

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

[ Music ]

[Text on screen]:

“What if we started from a place where learning was view as an interaction in which two or more individuals work together in an intellectual way to solve a problem, clarify a concept, reflect, extend a narrative, both parties must contribute to the thinking and it must develop and extend.”

Adapted from Shiraj-Blatchford metal., 2002

[Text on screen]:

Reflective Questions

What impact will engaging children in inquiring and delving deeply into issues and ideas that pique their interest and theories having on planning and learning?

What is an inquiry stance for educators?

[ background conversations ]

[ educator 1 sits on the carpet with students working around her ]

[ student 1 shows educator 1 a painting ]

EDUCATOR 1: Sit down with me? So what did you notice about the geranium?

[Text on screen]: What are you noticing about how the children are using language for different purposes?

STUDENT 1: [ inaudible comment ]

EDUCATOR 1: What did you notice about the flowers?

STUDENT 1: I put X's in the middle, and then I just didn't do it on the other ones.

EDUCATOR 1: Did you see X's in the flower? Do you want to bring me the flower so I can see the X's too?

STUDENT 1: [pointing at painting] No I didn't see X's [inaudible].

EDUCATOR 1: Ohh, were the blooms different sizes?

STUDENT 1: Uh-huh.

EDUCATOR 1: Have you seen a flower like that?

STUDENT 1: Uh, no.

EDUCATOR 1: It's called a geranium. Geranium. Yeah! People put them in their gardens.

STUDENT 1: I collect leaves at home.

EDUCATOR 1: You collect leaves at home? Do you have a garden at home? Do you plant flowers too? I wonder what the flowers look like at your house?

STUDENT 1: It's just not really flowers.

EDUCATOR 1: It's not flowers?

STUDENT 1: Someone dug up the flowers.

EDUCATOR 1: Really? Who do you think would dig up flowers?

STUDENT 1: It was someone that snuck into our back...our backyard last night.

EDUCATOR 1: Oh no. Who do you think might dig up flowers?

STUDENT 2: Maybe like a villain?

EDUCATOR 1: A villain? I wonder. You should ask your friends, where did the flowers go? It's kind of a mystery now, isn't it? You have a mystery on your hands! Or it could be your dog? Have you ever heard of other people telling stories about their flowers disappearing at night?

STUDENT 2: Yes!

EDUCATOR 1: Have you heard that in town?

STUDENT 2: Grandma told me.

EDUCATOR 1: See, I had lilies disappear at night, but I have a theory about who took the lily.

STUDENT 2: Yeah, but...

EDUCATOR 1: There was a certain animal in town. It seems to be eating flowers from gardens. Why don't you, why don't you ask your friends? Kianna would you like to do like a survey, to ask your friends if they've ever lost flowers in the night?

STUDENT 1: [nods]

EDUCATOR 1: So Kianna started with a painting, which is an observational painting of a geranium, and she made a connection to her own house, and shared with me that, in the night, some flowers had been dug up, and...so it was just significant because the, the painting just served, served as that starting point to really have this huge story unfold. And, you know, I shared with her that that's a mystery, and, and how could we solve that mystery? So she's decided, and now Monica's joined in, she's decided to survey the class and ask if they've ever had this happen to them. And from that information, we can support her in, in solving that mystery.