

**Kindergarten Matters:
Re-imagining Literacy and Mathematics Throughout the Day
Communicating Understanding**

[student 1 sitting on the carpet with building blocks stacked in a stair formation]

STUDENT 1: I got nine up there.

[Text on screen]: What are you noticing about the child's use of literacy behaviours?

EDUCATOR 1: That's impressive. What comes after that?

STUDENT 1: One, two, three, four, five, six, seven, eight, nine and then ten because it goes from one and then two blocks and then three blocks, then four blocks...

[Text on screen]: What are you noticing about the child's algebraic thinking?

STUDENT 1: then five blocks, then six blocks, then seven blocks, then eight blocks, then nine blocks. Bigger and bigger and then you need to stack up the blocks, they get a bigger numbers.

EDUCATOR 1: That's interesting.

STUDENT 1: And this is a nine and this stood up to a nine but this Mrs. [inaudible] said I don't need a six anymore. Six looks like nine 'cause they can go that way or that way.

EDUCATOR 1: Wow.