?

Teacher: Sure, so we'll find those this afternoon.

Assistant: You can get those ones out? Mmm, I think so and if we can keep them going with those that'll help us, because Judd knows them but some of the others didn't really know.

Teacher: No.