

Transcript for Video Clip 5.2

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| Teacher/video ID: | Torres, 5.2_mspcp_gr.3.forces_torres_L2_c3 |
| Content area: | Forces |
| STeLLA strategy: | Identify one main learning goal (SCSL strategy A). |
| Context: | In this lesson on forces and motion, students are pushing a chair with a weak, medium, and strong force and using tools to indicate the size and direction of the forces acting on the chair. |

Video Clip 2

| Time Code | Speaker | Discussion |
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| 0:00:03 | T | Riley. He's gonna push it. Just a small push. Just a s— a gentle, gentle push. And I want you to pick one of those tools out of the top there, and see if you could show that. |
| 0:00:17 | SN | OK. |
| 0:00:18 | T | No, he already pushed it, honey. You're gonna pick a tool out of there. |
| 0:00:19 | S | Oh. |
| 0:00:21 | T | Can you show with one of those tools what he just did? |
| 0:00:27 | T/S | OK. / Show it. |
| 0:00:28 | T | Do you wanna hold it up so everyone can see it? OK, girls, are you finished? OK, I need you to be with us, please, |
| 0:00:37 | T | 'cause we're running out of time, and we won't be able to finish this activity. |
| 0:00:46 | T | OK, Riley, why did you choose this part? |
| 0:00:49 | S | Because it would show it moving just a little bit, because it's small. |
| 0:00:53 | T | OK. So it's a small arrow. It's showing it's only moving a little bit. Did he push it very hard? |
| 0:01:01 | SS | No. |
| 0:01:02 | T | So was it just a little, short push? |
| 0:01:05 | SS/T | Yeah. / OK. All right. Well, then, we're gonna let— Tell me your name, sweetie? |
| 0:01:10 | SN | Zayna. |
| 0:01:11 | T | Zayna. You're gonna do the next one. He's gonna do a medium one. OK? Go ahead. |
| 0:01:19 | SN | Oopsie. |
| 0:01:20 | T | What happened? What do you notice? |
| 0:01:23 | SN | It moved more. |
| 0:01:24 | SN | It moved a lot more. |
| 0:01:26 | T | It moved more. So Zayna, would you pick one of those tools from the top? And show how w— you could show that? |
| 0:01:37 | SN | It did a medium. |
| 0:01:40 | T | Why did you pick that one? |

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| 0:01:42 | SN | Because it went further, and this one could show better. |
| 0:01:45 | T | OK. It went a little bit f-further, and you could show better, a little bit more of a push. OK. |
| 0:01:53 | T | Charlie, will you pull all the way back, and ... and Shareen, you're gonna do this last one. OK. And Charlie, you're gonna push it almost as hard as you can. |
| 0:02:06 | T/SN | What do you notice? / Oh. |
| 0:02:07 | SN | It went a lot farther. |
| 0:02:08 | T | How far did it go? |
| 0:02:10 | S/SN | A lot farther. / Six, two inches. |
| 0:02:11 | T | It went to our five, right? |
| 0:02:13 | SN | Yeah. |
| 0:02:14 | T | It went all the way past our five ... the front leg did. So Shareen, would you pick a tool that would show that? |
| 0:02:24 | SN | [Inaudible] |
| 0:02:26 | SN/SN | Probably two of those. / [Inaudible] |
| 0:02:27 | SN | Two and a half. |
| 0:02:29 | SN | Two and a half. |
| 0:02:30 | SN | That's a [inaudible]. |
| 0:02:31 | SN | [Inaudible] |
| 0:02:33 | SN | That's like one inch. |
| 0:02:35 | SN/T | Yeah. / All right. So why did you pick that one, Shareen? |
| 0:02:37 | SN | Because the chair went farther, and this one's longer. |
| 0:02:42 | T | OK, what about Charlie? What did Charlie have to do with that one? |
| 0:02:46 | S | He pushed it farther. |
| 0:02:47 | T | Did he push it further? |
| 0:02:49 | SS/T | Yes. / Did he go further with it? |
| 0:02:51 | SS | No. |
| 0:02:52 | T | What'd he do? What was different? |
| 0:02:53 | SN | [Inaudible] |
| 0:02:54 | SN | He stepped, and then he pushed it. |
| 0:02:56 | SN/SN | I stepped and [inaudible]. / [Inaudible] |
| 0:02:58 | SN | He put more force into it? |
| 0:02:59 | T | He put more force into it. OK. All right. So do you think as scientists that we could use arrows like this to help us show our force? |
| 0:03:09 | SS | Yes. |