

Transcript: Adding and Subtracting Across the Ages

Text on screen: Adding and Subtracting Across the Ages.

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

Educator 1: Okay, what will we do? Deegan says put in. Okay, let's go. More in. Here, Ellie.

On screen: Several children ages 8 to 18 months and an educator are in a childcare setting. The children collect plastic balls scattered around the room, and place them in a tub. One child, Yolo, is collecting balls in a basket.

Educator 1: What are you collecting, Yolo? Would you like a ball for your basket, Yolo? Do you want more?

On screen: The educator hands Yolo a ball. Yolo takes the ball and adds it to his basket.

Child 1: Muh. Yeah.

Educator: Yeah.

On screen: The scene transitions to a toddler learning setting. Two children, aged 18–36 months, are with an educator in an outdoor play area, interacting with a large structure made of white PVC pipes and clear tubes. Once child drops a ball into the structure.

Educator 2: We have two bells and how many balls?

Child 2: One.

Educator 2: One. And how many altogether? Let's count. Can we count? One, two.

On screen: The educator and child point at the balls in a clear portion of the piping as they count.

Child 2: One, two, three.

Educator 3: Three!

On screen: The scene transitions to a preschool learning setting. An educator and several children aged 3–5 years surround a low activity table. The children are arranging plastic toy animals on templates to create sets of five using different arrangements.

Child 3: It's three plus two.

Educator 3: Equals to?

Child 3: Five.

Educator 3: Can you make the last arrangement?

On screen: The educator passes the child a new template, and the child begins arranging his plastic toy animals on the new template. Meanwhile, the educator turns their attention to another child.

Child 4: Look, I have three here.

Educator 3: Oh, how many do you have right here?

On screen: The child and the educator point at each toy in the child's arrangement as they count.

Child 4: One, two, three—

Child 3: Three plus two.

Child 4: —four, five. Five.

On screen: The child holds up five fingers to indicate five.

Educator 3: Can you show me five? Awesome.

On screen: The educator and child high five each other.

Child 3: Three plus two.

On screen: The educator turns her attention back to the first child, who is pointing at their completed arrangement.

Educator 3: That's a group, equals to?

On screen: The child holds up three fingers with one hand and two with the other.

Child 3: Five.

Educator 3: Yes.

On screen: The scene transitions to a different preschool learning setting. A group of children are at a low activity table with their educator. Each child has a blank piece of paper in front of them with an arrangement of crackers. One child points to each cracker as he counts out loud.

Child 5: One, two, three, four, five, six, seven, eight, nine, 10, 11, 12, 13, 14, 15, 16, 17.

Educator 4: How did you make 17?

Child 5: I took these three.

On screen: The child points to three of the crackers in their arrangement.

Educator 4: You added three?

Child 5: Yeah.

Educator 4: You put three. So when we add, we're putting more.

On screen: The scene transitions to a second-grade classroom. A handwritten poster hanging on a whiteboard reads, "Kimberly had some stickers. She gave 39 stickers to Gael. Now she has 46 stickers" A child in second grade uses base ten blocks—combinations of unit cubes and ten rods—to represent the numbers 39 and 46. Then, he combines the two groups and counts them to find a total.

Child 6: Ten, 20, 30, 31, 32, 33, 30... Wait. 31, 32, 33, 34, 35, 36, 37, 38, 39 ... 49, 59, 69.

Text on screen: A special thanks to the children, families, and staff of the Office of the Fresno County Superintendent of Schools' Lighthouse for Children Child Development Center, the Foothill 3 Head Start Preschool, and Cherryland Elementary School, without whose help these videos would not have been possible.

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