

## Transcript: Using Spanish Measurement Vocabulary at the Sensory Table (3–5 years)

**Text on screen:** Using Spanish Measurement Vocabulary at the Sensory Table (3–5 years).

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

**On screen:** As Maritza Ceballos, speaks, video clips show her interacting with children at a sensory table full of water, colorful water beads, and various plastic objects.

**Maritza Ceballos, PreK Educator:** Typically, in the sensory table we have measuring cups, or today we have the buckets and the smaller containers, to where they're able to fill and empty and just kind of comparing which one has more. I support their language just by being there with them and kind of following their lead. If somebody says, "My bucket is full," then we compare, "Oh, yours is full." And "Is hers full or empty," and then talking about the difference. "This one's empty. It has nothing in it. This one's full. It's full of beads."

**On screen:** Maritza speaks to Mia, a child at the water table.

**Maritza:** Is this big or small?

**Mia:** Big.

**Maritza:** Big. Can you help me fill the bucket? Yes Mia? Can you help me fill it? Look, Daniel's bucket is full.

**On screen:** She points to Daniel's pail and gestures her hands vertically apart from each other to signal that it is full.

**Maritza:** Zadie's is completely empty.

**On screen:** Maritza pushes her flat palm down to signal that Zadie's pail is empty.

**Maritza:** Which has more? Which has more?

**On screen:** Maritza looks at Zadie and shrugs her shoulders.



**Zadie:** Daniel!

**Maritza:** And so just kind of going with their lead and just really enhancing what they're talking about and the vocabulary that they're using, so that they can continue to use it and understand what the concept of full is and the concept of empty. Or the large beads, the small beads, just kind of comparing and seeing how they're similar, different, and just continue to grow their language.

**On screen:** Two children sort the large, clear water beads from the water table into clear containers.

**Child 1:** I found two more.

**Maritza:** Oh, they want the big ones. Are they looking for the big ones?

**Child 1:** I found two more.

**Maritza:** Oh, you have two more? Where are the rest? Let's look.

**On screen:** Maritza holds out two fingers. The children hold their containers to show Maritza. They pick out more large clear water beads and hold them up in their palm to show Maritza.

**Child 2:** I have more.

**Zadie:** A big one.

**Maritza:** Look, there's another big one. You have been filling it up and you have been filling it up. Who has more? Who has more?

**On screen:** Maritza gestures at each child's container of clear beads.

**Child 1:** Mine has more than Zadie's

**Maritza:** Yours has more than Zadie's, yes.

**On screen:** Maritza points at the container with more clear beads.

**Maritza:** This has more. Very good observation. Look, here are more.

**Child 1:** Ta-da!



**Child 2:** This!

**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, without whose help these videos would not have been possible

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