

52 Classic Videatives on Discs

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Videatives, Inc.
www.videatives.com
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What is a videative?

Vid'-e-a-tive: A videative is a passage of text containing words or phrases that are hyperlinked to brief video clips. The text explains the significance of the video and, the video gives reality to the text. Videatives, Inc. has developed an innovative method of exemplifying general principles of learning and teaching using digital media. Through this researched method of embedding short video clips within descriptive and explanatory text, teachers see what children know in a way never before possible.

What is a Thinkprint?

Videatives, Inc. has created the Thinkprint, an engaging way to study children's thinking as they work and play with one another and with adults. Similar to the videative, the Thinkprint reveals the strategies and theories that children use when negotiating the course of play or determining how something works. Unlike the videative, where a brief video pops up when a blue word is clicked, in the Thinkprint, the child's likely thought pops up when you click on a button, a phrase, or a word. The text describes a very brief action that can be seen in an adjacent video window. When you click on or roll over specific words or phrases in the text, a popup text box appears that presents our speculations on what the child was thinking at the time the action occurred. We added the popup text to make the children's thinking visible, much as ink makes visible the details of a fingerprint; thus the term *Thinkprint*.

List of Classic Videatives

Click on the product name to reveal a photo and description. To see the products organized into categories such as “age” and “materials,” go to the index on page four. You may click on the Bookmarks tab on the left to open the Bookmarks panel. You may browse the list of downloadable products by clicking on the product names in the Bookmarks panel.

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Videative Categories

Click on a category name to see a table with keywords associated with that category. The category name you clicked will be highlighted at the top of the table. You can use these tables to find products that share similar content, such as Age - Twos, or Materials - Blocks.

AGE



Infants, Ones, Twos...

MATERIAL



Balloons, Balls,
Blocks....

SOCIAL CONTEXT



Child-Child, Child-Teacher,
Children-Teacher...

PROBLEM DOMAIN



Cause-Effect, Pretense,
Spatial Relations...

CONCEPT



Angles, Friendship,
Symbolization...

EXTRA DESIGNATOR



Aiming, Direction, Special
Education...

A Hole Problem Solved



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A Hole Problem Solved

This videative is one of three about a five-year-old's experiences with Learning Material Workshop Blocks; the other two videatives are titled "Counting Blocks in a Mirror" and "Symmetrical Structures." Block building provides children opportunities to think about potential solutions to interesting and varied problems. In this videative, Ria explores available materials by putting a dowel through a hole in a cube. Soon, however, she encounters a problem: the first dowel that inspired her continued exploration prevents her from inserting a second.

Keywords: Fives, Blocks, Child-Teacher, Spatial Relations, Obstacle, Invention

[Click here](#) to see Learning Material Workshop Blocks.

Length of videative: 3 pages, 4 video subclips

Length of stand-alone master video clip: 2 minutes, 1 second

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An Accidental Collaboration



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An Accidental Collaboration

With great curiosity infants use their arms to bring objects to their mouths and bang them on the floor. In this videative, a teacher motivates a group of infants to further explore their surroundings. Two infants sit on Mylar sheets with paintbrushes and jars of paint nearby. Will the infants be intrigued by the paint splattered on the floor around them, or will they be more interested in the paint oozing off the brushes? How do the infants relate to one another? How does the teacher extend their investigations? We observe important changes that occur during these ten “ordinary” minutes of play. The highlight is a brief moment of accidental collaboration between the two infants that quickly becomes deliberate. With the support of their teacher, these infants are better able to think about, test, and extend their understanding of their physical and social world.

Keywords: Infants, Paint, Children-Teacher, Communication, Imitation, Non-verbal

Length of videative: 13 paragraphs, 9 video subclips
Length of stand-alone master video clip: 6 minutes, 50 seconds

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Animal Train



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Animal Train

Two children, two years of age, play with blocks and small plastic animals. With Tucker's help, Ayla builds a train for the animals to ride. George, the adult, engages the children, posing many questions in order to encourage Ayla and Tucker to reflect on their invented symbols. George's goal is to help the children think more about how things work (function) rather than how things look (description), and to motivate the children's play toward a richer story where the characters have intentions and emotions. The episode begins with George, Ayla, and Tucker in the block corner. Ayla has a vision for her creations with the blocks and plastic animals. Ayla identifies the cylindrical blocks as towers. George wants to know more about how she came to recognize them as such. Obviously they look like towers when standing tall on their vertical axes, but in the context of play what purpose do they serve?

Keywords: Twos, Blocks, Children-Teacher, Pretense, Classification, Function

Length of videative: 6 text pages, 9 video subclips

Length of stand-alone master video clip: 7 minutes, 47 seconds

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Ben Shoots Pool



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Ben Shoots Pool

This videative shows how two-year-old Ben and his father invent challenging ways to get a billiard ball into the pocket. The series of clips illustrate the powerful role of the environment for guiding play. They tell the delightful story of how a child's natural desire to explore and invent can be the catalyst for rich problem solving.

- Watch how Ben uses the cue sticks to channel the ball into the pocket
- Notice how Ben's father gives hints now and then
- Decide if you agree on how Ben's uncle makes the game more complex
- Be amazed at Ben's flexible thinking and adaptive changes in the rules
- Learn how open-ended play fosters high-level thinking

Keywords: Twos, Balls, Parent-Child, Cause/Effect, Inclines, Direction

Length of videative: 4 text pages, 13 video subclips

Length of stand-alone master video clip: 2 minutes, 12 seconds

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Ben Shoots Pool II



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Ben Shoots Pool II

Ben, now three years old, returns to one of his favorite pastimes, the pool table. By using the cue sticks to build a ramp, Ben creates an unconventional way to roll the balls. Uncle George joins Ben at the pool table and, together, they consider how to aim the ramp so that the balls roll into the pocket. In this videative, we see how Ben works to make sense of an ordinarily random event that, under particular conditions, has become determined. We see how a young child often answers a “Why?” question with a description, or a demonstration of “How.” We watch how George learns more about Ben’s knowledge by asking a series of gradually more directed questions that enable Ben to answer with an action rather than a verbal explanation. As George encourages Ben to reflect upon his own thinking, we see examples of how a young child’s practical intelligence develops ahead of his representational intelligence.

Keywords: Threes, Balls, Parent-Child, Cause/Effect, Angles, Aiming

Length of videative: 14 text pages, 30 video subclips

Length of stand-alone master video clip: 12 minutes, 3 seconds

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Bottomless Containers



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Bottomless Containers

In this Thinkprint, Tucker discovers that a container with a small hole in the bottom offers some surprises. Sometimes when he lifts the container, objects remain on the floor; sometimes they do not. He experiments with several containers and their contents, and he shares his magical discoveries with his friend Lucy.

Rather than simply describe Tucker's behavior, we have attempted to identify the assumptions that make his actions reasonable. We present these assumptions as "Likely Thoughts." We hope that Tucker's "Likely Thoughts" encourage a deeper appreciation for the fantastic opportunities that containers offer children in their exploration of the logic of objects and the joy of learning.

Keywords: Ones, Containers, Child-Child, Spatial Relations, Empty/ Full, Thinkprint

Length of Thinkprint: 31 paragraphs, 29 video subclips

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Cheers for Chaislyn!



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Cheers for Chaislyn!

Chaislyn, a self-directed and animated four-year-old, invites her teacher to share some pretend-play props. As Chaislyn introduces the props, we see a strong interplay between their color and function. Together, Chaislyn and her teacher have to negotiate whether the game they will play will be based on how the props look, or whether the game will be based on the props' functions. Throughout the play scenario we see the flexibility of the teacher as she adapts to the child's interests. We also see Chaislyn's leadership skills in her ability to script the play scenario. There is great charm and richness in the symbols Chaislyn creates while she enacts adult rituals.

Keywords: Fours, Containers, Child-Teacher, Pretense, Function, Special Education

Length of videative: 13 paragraphs, 10 video subclips

Length of stand-alone master video clip: 2 minutes, 15 seconds

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Child as Teacher



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Child as Teacher

In this videative we have a wonderful opportunity to observe a role-reversal between teacher and child. While playing at the water table, a four-year-old boy named Chris has discovered how to use his hands to blow bubbles. Chris has a rich understanding of his newfound skill. This videative allows us to observe the strategies Chris's teacher employs—including encouraging Chris to step into the role of instructor—in order to make Chris' knowledge more explicit.

Keywords: Fours, Bubbles, Child-Teacher, Cause/Effect, Force, Special Education

Length of videative: 11 paragraphs, 6 video subclips

Length of stand-alone master video clip: 2 minutes, 22 seconds

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Children Drawing



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Children Drawing

Here, the video clips zoom in on three different children drawing flowers and faces. The Thinkprint reveals each child's "likely thoughts" that explain their choices for what marks to make. One child wants the hair to have a "part" so it will look more like hair instead of a hat. Another child wants to represent the density of grass, so she shifts from rounded to spiky waves. A third child wants to represent the diversity of flowers in color and size. The act of drawing gives us a chance to see children "reinvent" common objects and thereby to see what children know. And the real time base of video helps us study the comments and sequence of the drawing process, information missed when we look only at the finished work.

Keywords: Fives, Markers, Child-Teacher, Spatial Relations, Reference, Thinkprint

Length of Thinkprint: 17 paragraphs, 13 video subclips

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Chris Builds with Window Blocks



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Chris Builds with Window Blocks

In this set of clips, five-year-old Chris builds with window blocks on a classroom table. This videative provides an excellent opportunity to watch Chris engage in spatial problem solving. We observe how he modifies his strategies to accommodate for the effects of physics concepts like balance and center of gravity. We see how Chris persistently works to achieve bilateral symmetry in the design of his structure. Finally, we witness the flexibility of Chris' thinking as he works in a rule-bound fashion, within the limits of a self-prescribed rule.

Keywords: Fives, Blocks, Child-Object, Spatial Relations, Symmetry, Special Education

Length of videative: 4 text pages, 9 video subclips

Length of stand-alone master video clip: 2 minutes, 54 seconds

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Clever Mistakes



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Clever Mistakes

Madison and her teacher, Leslie, are playing a game with containers and small, colored bears. The object of the game is to place the red, blue, and green bears in their matching colored containers. We study the sequence of Madison's moves in order to try and understand her thinking. By taking this perspective, we are likely to witness some "clever mistakes"—moves that Madison makes which, although "incorrect," reveal sensible reasoning. By considering the reasonability of Madison's mistakes, we can support her cognitive development.

