

**Kindergarten Matters:
Re-imagining Literacy and Mathematics Throughout the Day
Inviting the Children Into New Learning**

[educator 1 speaking to three students]

EDUCATOR 1: Tenisha, Journey, and [inaudible] can you come with me for a minute? I want to show you a book on the carpet.

STUDENT: Ok, this is...this is a donkey.

[educator 2 sitting with students working with Marble Works]

NARRATOR: Meanwhile educator 2 is interacting with a small group of children who are gathered around a bucket of Marble Works. They are trying to figure out how to put all of the pieces together in one structure.

EDUCATOR 2: Try to figure out.

[educator 1 sitting on the carpet with students 1, 2 and 3]

NARRATOR: Discussion ensues with the children on the carpet making predictions. Educator 1 and the small group of children take a brief picture walk through the text observing and discussing the detail in each of the photographs.

[educator 1 hands out the book "Making Things" to the three students]

EDUCATOR 1: Can you look at it and tell me when you look at the pictures, tell me what kind of things you think they're making?

[Text on screen]: What are you noticing about how the children are interpreting information?

[students look through the books]

STUDENT: [Showing Educator 1 a page from the book] Found it!

EDUCATOR 1: What's that?

STUDENT 1: Building

EDUCATOR 1: What do you think they're building?

STUDENT 1: Snowman.

STUDENT 2: I can read it. 'I can make a snowman.'

EDUCATOR 1: Nice, so that's a snowman. What was the one on your page that you noticed?

NARRATOR: It is important to educator 1 that the conversation with the children is spontaneous, thoughtful and reflective. She is rethinking her notion that it is important that each child has a turn to respond each time. Instead, she hovers on a response and makes sure the strategy they are focusing on is made explicit and visible to the children.

EDUCATOR 1: Which word do you think is "snowman?" Why do you think that one? What do you think? What clue is there?

[Text on screen]: What are you noticing about how the children are using background knowledge to deepen understanding of text?

STUDENT 3: It has an S.

EDUCATOR 1: It has an S, wonderful Journey. Let's look at the next page; what do you think this is of?

STUDENT 1: A drawing.

EDUCATOR 1: A drawing?

STUDENT 1: Yeah.

EDUCATOR 1: Is that the words you think are used? What else could it be? It could be a drawing or a...?

STUDENT 2: Colour.

STUDENT 3: Picture.

EDUCATOR 1: A picture. And how did we know if it's a drawing or a picture; what word would we look for? What letter?

STUDENT 1: P.

EDUCATOR 1: P, good job. This, what do you think this is?

STUDENT 3: Tower.

STUDENT 1: Tower.

EDUCATOR 1: A tower. A tower. What's the picture...what is this picture after the tower?

NARRATOR: Educator 1 also knows that being flexible with her time and keeping these sessions brief, around 5 minutes in length, allows for the literacy needs for all of the children in the classroom to be met in various contexts.

EDUCATOR 1: You're going to get a chance to go and make some things and then we're going to come back and see if the pictures match what the words say in the book. Ok.

[educator 1 takes picture of students working]

NARRATOR: As educator 1 makes her way over to the dramatic play centre to see what has been happening there, she makes a mental note to document how the children make connections to the text in their own play throughout the morning. She has the tablet ready so she can take photographs of the constructions the children are making.