

**Kindergarten Matters:
Re-imagining Literacy and Mathematics Throughout the Day
Deepening Our Understanding:
Literacy and Mathematics Behaviours at the Water Table**

[Text on screen]: Deepening Our Understanding

NARRATOR: As you watch the following video segments, we encourage you to try documenting what you are seeing and hearing without judgment. Learning is complex and dynamic. Viewing the video multiple times provides an opportunity for you to think about what you are seeing and hearing from a variety of perspectives.

[Text on screen]: Using Reflective Frames

NARRATOR: The following reflective frames may be helpful to keep you in an inquiring mindset and assessment for learning stance. When I saw... I am thinking this is evidence of... when I heard... I wonder if it means... when I saw... I am thinking it might be evidence of the conceptual understanding in overall expectation.

[Text on screen]: Literacy and Mathematics Behaviours at the Water Table

[students play at the water table with educator 1]

EDUCATOR 1: How did you do that?

STUDENT 1: All I had to do was squeeze really hard and then it stayed with water.

STUDENT 2: I know what you do, you just pour water through here [points at a tube]. That would be fun.

EDUCATOR 1: So you think you'll be able to fill it up here and the water's going to go all the way up to here? Okay, give it a try. Monica thinks that we can pour water through here and it's going to go all the way up into here [follows the shape of the tube upward with her finger]. You don't think so? Why don't you think that's going to work?

STUDENT 1: Because it's very hard for water to climb up.

EDUCATOR 1: It's hard for the water to climb up. Monica, why do you think that will work? So Matthew says he doesn't think it's going to work because it's hard for the water to climb up.

STUDENT 2: And there's a hole.

EDUCATOR 1: There's a hole there, that's a good thing you noticed that.

STUDENT 1: Yeah, well what if it goes through that? There's a hole at the back of it too.

EDUCATOR 1: That's true. You could put this more over the water table.

STUDENT 2: And a funnel --

EDUCATOR 1: Pour water through there? Okay, okay, give it a try. Do you see the bubbles?

STUDENT 2: If you keep pouring more water, it's going to get heavier.