Keywords: Fours, Containers, Child-Teacher, Sorting, Memory, Special Education

Length of videative: 5 text pages, 11 video subclips

Length of stand-alone master video clip: 5 minutes, 11 seconds

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Counting Blocks in a Mirror



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Counting Blocks in a Mirror

This videative is one of three about a five-year-old's experiences with Learning Material Workshop Blocks; the other two videatives are titled "A Hole Problem Solved" and "Symmetrical Structures." Sometimes we arrange materials in such a way that they almost "beg" to be counted. Try placing a strip of polished Mylar on a table covered with blocks. With the added reflection, the number in a stack of blocks is instantly "doubled." In this videative we see how Ria grapples with the total number of blocks that she perceives. Note the skillful questions the teacher asks to help Ria distinguish the blocks counted versus the blocks not counted, and the total number of blocks versus the number in the two subsets of blocks (real blocks and reflected blocks). Ria hangs in there and, much to our pleasure, shares her thinking aloud.

Keywords: Fives, Blocks, Child-Teacher, Counting, Cardinal/Ordinal, Counting-On

[Click here](#) to see Learning Material Workshop Blocks.

Length of videative: 8 pages, 5 video subclips

Length of stand-alone master video clip: 2 minutes

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Drawing “Circles Within Circles”



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Drawing “Circles Within Circles”

Jed is visiting a preschool classroom hoping to videotape some of the children’s investigations. Three-year-old Christopher wants to draw and invites Jed to come draw with him. A series of subtle but careful choices allows Jed to become Christopher’s learning partner. We see how Jed skillfully reads Christopher’s interests in order to co-construct an understanding of drawing “circles inside circles.” “Inside” can be treated as a relative term. Drawing a surrounding outside circle makes the smaller one inside. Drawing a still larger outside circle now makes the middle-sized circle the inside circle. How strange--how can one circle be both inside and outside? The games we play with children help them move from naming objects to relating objects.

Keywords: Threes, Markers, Child-Teacher, Spatial Relations, Inside/Outside, Co-Construction

Length of videative: 13 paragraphs, 10 video subclips

Length of stand-alone master video clip: 1 minute, 5 seconds

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Duck, Duck, Goose!



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Duck, Duck, Goose!

This videative studies a pair of four-year-old girls playing a game of Duck, Duck, Goose with two of their teachers. We see many strategies that the children use during their play. One child loves being the goose, but she knows that this role is supposed to be avoided. To reconcile this, she invents an expression of feigned disappointment in order to cover her deliberate strategies to “lose.” Watch the subtle actions that tell us what the children understand about the game, as well as what they understand about the perspectives of the other players.

Keywords: Fours, Body, Children-Teacher, Game Rules, Mind of Other, Special Education

Length of videative: 13 text pages, 22 video subclips

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Emphasizing Effects



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Emphasizing Effects

The boy in yellow and the girl in white, each two years of age, are playing with small toy cars on a raised platform. George, a visiting adult, enters the game. Throughout this episode, George looks for opportunities to increase the complexity of the children's play. He is careful not to voice the details of his own actions, but instead he adds descriptions of effects, thus providing the children with the opportunity to invent their own strategies. By the end of the episode, the children's play with cars becomes more purposive. We see how the game's rules and customs develop, and how the shape of the game changes from parallel-play (with both children rolling cars at once) to role-play (where the tasks are differentiated: one rolls three cars at a time; the other catches and puts them in a basket).

Keywords: Twos, Toy Cars, Children-Teacher, Cause/Effect, Force, Game Rules

Length of videative: 5 text pages, 11 video subclips

Length of stand-alone master video clip: 6 minutes, 55 seconds

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First-Time Friends



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First-Time Friends

In this videative, we carry out a microanalysis of a short interaction between two infants. While some may qualify the pre-verbalizations—or, “verbalizations,” as we will refer to them—as one child babbling to another, we observe a pattern in the verbalizations and physical communication Justin directs toward Connor. We interpret this pattern as Justin’s desire to interact and play with a peer.

Keywords: Infants, Body, Child-Child, Communication, Mind of Other, Invitation

Length of videative: 18 paragraphs, 6 video subclips

Length of stand-alone master video clip: 1 minute, 7 seconds

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Fly, Fly, Go Away



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Fly, Fly, Go Away

This Thinkprint shows how children can tune in to one another. Like players in a board game, the children take turns leading and following. Together they make efforts to open the game to all, and they work to maintain levels of excitement and involvement as a house fly tempts them into a chase. We also see how one child voluntarily excludes himself from play when his misthrown object bops a friend on the head.

Keywords: Twos, Body, Child-Child, Maintaining Play, Obstacle, Thinkprint

Length of Thinkprint: 22 paragraphs, 19 video subclips

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Grandma's Elevator



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Grandma's Elevator

Blocks are excellent tools for open-ended play. They offer children the opportunity to use knowledge they have already accumulated and, additionally, they allow learners the opportunity to further develop their knowledge base. Block-play is fluid: what one block represents can change frequently during the course of play. Block areas that are rich in materials and have sufficient space for small groups of children provide an excellent social opportunity; children can work together to encourage and support group learning. Although children often begin building parallel to one another, great things occur when parallel-play develops into co-construction. Theories of co-construction assert that together children are better able to share and refine what each individual block symbolizes—as well as what the blocks symbolize as a whole.

Keywords: Threes, Blocks, Child-Child, Pretense, Symbolization, Co-Construction

Length of videative: 4 text pages, 8 video subclips

Length of stand-alone master video clip: 2 minutes, 50 seconds

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Grasping Glasses



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Grasping Glasses

Infants probably have more ideas than they are able to put into action. For example, if they are on their tummies using their hands pressed on the floor in order to hold their heads up, it is hard to reach out for an interesting object. But then, maybe the infant does not “read” the object as “grabable.” In the following clips, we see small groups of infants near a set of colorful glasses. We see how the small movements of an infant’s fingers are a preparation for a real grasp. Such contractions of an infant’s fingers may have no true instrumental value, but they definitely hold symbolic value. The movement of his fingers helps the infant remember his goal of grasping the glass.

Keywords: Infants, Containers, Child-Object, Movement, Grasping, Goal Marking

Length of videative: 9 paragraphs, 9 video subclips

Length of stand-alone master video clip: 1 minute, 18 seconds

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How Two Friends Talk Through Hugs and Tugs



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Hugs and Tugs

Madison and Chaislyn are friends. And it shows. It shows when Chaislyn wipes Madison's face, when they hug each other, and when Chaislyn teaches Madison how to play a rocking game. These video clips portray the subtle ways by which one child engages a friend through gentle instruction combined with overt affection. These are the ordinary moments that not only seed a friendship, but also nurture it and cause it to grow.

Keywords: Fours, Body, Child-Child, Communication, Friendship, Special Education

Length of videative: 13 paragraphs, 10 video subclips

Length of stand-alone master video clip: 9 minutes, 47 seconds

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Infants Hold Hands



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Infants Hold Hands

For infants younger than eight months old, gripping another child's hand is a physical rather than a social act. Over time, physical actions such as this develop to include social applications. This videative invites you to take a close look at two infants holding and releasing each other's hands and asks you to speculate on what the infants might be thinking. By looking carefully at their timing and the direction of their gazes you should begin to understand more about the infants' inner-world.

Keywords: Infants, Body, Child-Child, Communication, Grasping, Mind of Other

Length of videative: 6 video subclips

Length of stand-alone master video clip: 3 minutes, 27 seconds

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Infants' Love of Faces



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Infants' Love of Faces

Infants are fascinated with the human face. Two eyes, a nose, and a mouth cause infants to stare, and later, to touch and grasp. Parents often allow infants to probe, pull, and pinch their faces; clever toy designers incorporate bold facial features to attract infants to their toys. How might we make the infant's exploration of the face more interesting? In this video clip, a teacher continues to scaffold an infant's experience by changing what she does with her face.

Keywords: Infants, Body, Child-Teacher, Movement, Grasping, Exploration

Length of videative: 9 paragraphs, 6 video subclips

Length of stand-alone master video clip: 2 minutes, 28 seconds

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It Helps to Laugh



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It Helps to Laugh

Two four-year-olds, Chaislyn and Chris, have been friends for a long time. They have established a style of playing together that is familiar to both of them. The routine is easy to identify: Chris does something to move the play in a particular direction and Chaislyn follows Chris' lead, imitating the actions and sounds that Chris makes. Chaislyn likes to create obstacles to assert her presence in the game. These additions receive stern admonishments from Chris, causing them both to laugh. Their laughter signals the end of a round of play; the next round begins with Chaislyn following Chris' direction again. Chris and Chaislyn take turns deciding when to "stop" a specific action, although they fully intend to start it once again. Their "stop" command functions more as a signal that "we are playing together" than a stop in play motivated by some undesired or completed action. Watch these clips and witness the way these two children have adapted to the style and rhythm of the other.

Keywords: Fours, Blocks, Child-Child, Maintaining Play, Friendship, Special Education

Length of videative: 10 text pages, 10 video subclips

Length of stand-alone master video clip: 6 minutes, 5 seconds

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It Takes to Give



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It Takes to Give

Toddlers are wonderfully sensitive to the sound of a friend in distress. In this video we see a young girl move to give emotional support to an unhappy friend. She knows that her friend often calms down when someone places a pacifier in her mouth. She spies the pacifier, so she takes it to give to her friend. BUT, the pacifier was already in her friend's mouth. Watch and then think about what this episode means. Also note how the teacher affirms the young girl's well-meaning action.

Keywords: Ones, Pacifier, Children-Teacher, Communication, Friendship, Mind of Other

Length of videative: 13 paragraphs, 9 video subclips

Length of stand-alone master video clip: 6 minutes, 50 seconds

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Kaylee in the Kitchen



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Kaylee in the Kitchen

In this Thinkprint, Kaylee is on the kitchen floor playing with a set of plastic containers and lids. She has been exploring these objects for 45 minutes. What does this two-year-old find so intriguing about containers? Rather than simply describe her behavior, we have attempted to identify the assumptions that make her actions reasonable. In reading Kaylee's "Likely Thoughts," we hope you will gain an appreciation for the fantastic opportunities that containers offer children for exploring the logic of action and the joy of pretense.

