

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

[ educator 1 sitting at the front of the class, with the students facing her on the front, looking at a picture of coloured arches and toys ]

EDUCATOR 1: Jacob?

STUDENT 1: It goes biggest to smallest with the people.

EDUCATOR 1: It goes biggest to smallest with the people, up there.

Matthew?

[Text on screen]: What are you noticing about how the children are reflecting, reasoning and representing?

STUDENT 2: The colours in the rainbow, they're matched with the other things.

EDUCATOR 1: They're matched with the, the other materials.

Madison?

STUDENT 3: [walking the the front, pointing at the picture] There's red, and then red, and yellow and yellow, green, blue, and blue and red.

EDUCATOR 1: So that's kind of a question, isn't it?

STUDENT 4: Because.

EDUCATOR 1: So he's put red.

STUDENT 4: Because that makes orange.

EDUCATOR 1: So why did, why did he do that?

STUDENT 4: Because red and yellow makes orange. Red and yellow makes orange.

EDUCATOR 1: So were there any orange squares?

STUDENT 2: There was one big one.

EDUCATOR 1: There was a big, orange square? Scott, is it okay if you, maybe, can you answer that question for us? Why did you decide to put those two on?

STUDENT 5: [thinking] Um, because I needed some orange, but there weren't any orange squares. Two colours can make orange.

EDUCATOR 1: Okay, and then, what about the end?

STUDENT 5: Um. There wasn't any purple either, so I just put two colours, again, to make purple.

EDUCATOR 1: So you solved the problem, right? Scott had a problem and he had to think of a way to solve it.

STUDENT 6: And he did.

EDUCATOR 1: And he did! Yeah.

STUDENT 7: [pointing at the picture] Orange, orange, yellow, yellow.

EDUCATOR 1: Okay. So Monica's thinking it's almost like this is reflecting.

STUDENT 7: Because maybe the sun was too -

EDUCATOR 1: [writing on the board] Reflection. That's a big word, isn't it? She's wondering if that's like a reflection?

STUDENT 8: There's diamonds.

EDUCATOR 1: Okay, what else do you notice?

STUDENT 8: There's stripes.

EDUCATOR 1: Stripes. You want to draw the stripes?

[ student 8 outlines the long, skinny blocks ]

STUDENT 3: And they're made to look like her bottom, like circle at the bottom a little, and then there's spike.

EDUCATOR 1: Okay. So do you want me to write that? Pyramids? It's kind of like pyramids.

EDUCATOR 2: That was a good connection.

EDUCATOR 1: That was a good connection. Scott, can you tell us about what's underneath those arches? What did you have underneath those arches, people have questions about that.

STUDENT 5: [pointing at arches] Underneath these are people.

EDUCATOR 1: So what, what were you thinking about when you did this work?

STUDENT 5: Um -- um people sleeping in other things.

EDUCATOR 1: They're sleeping? And what's this here? What's on the people?

STUDENT 5: Little blankies made out of these squares.

EDUCATOR 1: Oh, little, see that? He has little blankies made out of the squares. And what about the people up top?

STUDENT 5: I couldn't have room for some of them, so I just made this.

EDUCATOR 1: Okay. And, and one, Scott, one question people had, so, in these, there's just one person with their blankie. But in the blue one, there's two. Will you tell me why you decided to put two there?

STUDENT 5: Um, because I needed the baby one to be in here, but there was -- but it didn't have a little space in, so I had to put the baby in with the brother in here.

EDUCATOR 1: Oh okay. So there was no room in the -- in the first one for the baby? So the baby got company? Thank you. We're going to continue to look at each other's work, just like all of this amazing work has been around, and you guys can give your perspective on each other's work.