

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

[educator 1 sitting at the front of the class, with the students sitting on the carpet, facing the front]

EDUCATOR 1: We've been talking about documentation with you, and sharing pictures of some of the amazing work that you've been doing. [a picture of 6 coloured arches with matching coloured toys in front of them appears on the board] Yesterday, I came into the classroom, and Scott had this work. And I thought it was very thoughtful, the things he did. And I asked Scott if, if he would be okay if we shared this work, so that he can listen to you guys, what, what you think about it. Okay? So what kinds of things do you notice in Scott's work?

STUDENT 1: [walking to the board, pointing at the arches] These right here, um, those are all C's.

EDUCATOR 1: They're all C's?

STUDENT 1: Yeah.

EDUCATOR 1: Do you want to find those? [student 1 draws curved lines on the arches]
Monica?

STUDENT 2: That there, that there's squares on each one.

EDUCATOR 1: Okay. So its squares, I can write that down. There's squares. Thank you. Its okay, we're, we're all going to get a chance to share ideas.

STUDENT 3: [standing at the front of the class, pointing] There is jewels on some, and there's squares on some, and there's these on some.

EDUCATOR 1: Okay.

STUDENT 4: It goes in the rainbow order.

EDUCATOR 1: It goes in the rainbow order. What's the rainbow order?

STUDENT 4: Red, orange, yellow...

EDUCATOR 1: So we could write that. Do you want to come do that?

[student 4 writes the first letter of each colour on it's respective arch]

STUDENT 5: More jewels, there's less jewels here and more jewels there.

[Text on screen]: What are you noticing about how the children are communicating their thinking and working theories about quantity relationships, spatial reasoning and geometry?

EDUCATOR 1: There's less here and more here. Okay, what do you notice about that, how do you know that that's less?

STUDENT 5: Because [pointing] 1, 2, 3, 4. 4. And that's more.

EDUCATOR 1: How many?

STUDENT 5: I don't know.

EDUCATOR 1: How can you find out?

STUDENT 6: 1, 2, 3, 4, 5.

STUDENT 5: Count! [pointing] 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25. 25.

EDUCATOR 1: Okay. So you could, could you write 25 under that one and 4 under the other one?

Is that one working? Do you remember how to write 25? Ask your friends for help. Do you want to write 25? You want to write 25 there? 2, 5?

STUDENT 7: Yeah.

STUDENT 5: See, that's what I just said, 2, 5.

EDUCATOR 1: Yeah. I like when you guys help each other learn.

STUDENT 7: [writes on the board] Is that backwards?

EDUCATOR 1: Do you want to go check the numbers over there, on the other side, to see? You can walk over to our numbers and look.

STUDENT 8: 52.

[Text on screen]: Why this learning for this child at this time in this way?

[educators sitting around a table]

EDUCATOR 1: Today, you know, during an experience, when a child had written the, she was writing 25 and she had written, you know, the 5 and the 2, and, and Tamara was documenting that experience. It wasn't necessarily the time to intervene and, you know, provide a correction, and, and I thought about, you know, what, what that would do to her confidence in that moment, but by documenting, we can really reflect on, you know, what would be an experience to offer her, tomorrow, that, that can help her to explore that?