

**Kindergarten Matters:
Re-imagining Literacy and Mathematics Throughout the Day
Explicit Learning About Concepts of Print**

[students eating lunch in classroom]

NARRATOR: Later that same day, after eating lunch, educator 1 meets backup [background conversations] with her group of three to read together the book, Making Things.

[students working in classroom]

EDUCATOR 1: I want to show you the pictures.

[kids talking]

EDUCATOR 1: Come back and sit with me for a minute.

[kids talking]

[sitting on the carpet, educator 1 and students 1, 2 and 3 look at pictures on a tablet]

NARRATOR: The educator uses the tablet to show the children the photos she took of their constructions from earlier on in the day. The children use the pictures to help them talk about their constructions.

EDUCATOR 1: So have a look at these pictures, [inaudible] come over here so you can see. What's that a picture of?

STUDENT 1: Me.

EDUCATOR 1: Me. You doing what?

STUDENT 1: I'm, I'm building.

EDUCATOR 1: Do you know what you're building? Can you tell us?

STUDENT 1: [pause] Um, I'm building a big house for me.

EDUCATOR 1: For you? Ya. For you to live in? Nice. Okay. Let's look at the next picture. What's this a picture of?

[Text on screen]: What are you noticing about how the children are communicating understanding?

STUDENT 2: Drawing a snowman.

EDUCATOR 1: You're drawing a what?

STUDENT 2: A snowman.

EDUCATOR 1: A snowman? And where did you see a snowman today?

STUDENT 2: In the book.

EDUCATOR 1: In the book. Well let's have a look at this picture. What's happening in this picture?

[Background Sounds]

STUDENT 3: A snail.

EDUCATOR 1: A snail? Where's there a snail? And what are you doing?

STUDENT 3: I was tracing it.

EDUCATOR 1: You were tracing it? If we were going to pick one word to match this picture [inaudible], what word do you think it would be?

STUDENT 1: I build.

EDUCATOR 1: What do you build here?

STUDENT 1: Um, um, a house.

EDUCATOR 1: A house? So we could write the word house together then? Couldn't we?

NARRATOR: Educator 1 records one word to match each of the pictures. The children are beginning to consolidate their concept of a word, and to understand that words have meaning. Educator one models how the word from the text matches the picture.

EDUCATOR 1: House. S, and then we put an E on the end. That's house. That's the word, house, for [inaudible] picture. Okay? So we can see the word house with [inaudible] picture. Come over beside me if you want Journey, so you can see. Let's look at Journey's picture now. What word do you think we could put with your picture?

STUDENT 2: G

EDUCATOR 1: For drawing, so you're drawing, and what were you drawing today?

STUDENT 2: A snowman.

EDUCATOR 1: A snowman. So we could put snowman with your picture. So when I read, my books, I'm always looking for how the words and the pictures match, and sometimes the pictures give me clues when I don't know a word.

[educator 1 and students look at the book "Making Things"]

Put your, put your books down on the carpet for a minute, and let's turn to the first page. And notice how the author makes his picture match his words. Where do you think the...

STUDENT 1: I can make a snowman.

EDUCATOR 1: Okay. So where was the word snowman? I just want to make sure you know the word snowman. How do you know that that's the word snowman?

[Text on screen]: What are you noticing about how the children are using strategies to construct meaning from text?

STUDENT 2: Because I see a S.

EDUCATOR 1: You see an S? Can you show me that? [student 1 points] Okay, how do you know that that's the word snowman?

STUDENT 1: Because it has a S.

EDUCATOR 1: Okay. Alright, let's turn to the next page. Now, you, let's point to the words as we read them like we do when we're practising.

STUDENT 1: I can, I can make a picture!

EDUCATOR 1: And how do we know that that word is a picture?

STUDENT 2: Because it has a P!

EDUCATOR 1: It has a P? And what's on this side?

STUDENT 1: Picture!

EDUCATOR 1: Who made that picture?

STUDENT 1: The boy.

EDUCATOR 1: The boy made the picture. It's his picture, isn't it? Alright, let's go to the next page together.

STUDENT 1: I can build!

EDUCATOR 1: Oh, let's look [inaudible]. What letter would build be? Is there a B in there? No. So what would it be? I can...make...a...tower. Let's read, with your finger.

STUDENT 1: I can make a tower.

EDUCATOR 1: Oh, I didn't see you point, how do I know?

STUDENT 1: [points] Tower.

EDUCATOR 1: Tower is that one? How do you know that's tower?

STUDENT 1: It has a T.

STUDENT 2: Because it has a T.

EDUCATOR 1: It starts with a T. How do you know that that's a shadow? That word?

STUDENT 1: It has a S.

EDUCATOR 1: Well, no, because the S doesn't make us a shadow sound. What else did you use here to help you figure out that word, shadow? What did you look at?

STUDENT 3: The picture!

EDUCATOR 1: Where does it show? What does it show in the picture? What's this?

STUDENT 3: A shadow!

EDUCATOR 1: It shows a shadow in the picture, and then that's what's helping you figure out that new word.

STUDENT 1: I can...

EDUCATOR 1: No, I want you to point.

STUDENT 1: I can make a...a smile.

EDUCATOR 1: Oh, where does it say smile? Is that smile? Hmm, what could it be?

STUDENT 1: Happy.

STUDENT 2: Happy.

EDUCATOR 1: Happy? What's this, let's look. Good readers are always making connections between the words and the pictures, so let's look.

STUDENT 3: I can make a happy face.