

Mathematics: Teaching and learning

Continuity of curriculum and pedagogies

Transcript of video 2 of 2

This video is available from www.qcaa.qld.edu.au/37194.html

Teaching excerpt

Ann-Louise Gilbert
Prep teacher

Okay, when you've got yours, can you work out how you're going to describe it? Okay, let's go around and you can tell me the numeral that you have on your fish. I've got a fish and I'm telling you my numeral first. Prep G, my numeral is 20: two groups of 10 and zero more ones.

Child

Prep G 11: one group of 10 and one more one.

End of teaching excerpt

Ann-Louise

The whole group activity we worked on this morning was an experience to represent their understanding of number and number value. The children represented their numeral on their fish using Unifix cubes. After representing their numeral using those concrete materials, they described how they had represented it.

Prep learners are young, but it doesn't mean that I can't have high expectations of them as learners.

Teaching excerpt

Child

Thirteen.

Ann-Louise

Thirteen. Please describe 13 and show me how you represented it.

Child

One group of 10 and three more ones.

Ann-Louise

Congratulations, and I can see there's three there. I can subitise three, I don't really need you to count three. I believe it, because I can see it.

End of teaching excerpt

Ann-Louise

The next part of that learning experience was the understanding of counting in sequence and number sequence. The children needed to know what number came before their number in the counting pattern up to 20 and what number came after their number so they could re-locate their sitting position to move into the appropriate position. So that when we counted as a whole group, we were counting in correct counting sequence.

Teaching excerpt

Child One. Two. Three. Four.

Ann-Louise I need two. I need four. I need six ...

End of teaching excerpt

Ann-Louise Every part of our learning experiences are learning opportunities. So to pack away the numerals at the end of the experience, we select the numerals using a counting pattern of even numbers first and then odd numbers.

Teaching excerpt

Children One. Two. Three. Four. Five. Six. Seven. One. Two. Three. Four. Five. Six. Seven.

Ann-Louise Thank you.

Child One.

End of teaching excerpt

Ann-Louise The transitional times within my classroom are part of the learning context. Each day I try to provide a range of learning opportunities. Crazy legs is set up on farm placemats that the children and I created ourselves. They're using concrete materials then to represent the numeral that they put on their cloud. The concrete materials are farm animals, and they need to represent the numeral on the cloud using the number of legs. We've made this a more open-ended problem-solving activity by adding animals that have more than four legs — spiders and insects — and animals that have two legs. The outdoor learning environment is another opportunity to learn, but an opportunity to learn in a more physical way.