

**Kindergarten Matters:
Re-imagining Literacy and Mathematics Throughout the Day
Planning for Small-Group Shared Reading**

[Clips of children and educators working together in a kindergarten classroom]

NARRATOR: When we believe children are competent and capable learners, we document what they currently know and can do which [background classroom noise] provides us with insights and questions about where the learning might go next. We create the opportunities for literacy and numeracy to happen authentically throughout the day in multiple contexts and in multiple places. To keep the focus on the learning we are flexible about where we are meeting with the children, how long we are meeting with them, and what level of support we are providing to them. As we reimagine literacy and numeracy instruction we hear educator teams making the learning visible by noticing and naming literacy and numeracy behaviours that are connected and applied in multiple contexts throughout the day. This morning children are busy constructing and creating with various materials at centres in the classroom. On the previous day, the educator team had noted that the same children were constructing together at the block centre. Three of the children are emergent readers and the educator team know that the precise level of support they need to promote their ongoing literacy development is small group shared reading. The focus in the children's play gives the educator team the idea to use the emergent level text, "Making Things."

[Educator 1 and Educator 2 standing together. Educator 1 holds the book "Making Thinks"]

EDUCATOR 1: I was thinking that this "Making Things" book is a good choice for our students because it directly links to a lot of their own concrete experiences like building, drawing a picture, and I think it will help make meaning for them.

[Educator 1 and Educator 2 look through the book]

EDUCATOR 2: They can make a connection between the words and between the pictures and especially this is good for those kids who have the second language at home and here.

EDUCATOR 1: They make sand castles a lot in their sandbox.

EDUCATOR 2: Yes.

EDUCATOR 1: Yes.

EDUCATOR 2: Sandbox, plus they go to beaches like in the summer.

EDUCATOR 1: Yes.

EDUCATOR 2: And if they build a castle, they can make a connection with the book; "Oh we have seen this somewhere and we learnt it from there," and they can use that.