Keywords: Twos, Containers, Child-Object, Pretense, Empty/Full, Thinkprint

Length of Thinkprint: 16 paragraphs, 14 video subclips

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Leaving a Loop



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Leaving a Loop

Kevin has finished his gluing project and wants to leave the table. First, however, he needs to get the glue off his right hand. He uses his left hand to pick the sticky glue from his right and, you guessed it, the glue gets stuck to his left hand! Watch this delightful video of Kevin learning that sometimes a problem solved is another problem created. Learn what it means when children are able to understand that they are “in a loop,” and see how Kevin gets out of his.

Keywords: Fours, Glue, Child-Object, Cause/Effect, Invention, Obstacles

Length of videative: 9 paragraphs, 2 video subclips

Length of stand-alone master video clip: 55 seconds

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Mindsets to Avoid and Seek When Making Documentation Panels



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Mindsets to Avoid and Seek

By George Forman, University of Massachusetts and Elizabeth Pufall,
Boulder Journey School

This resource article begins with a brief definition of documentation along with reasons why we should document children's work and play. The article continues with a set of 12 mindsets, principles for making documentation panels that explain the educational value of an experience that has been documented. The mindsets can be treated as guidelines for creating panels for study and reflection by parents, colleagues, and community members, and of course, children. Each mindset is composed of formats to avoid and formats to seek, along with documentation that illustrates what you should seek and avoid. All 12 mindsets have been tested and revised as a result of feedback from more than 300 teachers who have participated in Videatives eCourses and conferences. Examples of mindsets included in the article are listed below:

- Mindset #1 Avoid: Show the Fun - Seek: Explain the Reason
- Mindset #3 Avoid: Children are Cute - Seek: Children are Competent
- Mindset #4 Avoid: Listing or Counting - Seek: Current Issues
- Mindset #9 Avoid: The Wonderful Shot - Seek: The Interesting Problems
- Mindset #11 Avoid: Unrelated Sequential Descriptions - Seek: Connected Description, Story Telling

Length of text and image file (no video): 14 pages

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Non Verbal Play with Nesting Glasses



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Non Verbal Play with Nesting Glasses

In the video clips that follow, we observe three children, each about 18-months old, pretending to stir food using spoons and pans. Two adults, George (an outside consultant) and the classroom teacher (off camera), tentatively begin an interaction with the children by asking a few questions; however their questions yield no responses from the children. Based on his observations, George shifts to a completely non-verbal strategy, engaging in parallel play near the children. George's goal is to enter the children's play and eventually offer some actions that are new to the children as provocations for their continued play together. Notice the way George arranges the shot glasses in hopes that the layout will be interesting to the children (e.g. three glasses side by side rather than one glass alone). Also notice how George imitates the child putting the glass to his mouth. Pay particular attention to how the girl imitates George spinning the glass on the spoon by translating this action into a much simpler form, while still capturing the essence of George's action. The video clips provide a clear example of "imitation", not as a process of absorbing and repeating what is witnessed but rather as an active process that involves understanding the purpose of a set of actions and then translating that purpose into unique actions that are not identical to what is observed. This Thinkprint will help you appreciate the high level thinking children use when they imitate another person's actions. It will also help you understand the bond that can be created when two individuals work together without talking.

Keywords: Ones, Containers, Children-Teacher, Communication, Imitation, Thinkprint

Length of Thinkprint: 20 text pages, 14 video subclips

Length of stand-alone master video clip: 5 minutes, 33 seconds

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Not Just Play !

What is interesting about a three-year-old boy gluing do-dads on a two-by-four? When you slow down and watch his clever change in strategy, you will find out. By watching this set of clips you will be able to see the high-level thinking that happens every day in the most ordinary moments. It is not just play! To help you pick up the details of this child's thinking, we have added a time-lapse animation so you can clearly see how clever he is.

Keywords: Threes, Glue, Child-Object, Spatial Relations, Sequence, Efficiency

Length of videative: 4 paragraphs, 4 video subclips

Length of stand-alone master video clip: 4 minutes, 33 seconds

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Overcoming Obstacles



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Overcoming Obstacles

In this videative, you will see a two-year-old boy named Jack attempting to ride a car down a slotted ramp. To begin his ride, he has to “park” the car at the top. At the top of the ramp there is a well that holds the back wheels secure, preventing the car from rolling down the ramp without its rider. Jack knows how to ride the car down the ramp and how to push it back to the top, as you will see. But, on occasion, Jack faces some obstacles.

Keywords: Twos, Ride-On Toy, Child-Object, Cause/Effect, Obstacles, Persistence

Length of videative: 13 paragraphs, 11 video subclips

Length of stand-alone master video clip: 5 minutes, 46 seconds

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Pencil Sharpeners

If you take a moment to watch children investigate a pencil sharpener you'll soon realize that it is indeed a very complex machine. How does it work? Which way do you turn it to sharpen a pencil? And what happens when you turn it the other way? What is creating all of the wood shavings? Why are some shavings shaped like curly cues and others like tiny bits? What does the pencil sharpener do to the pencil? These questions, and many more, fuel children's explorations of a pencil sharpener; the questions they generate motivate them to engage in deep thought and encourage the development of their thinking about this interesting machine.

Keywords: Threes, Simple Machine, Child-Teacher, Function, Empty/Full, Exploration

Length of videative: 3 text pages, 11 video subclips

Length of stand-alone master video clip: 5 minutes, 29 seconds

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Pretend Washing



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Pretend Washing

Two girls pretend to wash their hands. One uses a scrubbing action; the other, a shaking action. Watch and listen to the way that they maintain a balance of leading and following and the way their gestures symbolize their different understandings of how soap works. This videative provides insight into the importance of pretend play for the development of symbolization, communication, and social skills.

Keywords: Threes, Containers, Child-Child, Pretense, Leadership, Gestures

Length of videative: 10 paragraphs, 7 video subclips

Length of stand-alone master video clip: 54 seconds

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Pretend You Like Me



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Pretend You Like Me

This videative shows how five-year-old Miles tries to enter the play of two five-year-old girls, Jacey and Hannah. This is a classic example of “May I play with you?” Notice how Miles uses pretense in order to gain acceptance into the girls’ play. Hannah seems to be the play’s director and most questions about its script are directed to her. She understands that her status cannot be maintained without concessions to the other players, and by creating roles for her close friend Jacey, Hannah maintains her position as the gatekeeper. We see how the two girls work together as stage managers and how Miles adapts to the game’s changing rules. By studying the details surrounding how children negotiate the rules of play, we can support them as they become aware of—and further develop—social consciousness.

Keywords: Fives, Puppets, Child-Child, Maintaining Play, Leadership, Power

Length of videative: 16 text pages, 19 video subclips

Length of stand-alone master video clip: 6 minutes, 39 seconds

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Pretend You Like Me- Thinkprint



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Pretend You Like Me-Thinkprint

This new product format, a *Thinkprint*, shows how five-year-old Miles tries to enter the play of two five-year-old girls, Jacey and Hannah. This is a classic example of “May I play with you?” Notice how Miles uses pretense in order to gain acceptance into the girls’ play. Hannah seems to be the play’s director and most questions about its script are directed to her. She understands that her status cannot be maintained without concessions to the other players, and by creating roles for her close friend Jacey, Hannah maintains her position as the gatekeeper. You will see how the two girls work together as stage managers and how Miles adapts to the game’s changing rules. By studying the details surrounding how children negotiate the rules of play, we can support them as they become aware of—and further develop—social consciousness.

Keywords: Fives, Puppets, Child-Child, Maintaining Play, Leadership, Power

Length of Thinkprint: 21 paragraphs, 19 video subclips
Length of stand-alone master video clip: 6 minutes, 39 seconds

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Pumpkin Seeds and Checkers: A Math Conundrum



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Pumpkin Seeds and Checkers

In a constructivist curriculum the motivation is not only to build on the capabilities and competencies of children, but also to allow children time to explore their competencies and capabilities so that they can reach new levels of understanding. The role of the teacher in a constructivist classroom is to act as a facilitator. As facilitator, the teacher provides the children with a provocation that could potentially challenge the children's current thinking. The teacher makes careful observations of the children's actions surrounding the provocation: what works, what does not work, what the children do, and what they do not do. Thus, the teacher documents the learning processes of the children. Based on her observations, the teacher creates hypotheses about children's thinking: what provocations should she provide next to challenge thinking, and what does she think will occur by challenging the children's thinking in this new way? Finally, the constructivist teacher tests hypotheses, beginning anew the process of observation, documentation, and provocation. The experiences presented here are strong examples of constructivist teaching in a kindergarten classroom. The learning documented in these experiences concerns number comprehension and illustrates the children's understanding of various mathematical concepts.

Keywords: Fives, Counters, Children-Teacher, Counting, Sets, Base Ten
Length of videative: 6 text pages, 11 video subclips
Length of stand-alone master video clip: 8 minutes, 18 seconds

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Puzzle Persistence



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Puzzle Persistence

Four-year-old Nathaniel is working to complete a six-piece wooden puzzle. A close look at Nathaniel's actions will help us understand what strategies he uses to complete the puzzle. How might some of his strategies differ from those of a slightly older child?

Nathaniel's ability to successfully regulate his own frustration is a strong example of the perseverance of a young child working diligently to achieve a goal.

Keywords: Fours, Puzzles, Child-Object, Spatial Relations, Matching, Special Education

Length of videative: 8 text pages, 29 video subclips

Length of stand-alone master video clip: 7 minutes, 46 seconds

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Reading an Infant's Expressions

Essential to the care and teaching of infants is understanding their nonverbal communications—babbling sounds, body movement, and facial expressions. The facial expressions of an infant can be either subtle or clearly recognizable, yet the subtleties must be understood in order to develop a complete picture of the infant's perspective.

Keywords: Infants, Body, Child-Teacher, Communication, Gestures, Mind of Other

Length of videative: 8 paragraphs, 6 video subclips

Length of stand-alone master video clip: 1 minute, 44 seconds

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Rocking Horse Rumble



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Rocking Horse Rumble

In the following episode, we watch several toddlers struggle to have a turn to ride a preferred rocking horse, even when other rocking horses are empty. What makes one object preferred? Often the attractiveness (valence) of an object is determined by its perceived utility, and that in turn is heightened when the waiting child watches a friend use one of several identical items. The waiting child may think, “That rocking horse is moving back and forth [propelled, of course, by another child]; I want the horse that rocks.” Eventually the rocking horse’s jockey dismounts and the waiting child jumps on to ride. The recently dismounted jockey now sees the horse rocking gaily and that horse’s valence rekindles for the first jockey. As one would suspect, the ebb and flow of valence places some strain on the children’s ability to negotiate the use of a shared object.

