

Transcript for Video Clip 2.2

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| Teacher/video ID: | Derose, 2.2_mspcp_gr1_sound_derose_L1_c2 |
| Content area: | Sound |
| STeLLA strategy: | Ask questions to elicit student ideas and predictions (STL strategy 1). Ask questions to probe student ideas and predictions (STL strategy 2). Ask questions to challenge student thinking (STL strategy 3). |
| Context: | In this first lesson on sound, students think about what sound is and consider what kind of evidence they can use that will tell them whether something is making a sound. |

Video Clip 2

| Time Code | Speaker | Discussion |
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| 00:00:00 | T | So what is sound? What is sound? Weston, what's sound? |
| 00:00:07 | SN | Like, what you hear. |
| 00:00:11 | T | What you hear. |
| 00:00:17 | T | Weston? |
| 00:00:21 | S | What comes out of your mouth. |
| 00:00:22 | T | What comes out of your mouth. |
| 00:00:32 | T | Lily? |
| 00:00:34 | SN | A vibration. |
| 00:00:36 | T | Hm. A vibration. |
| 00:00:45 | S | [Inaudible] |
| 00:00:48 | T | Jamie. I'm sorry. Eric. |
| 00:00:52 | SN | A sort of gas. |
| 00:00:54 | T | A sort of gas. Interesting. Can you tell me more about that? |
| 00:00:58 | S | Um, like, it flows through the air so you can hear it. |
| 00:01:03 | T/S | OK. / Like a gas does. |
| 00:01:05 | T | OK. So it flows through the air. So you can hear it. OK. |
| 00:01:12 | SN | That first thing. |
| 00:01:18 | T | Oh. Lots of writing. Emerson. |
| 00:01:21 | SN | Stuff. Like when stuff rub[s] together, you can hear, like, those kind[s] of sound. |
| 00:01:26 | T | When stuff ... |
| 00:01:27 | S | Rub. |
| 00:01:28 | T | Rubs together. OK. |
| 00:01:30 | RW | |
| 00:01:38 | T | Rubs together. Hayden. |

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| 00:01:41 | SN | You forgot [inaudible]. |
| 00:01:43 | T | Actually, I'm not writing sentences, kiddo, but thank you for pointing that out. I'm just writing ideas. |
| 00:01:50 | SN/T | Ideas? / Peyton. |
| 00:01:51 | SN | Noise. |
| 00:01:52 | T | Noise. |
| 00:01:55 | S | Noise. |
| 00:01:58 | T | Alex. |
| 00:01:59 | SN | Music. |
| 00:02:01 | T | Ooh. Music. |
| 00:02:07 | T | Riley. |
| 00:02:08 | SN | Talking. |
| 00:02:09 | T | Talking is sound. Hm. OK. These are all examples of sound. Kate. |
| 00:02:17 | SN | Yelling. |
| 00:02:18 | T | Yelling. Kind of goes with talking. So I'll put it by it. |
| 00:02:25 | T | Did you have an idea, Shane? |
| 00:02:27 | SN/T | I forgot it. / Forgot it? OK. Yes, Lily. |
| 00:02:30 | SN | A soundmaker. |
| 00:02:32 | T | Oh. Sound is a soundmaker? Or is that an example of something that makes sound? |
| 00:02:36 | S | An example. |
| 00:02:37 | T | An example of something that makes sound. OK. |
| 00:02:46 | T | Peyton. |
| 00:02:48 | SN | Um ... stomping. |
| 00:02:50 | T | Stomping. Is that a sound or some ... an example of something that makes sound? |
| 00:02:54 | S | An example of something. |
| 00:02:56 | T | OK. And I thought I saw maybe one more. Did you have something, Eric? |
| 00:03:06 | SN/T | Forgot. / Oh, so we have a lot of forgetting. Jamie. |
| 00:03:16 | SN | Making noise. |
| 00:03:18 | T | Noise. OK. We have noise up here. Good one. I like the way you're thinking. Gary. |
| 00:03:23 | SN | Yelling out loud. Yelling out loud. |
| 00:03:26 | T | Yelling out loud. So we have yelling. Very good. You guys are all kind of thinking along the si ... same lines now. |
| 00:03:32 | SN | Ooh, I got a different one. |
| 00:03:34 | T | So. You guys jumped way ahead of me. 'Cause I asked what sound was, and you told me what you think sound is, what you hear, noise. |

