

## Transcript: Melanated Math Moments

**Text on screen:** Family STEAM Event: Melanated Math Moments.

**Logo:** Count, play, explore—for early education.

**On screen:** A presentation slide reads BANANAS Presents CPE 2024.

**Ni McCovery, Provider Services Manager:** This is the Bananas CPE Melanated Math Moments. We chose to focus on math, science, technology, and engineering with our providers and our families and our children of color. We're trying to get families of color to recognize that they too have a part in our mathematical and scientific communities, and that they have impact.

**On screen:** A slide titled "What is the BANANAS CPE Melanated Math Moments Project?" describes the project goals:

This project is an umbrella initiative in the greater Oakland metropolitan area to support families and educators of color, by counteracting the effects of under-investment and anti-inclusion policies.

The Melanated Math Moments Project aims to ensure joy-filled, mathematical experiences for educators, children and families of color, through various programs and activities. The primary goal of the Melanated Math Moments Project is to target and generate interest in math, science, technology, and engineering within students, and those who are caring for children.

We want child care providers to become confident in mathematical and scientific thinking and language, and to confidently promote higher-order thinking within their child-focused interactions for years to come.

**Ni:** We used our Melanated Math Moments project to inspire joy-filled mathematical experiences.

**On screen:** What learning stations did you offer during Melanated Math Moments?

A slide titled "Station One Lights and Shadows" describes the first learning station:

Children will use flashlights to create shadow and light patterns. Strobes on the ceilings will support children to make patterns.

**Ni:** Our Station One was Lights and Shadows. The children were able to come into a completely dark room. They were able to use their flashlights. We had strobes that were creating different patterns on the ceiling in the dark.

**On screen:** A document is shown titled “Light & Shadow Play Interactive Exhibit: Design, Build, and Play Guide,” which describes how to offer the exhibit. A short clip shows a child casting a shadow and playing with a flashlight in a dimly lit room.

A slide titled “Station Two Natural Patterns Estimation Station” describes the second learning station:

Children will have a story read to them about patterns in nature. They will be supported to make pattern estimations and bring them to life in art form.

Children creating art with paper, glue, and colorful puff balls are shown.

**Ni:** Our next station was Natural Patterns. So the children were able to come into a room and have a story read to them about patterns that occur in nature, and they were supported to make pattern estimations and bring it to life in art form. So we put baskets of all kinds of materials on the table, and they were able to create the patterns that they had seen in the stories for themselves.

**On screen:** A slide titled “Station Three Estimators ‘R’ Us,” describes the next learning station:

Children will visit the Jungle James Animal Adventure. He provides a window into the reptile kingdom. Students will have hands-on experiences with real life reptiles!

Children will observe the animals and estimate and make predictions about length, weight, and other variables.

Then they will try and sketch the animals observed.

Children interacting with snakes and various reptiles are shown.

**Ni:** Station Three was an incredible presentation with snakes and iguanas and beetles, and all kinds of animals with natural patterns. We put a basket of magnifying glasses on the table that were child-sized. We also put some little sketch pads so that children could recreate the patterns.



**On screen:** A slide titled “Station Four Units of Measurement,” describes the next learning station:

Children will read a story about measurement and will watch a Count Play Explore video, and then find partners to make whole body measurements with a measuring tape and butcher paper.

A child is shown using a measuring tape.

**Ni:** Station Four was Units of Measurement. We brought out a basket full of measuring tapes and butcher paper. And so we measured out each child, they were able to measure their parents and make estimations about how tall they thought they were.

**On screen:** A slide titled “Station Five Tiny Inventors Bookmaking La’v Era- Math in Story Books” describes the next learning station:

Providers and children will be led on a sensory adventure that combines sequencing, pattern-making, and artistic bookmaking. Each child will create their own mini-book to add to their own libraries, making them the author and illustrator.

A book making station with various crafting items is shown.

**Ni:** Station Five was Tiny Inventors. It was a bookmaking station. So we had a bookmaker come in and the children were able to create their own pop-up book. They talked about patterning and sequencing and used literature to bring it to life.

**On screen:** A slide titled “Station Six Loose Parts/Tinkering,” describes the next learning station:

Scales and loose parts where children can weigh, assess and make predictions. Children will weigh wine corks, rocks, feathers.... And make predictions and estimations. Tinkering and Loose Parts are highlighted.

A child weighs items using a balance scale.

**Ni:** We had a Loose Parts/Tinkering Station where children were able to come in and estimate weight for wine corks and feathers and rocks, and make predictions and do arts.

**Text on screen:** What learning materials did you offer to families?

**Ni:** So we wanted children to be able to recreate the experiences that they had in our event and not just have it be a one and done.

**On screen:** A photo of various materials laid out on a table is shown, including markers, glue, cookbooks, children's books, and more.

**Ni:** We did pass out all of the materials that the children used. We gave each child three math books, and the children also got a math toy. They got a science pack, also, where they got to go home and make a science activity. We wanted to care for children in a way that promoted mathematical and scientific thinking, mathematical language building, and helping providers and parents confidently promote higher-order thinking with their children for focused interactions to come.

**Text on screen:** A special thanks to the children, families, and staff of BANANAS, without whose help these videos would not have been possible.

**Logo:** Count, play, explore—for early education.



count·play·explore  
FOR EARLY EDUCATION