

Transcript for Video Clip 7.2

Teacher/video ID:	Poulsen, 7.2_mspcp_gr.2_ecs_poulsen_L5_c5
Content area:	Earth's changing surface
STeLLA strategy:	Select content representations and models matched to the learning goal and engage students in their use (SCSL strategy D).
Context:	In this clip, the teacher introduces a stream-table model to the class. Students think about what different parts of the model represent and identify different landforms.

Video Clip 2

Time Code	Speaker	Discussion
0:00:05	T	So, first, this can be considered a model 'cause can we go and look at landforms from space all the time?
0:00:12	SS/T	No. / Can we just get on a rocket and do that?
0:00:14	T	No. So this is a model of what the landforms look like if we were looking at them from space. Now I'm gonna pull out a model.
0:00:23	T	Hmm.
0:00:26	T	What ...
0:00:27	SN/T	Whoa. / do you think this model is? Hmm.
0:00:33	T	What do you think this is a model of?
0:00:36	SN/SN	[Inaudible] / Dirt.
0:00:40	T	What do you think it is?
0:00:42	SN	A model of the Ga ... Grand Canyon?
0:00:44	T	How many people think it might be a model of the Grand Canyon? What makes you think it's a model of the Grand Canyon?
0:00:50	S	'Cause it's shaped ... it looks ...
0:00:55	S	It ... 'Cause we're learning about it?
0:00:58	T	Uh-huh. Because we're learning about it. OK. Next, I have something else ... That's a great idea.
0:01:05	T	OK. There's some brown stuff on here. Everybody see the brown?
0:01:09	SS	Yes.
0:01:10	SN/T	No. / Can you see?
0:01:11	SN	I can.
0:01:12	T	What do you think the brown is? What do you think the brown is? Dakota.
0:01:19	SN	The water of the Grand Canyon?
0:01:21	T	OK. So Dakota might think it's the water. What do you think it is?
0:01:24	SN	I think it's, like, a Grand ... the real Grand Canyon ... like ...

0:01:28	T/S	OK. / the rocks and stuff.
0:01:29	T	The rocks. So you think that the brown might represent rocks.
0:01:31	S	Yeah.
0:01:32	T	What do you think?
0:01:33	SN	It's, like,
0:01:36	S	dirt and grass ... grass in some field.
0:01:43	T	OK. Dirt and grass. What do you think it is?
0:01:47	SN	Dirt and a mountain.
0:01:50	T	And dirt and mountain. What do you think?
0:01:52	SN	It is the soil and the rocks ...
0:01:54	T/SN	OK. / and the dirt is mixed up with water.
0:01:57	T	OK.
0:01:59	T	Huh. What do you think this might be?
0:02:01	SN	Oh.
0:02:02	T	A water bottle. It's got a little tube on it, and I have water in it. What do you think this might be? It's got a model of something.
0:02:10	SN	A watering can.
0:02:11	T	A watering can.
0:02:13	SN	Hamster feeder.
0:02:14	T	OK. But let's think about what we're learning about.
0:02:16	SN	A waterfall.
0:02:17	T	Remember, we're using this model to learn how does water change the land? So what might this be?
0:02:24	SN	The water through the Colorado River.
0:02:27	T	OK. So we might think it's the water for the Colorado River. Antony?
0:02:31	SN	It's the Colorado River?
0:02:33	T	The Colorado River.
0:02:34	SN	Mead River?
0:02:35	T	The ... OK. It wasn't the Mead River; it was the ...
0:02:38	S/T	Lake. / Lake.
0:02:40	T	Lake Mead. OK. That's some good ideas there. OK. Look what I have here. I have a spray bottle.
0:02:46	SN	Huh?
0:02:47	T	And it has water in it.
0:02:49	SN	Oh [inaudible].

0:02:50	T	Hmm. What do you think this could be modeling?
0:02:53	SN/T	Ohh ... / Remember, we're thinking about how does water change the land,
0:02:56	T	and we're using a model to study things that happen in the real world.
0:03:02	T	So what do you think this might be? Hmm.
0:03:06	SN	[Inaudible]
0:03:07	T	Giada, what do you think?
0:03:09	SN	That it might be something they use for—
0:03:21	T	Hmm. You can spray it. What could it be like in the real world, if I spray it?
0:03:27	SS	Ooh.
0:03:28	SN	I know!
0:03:29	T	Hmm. What do you think?
0:03:31	SN	Rain!
0:03:32	T	Rain!
0:03:33	SS	That's what I was gonna [inaudible]. / How many people think it might be rain?
0:03:34	T	Who was gonna say rain? OK. You are some thinkers today.
0:03:38	T	OK. Now look at this. Remember, what are some landforms we learned about. Who can name some landforms? Abby, what's one?
0:03:47	SN/T	A delta. / A delta.
0:03:48	T	What's one?
0:03:50	SN/T	Mountain? / A mountain.
0:03:51	SN	Plateau.
0:03:52	T	A plateau.
0:03:53	SN	A plain.
0:03:55	SN/SN	Hills. / I was gonna say hers.
0:03:57	T	You were gonna say a plain too? Hills. What else?
0:04:00	SN	A canyon.
0:04:01	T	A canyon. OK. I want you to look at this model right now. And I want you to think about do you see any landforms here?
0:04:10	T	What could repre— What landforms do you see right here? Hmm.
0:04:16	T	What do you see?
0:04:19	SN	Um ... I see ... a flat surface?
0:04:25	T	OK. So what ... what is flat that's a landform?
0:04:29	S/T	Plain. /A plain. So he thinks he sees a plain. What do you think you see?
0:04:33	SN	I think I see hills.
0:04:35	T	Hills. Anybody see anything else? What do you see?

0:04:38	SN	Mountains.
0:04:39	T	A mountain. OK. So we were looking at this model, and all those different things, and on your paper on page 1, it says “observations.”
0:04:49	T	So when we’re making observations, what we’re doing is we’re looking at something, and we are writing down everything that we see. OK?
0:04:57	T	I want you to write down two observations you have about this model.