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| 00:03:44 | T | And then you gave me a vibration, a sort of gas that flows through the air, and then you started giving me examples of sound. |
| 00:03:52 | T | You started telling me different ways we can describe sound. So we can describe sound as what comes out of your mouth. |
| 00:03:59 | T | We can describe it as a soundmaker—talking, yelling, music, stomping. When stuff rubs together. |
| 00:04:07 | SN/T | Or a keyboard. / Yeah. Or what? |
| 00:04:09 | S | A keyboard. |
| 00:04:11 | T | A keyboard. OK. That would be an example of something that makes sound. |
| 00:04:14 | SN/SN | Ooh. / I have a keyboard. |
| 00:04:16 | T | All right. So. With that in mind, your job—because you have a job ... mm-hm. |
| 00:04:28 | SN | I have one? |
| 00:04:29 | T | Your job these next few days is to figure out why you hear sound. Not necessarily what but why. |
| 00:04:41 | T | OK? So think. Grant. Think. |
| 00:04:46 | T | Our unit question that you need to answer by the end of all the lessons is going to be <i>Why do we hear sound?</i> |
| 00:04:59 | T | So some of you have ideas [about] how you know something is making a sound. |
| 00:05:07 | T | Braxton, what do you think? |
| 00:05:08 | SN | Ears. |
| 00:05:10 | T | Your ears are how you know something is making a sound? Peyton. |
| 00:05:14 | SN | Listening. |
| 00:05:16 | T | Listening. Does that go with ears? Tell me more. |
| 00:05:19 | S | Yeah, it goes in your ear. |
| 00:05:21 | T | OK. Can you tell me more about that? |
| 00:05:24 | S | 'Cause you, like, listen with your ears, and you hear something. Like, with a sound ... if there's a sound. |
| 00:05:33 | T | OK. So you listen with your ears. And you hear if there's a sound. Gary. |
| 00:05:40 | SN | Um ... listening to the teacher when she is talking. |
| 00:05:44 | T | OK. That's an example of listening, but how do you know I'm making sound, Gary? |
| 00:05:49 | S | Um ... talking really loud. |
| 00:05:53 | T | That's an example. Think. Think really hard. How would ... how do you actually know that I'm making sound? |
| 00:06:00 | T | Ooh, Sage? |
| 00:06:01 | SN | With your mouth. |
| 00:06:03 | T | With my mouth. Tell me more. I don't understand. |
| 00:06:06 | S | Like when you talk, it makes noise so we can hear. |

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| 00:06:13 | T | So you know when I talk, it makes noise and you hear? |
| 00:06:18 | T | Emerson? |
| 00:06:20 | SN | When ... when your mouth is moving. |
| 00:06:23 | T | When my mouth is moving, you know there's noise? And it's making sound? |
| 00:06:27 | SN | Yes. |
| 00:06:28 | T | Usually. Lily. |
| 00:06:32 | SN | You can hear the vibration of the thing that's making noise. |
| 00:06:35 | T | You can hear the vibration of the thing that is making noise? I'm curious about that. I'm not sure I understand. |
| 00:06:44 | S | 'Cause there are things that vibrate, and you can hear the vibration that comes toward you [inaudible]. |
| 00:06:54 | T | Hmm. You can hear things vibrate, and you can hear the vibration as it comes toward you. |
| 00:07:03 | T | Interesting. Peyton? |
| 00:07:06 | SN | Kind of moving your body. |
| 00:07:08 | T | Kind of moving. So we can agree that there's some sort of movement. Eric, that's not a good choice. Peyton, that's not a good choice. |
| 00:07:15 | SN | Like if someone is moving, someone's going to start talking. |
| 00:07:19 | T | Mm. |
| 00:07:20 | S | Like you were just doing with Eric and Tyler. |
| 00:07:23 | T | OK. So you guys all mentioned hearing and seeing things moving. And I heard the word <i>vibration</i> and, again, moving toward you. |
| 00:07:35 | T | So hearing the sound is one way you know that something is making sound. |