In the Thinkprint that follows, we see the many strategies children use to both compromise and possess; to distract as well as resist; and to play alone as well as share a common toy. In an effort to identify the assumptions that make the children’s strategies reasonable, we have included our speculations regarding what we believe the children are thinking.

Keywords: Ones, Ride-On Toy, Child-Child, Communication, Possession, Negotiation

Length of Thinkprint: 12 paragraphs, 8 video subclips

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She's Not Listening



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She's Not Listening

This videative walks through Avery's attempt to get her dog, Jasmine, to lay her head on the floor. When Jasmine does not understand what Avery wants, Avery speaks louder and pats Jasmine's head down with some firmness. She behaves as if Jasmine is not listening, as opposed to not understanding English. This stage of "listener blaming" is common among four-year-olds. Watch the other methods that Avery invents to communicate her wish to her dog, including modeling the act herself. This videative has become a classic. It clearly portrays the growing theories children have about communication and persuasion.

Keywords: Fours, Pets, Parent-Child, Communication, Perspective, Mind of Other

Length of videative: 3 text pages, 12 video subclips

Length of stand-alone master video clip: 1 minute, 50 seconds

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Sick Baby



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Sick Baby

In this Thinkprint, we witness three four-year-old children exploring their conceptions about friendship, illness, treatment, doctors, policemen, mommies, and telephone conversations as they attempt to care for a baby with a “boo-boo.” Rather than simply describe the children’s behavior and transcribe their speech, we have attempted to identify the assumptions that make their play reasonable. In reading the children’s “Likely Thoughts” we hope you gain an appreciation for the benefits of dramatic play and how it offers us a window into children’s social and emotional development.

Keywords: Fours, Dolls, Child-Child, Pretense, Illness, Rules

Length of Thinkprint: 22 paragraphs, 17 video subclips

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Social Clay



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Social Clay

In this Thinkprint, eight 15-month-old toddlers explore strategies for play with peers, the role and function of language, and what it means to experience group membership. Rather than simply describe the children's behavior and transcribe their speech, we attempted to identify the assumptions that make their play reasonable. In reading the children's "Likely Thoughts," we hope you gain an appreciation for the benefits of introducing new materials to very young children, and of "scaffolding" participation in a group setting. These strategies offer us a window into children's social, emotional, and language development.

Keywords: Ones, Clay, Children-Teacher, Communication, Modification, Thinkprint

Length of Thinkprint: 16 paragraphs, 11 video subclips
Stand-alone master video clip: (distributed separately by request).

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Stacking Tires



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Stacking Tires

Having a strong goal becomes the catalyst for invention for Jensen, a five-year-old intent on building stacks made of heavy automobile tires. We see her anticipate how high to lift a tire as she approaches a growing stack; how she invents a strategy of rolling or dragging tires that are too heavy; how she counts to calculate her progress; and how she uses a tire both as an object to stack and as a stool to help her build. Above all, we see how persistent a child can be when attempting a task as dramatic as building a stack of tires higher and wider than she is.

Keywords: Fives, Tires, Child-Object, Spatial Relations, Invention, Goal Marking

Length of videative: 12 paragraphs, 8 video subclips

Length of stand-alone master video clip: 6 minutes, 20 seconds

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Symmetrical Structures



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Symmetrical Structures

This videative is one of three about a five-year-old's experiences with Learning Material Workshop Blocks; the other two videatives are titled "Counting Blocks in a Mirror" and "A Hole Problem Solved." We can gain great insight into the ways in which children think through watching their play with blocks. In this short videative, five-year-old Ria decides to use symmetry to determine the shape of her block structure.

Keywords: Fives, Blocks, Child-Teacher, Spatial Relations, Symmetry, Equivalence

[Click here](#) to see Learning Material Workshop Blocks.

Length of videative: 3 pages, 4 video subclips

Length of stand-alone master video clip: 1 minute, 23 seconds

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Talking With Drums



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Talking With Drums

In the following vignette, we observe an educator and a 12-month-old child using a drum as a conversation tool. Although there are no words exchanged during this experience, the actions provide a wealth of information regarding the child's understandings of social contingencies and perspective, as well as how both teacher and child contribute to the creation of a reciprocal relationship.

Keywords: Infants, Drums, Child-Teacher, Communication, Imitation, Non-Verbal

Length of videative: 5 pages, 6 video subclips

Length of stand-alone master video clip: 1 minute, 36 seconds

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Tea Party



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Tea Party

During dramatic play, children invent symbols to move the story forward. An empty pot full of pretend tea needs to be carefully poured. Their invented symbols give the teacher an opportunity to both witness and extend the children's understanding of the physical and social world. In this videative, George, a visiting teacher, joins the play but pushes back on the script. "I would like more tea," he complains, when his host only briefly tips the pot of pretend tea. She then tips the pot for a longer time, even though nothing really comes out. Through these strategies, a teacher can encourage children to reflect on how the world really works and to adapt their symbols accordingly. We see in this delightful videative how the lead child maintains her leadership by a skillful balance between pushing her own ideas and flowing with the ideas of her three co-players.

Keywords: Threes, Containers, Children-Teacher, Pretense, Empty/Full, Leadership

Length of videative: 11 text pages, 25 video subclips

Length of stand-alone master video clip: 6 minutes, 18 seconds

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Teddy Builds a Ramp



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Teddy Builds a Ramp

Watch Teddy use a set of blocks to solve interesting problems that occur while building a ramp. This videative deconstructs his thinking and communicates his goals, strategies, and theories through block play. Notice the duration of Teddy's focus and attention as he builds the ramp. Through a combination of text and pop-up video segments, we are drawn into the mind of this four-year-old boy, engaged in reflective thought and action.

- See how Teddy's sense of symmetrical design both helps and hinders him in making a functional ramp.
- Notice how Teddy keeps track of “good blocks” and “bad blocks” by placing them in different locations.
- Observe how old habits, such as aligning blocks, have to be unlearned in order to make a working ramp.
- See how the use of the small car maintains Teddy's interest by providing opportunities to test the incline.
- Notice how Teddy's pretense that the small car moves like a real car helps him confront interesting problems.

Keywords: Fours, Blocks, Child-Object, Spatial Relations, Invention, Special Education

Length of videative: 7 text pages, 25 video subclips

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Telephone Talk



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Telephone Talk

Have you ever watched children have a pretend conversation on a toy telephone? They have an amazing finesse in using the pauses, cues, and descriptions necessary for the invisible listener on the other end. In this Thinkprint, we observe children from one to five years old deal with the language requirements of this modern device, the telephone. We see them hold the phone to their chest to mute the reception on the other end. We see them calculate how long it should take a pretend conversant to answer a question. We hear them identify themselves and explain the local situation because they understand the listener's blind perspective. This Thinkprint will convince you that the toy telephone should be in every preschool as the perfect prop for language and social development. The Thinkprint ends with a page of suggestions for how to support language development through the use of toy telephones.

Keywords: Ones-Fives, Replica Toy, Child-Child, Communication, Mind of Other, Thinkprint

Length of Thinkprint: 14 pages, 23 video subclips

Length of stand-alone master video clips: 6 minutes total across 23 clips

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What It Takes to Bake a Cake



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To Bake a Cake

Anya and Riley are about to bake a pretend cake for Anya's pretend birthday. To accomplish their task the girls use the pictures in a children's cookbook, "Pretend Soup," as a guide for choosing the ingredients. Sometimes the girls adhere to the cookbook's advice, but in other cases there are ingredients that they would like to add but lack a matching picture. What to do?

Anya and Riley construct shared referents such as circling pictures, repeating words, and renaming ambiguous nouns. This and other strategies help the two girls negotiate the meaning of their symbols as they move through the recipe step-by-step.

Keywords: Fours, Books, Children-Teacher, Literacy, Sequence, Directions

Length of Thinkprint: 16 paragraphs, 12 video subclips

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To Catch a Balloon



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To Catch a Balloon

Educators modify their classrooms in order to address many of the physical challenges that the environment may pose for young children. However, problems still arise. The problems that children encounter in the classroom environment often lead to what the Ohio Early Learning Standards classifies as “simple, spontaneous, scientific explorations.” This videative illustrates the various goals, strategies, and theories that toddlers employ in order to capture a balloon that is stuck on the ceiling. During this experience we witness the children experimenting with measurement, familiar tools, size, theoretical thinking, and new uses for familiar materials in order to get the balloon down. This videative also highlights how this ordinary moment in the classroom supports Ohio’s early learning standards for math and science.

Keywords: Twos, Balloon, Children-Object, Spatial Relations, Invention, Imitation

Length of videative: 3 text pages, 10 video subclips

Length of stand-alone master video clip: 4 minutes, 14 seconds

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Traffic Jam for Toddlers



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Traffic Jam for Toddlers

Two young toddlers play a highly social game of pushing large wooden boxes across a gymnasium floor. Along the way, they are challenged to solve problems that arise from the physical obstacles around them, as well as from encounters with their peers. More children soon join in the game, and the toddlers find themselves in the midst of a traffic jam. In this videative, we learn about early friendship development among toddlers, as we observe young children coordinating their actions with the actions of their peers. Note how each child is motivated differently to participate in the game. We see examples of clever problem solving and the very beginnings of group cohesiveness and social participation. We witness how the physical environment and the type of objects provided can attract young toddlers to the core of the action, and how physical elements persuade these young children to engage socially with each other.

Keywords: Ones, Push Toy, Child-Child, Movement, Imitation, Friendship

Length of videative: 16 text pages, 29 video subclips

Length of stand-alone master video clip: 4 minutes, 23 seconds

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Tying the Knot



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Tying the Knot

It is important to recognize the ordinary classroom moments that provide opportunities for learning. Some events in the classroom give the sensation of being “frozen in time”—single experiences that are difficult to develop further. Others, however, are experiences that can be continued and enhanced through continued provocation. As educators, it is important to take risks and attempt to further such experiences; children often surprise us with their tenacity for the subject at hand. Here is one such ordinary moment that has the potential for a longer investigation of how children and teachers can foster relationships built upon “helping behaviors,” as well as the cognitive structures and fine motor skills necessary to solve problems such as tying small knots.

