

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

[ music ]

[Text on screen]: Re-imagining Literacy and Mathematics Behaviours

[ educators sit around a table ]

EDUCATOR 1: And I think it's those experiences that are helping us rethink what literacy is. And really expand our understanding of literacy.

[Text on screen]: thinking about literacy and mathematics thinking applied to numerous contexts

EDUCATOR 1: You know, because we see, we see stories emerging all the time throughout the day, and we see, we see language as far more complex than what we did in the past.

EDUCATOR 2: Absolutely.

EDUCATOR 3: I love it when all, you know, if I'm working across the room, and they'll say, Mrs. Bond [phonetic], you have to come and see this! And you go over and see this work that they've done, and, you know, at first glance, you're kind of like, um... [looks confusedly in front of her] all right what, and then when they start to explain to you what they've done.

EDUCATOR 1: It's very humbling.

EDUCATOR 3: It's very humbling.

EDUCATOR 1: And I find it hard to imagine now having things like math strands delineated, you know?

EDUCATOR 3: Or math centre or...

EDUCATOR 1: Well, I just.

EDUCATOR 3: It's so much...

EDUCATOR 1: Everything has become so interwoven that it's really hard to separate the literacy and the numeracy into these compartments, because, you know, I think by doing that, we're actually depriving them of the opportunity to develop these relationships within their own learning.

EDUCATOR 4: So Charlotte had started this morning with a story of The Three Little Pigs, and she was using materials to tell the story. So she had three pine cones as the little pigs, and she had different materials to show their houses, and so it turned from the story of The Three Little Pigs into how do you build the strongest structure. Well, you know, there needs to be a strong base, when things are very tall, they can get tippy, so you have to balance them, and so it just moved totally from literacy to numeracy so seamlessly, and the kids were so engaged in all of it. In telling the story and the ideas of building and, so it was just, and...

EDUCATOR 1: Like we found when we're exploring these concepts with children, we often end up at, at the roots of numeracy and what I mean is we often find ourselves questioning what the children, why do people measure? Why do we count? Why do we have letters? You know?

EDUCATOR 3: Why do we write?

EDUCATOR 1: Why do we write? And I think having those experiences really helps children to discover the value in their own literacy and numeracy and really appreciate and celebrate their own learning, you know, in a, and they're, they're just discovering the importance of those things.