

Transcript: Interpreting Pumpkin Data (4–5 years old)

Text on screen: Interpreting Pumpkin Data (4–5 years old).

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

On screen: A pictograph on a white board reads “Do you like white, orange, or green pumpkins?” Elisa Bryant, Transitional Kindergarten Teacher, sits on the ground and talks to a child, Margo.

Elisa Bryant, Transitional Kindergarten Teacher: Hey, Margo, do you remember our survey yesterday? Do you like white, orange, or green pumpkins? Remember how we talked about pumpkins? Which one do you like the best?

Margo: Orange.

Elisa: Orange.

On screen: Margo stands up to stick her pumpkin to the orange column. Moments later, Elisa stands next to the completed pictograph on the whiteboard. A group of children sits on the floor facing the board.

Elisa: We are going to go figure out how many people liked each color. Are you ready to count with me?

Children: Yeah.

Elisa: All right, I want to hear your voices. Help me count the white one. Here we go.

On screen: As the children count, Elisa writes the numbers next to the corresponding pumpkins on the pictograph.

All: One, two, three, four, five.

Elisa: Five people liked white pumpkins.

Help me count the orange ones. Are you ready?

Children: Yeah.

Elisa: It's a lot. Are there more orange than white?

Children: Yeah.

Elisa: All right, ready? Here we go.

All: One, two, three, four, five, six, seven, eight, nine, 10.

Elisa: 10 people liked orange pumpkins.

On screen: Elisa writes a sentence next to this column that reads "10 people like orange pumpkins."

Elisa: I wonder if some of you can tell how many green pumpkins people liked just by looking at it?

Child 1: Four.

Child 2: Five.

Elisa: Can you show me on your fingers? Show me your fingers.

On screen: Several children hold up a hand with four fingers. Elisa looks at the children in wonder.

Elisa: What, you just did that with your eyeballs? And you didn't even have to count, some of you. Are you ready?

Children: Yeah.

Elisa: See if your answer was correct. Count with me.

On screen: Elisa continues writing numbers next to each corresponding pumpkin as they count.

All: One, two, three, four.

Elisa: If you said four, go, yes!

Children: Yes!

On screen: Elisa and some of the children raise their arms in the air. Next, Elisa speaks to an off camera interviewer in the empty classroom.

Elisa: Once we've all completed the graph, sometimes we have more than one graph up, like right now. But the first question I always ask is, "what do you notice?" "What do you notice about this graph?" And I try to use all the mathematical language.

On screen: Now back in the active classroom, Elisa points to the height of each of the columns in the pictograph as she asks children what they notice.

Elisa: What do you notice about the different colors? What do you notice about how... Oh, oh, you're thinking.

Child 3: The orange pumpkins have the most.

Elisa: The orange pumpkins have the most, compared to white and green.

On screen: Elisa points to the white and green columns.

Elisa: What do you notice, Weston?

Weston: The green pumpkins are the "least."

Elisa: The least. Green pumpkins have the least votes, for only four. So you guys noticed that orange has the most and green has the least. Tucker.

Tucker: The white is the medium.

Elisa: White is the medium. It is in the middle between four and 10, right? It had the middle amount.

Wyatt, you have something else to add?

Wyatt: So if we add 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 15, 16, 17, 18, 19. If we add all the pumpkins together, it makes 19.

Elisa: So you noticed that you added 5, 10, and 4 and you got 19. What? Give yourself a pat on the back. You added that all together and you got 19.



On screen: Elisa points to the height of each column as she adds the numbers. Then she demonstrates giving herself a pat on the back and some of the children imitate her.

Elisa: How many people in our class today then?

Children: 19.

Elisa: 19.

Text on screen: A special thanks to the children, families, and staff at Placer Elementary School, without whose help these videos would not have been possible.

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