Keywords: Twos, String, Children-Object, Spatial Relations, Inside/Outside, Co-Construction

Length of videative: 10 text pages, 10 video subclips

Length of stand-alone master video clip: 3 minutes, 28 seconds

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Tyler Uses a Chainsaw



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Tyler Uses a Chainsaw

Children exhibit amazing powers of observation when they reenact recently observed events. Here we see three-year-old Tyler recreate the actions of his father using a chainsaw to cut down tree branches. Tyler's main props include a plastic tent stake, a bicycle pump, and his knack for creating buzzing sounds with his lips. Tyler convinces us that pretend-play draws on sophisticated processes of symbolization. His actions and sounds capture the difficulty of starting the chainsaw on a cold morning, the adjustment of the choke before pulling the cord, the effort of the chainsaw as it cuts a limb or idles on its own, and the progress of the cut as the sawing continues.

Keywords: Threes, Props, Child-Object, Pretense, Function, Gestures

Length of videative: 1 text page, 1 video subclips

Length of stand-alone master video clip: 4 minutes, 6 seconds

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Writing the Word Cat



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Writing the Word Cat

Early childhood educators who believe in the value of an emergent curriculum often find it difficult to interweave state early learning standards with the interests of the children. However, as the teacher in this video illustrates, this goal can be attained through recognition of opportunities that arise in children's daily experiences. (Words that appear in red indicate the Ohio Early Learning Standards that are depicted in this video.)

Keywords: Fours, Markers, Child-Teacher, Literacy, Spelling, Standards

Length of videative: 4 text pages, 7 video subclips

Length of stand-alone master video clip: 3 minutes, 55 seconds

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			Keyword			
Product Name	Age	Material	Social Context	Problem Domain	Concept	Extra Designator
A Hole Problem Solved	Fives	Blocks	Child-Teacher	Spatial Relations	Obstacle	Invention
An Accidental Collaboration	Infants	Paint	Children-Teacher	Communication	Imitation	Non-verbal
Animal Train	Twos	Blocks	Children-Teacher	Pretense	Classification	Function
Ben Shoots Pool	Twos	Balls	Parent-Child	Cause/Effect	Inclines	Direction
Ben Shoots Pool II	Threes	Balls	Parent-Child	Cause/Effect	Angles	Aiming
Bottomless Containers	Ones	Containers	Child-Child	Spatial Relations	Empty/Full	Thinkprint
Cheers for Chaislyn!	Fours	Containers	Child-Teacher	Pretense	Function	Special Education
Child as Teacher	Fours	Bubbles	Child-Teacher	Cause/Effect	Force	Special Education
Children Drawing	Fives	Markers	Child-Teacher	Spatial Relations	Reference	Thinkprint
Chris Builds with Window Blocks	Fives	Blocks	Child-Object	Spatial Relations	Symmetry	Special Education
Clever Mistakes	Fours	Containers	Child-Teacher	Sorting	Memory	Special Education
Counting Blocks in a Mirror	Fives	Blocks	Child-Teacher	Counting	Cardinal/Ordinal	Counting-On
Drawing "Circles Within Circles"	Threes	Markers	Child-Teacher	Spatial Relations	Inside/Outside	Co-Construction
Duck, Duck, Goose!	Fours	Body	Children-Teacher	Game Rules	Mind of Other	Special Education
Emphasizing Effects	Twos	Toy Cars	Children-Teacher	Cause/Effect	Force	Game Rules
First-Time Friends	Infants	Body	Child-Child	Communication	Mind of Other	Invitation
Fly, Fly, Go Away	Twos	Body	Child-Child	Maintaining Play	Obstacle	Thinkprint
Grandma's Elevator	Threes	Blocks	Child-Child	Pretense	Symbolization	Co-Construction
Grasping Glasses	Infants	Containers	Child-Object	Movement	Grasping	Goal Marking
Hugs and Tugs	Fours	Body	Child-Child	Communication	Friendship	Special Education
Infants Hold Hands	Infants	Body	Child-Child	Communication	Grasping	Mind of Other
Infants' Love of Faces	Infants	Body	Child-Teacher	Movement	Grasping	Exploration
It Helps to Laugh	Fours	Blocks	Child-Child	Maintaining Play	Friendship	Special Education
It Takes to Give	Ones	Pacifier	Children-Teacher	Communication	Friendship	Mind of Other

			Keyword			
Product Name	Age	Material	Social Context	Problem Domain	Concept	Extra Designator
Kaylee in the Kitchen	Twos	Containers	Child-Object	Pretense	Empty/Full	Thinkprint
Leaving a Loop	Fours	Glue	Child-Object	Cause/Effect	Invention	Obstacles
Non Verbal Play	Ones	Containers	Children-Teacher	Communication	Imitation	Thinkprint
Not Just Play!	Threes	Glue	Child-Object	Spatial Relations	Sequence	Efficiency
Overcoming Obstacles	Twos	Ride-On Toy	Child-Object	Cause/Effect	Obstacles	Persistence
Pencil Sharpeners	Threes	Simple Machine	Child-Teacher	Function	Empty/Full	Exploration
Pretend Washing	Threes	Containers	Child-Child	Pretense	Leadership	Gestures
Pretend You Like Me	Fives	Puppets	Child-Child	Maintaining Play	Leadership	Power
Pretend You Like Me - Thinkprint	Fives	Puppets	Child-Child	Maintaining Play	Leadership	Power
Pumpkin Seeds and Checkers	Fives	Counters	Children-Teacher	Counting	Sets	Base Ten
Puzzle Persistence	Fours	Puzzles	Child-Object	Spatial Relations	Matching	Special Education
Reading an Infant's Expressions	Infants	Body	Child-Teacher	Communication	Gestures	Mind of Other
Rocking Horse Rumble	Ones	Ride-On Toy	Child-Child	Communication	Possession	Negotiation
She's Not Listening	Fours	Pets	Parent-Child	Communication	Perspective	Mind of Other
Sick Baby	Fours	Dolls	Child-Child	Pretense	Illness	Rules
Social Clay	Ones	Clay	Children-Teacher	Communication	Modification	Thinkprint
Stacking Tires	Fives	Tires	Child-Object	Spatial Relations	Invention	Goal Marking
Symmetrical Structures	Fives	Blocks	Child-Teacher	Spatial Relations	Symmetry	Equivalence
Talking With Drums	Infants	Drums	Child-Teacher	Communication	Imitation	Non-Verbal
Tea Party	Threes	Containers	Children-Teacher	Pretense	Empty/Full	Leadership
Teddy Builds a Ramp	Fours	Blocks	Child-Object	Spatial Relations	Invention	Special Education
Telephone Talk	Ones-Fives	Replica Toy	Child-Child	Communication	Mind of Other	Thinkprint
To Bake a Cake	Fours	Books	Children-Teacher	Literacy	Sequence	Directions
To Catch a Balloon	Twos	Balloon	Children-Object	Spatial Relations	Invention	Imitation
Traffic Jam for Toddlers	Ones	Push Toy	Child-Child	Movement	Imitation	Friendship
Tying The Knot	Twos	String	Children-Object	Spatial Relations	Inside/Outside	Co-Construction
Tyler Uses a Chainsaw	Threes	Props	Child-Object	Pretense	Function	Gestures
Writing the Word Cat	Fours	Markers	Child-Teacher	Literacy	Spelling	Standards

			Keyword			
Product Name	Age	Material	Social Context	Problem Domain	Concept	Extra Designator
An Accidental Collaboration	Infants	Paint	Children-Teacher	Communication	Imitation	Non-verbal
First-Time Friends	Infants	Body	Child-Child	Communication	Mind of Other	Invitation
Grasping Glasses	Infants	Containers	Child-Object	Movement	Grasping	Goal Marking
Infants Hold Hands	Infants	Body	Child-Child	Communication	Grasping	Mind of Other
Infants' Love of Faces	Infants	Body	Child-Teacher	Movement	Grasping	Exploration
Reading an Infant's Expressions	Infants	Body	Child-Teacher	Communication	Gestures	Mind of Other
Talking With Drums	Infants	Drums	Child-Teacher	Communication	Imitation	Non-Verbal
Bottomless Containers	Ones	Containers	Child-Child	Spatial Relations	Empty/Full	Thinkprint
It Takes to Give	Ones	Pacifier	Children-Teacher	Communication	Friendship	Mind of Other
Non Verbal Play	Ones	Containers	Children-Teacher	Communication	Imitation	Thinkprint
Rocking Horse Rumble	Ones	Ride-On Toy	Child-Child	Communication	Possession	Negotiation
Social Clay	Ones	Clay	Children-Teacher	Communication	Modification	Thinkprint
Traffic Jam for Toddlers	Ones	Push Toy	Child-Child	Movement	Imitation	Friendship
Telephone Talk	Ones-Fives	Replica Toy	Child-Child	Communication	Mind of Other	Thinkprint
Animal Train	Twos	Blocks	Children-Teacher	Pretense	Classification	Function
Ben Shoots Pool	Twos	Balls	Parent-Child	Cause/Effect	Inclines	Direction
Emphasizing Effects	Twos	Toy Cars	Children-Teacher	Cause/Effect	Force	Game Rules
Fly, Fly, Go Away	Twos	Body	Child-Child	Maintaining Play	Obstacle	Thinkprint
Kaylee in the Kitchen	Twos	Containers	Child-Object	Pretense	Empty/Full	Thinkprint
Overcoming Obstacles	Twos	Ride-On Toy	Child-Object	Cause/Effect	Obstacles	Persistence
To Catch a Balloon	Twos	Balloon	Children-Object	Spatial Relations	Invention	Imitation
Tying The Knot	Twos	String	Children-Object	Spatial Relations	Inside/Outside	Co-Construction
Ben Shoots Pool II	Threes	Balls	Parent-Child	Cause/Effect	Angles	Aiming
Drawing "Circles Within Circles"	Threes	Markers	Child-Teacher	Spatial Relations	Inside/Outside	Co-Construction
Grandma's Elevator	Threes	Blocks	Child-Child	Pretense	Symbolization	Co-Construction
Not Just Play !	Threes	Glue	Child-Object	Spatial Relations	Sequence	Efficiency

