

Transcript for Video Clip 3.2

Teacher/video ID:	Doody, 3.2_mspcp_gr1_sound_doody_L5_c2
Content area:	Sound
STeLLA strategy:	Engage students in analyzing and interpreting data and observations (STL strategy 4). Engage students in constructing explanations and arguments (STL strategy 5).
Context:	In this lesson on sound, students have already predicted that the sound of a bell will go directly to one person’s ears but nowhere else. In this clip, the teacher engages students in an activity to test their predictions.

Video Clip 2

Time Code	Speaker	Discussion
00:00:00	T	Let’s have a few volunteers sit behind Odessa.
00:00:08	T	Giovanni and Ava and Edgar. Priscilla.
00:00:22	T	All right. They’re all going to sit— Oh, look. They’re all in a line. They’re going to sit behind. So let’s see ... so we said that the sound goes to Odessa. Hm.
00:00:38	T	Do you think it goes past Odessa? Or does it stop at her ears?
00:00:43	SN	Past her.
00:00:44	T	Should we test it?
00:00:45	SS	Yeah.
00:00:46	T	Let’s see.
00:00:50	T	Odessa, did you hear the bell?
00:00:52	SN	Yes.
00:00:53	T	Giovanni?
00:00:54	SN	Yes.
00:00:55	T	Edgar?
00:00:56	SN	Yes.
00:00:57	T	Ava?
00:00:58	SN	Yes.
00:00:59	T	Priscilla?
00:01:00	SN	Yes.
00:01:01	T	Oh, so they all heard. What about you guys over here?
00:01:04	SS	Yes.
00:01:05	T	Oh, interesting. So when we made our predictions, and we said that the sound just went straight to our ear but didn’t go anywhere else, is that prediction correct?
00:01:17	SS	Yes.
00:01:19	SN	No.

00:01:20	T	So [inaudible] says no. Some people say yes still. Hm. Well, let ... let's say that again. So if this sound went to Odessa's ear, but it went to Giovanni's ear and Edgar's ear and Ava's ear and to your ears ... huh.
00:01:35	T	But does ... did the sound go past Odessa, even after that?
00:01:38	SS	Yes.
00:01:39	T	Yeah. So where did the sound go?
00:01:42	SS	Everywhere.
00:01:43	SN	It went everywhere.
00:01:45	T	It went everywhere. Oh. The sound went everywhere, Antonio?
00:01:51	SN/T	Yeah. / Yeah, you think so? Hm. OK. What is our evidence for that? How do we know that the sound went past Odessa?
00:02:05	T	Hm. Can anybody an ... else answer? Kiara?
00:02:09	SN	Because the sound wave ... the sound wave.
00:02:12	T	OK, 'cause we know about sound waves. What was our evidence when we did this experiment?
00:02:18	SN	Our evidence [is] that the air carried the sound.
00:02:23	T	True. What ... Think about the experiment we just did, and think about all the people ... the kids sitting behind Odessa.
00:02:31	T	What was the evidence? Remember—or our proof? Remember, just like we used that word in math, too? Our proof or our evidence that something is true?
00:02:39	T	What would be our proof or our evidence that the sound didn't stop at Odessa's ear? That it went past her?
00:02:49	T/SN	Luka? / It went to Giovanni, and all them could hear it too.
00:02:53	T	That's right. Because Giovanni and all the other kids could hear it too. That's our evidence. That the sound didn't just stop at Odessa's ear.
00:03:02	T	Right? OK.
00:03:06	T	Let's see. So you guys are sitting really low on the ground, right?
00:03:11	SS	Yeah.
00:03:12	T	Hm. Do you think ... What if I rang the sound ...?
00:03:19	T	Now we know the sound goes across. What if I went up here, and I rang the sound and I rang the bell?
00:03:26	T	Now where did the sound go?
00:03:28	SS	Everywhere.
00:03:29	T	It went— Say that again, Hannah. It went where?
00:03:31	SS	Down.
00:03:32	T	It went down. Or ...
00:03:34	SS	Everywhere.
00:03:36	T	Oh. What if I ... what if I go back here in the corner, and you can't see the bell?

00:03:48	SS	We can still hear it.
00:03:49	T	You can still hear it?
00:03:51	SN	'Cause it can go ... it goes everywhere.
00:03:43	T	'Cause it goes everywhere. Oh yeah. Neesa.
00:03:58	SN	It's like when [inaudible] all of us could hear because the sound waves go everywhere.
00:04:05	T	'Cause the sound waves are going everywhere. Every ... the sound is going everywhere. Yeah. Those sound waves we ... we talked about. All right.
00:04:18	T	Let's ... I have a picture for us.
00:04:24	T	There's the bell. And there's a whole bunch of students. You guys can all scooch back over. Thank you for being our volunteers today.
00:04:36	T	Mm-hm. We started with this bell, right? And I rang it. Right, I rang the bell? It made sound.
00:04:50	T	And you guys told me that everyone could hear the bell. Hm? Right?
00:04:56	T	So how could I draw on here the sound going to everybody's ears? How could I draw that?
00:05:06	T	What do we think? Oh, I hope we were all listening, sharing our ideas, and our thinking. Sharing our evidence.
00:05:18	T	Do you want me to repeat that for you? OK. What ... how can I draw that? How can I show that the sound went to everyone's ears? It went everywhere?