

## Transcript: Children's Observations Across Ages

**Text on screen:** Children's Observations Across Ages.

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

**Text on screen:** Observing Balls (8–18 months).

**On screen:** A child and educator play with balls in their learning setting. The child chews on a small rubber ball. Then, the educator hands her a smaller bumpy ball. The child takes it, tossing the first ball behind her.

**Educator 1:** Here's the bumpy one. There's the bumpy one.

**On screen:** Moments later, two children and the educator rub a medium-sized bumpy rubber ball with their hands.

**Educator 2:** Ooh, it's bumpy, huh?

**On screen:** The first child hands a smooth plastic ball to the educator and she rolls the ball in between her hands.

**Educator 2:** That one's smooth, huh? You roll it in your hands like this. It's smooth.

**On screen:** The educator hands it back to her and mimes the motion. The other educator holds out the medium bumpy ball to another child.

**Educator 1:** Is this a bumpy ball?

**Educator 2:** Roll it in your hands. It's smooth. Can you shake this one?

**On screen:** Later, the educator offers a small green ball to a child, Gianni, and imitates how to shake it. The child begins to shake the ball.

**Educator 2:** Shake it. Shake it. Oh, nothing's in there, huh? No noise.

**On screen:** The other educator shakes a different ball that makes noise and hands it to Gianni. He shakes both balls in each hand to hear their sounds.

**Educator 1:** Gianni, what's in here?



**Educator 2:** [sings] Jingle all the way.

**Educator 1:** What is it? Shake it. What is it? Can you hear it?

**Text on screen:** Observing Goop (18–36 months).

**On screen:** In another scene, an educator sits at a sensory table with three children. She picks up a container of cornstarch and removes the lid. One child points at it.

**Educator:** This is cornstarch. This is how we're going to make the goop.

**Child 1:** Is that hot?

**Educator:** That's not hot.

**Child 2:** Warm?

**Educator:** You want to feel it? Put out your hand.

**On screen:** The educator shows the children how to put out their hands with their palms up.

**Educator:** You can feel out the cornstarch first before we mix it together.

**On screen:** Each child puts out their hand and the educator shakes a little cornstarch onto their palm. One child rubs his palms together to feel the cornstarch.

**Educator:** What does it feel like? Mix it together.

**Child 2:** Warm.

**On screen:** The children and the educator mix the water and cornstarch with their hands.

**Educator:** Now we're going to mix.

**Child 1:** It's squishy.

**Educator:** It's squishy? What do you think, should we add more water?

**Child 1:** No.



**Educator:** It feels a little crumbly. So I think ... see, it's holding shape?

**Child 1:** I want to pour water.

**Educator:** I think you're right. I think we need to add a little bit more water.

**Describer:** The educator forms the somewhat dry mixture into a ball and then easily crushes it with her thumbs. Moments later, after adding water, she puts it in her palm, with her fingers spread. The goopy mixture drips through her fingers. As she speaks, the children pick up the goop, spread out their fingers, and watch it drip.

**Educator:** See, it's a solid, but when you put it on your hand, look what happens. It oozes out, it becomes a liquid.

**Text on screen:** Observing in the Garden (3–5 years).

**On screen:** An educator leads a group of about 8 children in an outdoor garden activity. The educator points at a plant with large green leaves, and the children move closer to see.

**Educator 1:** Can you look under those leaves right there and tell me what's under there?

**On screen:** The educator moves a leaf so children can see that a large zucchini has grown under the leaves.

**Aliyah:** My God! It got big!

**All:** Wow.

**Aliyah:** That's ready?

**Educator 1:** That's ready.

**On screen:** The children gather around to look at the zucchini and take pictures with digital cameras.

**Aliyah:** It is so big.

**On screen:** A child grabs onto the zucchini to harvest it by twisting and pulling. The educator offers a helping hand.

**Educator 2:** Pull it, pull it, Aliyah. Look, take a picture of Aliyah.

**Educator 1:** Turn it. Twist it. Twist it.

**Educator 2:** Take a picture, take a picture of her.

**Describer:** They hold it up and the children take pictures.

**All:** Wow.

**Educator 1:** Look at that. This one is huge. We're going to have to measure this zucchini. How many inches do you think this is?

**Aliyah:** I don't know.

**Educator 1:** What do you think?

**Child 2:** 10?

**Educator 1:** 10? Oh, that's a great estimate.

**On screen:** Another child holds up a different zucchini while the educator continues to hold up the first harvested zucchini.

**Child 2:** Put them together.

**Educator 1:** Put them together? You want to compare the sizes?

**On screen:** The educator holds her zucchini up next to the child's zucchini.

**Child 3:** That one is small, so this one is bigger.

**On screen:** Later, the children draw and measure their harvest at an outdoor table.

**Child 2:** I'm ready to measure it.

**Educator 2:** Okay, what are you going to measure? You want to measure this one? The yellow squash? You could draw it. Draw it.

**On screen:** An educator helps two children use a measuring tape to measure the large zucchini. As they count out loud, they point at the numbers on the measuring tape.