			Keyword			
Product Name	Age	Material	Social Context	Problem Domain	Concept	Extra Designator
Pencil Sharpeners	Threes	Simple Machine	Child-Teacher	Function	Empty/Full	Exploration
Pretend Washing	Threes	Containers	Child-Child	Pretense	Leadership	Gestures
Tea Party	Threes	Containers	Children-Teacher	Pretense	Empty/Full	Leadership
Tyler Uses a Chainsaw	Threes	Props	Child-Object	Pretense	Function	Gestures
Cheers for Chaislyn!	Fours	Containers	Child-Teacher	Pretense	Function	Special Education
Child as Teacher	Fours	Bubbles	Child-Teacher	Cause/Effect	Force	Special Education
Clever Mistakes	Fours	Containers	Child-Teacher	Sorting	Memory	Special Education
Duck, Duck, Goose!	Fours	Body	Children-Teacher	Game Rules	Mind of Other	Special Education
Hugs and Tugs	Fours	Body	Child-Child	Communication	Friendship	Special Education
It Helps to Laugh	Fours	Blocks	Child-Child	Maintaining Play	Friendship	Special Education
Leaving a Loop	Fours	Glue	Child-Object	Cause/Effect	Invention	Obstacles
Puzzle Persistence	Fours	Puzzles	Child-Object	Spatial Relations	Matching	Special Education
She's Not Listening	Fours	Pets	Parent-Child	Communication	Perspective	Mind of Other
Sick Baby	Fours	Dolls	Child-Child	Pretense	Illness	Rules
Teddy Builds a Ramp	Fours	Blocks	Child-Object	Spatial Relations	Invention	Special Education
To Bake a Cake	Fours	Books	Children-Teacher	Literacy	Sequence	Directions
Writing the Word Cat	Fours	Markers	Child-Teacher	Literacy	Spelling	Standards
A Hole Problem Solved	Fives	Blocks	Child-Teacher	Spatial Relations	Obstacle	Invention
Children Drawing	Fives	Markers	Child-Teacher	Spatial Relations	Reference	Thinkprint
Chris Builds with Window Blocks	Fives	Blocks	Child-Object	Spatial Relations	Symmetry	Special Education
Counting Blocks in a Mirror	Fives	Blocks	Child-Teacher	Counting	Cardinal/Ordinal	Counting-On
Pretend You Like Me	Fives	Puppets	Child-Child	Maintaining Play	Leadership	Power
Pretend You Like Me - Thinkprint	Fives	Puppets	Child-Child	Maintaining Play	Leadership	Power
Pumpkin Seeds and Checkers	Fives	Counters	Children-Teacher	Counting	Sets	Base Ten
Stacking Tires	Fives	Tires	Child-Object	Spatial Relations	Invention	Goal Marking
Symmetrical Structures	Fives	Blocks	Child-Teacher	Spatial Relations	Symmetry	Equivalence

			Keyword			
Product Name	Age	Material	Social Context	Problem Domain	Concept	Extra Designator
To Catch a Balloon	Twos	Balloon	Children-Object	Spatial Relations	Invention	Imitation
Ben Shoots Pool	Twos	Balls	Parent-Child	Cause/Effect	Inclines	Direction
Ben Shoots Pool II	Threes	Balls	Parent-Child	Cause/Effect	Angles	Aiming
A Hole Problem Solved	Fives	Blocks	Child-Teacher	Spatial Relations	Obstacle	Invention
Animal Train	Twos	Blocks	Children-Teacher	Pretense	Classification	Function
Chris Builds with Window Blocks	Fives	Blocks	Child-Object	Spatial Relations	Symmetry	Special Education
Counting Blocks in a Mirror	Fives	Blocks	Child-Teacher	Counting	Cardinal/Ordinal	Counting-On
Grandma's Elevator	Threes	Blocks	Child-Child	Pretense	Symbolization	Co-Construction
It Helps to Laugh	Fours	Blocks	Child-Child	Maintaining Play	Friendship	Special Education
Symmetrical Structures	Fives	Blocks	Child-Teacher	Spatial Relations	Symmetry	Equivalence
Teddy Builds a Ramp	Fours	Blocks	Child-Object	Spatial Relations	Invention	Special Education
Duck, Duck, Goose!	Fours	Body	Children-Teacher	Game Rules	Mind of Other	Special Education
First-Time Friends	Infants	Body	Child-Child	Communication	Mind of Other	Invitation
Fly, Fly, Go Away	Twos	Body	Child-Child	Maintaining Play	Obstacle	Thinkprint
Hugs and Tugs	Fours	Body	Child-Child	Communication	Friendship	Special Education
Infants Hold Hands	Infants	Body	Child-Child	Communication	Grasping	Mind of Other
Infants' Love of Faces	Infants	Body	Child-Teacher	Movement	Grasping	Exploration
Reading an Infant's Expressions	Infants	Body	Child-Teacher	Communication	Gestures	Mind of Other
To Bake a Cake	Fours	Books	Children-Teacher	Literacy	Sequence	Directions
Child as Teacher	Fours	Bubbles	Child-Teacher	Cause/Effect	Force	Special Education
Social Clay	Ones	Clay	Children-Teacher	Communication	Modification	Thinkprint
Bottomless Containers	Ones	Containers	Child-Child	Spatial Relations	Empty/Full	Thinkprint
Cheers for Chaislyn!	Fours	Containers	Child-Teacher	Pretense	Function	Special Education

			Keyword			
Product Name	Age	Material	Social Context	Problem Domain	Concept	Extra Designator
Clever Mistakes	Fours	Containers	Child-Teacher	Sorting	Memory	Special Education
Grasping Glasses	Infants	Containers	Child-Object	Movement	Grasping	Goal Marking
Kaylee in the Kitchen	Twos	Containers	Child-Object	Pretense	Empty/Full	Thinkprint
Non Verbal Play	Ones	Containers	Children-Teacher	Communication	Imitation	Thinkprint
Pretend Washing	Threes	Containers	Child-Child	Pretense	Leadership	Gestures
Tea Party	Threes	Containers	Children-Teacher	Pretense	Empty/Full	Leadership
Pumpkin Seeds and Checkers	Fives	Counters	Children-Teacher	Counting	Sets	Base Ten
Sick Baby	Fours	Dolls	Child-Child	Pretense	Illness	Rules
Talking With Drums	Infants	Drums	Child-Teacher	Communication	Imitation	Non-Verbal
Leaving a Loop	Fours	Glue	Child-Object	Cause/Effect	Invention	Obstacles
Not Just Play!	Threes	Glue	Child-Object	Spatial Relations	Sequence	Efficiency
Children Drawing	Fives	Markers	Child-Teacher	Spatial Relations	Reference	Thinkprint
Drawing "Circles Within Circles"	Threes	Markers	Child-Teacher	Spatial Relations	Inside/Outside	Co-Construction
Writing the Word Cat	Fours	Markers	Child-Teacher	Literacy	Spelling	Standards
It Takes to Give	Ones	Pacifier	Children-Teacher	Communication	Friendship	Mind of Other
An Accidental Collaboration	Infants	Paint	Children-Teacher	Communication	Imitation	Non-verbal
She's Not Listening	Fours	Pets	Parent-Child	Communication	Perspective	Mind of Other
Tyler Uses a Chainsaw	Threes	Props	Child-Object	Pretense	Function	Gestures
Pretend You Like Me	Fives	Puppets	Child-Child	Maintaining Play	Leadership	Power
Pretend You Like Me - Thinkprint	Fives	Puppets	Child-Child	Maintaining Play	Leadership	Power
Traffic Jam for Toddlers	Ones	Push Toy	Child-Child	Movement	Imitation	Friendship
Puzzle Persistence	Fours	Puzzles	Child-Object	Spatial Relations	Matching	Special Education
Telephone Talk	Ones-Fives	Replica Toy	Child-Child	Communication	Mind of Other	Thinkprint
Overcoming Obstacles	Twos	Ride-On Toy	Child-Object	Cause/Effect	Obstacles	Persistence
Rocking Horse Rumble	Ones	Ride-On Toy	Child-Child	Communication	Possession	Negotiation
Pencil Sharpeners	Threes	Simple Machine	Child-Teacher	Function	Empty/Full	Exploration
Tying The Knot	Twos	String	Children-Object	Spatial Relations	Inside/Outside	Co-Construction
Stacking Tires	Fives	Tires	Child-Object	Spatial Relations	Invention	Goal Marking
Emphasizing Effects	Twos	Toy Cars	Children-Teacher	Cause/Effect	Force	Game Rules

			Keyword			
Product Name	Age	Material	Social Context	Problem Domain	Concept	Extra Designator
Bottomless Containers	Ones	Containers	Child-Child	Spatial Relations	Empty/Full	Thinkprint
First-Time Friends	Infants	Body	Child-Child	Communication	Mind of Other	Invitation
Fly, Fly, Go Away	Twos	Body	Child-Child	Maintaining Play	Obstacle	Thinkprint
Grandma's Elevator	Threes	Blocks	Child-Child	Pretense	Symbolization	Co-Construction
Hugs and Tugs	Fours	Body	Child-Child	Communication	Friendship	Special Education
Infants Hold Hands	Infants	Body	Child-Child	Communication	Grasping	Mind of Other
It Helps to Laugh	Fours	Blocks	Child-Child	Maintaining Play	Friendship	Special Education
Pretend Washing	Threes	Containers	Child-Child	Pretense	Leadership	Gestures
Pretend You Like Me	Fives	Puppets	Child-Child	Maintaining Play	Leadership	Power
Pretend You Like Me - Thinkprint	Fives	Puppets	Child-Child	Maintaining Play	Leadership	Power
Rocking Horse Rumble	Ones	Ride-On Toy	Child-Child	Communication	Possession	Negotiation
Sick Baby	Fours	Dolls	Child-Child	Pretense	Illness	Rules
Telephone Talk	Ones-Fives	Replica Toy	Child-Child	Communication	Mind of Other	Thinkprint
Traffic Jam for Toddlers	Ones	Push Toy	Child-Child	Movement	Imitation	Friendship
Chris Builds with Window Blocks	Fives	Blocks	Child-Object	Spatial Relations	Symmetry	Special Education
Grasping Glasses	Infants	Containers	Child-Object	Movement	Grasping	Goal Marking
Kaylee in the Kitchen	Twos	Containers	Child-Object	Pretense	Empty/Full	Thinkprint
Leaving a Loop	Fours	Glue	Child-Object	Cause/Effect	Invention	Obstacles
Not Just Play!	Threes	Glue	Child-Object	Spatial Relations	Sequence	Efficiency
Overcoming Obstacles	Twos	Ride-On Toy	Child-Object	Cause/Effect	Obstacles	Persistence
Puzzle Persistence	Fours	Puzzles	Child-Object	Spatial Relations	Matching	Special Education
Stacking Tires	Fives	Tires	Child-Object	Spatial Relations	Invention	Goal Marking
Teddy Builds a Ramp	Fours	Blocks	Child-Object	Spatial Relations	Invention	Special Education
Tyler Uses a Chainsaw	Threes	Props	Child-Object	Pretense	Function	Gestures

