

**Kindergarten Matters:  
Re-imagining Literacy and Mathematics Throughout the Day  
Provoking an Inquiry Stance**

[ educators and students sit in a circle around 3 birds in a cage ]

NARRATOR: Inquiry is a word that holds multiple meanings. For example, inquiry can be attached to a discipline...

[Text on screen]: Assessment for Learning: Listening to Children's Thinking in Relation to Concepts in Overall Expectation

NARRATOR: ...like the processes and skills in science and technology. In the following video segments, inquiry is referring to a mindset or a stance.

STUDENT 1: Why do they have two kinds of food?

NARRATOR: Rather than being limited to a time of the day or a topic or a project of the children's choosing. Rather than focusing on a topic of children's interest or listening for a topic, such as rocks, birds, space, or trains, the educator listens to children's thinking and working theories in relation to the concepts in the overall expectations.

EDUCATOR 1: So a few weeks ago, we had, we had birds come stay with us for awhile.

STUDENT 2: Yeah! And they had a purple cage!

EDUCATOR 1: So now that the birds have returned, how have they changed?

STUDENT 3: Their white feathers changed.

EDUCATOR 1: The white feathers?

STUDENT 1: And, and they, they, they have two [inaudible] and now we got three!

EDUCATOR 1: How do you think that happened?

STUDENT 1: I don't know.

STUDENT 4: I guess, I guess, how could the birds change?

EDUCATOR 1: I don't know. What do you notice?

[Text on screen]: Assessment for Learning: Capturing Children's Working Theories

STUDENT 4: They got a different cage.

EDUCATOR 1: They got a different cage. But what about the birds?

STUDENT 5: They changed!

EDUCATOR 1: Oh, what's different about them?

STUDENT 6: They're white!

STUDENT 5: The ladder changed and there's to yellow buckets in there

STUDENT 1: There's water right there and and food right there and then food right there and food right there.

STUDENT 7: And like black feathers on the back.

EDUCATOR 1: Black feathers on the back. And what was the other part?

STUDENT 7: Grey feathers on the side.

EDUCATOR 1: What do you notice?

STUDENT 8: What is that, that red thing and the green?

EDUCATOR 1: We were wondering if that's watermelon at the bottom. It looks kind of gross, doesn't it?

STUDENTS: Yeah.

EDUCATOR 1: Yeah, but how do we know its watermelon?

STUDENT 3: What's the black stuff.

STUDENT 5: Maybe it's a piece of fish.

EDUCATOR 1: [Laughing] Maybe it's a piece of fish?

STUDENT 9: Or maybe it's rotten?

EDUCATOR 1: Maybe it's rotten? And, and did that remind you, do you remember when we researched...do you remember when we researched how fruit changes? Do you remember that? What did we notice then?

STUDENT 2: Um, the, the bananas changed into – they were squishy.