

Transcript for Video Clip 6.4

Teacher/video ID:	Torres, 6.4_mspcp_gr.3.forces_torres_L3_c2
Content area:	Forces
STeLLA strategy:	Select activities that are matched to the learning goal (SCSL strategy C).
Context:	In this lesson on forces and motion, students experiment with a car rolling down a ramp and over three different surfaces—carpet, tile, and sandpaper—to determine the distance traveled over each surface.

Video Clip 4

Time Code	Speaker	Discussion
0:00:03	E/SN	[Inaudible]
0:00:07	S	[Inaudible] ... the second page from
0:00:14	S	the first one. I guess I could try it. [Inaudible]
0:00:17	E	[Inaudible]
0:00:22	SN	Do you wanna do it?
0:00:24	SN	OK, sure. [Inaudible], do you wanna do it?
0:00:27	T	All right, guys. Let's make sure all our tiles are close to that [inaudible]. That's OK.
0:00:29	SN	Right there.
0:00:30	S	OK, [inaudible], let's go.
0:00:32	SN	Thirty-three.
0:00:33	SS	Thirty-three.
0:00:34	SN	[Inaudible]
0:00:35	T	OK, can you do me a favor? Will you set that ramp so that the end of the ramp is already on the carpet?
0:00:44	T	And then which side are we using, guys?
0:00:49	SN/T	Hundred. / We're using the one that has 100, which is our centimeter side. That's our inches side. That only goes to 39.
0:00:57	T	OK. OK. So is it at the end of the ramp? Are you ready? OK, so what are we gonna do at the top so that we don't change our force?
0:01:09	S	Let go.
0:01:10	T	There we go. How far did it go?
0:01:13	S	Ten inches.
0:01:15	T	Well, 10 plus how many more?
0:01:18	S	Thirteen.
0:01:19	SN	Thirteen.
0:01:20	T	[Inaudible]. OK, so where are we gonna record that?

0:01:24	SN	Here.
0:01:27	T	Get those numbers written down, 'cause I think you're gonna have to do this again tomorrow.
0:01:31	S	Right here. Under carpet.
0:01:33	T	There you go. Under carpet, yup.
0:01:47	T	So what do you think's gonna happen the next time you roll it?
0:01:52	T	Oh no, we've gotta do it three times, honey. Three times with it.
0:02:04	T	OK, what do you think is gonna happen this time?
0:02:06	SN	It's gonna stop again.
0:02:08	SN	It's gonna go [inaudible].
0:02:09	T	Where at?
0:02:10	S	Fifteen.
0:02:11	T	Fifteen?
0:02:12	S/T	Yeah. / OK. What do you think'll happen [with] the next one?
0:02:17	SN	I think it'll go farther.
0:02:19	T	You think it'll go even further? OK, let's try not to ... to write on here, honey, because then we change the length. OK?
0:02:27	T	See how that changed already? So that should go at the end. There you go. So once you get it set up, you wanna kinda try to leave it there.
0:02:36	T	OK. Let's get it back to zero. Is that OK? There we go. OK.
0:02:45	T	What did we get? All right. So what's your middle number?
0:02:48	SN/SN	Fifteen. / Fifteen.
0:02:50	SN	What's Trial 1?
0:02:52	T	Put those in order. Which one would be the middle one?
0:02:56	SN	Thirteen.
0:02:57	T	Thirteen. And how are you guys. You're already on the tile? Did you do the carpet?
0:03:01	SS/T	Yeah. / So what did you find was different with the tile than the carpet?
0:03:04	SN/SN	This one [inaudible]. / Well, with the tile what we noticed, it goes a lot farther. And then with our carpet, we noticed if you flip it backwards,
0:03:11	S	[inaudible] going 13. Then if you put it backwards, it would go a lot farther on the carpet.
0:03:17	SN	'Cause on the carpet, it only went like this.
0:03:19	SN/T	And the carpet— / That's pretty cool.
0:03:20	SN	Yeah, but then when we flipped it backwards, it went, like, to 17.
0:03:24	T	OK, Jackson, I think that's pretty cool that you're thinking like a scientist like that. What we wanted you to keep ... Hold on just a second, sweetie.
0:03:31	T	What we wanted you to keep the experiment as steady as possible is to do it exactly the same the way.
0:03:38	S/T	OK. / But that's something that you may want to hang on to 'till tomorrow.

0:03:41	S/T	Yeah. Yeah. / Because that's a pretty cool thing to think about ... what would happen. OK. So go ahead.
0:03:47	SN	I figured out something.