**Educator 2:** How big is it?

**Child 3:** One, two, three, four, five, six, seven.

**Educator 2:** Look at the numbers. How big do you think it is?

**Child 2:** 13 inches.

**Educator 2:** 13 inches. Do you want to write it down?

**On screen:** The child's drawing of the zucchini appears on the screen, which he has colored green and labeled "13 inches".

**Text on screen:** Observing a Spider (3–5 years).

**On screen:** In another scene, two children and an educator in a learning setting look at a spider in a plastic container. A digital microscope sits on the container and shines a light on the spider.

**Educator:** Look at the spider. So what else do you guys notice about the spider? How does it look like?

**On screen:** A close-up image of the spider in the container is shown.

**Teo:** Like a tarantula.

**Educator:** Like a tarantula.

**Teo:** Teacher?

**Educator:** Yes.

**Teo:** Guess what?

**Educator:** Tell me.

**Teo:** Do we have another camera not broken?

**Educator:** No, this one works. We can turn it on. We can see closer things.

**On screen:** The child picks up another digital microscope. The educator helps turn it on and sets it on top of a different spider in an acrylic block.

**Teo:** Yeah, can we?

**Educator:** Yeah. There you go. Now, for example, we could look at this one right here. And then we can zoom in. Focus. Turn it to the right. And look at that.

**Image on screen:** The digital microscope on top of the acrylic spider block.

**On screen:** The child looks at the screen, smiles, and then looks at the spider underneath.

**Teo:** Wow.

**Educator:** What do you see right there? What do you see?

**Teo:** Amazing.

**Educator:** It looks amazing?

**On screen:** Moments later, the educator shifts their attention back to the first spider. He uses the digital microscope's built in light to illuminate the container and points at the spider's legs.

**Educator:** Now let's count the legs. Let's see, ready? See, right here. Okay, we have one ... count with me.

**Educator and Teo:** One, two, three, four.

**Educator:** On this side. And now on the other side.

**Educator and Teo:** One, two, three, four.

**On screen:** The educator holds up four fingers on one hand and four fingers on the other hand.

**Educator:** So we got four legs and four legs.

**Teo:** Yeah.

**Educator:** That's eight. One, two, three, four, five, six, seven, eight legs.

**On screen:** He wiggles each finger as he counts.

**Educator:** Does this one have eight legs?

**On screen:** The child picks up the spider in the acrylic block and points to each leg as he counts. The educator and the other child look on.

**Teo:** One, two, three, four, five, six, seven, eight.

**Educator:** It does.

**Text on screen:** Observing a Pumpkin (4-5 years).

**On screen:** In another scene, an educator slides an orange pumpkin to the middle of the table, surrounded by children. Behind her, there is a hand-drawn chart titled "Pumpkin Investigations" with various information about pumpkins they have investigated. As she interacts with the children, she writes what they say on the chart. The children begin feeling the orange pumpkin on the table and discussing their observations.

**Educator:** Can you guys touch the pumpkin and tell me how it feels on the outside?

**Child 1:** It's hard.

**Educator:** Hard?

**Image on screen:** A close-up photo shows the chart in more detail. It shows column headings for white, orange, and green pumpkins, and row headings for what's observed inside, what's observed outside, how tall, and how many seeds. Additional columns show the child's predictions and discoveries.

**Educator:** We can see that it's orange. What else do you notice on the pumpkin?

**Child 2:** It's skin

**Child 1:** Bumpy right here.

**Educator:** It has some bumpy parts. Those don't look orange, do they? What color are they?

**Child 1:** Gray.

**Educator:** Some gray bumpy parts.

**Child 1:** Skinny.

**Educator:** You think it's skinny?

**Child 1:** And the stem is green.

**Educator:** And the stem is green.

**On screen:** The educator cuts the pumpkin in half and displays the two halves open, face-up on the table. The children lean onto the table to get closer and point at the innards.

**Educator:** Wow. What do you notice?

**Child 2:** Orange!

**Educator:** It's orange on the inside.

**Child 2:** And so many seeds!

**Educator:** And there are so many seeds. What else do you see? It is orange on the inside.

**Describer:** The educator continues recording the children's observations on the chart.

**Child 3:** Can we put our hands inside?

**Educator:** You can put your hands in it.

**Describer:** The children begin to feel the inside of the pumpkin halves.

**Child 2:** It almost has a thousand.

**Educator:** You think there's a thousand seeds?

**Child 2:** Uh-huh.



**Educator:** We're going to have to count them. Do you smell it? What's that kind of smell?

**Describer:** The children and educator lean forward to smell the pumpkin.

**Children:** Yucky.

**Educator:** You think it smells yucky?

**Children:** Yes.

**Child 2:** It smells like dough.

**Educator:** Yeah? It kind of smells like a yucky squash? How does it feel?

**Describer:** A couple children begin grabbing handfuls of seeds to observe more closely.

**Child 1:** I got the seeds.

**Child 4:** It feels cold.

**Educator:** You did? It feels cold?

**Child 1:** I got this much seeds.

**Child 3:** And I got this much seeds.

**Eliana:** It feels wet.

**Educator:** It feels wet. I heard Eliana say wet. It feels wet.

**Text on screen:** A special thanks to the children, families, and staff of the Office of the Fresno County

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