			Keyword			
Product Name	Age	Material	Social Context	Problem Domain	Concept	Extra Designator
To Catch a Balloon	Twos	Balloon	Children-Object	Spatial Relations	Invention	Imitation
Tying The Knot	Twos	String	Children-Object	Spatial Relations	Inside/Outside	Co-Construction
An Accidental Collaboration	Infants	Paint	Children-Teacher	Communication	Imitation	Non-verbal
Animal Train	Twos	Blocks	Children-Teacher	Pretense	Classification	Function
Duck, Duck, Goose!	Fours	Body	Children-Teacher	Game Rules	Mind of Other	Special Education
Emphasizing Effects	Twos	Toy Cars	Children-Teacher	Cause/Effect	Force	Game Rules
It Takes to Give	Ones	Pacifier	Children-Teacher	Communication	Friendship	Mind of Other
Non Verbal Play	Ones	Containers	Children-Teacher	Communication	Imitation	Thinkprint
Pumpkin Seeds and Checkers	Fives	Counters	Children-Teacher	Counting	Sets	Base Ten
Social Clay	Ones	Clay	Children-Teacher	Communication	Modification	Thinkprint
Tea Party	Threes	Containers	Children-Teacher	Pretense	Empty/Full	Leadership
To Bake a Cake	Fours	Books	Children-Teacher	Literacy	Sequence	Directions
A Hole Problem Solved	Fives	Blocks	Child-Teacher	Spatial Relations	Obstacle	Invention
Cheers for Chaislyn!	Fours	Containers	Child-Teacher	Pretense	Function	Special Education
Child as Teacher	Fours	Bubbles	Child-Teacher	Cause/Effect	Force	Special Education
Children Drawing	Fives	Markers	Child-Teacher	Spatial Relations	Reference	Thinkprint
Clever Mistakes	Fours	Containers	Child-Teacher	Sorting	Memory	Special Education
Counting Blocks in a Mirror	Fives	Blocks	Child-Teacher	Counting	Cardinal/Ordinal	Counting-On
Drawing "Circles Within Circles"	Threes	Markers	Child-Teacher	Spatial Relations	Inside/Outside	Co-Construction
Infants' Love of Faces	Infants	Body	Child-Teacher	Movement	Grasping	Exploration
Pencil Sharpeners	Threes	Simple Machine	Child-Teacher	Function	Empty/Full	Exploration
Reading an Infant's Expressions	Infants	Body	Child-Teacher	Communication	Gestures	Mind of Other
Symmetrical Structures	Fives	Blocks	Child-Teacher	Spatial Relations	Symmetry	Equivalence
Talking With Drums	Infants	Drums	Child-Teacher	Communication	Imitation	Non-Verbal
Writing the Word Cat	Fours	Markers	Child-Teacher	Literacy	Spelling	Standards
Ben Shoots Pool	Twos	Balls	Parent-Child	Cause/Effect	Inclines	Direction
Ben Shoots Pool II	Threes	Balls	Parent-Child	Cause/Effect	Angles	Aiming
She's Not Listening	Fours	Pets	Parent-Child	Communication	Perspective	Mind of Other

			Keyword			
Product Name	Age	Material	Social Context	Problem Domain	Concept	Extra Designator
Ben Shoots Pool	Twos	Balls	Parent-Child	Cause/Effect	Inclines	Direction
Ben Shoots Pool II	Threes	Balls	Parent-Child	Cause/Effect	Angles	Aiming
Child as Teacher	Fours	Bubbles	Child-Teacher	Cause/Effect	Force	Special Education
Emphasizing Effects	Twos	Toy Cars	Children-Teacher	Cause/Effect	Force	Game Rules
Leaving a Loop	Fours	Glue	Child-Object	Cause/Effect	Invention	Obstacles
Overcoming Obstacles	Twos	Ride-On Toy	Child-Object	Cause/Effect	Obstacles	Persistence
An Accidental Collaboration	Infants	Paint	Children-Teacher	Communication	Imitation	Non-verbal
First-Time Friends	Infants	Body	Child-Child	Communication	Mind of Other	Invitation
Hugs and Tugs	Fours	Body	Child-Child	Communication	Friendship	Special Education
Infants Hold Hands	Infants	Body	Child-Child	Communication	Grasping	Mind of Other
It Takes to Give	Ones	Pacifier	Children-Teacher	Communication	Friendship	Mind of Other
Non Verbal Play	Ones	Containers	Children-Teacher	Communication	Imitation	Thinkprint
Reading an Infant's Expressions	Infants	Body	Child-Teacher	Communication	Gestures	Mind of Other
Rocking Horse Rumble	Ones	Ride-On Toy	Child-Child	Communication	Possession	Negotiation
She's Not Listening	Fours	Pets	Parent-Child	Communication	Perspective	Mind of Other
Social Clay	Ones	Clay	Children-Teacher	Communication	Modification	Thinkprint
Talking With Drums	Infants	Drums	Child-Teacher	Communication	Imitation	Non-Verbal
Telephone Talk	Ones-Fives	Replica Toy	Child-Child	Communication	Mind of Other	Thinkprint
Counting Blocks in a Mirror	Fives	Blocks	Child-Teacher	Counting	Cardinal/Ordinal	Counting-On
Pumpkin Seeds and Checkers	Fives	Counters	Children-Teacher	Counting	Sets	Base Ten
Pencil Sharpeners	Threes	Simple Machine	Child-Teacher	Function	Empty/Full	Exploration
Duck, Duck, Goose!	Fours	Body	Children-Teacher	Game Rules	Mind of Other	Special Education
To Bake a Cake	Fours	Books	Children-Teacher	Literacy	Sequence	Directions
Writing the Word Cat	Fours	Markers	Child-Teacher	Literacy	Spelling	Standards
Fly, Fly, Go Away	Twos	Body	Child-Child	Maintaining Play	Obstacle	Thinkprint
It Helps to Laugh	Fours	Blocks	Child-Child	Maintaining Play	Friendship	Special Education

			Keyword			
Product Name	Age	Material	Social Context	Problem Domain	Concept	Extra Designator
Pretend You Like Me	Fives	Puppets	Child-Child	Maintaining Play	Leadership	Power
Pretend You Like Me - Thinkprint	Fives	Puppets	Child-Child	Maintaining Play	Leadership	Power
Grasping Glasses	Infants	Containers	Child-Object	Movement	Grasping	Goal Marking
Infants' Love of Faces	Infants	Body	Child-Teacher	Movement	Grasping	Exploration
Traffic Jam for Toddlers	Ones	Push Toy	Child-Child	Movement	Imitation	Friendship
Animal Train	Twos	Blocks	Children-Teacher	Pretense	Classification	Function
Cheers for Chaislyn!	Fours	Containers	Child-Teacher	Pretense	Function	Special Education
Grandma's Elevator	Threes	Blocks	Child-Child	Pretense	Symbolization	Co-Construction
Kaylee in the Kitchen	Twos	Containers	Child-Object	Pretense	Empty/Full	Thinkprint
Pretend Washing	Threes	Containers	Child-Child	Pretense	Leadership	Gestures
Sick Baby	Fours	Dolls	Child-Child	Pretense	Illness	Rules
Tea Party	Threes	Containers	Children-Teacher	Pretense	Empty/Full	Leadership
Tyler Uses a Chainsaw	Threes	Props	Child-Object	Pretense	Function	Gestures
Clever Mistakes	Fours	Containers	Child-Teacher	Sorting	Memory	Special Education
A Hole Problem Solved	Fives	Blocks	Child-Teacher	Spatial Relations	Obstacle	Invention
Bottomless Containers	Ones	Containers	Child-Child	Spatial Relations	Empty/Full	Thinkprint
Children Drawing	Fives	Markers	Child-Teacher	Spatial Relations	Reference	Thinkprint
Chris Builds with Window Blocks	Fives	Blocks	Child-Object	Spatial Relations	Symmetry	Special Education
Drawing "Circles Within Circles"	Threes	Markers	Child-Teacher	Spatial Relations	Inside/Outside	Co-Construction
Not Just Play!	Threes	Glue	Child-Object	Spatial Relations	Sequence	Efficiency
Puzzle Persistence	Fours	Puzzles	Child-Object	Spatial Relations	Matching	Special Education
Stacking Tires	Fives	Tires	Child-Object	Spatial Relations	Invention	Goal Marking
Symmetrical Structures	Fives	Blocks	Child-Teacher	Spatial Relations	Symmetry	Equivalence
Teddy Builds a Ramp	Fours	Blocks	Child-Object	Spatial Relations	Invention	Special Education
To Catch a Balloon	Twos	Balloon	Children-Object	Spatial Relations	Invention	Imitation
Tying The Knot	Twos	String	Children-Object	Spatial Relations	Inside/Outside	Co-Construction

