

**Kindergarten Matters:
Re-imagining Literacy and Mathematics Throughout the Day
Seeing Children's Working Theories in Action**

[educator 1 and 2 stand in their classroom, observing a student working]
EDUCATOR 1: So he's built the same structure, three —

[Text on screen]: Assessment for learning: Discussing the Child's Working Theories.

EDUCATOR 1: keep going Quinton, that's fantastic. We've built the same structure three or four times. It started out bigger, and it kept falling over, it was too wobbly. So it's gotten smaller. And I just kind of want to capture how he's figuring this all out. The first time he had two blocks, so it was, he had built a rectangle, and it was way too wobbly. And, like I wanted so bad to tell him, just make it a square, there are less kinks, it'll be so much easier, but it fell down, he built another rectangle, fell down again, and I didn't have to say anything, but we had talked about what Campbell said at the circle, is when things are smaller, they're less tippy and they are stronger. And every time, I notice that he puts the interlocking pieces closer together.

EDUCATOR 2: Okay.

EDUCATOR 1: Because before they were kind of, some were totally in, some were half in.

EDUCATOR 2: And is he getting frustrated at all?

EDUCATOR 1: Not really.

EDUCATOR 2: He just keeps going.

EDUCATOR 1: He has that little, you can tell he's upset when it falls, but then he just gets it right back up and keeps going.

EDUCATOR 2: And so you can see that he's learning, because he keeps changing it, each and every time, making it better.

EDUCATOR 1: I can see now that the pieces are interlocked a lot closer than they were before.

EDUCATOR 2: Okay.

EDUCATOR 1: So he's, yeah, he's learning that they need to be together so tightly in order to keep it sturdier.