

## Transcript for Video Clip 3.1

Teacher/video ID:	Derose, 3.1_mspcp_gr1_sound_derose_L3_c1
Content area:	Sound
STeLLA strategy:	Engage students in analyzing and interpreting data and observations (STL strategy 4).
Context:	In this lesson on sound, students are engaged in a large group discussion to make sense of their observations of a model showing how sound waves move.

### Video Clip 1

Time Code	Speaker	Discussion
00:00:01	T	Who can tell me what they observed? What did you share with your partner? Gary.
00:00:08	SN	Yeah?
00:00:09	T	Come join us.
00:00:10	S	OK.
00:00:12	T	Kate, what did you observe?
00:00:14	SN	Um ... uh ...
00:00:16	T	[Inaudible]
00:00:18	S	It was vibrating up and down.
00:00:20	T	It was vibrating up and down? OK. Bailey, what did you observe?
00:00:25	SN	Um ... that, um, it was like the air was coming.
00:00:34	T	It was like the air humming?
00:00:36	S	No, coming.
00:00:37	T	Coming? Can you tell me more?
00:00:40	S	Like, it was like the air coming to the ear.
00:00:45	T	It was like the air coming to the ear?
00:00:48	S	Like ... like the air was a sound like the Slinky was.
00:00:52	T	Like the air was the sound, so the Slinky was the air that was the sound?
00:00:57	S	Mm-hm.
00:00:58	T	OK. And where did that sound start then? Where did the vibration start? Think about what your friends have said so far. Think about what you've observed.
00:01:11	T	Where did that vibration begin?
00:01:18	T	Do you know, Lily?
00:01:20	SN/T	Uh ... / Where did that vibration begin?
00:01:22	S	Uh ... at the tuning fork.
00:01:24	T	At the tuning fork. And Braxton, I'm up here. Who was the tuning fork, Piper or me?
00:01:30	S	You.
00:01:31	T	I was the tuning fork? OK. All right. Where did the vibration go? Sage.
00:01:40	SN	To the ear.

00:01:42	T	It went to the ear, which was ...
00:01:44	SN/T	Piper. / Piper. OK. Did the vibration reach the ear?
00:01:49	SS	Yeah.
00:01:51	T	Nathan?
00:01:51	SN	Yes.
00:01:52	T	Yes, the vibration reached the ear. OK. So it started with my hand, and I was a tuning fork. And it vibrated— Gary, hands off.
00:02:03	T	[It vibrated] up and down. It went all the way over to Piper, who was the ear. OK.
00:02:09	T	So did it look like anything to you guys? Did that Slinky look like anything to you? Lily?
00:02:18	SN	It bounced to ... off of the ... It bounced off of the tuning fork and went to the ear by the—
00:02:26	T	Gary!
00:02:27	S	And the Slinky was bouncing, so it was the vibration bouncing off of it.
00:02:31	T/S	OK. / To get to the ear.
00:02:32	T	OK. So the Slinky was bouncing.
00:02:35	S	Yeah, and it's like ...
00:02:36	T	Like a vibration.
00:02:37	S	And, like, it's bouncing off of the tuning fork to the ear.
00:02:40	T	From the tuning fork to the ear.
00:02:41	S	Mm-hm.
00:02:42	T	OK. Mm-hm. What does that look like? What does that look like? Yeah.
00:02:48	SN	A jump rope.
00:02:49	T	Kind of like a jump rope. Yeah.
00:02:42	SN	A spring.
00:02:54	T	A spring. Gary.
00:02:56	SN	Um ... I can't remember.
00:03:00	T	Can't remember? That word just flew right out of your brain.
00:03:02	S	No.
00:03:03	T/SN	Eric. / Like those ...
00:03:04	SN	I know.
00:03:05	SN	little ...
00:03:06	T	It's OK.
00:03:07	S	Um ... like those things that you step on and with the handles that you just jump on.
00:03:14	T	Mm. Like maybe a pogo stick?
00:03:16	S/T	Yeah. / Is that what you're thinking? OK. All right. Piper?
00:03:20	SN	Air.
00:03:21	T	Like air? Well, what does air look like?
00:03:24	S	I don't know.

00:03:25	T	You don't know? Let's think about the Slinky. So the Slinky was moving up and down, and I need Tyler's attention.
00:03:33	T	It was moving up and down.
00:03:35	SN	I remember now.
00:03:36	T	And what is that? Kaylen.
00:03:40	SN	A jump rope.
00:03:41	T	Somebody already said that. I'm not sure that jump ropes go like this.
00:03:45	SN/SN	No. / I remember.
00:03:46	E	[Inaudible]
00:03:47	SN	You just go in a circle.
00:03:48	T	Jamie?
00:03:49	SN	Kind of went like a circle.
00:03:50	T	I'm sorry. I can't hear Jamie because people are talking right here. Are we being respectful listeners?
00:03:57	SN	A fish.
00:03:59	T	A fish? Hm.
00:04:02	SN	I got it.
00:04:03	T	Yes?
00:04:05	S	Air ... air's moving the—
00:04:07	T	But what does it look like?
00:04:09	S	It's ... it looks like it's a breeze that ...
00:04:13	T	A breeze?
00:04:14	S	that has, and it's tied to ... it's like a rope tied to two trees and ... and ... and it's in between, and the breeze is moving it up and down.
00:04:22	T	OK. So Lily said it's like a rope.