			Keyword			
Product Name	Age	Material	Social Context	Problem Domain	Concept	Extra Designator
Ben Shoots Pool II	Threes	Balls	Parent-Child	Cause/Effect	Angles	Aiming
Counting Blocks in a Mirror	Fives	Blocks	Child-Teacher	Counting	Cardinal/Ordinal	Counting-On
Animal Train	Twos	Blocks	Children-Teacher	Pretense	Classification	Function
Bottomless Containers	Ones	Containers	Child-Child	Spatial Relations	Empty/Full	Thinkprint
Kaylee in the Kitchen	Twos	Containers	Child-Object	Pretense	Empty/Full	Thinkprint
Pencil Sharpeners	Threes	Simple Machine	Child-Teacher	Function	Empty/Full	Exploration
Tea Party	Threes	Containers	Children-Teacher	Pretense	Empty/Full	Leadership
Child as Teacher	Fours	Bubbles	Child-Teacher	Cause/Effect	Force	Special Education
Emphasizing Effects	Twos	Toy Cars	Children-Teacher	Cause/Effect	Force	Game Rules
Hugs and Tugs	Fours	Body	Child-Child	Communication	Friendship	Special Education
It Helps to Laugh	Fours	Blocks	Child-Child	Maintaining Play	Friendship	Special Education
It Takes to Give	Ones	Pacifier	Children-Teacher	Communication	Friendship	Mind of Other
Cheers for Chaislyn!	Fours	Containers	Child-Teacher	Pretense	Function	Special Education
Tyler Uses a Chainsaw	Threes	Props	Child-Object	Pretense	Function	Gestures
Reading an Infant's Expressions	Infants	Body	Child-Teacher	Communication	Gestures	Mind of Other
Grasping Glasses	Infants	Containers	Child-Object	Movement	Grasping	Goal Marking
Infants Hold Hands	Infants	Body	Child-Child	Communication	Grasping	Mind of Other
Infants' Love of Faces	Infants	Body	Child-Teacher	Movement	Grasping	Exploration
Sick Baby	Fours	Dolls	Child-Child	Pretense	Illness	Rules
An Accidental Collaboration	Infants	Paint	Children-Teacher	Communication	Imitation	Non-verbal
Non Verbal Play	Ones	Containers	Children-Teacher	Communication	Imitation	Thinkprint
Talking With Drums	Infants	Drums	Child-Teacher	Communication	Imitation	Non-Verbal
Traffic Jam for Toddlers	Ones	Push Toy	Child-Child	Movement	Imitation	Friendship
Ben Shoots Pool	Twos	Balls	Parent-Child	Cause/Effect	Inclines	Direction
Drawing "Circles Within Circles"	Threes	Markers	Child-Teacher	Spatial Relations	Inside/Outside	Co-Construction

			Keyword			
Product Name	Age	Material	Social Context	Problem Domain	Concept	Extra Designator
Tying The Knot	Twos	String	Children-Object	Spatial Relations	Inside/Outside	Co-Construction
Leaving a Loop	Fours	Glue	Child-Object	Cause/Effect	Invention	Obstacles
Stacking Tires	Fives	Tires	Child-Object	Spatial Relations	Invention	Goal Marking
Teddy Builds a Ramp	Fours	Blocks	Child-Object	Spatial Relations	Invention	Special Education
To Catch a Balloon	Twos	Balloon	Children-Object	Spatial Relations	Invention	Imitation
Pretend Washing	Threes	Containers	Child-Child	Pretense	Leadership	Gestures
Pretend You Like Me	Fives	Puppets	Child-Child	Maintaining Play	Leadership	Power
Pretend You Like Me - Thinkprint	Fives	Puppets	Child-Child	Maintaining Play	Leadership	Power
Puzzle Persistence	Fours	Puzzles	Child-Object	Spatial Relations	Matching	Special Education
Clever Mistakes	Fours	Containers	Child-Teacher	Sorting	Memory	Special Education
Duck, Duck, Goose!	Fours	Body	Children-Teacher	Game Rules	Mind of Other	Special Education
First-Time Friends	Infants	Body	Child-Child	Communication	Mind of Other	Invitation
Telephone Talk	Ones-Fives	Replica Toy	Child-Child	Communication	Mind of Other	Thinkprint
Social Clay	Ones	Clay	Children-Teacher	Communication	Modification	Thinkprint
A Hole Problem Solved	Fives	Blocks	Child-Teacher	Spatial Relations	Obstacle	Invention
Fly, Fly, Go Away	Twos	Body	Child-Child	Maintaining Play	Obstacle	Thinkprint
Overcoming Obstacles	Twos	Ride-On Toy	Child-Object	Cause/Effect	Obstacles	Persistence
She's Not Listening	Fours	Pets	Parent-Child	Communication	Perspective	Mind of Other
Rocking Horse Rumble	Ones	Ride-On Toy	Child-Child	Communication	Possession	Negotiation
Children Drawing	Fives	Markers	Child-Teacher	Spatial Relations	Reference	Thinkprint
Not Just Play!	Threes	Glue	Child-Object	Spatial Relations	Sequence	Efficiency
To Bake a Cake	Fours	Books	Children-Teacher	Literacy	Sequence	Directions
Pumpkin Seeds and Checkers	Fives	Counters	Children-Teacher	Counting	Sets	Base Ten
Writing the Word Cat	Fours	Markers	Child-Teacher	Literacy	Spelling	Standards
Grandma's Elevator	Threes	Blocks	Child-Child	Pretense	Symbolization	Co-Construction
Chris Builds with Window Blocks	Fives	Blocks	Child-Object	Spatial Relations	Symmetry	Special Education
Symmetrical Structures	Fives	Blocks	Child-Teacher	Spatial Relations	Symmetry	Equivalence

			Keyword			
Product Name	Age	Material	Social Context	Problem Domain	Concept	Extra Designator
Ben Shoots Pool II	Threes	Balls	Parent-Child	Cause/Effect	Angles	Aiming
Pumpkin Seeds and Checkers	Fives	Counters	Children-Teacher	Counting	Sets	Base Ten
Drawing "Circles Within Circles"	Threes	Markers	Child-Teacher	Spatial Relations	Inside/Outside	Co-Construction
Grandma's Elevator	Threes	Blocks	Child-Child	Pretense	Symbolization	Co-Construction
Tying The Knot	Twos	String	Children-Object	Spatial Relations	Inside/Outside	Co-Construction
Counting Blocks in a Mirror	Fives	Blocks	Child-Teacher	Counting	Cardinal/Ordinal	Counting-On
Ben Shoots Pool	Twos	Balls	Parent-Child	Cause/Effect	Inclines	Direction
To Bake a Cake	Fours	Books	Children-Teacher	Literacy	Sequence	Directions
Not Just Play!	Threes	Glue	Child-Object	Spatial Relations	Sequence	Efficiency
Symmetrical Structures	Fives	Blocks	Child-Teacher	Spatial Relations	Symmetry	Equivalence
Infants' Love of Faces	Infants	Body	Child-Teacher	Movement	Grasping	Exploration
Pencil Sharpeners	Threes	Simple Machine	Child-Teacher	Function	Empty/Full	Exploration
Traffic Jam for Toddlers	Ones	Push Toy	Child-Child	Movement	Imitation	Friendship
Animal Train	Twos	Blocks	Children-Teacher	Pretense	Classification	Function
Emphasizing Effects	Twos	Toy Cars	Children-Teacher	Cause/Effect	Force	Game Rules
Pretend Washing	Threes	Containers	Child-Child	Pretense	Leadership	Gestures
Tyler Uses a Chainsaw	Threes	Props	Child-Object	Pretense	Function	Gestures
Grasping Glasses	Infants	Containers	Child-Object	Movement	Grasping	Goal Marking
Stacking Tires	Fives	Tires	Child-Object	Spatial Relations	Invention	Goal Marking
To Catch a Balloon	Twos	Balloon	Children-Object	Spatial Relations	Invention	Imitation
A Hole Problem Solved	Fives	Blocks	Child-Teacher	Spatial Relations	Obstacle	Invention
First-Time Friends	Infants	Body	Child-Child	Communication	Mind of Other	Invitation
Tea Party	Threes	Containers	Children-Teacher	Pretense	Empty/Full	Leadership

			Keyword			
Product Name	Age	Material	Social Context	Problem Domain	Concept	Extra Designator
Infants Hold Hands	Infants	Body	Child-Child	Communication	Grasping	Mind of Other
It Takes to Give	Ones	Pacifier	Children-Teacher	Communication	Friendship	Mind of Other
Reading an Infant's Expressions	Infants	Body	Child-Teacher	Communication	Gestures	Mind of Other
She's Not Listening	Fours	Pets	Parent-Child	Communication	Perspective	Mind of Other
Rocking Horse Rumble	Ones	Ride-On Toy	Child-Child	Communication	Possession	Negotiation
An Accidental Collaboration	Infants	Paint	Children-Teacher	Communication	Imitation	Non-verbal
Talking With Drums	Infants	Drums	Child-Teacher	Communication	Imitation	Non-Verbal
Leaving a Loop	Fours	Glue	Child-Object	Cause/Effect	Invention	Obstacles
Overcoming Obstacles	Twos	Ride-On Toy	Child-Object	Cause/Effect	Obstacles	Persistence
Pretend You Like Me	Fives	Puppets	Child-Child	Maintaining Play	Leadership	Power
Pretend You Like Me - Thinkprint	Fives	Puppets	Child-Child	Maintaining Play	Leadership	Power
Sick Baby	Fours	Dolls	Child-Child	Pretense	Illness	Rules
Cheers for Chaislyn!	Fours	Containers	Child-Teacher	Pretense	Function	Special Education
Child as Teacher	Fours	Bubbles	Child-Teacher	Cause/Effect	Force	Special Education
Chris Builds with Window Blocks	Fives	Blocks	Child-Object	Spatial Relations	Symmetry	Special Education
Clever Mistakes	Fours	Containers	Child-Teacher	Sorting	Memory	Special Education
Duck, Duck, Goose!	Fours	Body	Children-Teacher	Game Rules	Mind of Other	Special Education
Hugs and Tugs	Fours	Body	Child-Child	Communication	Friendship	Special Education
It Helps to Laugh	Fours	Blocks	Child-Child	Maintaining Play	Friendship	Special Education
Puzzle Persistence	Fours	Puzzles	Child-Object	Spatial Relations	Matching	Special Education
Teddy Builds a Ramp	Fours	Blocks	Child-Object	Spatial Relations	Invention	Special Education
Writing the Word Cat	Fours	Markers	Child-Teacher	Literacy	Spelling	Standards
Bottomless Containers	Ones	Containers	Child-Child	Spatial Relations	Empty/Full	Thinkprint
Children Drawing	Fives	Markers	Child-Teacher	Spatial Relations	Reference	Thinkprint
Fly, Fly, Go Away	Twos	Body	Child-Child	Maintaining Play	Obstacle	Thinkprint
Kaylee in the Kitchen	Twos	Containers	Child-Object	Pretense	Empty/Full	Thinkprint
Non Verbal Play	Ones	Containers	Children-Teacher	Communication	Imitation	Thinkprint
Social Clay	Ones	Clay	Children-Teacher	Communication	Modification	Thinkprint
Telephone Talk	Ones-Fives	Replica Toy	Child-Child	Communication	Mind of Other	Thinkprint

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