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## Video Listing



### A Hole Problem Solved

Block building encourages children to think about potential solutions to interesting and varied problems. In this video, Ria builds a "spaghetti-maker". The vertical dowels that inspired her idea prevent her from inserting a horizontal dowel between the same pair of cubes. She first removes the vertical dowel from the hole...

Subjects: [blocks](#)

Ages: [fives](#)

Tags: [child-teacher](#) [spatial relations](#) [obstacle](#) [invention](#)



### Action Requires Thought

A group of young children are having fun trying to throw various sized balls over a canvas wall. This joyful game arose spontaneously and spread to the whole group. Let's step back and consider where the children's thinking comes into play. Notice what laws of physics the children accommodate in...

Subjects: [balls](#)

Ages: [threes](#)

Tags: [children-object](#) [spatial relations](#) [force](#) [aiming](#)



### An Accidental Collaboration

A teacher motivates two infants to explore their surrounding where things lie rather than always bringing things to their mouth. She places a large sheet of Mylar on the floor and a jar of paint. Will the infants experiment with spreading paint over the Mylar or with squeezing out the...

Subjects: [paint](#)

Ages: [infants](#)

Tags: [children-teacher](#) [communication](#) [imitation](#) [non-verbal](#) [collaboration](#)



### An Invented Game

Three young girls enjoy playing an invented game. The girls work to coordinate their movements, accommodate a third player, and lend structure to their play by singing refrains from a familiar nursery rhyme. Notice how they enjoy the affiliation felt when one follows the other. One girl momentarily takes the...

Subjects: [body](#)

Ages: [twos](#)

Tags: [child-child](#) [maintaining play](#) [spatial relations](#) [communication](#)



### Animal Train

Tucker and Ayla place animals on a train "to the office." George asks, "Well, so you don't want me to put it (horse) over here?" Ayla explains, "No, this goes right there. The horsie eats hay." Ayla adds motive to the horse's placement by repositioning it near a raised block...

Subjects: [blocks](#)

Ages: [twos](#)

Tags: [children-teacher](#) [pretense](#) [classification](#) [function](#) [teaching](#)

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## A Hole Problem Solved



Block building encourages children to think about potential solutions to interesting and varied problems. In this video, Ria builds a “spaghetti-maker”. The vertical dowels that inspired her idea prevent her from inserting a horizontal dowel between the same pair of cubes. She first removes the vertical dowel from the hole she is working on and then proceeds to remove the vertical dowel from the hole on the other side. Her actions indicate that she understands the implication of what she learns about the first hole: if the first hole is obstructed, that means the symmetrical hole is also obstructed. Ria carefully observes and reflects on the relation between her objective and the effects of her actions.

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 Playlist Note

Students, See what strategies you can discover that differ from one age to another.

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## Blocks etc 3 videos

Students, See what strategies you can discover that differ from one age to another.



### Chris Builds with Window Blocks

Chris solves spatial problems as he builds with square window blocks on a classroom table. He modifies block orientation and placement to find each block's center of gravity. He persistently works to achieve bilateral symmetry in the design of his structure. Eventually we see that he understands the implication of...

Subjects: [blocks](#)

Tags: [child-object](#) [spatial relations](#) [symmetry](#) [special education](#)

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### Grandma's Elevator

Andrew and Edward have different orientations to block play. Edward wants to arrange the blocks as props to support his story. Andrew wants to make spatial motifs, a triangle on every cylinder. Yet the two boys find a way to play together fluidly. This fluidity is facilitated by the symbolic...

Subjects: [blocks](#)

Tags: [pretense](#) [co-construction](#) [symbolization](#) [child-child](#)

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Note: The different font sizes indicates the relative frequency of the tags.

Child-Teacher Spatial Relations Obstacle Invention Children-Teacher  
Communication Imitation Non-verbal Collaboration Pretense Classification Function  
Teaching Special Education Drawing Thinkprint Cause/Effect Force Game Rules  
Co-construction Symbolization Child-Child Friendship Grasping Mind of Other Movement Exploration  
Empathy Child-Object Obstacles Reflective Thinking Sequence Efficiency Gestures Possession Negotiation Sharing  
Parent-Child Perspective Illness Rules Modification Goal Marking Symmetry Equivalence Communciation Empty/Full  
Leadership Attention/Memory Children-Object Inside/Outside Inclines Direction Angles Aiming Cause/Effect Sorting Memory  
Counting Cardinal Ordinal Counting-On Inside/Outside Invitation Maintaining Play Fear Persistence Power Sets Base Ten Matching  
Literacy Directions Spelling Standards Cardinal/Ordinal Quantity Teacher-Child Number Environments X

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