

## Transcript for Video Clip 5.3

Teacher/video ID:	Torres, 5.3_mspcp_gr.3.forces_torres_L2_c4
Content area:	Forces
STeLLA strategy:	Identify one main learning goal (SCSL strategy A).
Context:	In this lesson on forces and motion, students have worked with partners to represent the force they used to push a toy car. In this clip, they engage in discussing the usefulness of the representation.

### Video Clip 3

Time Code	Speaker	Discussion
0:00:03	T	What did you find was useful about using the arrows compared to when we did it the first time?
0:00:15	SN	When we pushed the cart, the arrows showed how far it went. And then how ... how far it went and how [inaudible] it went.
0:00:20	T	OK. So it kind of helped you know what distance it would go?
0:00:29	S	Yeah.
0:00:30	T	OK. Were we measuring the distance on this one?
0:00:33	SN	[Inaudible]
0:00:35	SN	No.
0:00:36	T	No, where were we really looking at for the arrows? What were we looking at?
0:00:41	SN	How far it went.
0:00:42	T	Were we looking at how far it went?
0:00:45	SN/T	The force. / We were looking at the force. Now it helped us to see how far it went. But we were really looking at the arrows to show the force.
0:00:55	T	So did the arrows have to match up with how far it went?
0:00:58	SS	No.
0:01:00	T	No, it didn't. But you know kind of what your soft is, what your medium is, and what your hard is, right?
0:01:06	SS	Yeah.
0:01:07	T	Yeah. So you could kinda judge which arrow you were going to use. Was there anybody who felt that the arrows had ... made it easier for you to do any part of this activity?
0:01:21	T	What part did it make it easier for you?
0:01:23	SN	Well, I think it made it easier 'cause when I rolled the car, I knew I did it small, but it went farther, so I thought it was a large.
0:01:30	S	But then I knew it was a small 'cause I did a ... a small one. I did it smaller.
0:01:36	T	OK. What if somebody else were trying to look at your experiment? How would the arrows help them?

0:01:42	S	The arrows would help 'em 'cause of ... they did it ... it really small, the arrow ... it represents ... it represents how far, like ... if you do the ... if you did the ... do that cart ...
0:01:55	S	push the cart father than the small, the arrows would help you to tell how hard you pushed it.
0:02:04	T	How hard you pushed it. OK.