

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

[Music]

[Text on screen]:

“... teachers learn the value of interpreting and re-interpreting documentation with children. As Carolina explains, this is done ‘in order to develop with the children, theories that give meaning to events and objects in their world’.”

Rinaldi, 2001

[Text on screen]:

Reflective Questions

How do we re-think literacy and mathematics structures and procedure in an inquiry stance?

How do we foreground the literacy and mathematics behaviours throughout the day?

[Educators and students sit around the carpet]

EDUCATOR 1: I have another story for you about three little pigs. You know this one!

STUDENT 1: Yeah, I love this.

STUDENT 2: And the big, bad wolf.

EDUCATOR 1: You're right. I'm going to need your help. Okay.

STUDENT 2: That's actually called the [inaudible].

STUDENT 3: Can we do The Gingerbread Man, after?

EDUCATOR 1: You know what, we're going to talk about that after, but listen, I'm going to need your help. Help me count.

[educator 1 picks up three pine cones, placing them down one at a time on an overturned basket in front of her]

STUDENTS: [In unison] 1, 2, 3.

EDUCATOR 1: Three little pigs were living in the forest. There was...

[Text on screen]:

What are you noticing about how the children are communicating their understanding of text in a variety of ways?

STUDENTS: [In unison] 1, 2, 3.

EDUCATOR 1: And they wanted to build a house. And so the first one decided, hmmm, I'm going to build my house out of...

STUDENT 4: Sticks!

STUDENT 5: Straw.

EDUCATOR 1: Straw. So he began building his house out of straw. [places a pile of straw in front of her] Look at that. Isn't that a beautiful house? And as he was building, [wraps a piece of fur around her hand] this big, bad wolf came. And he said, [deep voice] little pig, little pig, let me in!

STUDENTS: [in unison] Not by the hairs on my chinny, chinny, chin.

EDUCATOR 1: I'll huff and I'll puff

STUDENTS: [in unison] and I'll blow the house in! Help me [the educators and students blow the straw away].

EDUCATOR 1: Oh no! His house was not strong enough. So the second little pig, he built his house out of...

STUDENT 4: Sticks!

STUDENT 7: Sticks!

EDUCATOR 1: [places sticks in front of her] Sticks! [bangs sticks together in a hammering motion] So he hammered away, and he built all day. I'm going to need your help. And guess what? Along comes the... [places the fur back on her hand]

STUDENTS: [in unison] Big, bad wolf.

EDUCATOR 1: And he said..

STUDENTS: [in unison] I'll huff and I'll puff and I'll blow your house in!

EDUCATOR 1: Ready? [the educators and students try to blow the sticks away, while educator 1 pushes the sticks off the basket] Still not strong enough. What is the strongest material to use?

STUDENTS: [in unison] Bricks!

EDUCATOR 1: Bricks.

STUDENT 5: Oh no, you got rocks.

EDUCATOR 1: [makes a stack of wooden blocks] Well, we're going to pretend these are bricks, okay? Because what do you know about bricks? What's their shape?

[Text on screen]:

What are you noticing about how the children are communicating their thinking and working theories about spatial reasoning and geometry?

STUDENT 8: Like that. But they're fatter.

EDUCATOR 1: Fatter.

STUDENT 2: If we blow it down that still counts, right?

STUDENT 9: Yeah, it'll blow down.

EDUCATOR 1: Do you think we could build a brick house and still blow it down?

STUDENTS: [in unison] Yes.

EDUCATOR 1: Do you think so? So, guess what? Pig one, pig two, they had no home! So guess where they went?

STUDENT 8: In their house.

EDUCATOR 1: Into pig three's house, because he said, I've got the strongest home!

STUDENT 1: Can you build it bigger?

EDUCATOR 1: Bigger?

STUDENT 1: Yeah! Because he's going to knock it down.

EDUCATOR 1: [places more blocks onto of the stack] Do you notice, do you notice how I'm building them? Okay, back to your spot please. Well, that's an idea that you could use when you're building your house. Okay? Now, this is an animal, and this is his home. What would we call that?

STUDENT 5: A habitat.

STUDENT 8: Habitat.

EDUCATOR 1: A habitat. Okay. [places the fur on her hand] Let's see what this wolf can do to the pig's habitat. Ready?

STUDENTS: [in unison] Yeah.

EDUCATOR 1: He knocks on the door [knocking sound]. Little pig, little pig, let me in!

STUDENTS: [in unison] [in high pitch voices] Not by the hair on my chinny, chin, chin!
[in low voices] I'll huff and I'll puff and I'll blow your house in! [educators and students try to blow the stack of blocks down]

EDUCATOR 1: Campbell, what would you say about the structure of this?

STUDENT 10: Well, when structures are smaller, it's harder to blow down, but when they're bigger, it like tips more and it's more wobbly. So it's easier to blow down when it's bigger.

EDUCATOR 1: I challenge you to do that today when you're using the materials. Build it up higher and let me know if it changes the stability.