

Transcript for Video Clip 5.2

Teacher/video ID:	Poulsen, 5.2_mspcp_gr.2_ecs_poulsen_L5_c3
Content area:	Earth's changing surface
STeLLA strategy:	Identify one main learning goal (SCSL strategy A).
Context:	In this clip, students pour and spray water over a stream-table model and observe what happens to the land as the water begins to flow across the model.

Video Clip 2

Time Code	Speaker	Discussion
0:00:05	T	Now remember, as we are observing this, we are going to be thinking about this question: <i>How does water change the land?</i>
0:00:13	T	So look at the land right now.
0:00:19	T	I need somebody to do rain. Kailey, would you like to do our rain for us? OK.
0:00:25	T	So she's gonna be our rain. Come over here on this side. And then I need somebody to do our river.
0:00:32	T	And when we do our river, what we're gonna do is we're just gonna squeeze, OK? We're gonna squeeze.
0:00:37	T	OK. Come on.
0:00:38	T	OK. Lemme get it started, OK? Now, everybody, we're just watching, OK? OK? Go ahead.
0:00:46	SN	You go ahead [inaudible].
0:00:47	T	OK, you can start making it rain.
0:00:49	T	OK. Squeeze the bottle.
0:00:54	T	OK. What's going on? If you need to stand up, boys, you can stand up, OK? Can you just stand up for a little bit?
0:00:58	SN	[Inaudible]
0:00:59	T	OK. What's going on? How does the water change the land?
0:01:08	SS	Ohh.
0:01:11	SN	It's getting darker.
0:01:12	SN	It's not getting wetter.
0:01:13	SN	Yes.
0:01:14	SN/SN	<i>Wetter</i> is not a word. / Getting more wet.
0:01:15	T	Ohh.
0:01:15	SS/SN	It's getting more wet. / It's getting wet.
0:01:18	SN	And you said <i>water</i> wasn't a word.

0:01:20	SN	It is a word.
0:01:21	SN/T	No, I said <i>wetter</i> . / OK. Let's stop for now.
0:01:23	T	OK! Hmm. What are some observations that we have? You can go back ... you can go back. Thanks. Thank you both.
0:01:34	T	What do we notice? Uh-oh. Let's watch. What do you see? How is the water changing the land? What do you notice?
0:01:44	SN	I noticed that ... it's making a lake.
0:01:49	T	Oh, it looks like it's making a lake, she said over here. M'kay. Is it staying the same, or is it changing?
0:01:56	SS/T	Changing. / OK. What other ideas do we have? What do you have?
0:01:59	SN	Um ... that it's ... getting very muddy.
0:02:04	T	It's getting muddy. Yeah, definitely. It's definitely getting muddy. What else? But remember, how does the water change the land?
0:02:10	T	What are you observing about it changing?
0:02:13	SN	It got ... it got lower, and maybe it made the canyon.
0:02:19	T	OK. What got lower?
0:02:23	S	The rocks and the soil.
0:02:24	T	The rocks and the soil are ... are lower. In what part?
0:02:29	S	In ...
0:02:31	T/S	Do you just want to point to it? / the river.
0:02:32	T	Wh— Point to where it got lower. You can come closer. Point to where it got lower.
0:02:37	T	OK. So he's saying that it got lower right here. The rocks and soil got lower. Can everybody sit down? I'm looking for two more people.
0:02:45	T	Two more people who are doing an excellent job. An excellent job. OK.
0:02:52	SN	Miss ... Miss Poulsen.
0:02:53	T/S	Yes. / It's his birthday today.
0:02:55	T	It's ... it's your birthday today?
0:02:56	SN/T	Yeah. / Oh, I think the birthday boy. Do you want to do rain or river?
0:03:03	T	Quickly.
0:03:05	T	Do you wanna do the rain ... or the river?
0:03:08	S	I'll do the rain.
0:03:09	T	OK. You come over here on that side. Dakota, you wanna come do the river?
0:03:12	SN/T	Yeah. / OK. Now remember, we're gonna watch ... for ...
0:03:16	T	how does the water change the land? OK. Are we ready?
0:03:21	T	OK. Go ahead. Here we go. We've got a river going, and we've got some rain.
0:03:27	T	Oh, I like how we're raining all over the place. That's usually what happens.

0:03:31	T	Wow! Observe what is happening.
0:03:36	T	If you need to come over here behind them, you can.
0:03:39	T	If you need to stand up, go ahead.
0:03:42	SN/T	The water is [inaudible]. / Ahh.
0:03:44	SN/T	Whoa. / Whoa.
0:03:46	SN	[Inaudible]
0:03:47	SN	[Inaudible]
0:03:49	T	Well, you can stand up if you can't see.
0:03:52	T	OK. Everybody sit back down, OK. Rain and river stop. Huh.
0:03:58	T	OK. Can you go back to your ...
0:03:59	SN	[Inaudible]
0:04:00	T	spots?
0:04:03	T/SN	Huh! / Did it drop [inaudible]?
0:04:06	T	OK! We had more water ... we added more water. It rained some more. The river started flowing more.
0:04:13	T	How did the water change the land? What do you see? What do you see? What do you see?
0:04:18	SN	I see a river.
0:04:22	T	You see a river? OK. How is the water changing the land? That's our question. What observations? Abby, what do you have?
0:04:29	SN	I have that it's kind of going like a zigzag.
0:04:33	T	It's zigzagging. Ooh, that's a good observation. Sierra?
0:04:37	SN	Um ... that it's going places that it hasn't been, and it's going off the edge.
0:04:41	T	What's going places it hasn't been?
0:04:43	S	The river is going places it hasn't been, and it's going off the edge of the ... the Grand Canyon.
0:04:47	T	OK.
0:04:50	T	Do we have any observations about the dirt and soil and the rocks that are there? Do we have any observations about that?
0:04:57	T	What do you think?
0:04:57	SN	Um ...
0:05:00	S	It's ... it ... it's—
0:05:03	T	What's ... what's happening to the dirt and the rocks?
0:05:08	T	Antony, make a better choice, please.
0:05:10	SN/T	They're ... / Antony.
0:05:12	S	they are, like, disappearing?

0:05:15	T	Disappearing. Where are they going?
0:05:19	S	Um ... in ... into the water.
0:05:21	T	Into the water.
0:05:22	S	Like in the water.
0:05:24	T	OK. Every ... I'm looking for two more people to help me.