

## Transcript for Video Clip 4.1

Teacher/video ID:	Doody, 4.1_mspcp_gr1_sound_doody_L8_c1
Content area:	Sound
STeLLA strategy:	Engage students in using and applying new science ideas in a variety of ways and contexts (STL strategy 6).
Context:	In this final lesson on sound, students are given a series of use-and-apply tasks that get them thinking about the size of a sound wave and the volume of the sound.

### Video Clip 1

Time Code	Speaker	Discussion
00:00:00	T	What do we know about the waves, though? You're going to have to write about it in a minute.
00:00:07	T	Laura?
00:00:08	SN	Um, they—the sound waves—some are really different. Like, some are small, some are tall, some are big.
00:00:18	T	Yeah. What do we— Remember when we sorted? You're right, there's some tall, some are short, and we had these on little cards yesterday. Do you remember those little cards?
00:00:25	SS	Yes.
00:00:26	T	Mm-hm. And we had to put them in two different categories. One of our categories was what?
00:00:33	SN/T	Quiet. / Quiet. And what was the other?
00:00:34	SN	And loud.
00:00:35	SN	The other one is loud.
00:00:36	T	Is loud. So here's what I want you to do. Everybody listening? Here's your job.
00:00:41	T	You're going to go to your science notebooks. You're going to draw a picture of both waves. And I want you to label them as either loud or quiet depending on which one goes with which.
00:00:52	T	Can we do that?
00:00:53	SS	Yeah.
00:00:54	T	Shazam.
00:00:56	T	And then everybody else, leave your science notebooks at your table and come on over to the rug. You'll get a chance next time.
00:01:14	SN	[Inaudible]
00:01:15	T	Oh, hold on just for a second. Let's wait for everybody to come to the rug.
00:01:20	T	Oh, here. Can we keep the lights on today? Thank you.
00:01:25	T	Oh, [inaudible]. Just have a few people sharing, OK? Maybe you can share tomorrow.
00:01:32	T	OK, so everybody please turn your eyes onto Kiara. She's going to share with us what she drew and tell us as much as she can about her sound waves.
00:01:40	T	Go ahead, Kiara. Big voice, like your cheering voice.
00:01:43	SN	Why I put this label there, "Loud," is because the loud sound, the vibrations, are big, and a quiet sound is the vibrations are small and tiny.

00:01:55	T/S	All right. / That's why I put the label "Quiet," and I put the label right there, "Loud."
00:01:59	T/SN	All right. / Two claps for Kiara.
00:02:01	T	Two claps for Kiara. All right, Neesa, tell us about your sound waves.
00:02:06	SN	My sound waves—
00:02:08	T	Cheering voice.
00:02:09	S	My sound waves. This one's big, and this one's small, and this one's quiet, and this one's loud.
00:02:17	T	OK. Two claps for Neesa.
00:02:27	T/SN	You ready? / I put it loud because the tall waves ... 'cause the tall waves are big.
00:02:36	S	I put it quiet on the small waves because the small waves are small.
00:02:43	T	Excellent! Two claps for Edgar. All right. Thank you for putting your notebooks back on the table. I have another activity for us. So I'm going to need three more volunteers.
00:02:59	T	Three more volunteers. And on these cards, I have some pictures of some sound waves. And we are going to do something special with them.
00:03:13	T	Hmm. Let's see ... Ava, Priscilla, and... Roman.
00:03:29	SN	Oh—
00:03:30	T	Come on up. Over here, over up here by me in the front. Oh, you're not going to use your science notebooks. Just bring your bodies.
00:03:39	T	All right. And you guys, I'm going to have the three of you there. It's going to be their job, and you guys can watch but don't shout out, OK? Can you do that? OK.
00:03:49	T	So you're each going to get a card. I want you guys to this side. What order do you stand in if I need them to be the loudest here, from the loudest to the quietest?
00:04:00	T	Can you look at your cards and decide? And then hold them out in front of you so we can see.
00:04:09	T	Look at them together. Wow! You guys did that without even talking.
00:04:17	T	OK. Can you all flip your cards out so we can see them?
00:04:21	SN	Hers is ... um ...
00:04:22	T	All right. So let's see. These three are saying it's going from the loudest to the quietest. Do you guys agree?
00:04:31	SS	Yes.
00:04:32	T	Why? Why do you agree with how they've lined up? Are they loudest to quietest?
00:04:41	SN	Yeah. [Inaudible.]
00:04:45	T	Edisa.
00:04:46	SN	Like, it's like Ava's the loudest, and then it comes to Roman, and then it comes to Priscilla, because they, like, it's in an order, like, loud, short, and then tiny. It's like it's in an order.
00:05:01	T	It is, it is. They are lined up in order, aren't they? Can you tell me more about the waves? Can you ... somebody tell us about those ... the waves? How did they know what order to get in?
00:05:08	T	'Cause you're right. They are from the loudest to quietest. But how did they know that? How'd they figure that out?
00:05:19	T	Neesa, what do you think?
00:05:21	SN	By looking at it.

00:05:22	T	By looking at it? Yeah, so they used what?
00:05:26	S	Their eyes.
00:05:27	T	They used their eyes. Yeah. Ava, what ... why ... At the end, Ro ... you and Roman switched, right? So why did you guys decide to switch spots?
00:05:36	SN	'Cause mine was bigger.
00:05:40	T	What was bigger?
00:05:42	S	My waves.
00:05:43	T	Your waves were bigger, and you know— What do you know about the biggest waves?
00:05:47	S	Um ... they have [the] highest loo ... loops.
00:05:51	T	They do. They ... they have the highest, like, loops or bumps. And what ... what does that have to do with sound?
00:05:56	S	Um ... it's sound pushing air through the air.
00:06:02	T	OK. And so, Roman, why did you have Ava come in front of you? Why did she go there?
00:06:09	SN	Um, because that was bigger than this one.
00:06:12	T	OK, what do you know about bigger sound waves?
00:06:16	S	Because they're higher.
00:06:18	T	Are they higher or what? What's that word you were just labeling with?
00:06:25	T	You guys are in line from what? The ...
00:06:27	SN	The ... the tallest to the quietest.
00:06:30	T	The ...
00:06:31	SS	Biggest.
00:06:32	T	Mm, I didn't say line them up the biggest. What'd I say?
00:06:34	SS	The loudest.
00:06:35	T	The loudest to the ...
00:06:37	SN	Quietest.
00:06:38	T	Quietest. So big waves mean that it's what? Really ...
00:06:41	SS	Loudest.
00:06:43	T	Loud. All right. So Ava's really loud. Can you guys make a really loud voice for me?
00:06:50	SN	Mm-hm.
00:06:51	T	Say "loud."
00:06:52	SS	Loud.
00:06:54	T	And then we kind of have medium. What could we call that?
00:06:57	SS	Medium.
00:06:59	T	And then we have ...
00:07:00	SS	Quiet.
00:07:02	T	All right.