

## Transcript for Video Clip 6.5

Teacher/video ID:	Torres, 6.5_mspcp_gr.3.forces_torres_L3_c3
Content area:	Forces
STeLLA strategy:	Engage students in analyzing and interpreting data and observations (STL strategy 4).
Context:	In this lesson on forces and motion, students have collected data on how far a toy car travels over three surfaces: carpet, tile, and sandpaper. Then they discuss how the data matches the differences they observe with the three surfaces.

### Video Clip 5

Time Code	Speaker	Discussion
0:00:03	T	Group 1! Charlie, your group! What did you guys come up with, with the carpet? What was your middle number?
0:00:09	SN	Our middle number?
0:00:10	T	Your middle number.
0:00:11	S	Ten.
0:00:12	T	Ten. Group 2, what was ... Did anybody get to the sandpaper?
0:00:16	SN	I did.
0:00:17	T	OK. What did you guys come up with, with your sandpaper?
0:00:19	S	We came up with 69 as our middle number.
0:00:22	T	Sixty-nine as your middle distance. Sixty-nine centimeters?
0:00:24	S	Yeah.
0:00:25	T	OK. Linoleum ... the tile.
0:00:27	SN	Oh, we got it.
0:00:28	T	OK, wh- Let's go with this group right here.
0:00:31	S	She's in the same group.
0:00:32	T	Oh. She's in the same group. Is there any other group that did linoleum that we haven't talked to? Jackson.
0:00:37	SN	What we noticed on linoleum. [The car] ... goes, like, farther than the centimeters, so it went about 100 centimeters.
0:00:48	T	It went past the end of the—
0:00:49	S/T	Yeah. / OK. So it went over 100?
0:00:51	S/T	Yep. / OK. So what do you think is different between the carpet, the sandpaper, and the linoleum? What do ... what do you think is different about it?
0:01:01	T	Why do you think the car doesn't go quite as far on some surfaces but goes further on others? What do you think, [inaudible]?

0:01:07	SN	Because it's rough on the linoleum and the carpet, and on the just the regular tiles, it's just really smooth and slippery.
0:01:17	T	OK. What do you think, Lily?
0:01:19	SN	It's more slick.
0:01:21	T	It's more slick on which one?
0:01:23	S	The nolumium or something.
0:01:27	T	Linoleum?
0:01:28	S/T	Yeah. / It's kind of a hard word to say. You can say tile, too.
0:01:30	SN	Linoleum.
0:01:31	T	That would be OK.
0:01:32	T	So on the tile. Why do you think it goes further? What do you think ... You said, "It's slick." What do you think that means?
0:01:40	T	Why ... why do you think the car was able to go further on the tile, on a slick surface, than it was the carpet or the sandpaper?
0:01:48	SN	'Cause, like ... like, how you could do it like this, and then it goes father. Like, if ... it's, like, on tile, like, other sorts of tiles like sandpaper, it won't go, like, as hard.
0:02:02	S	It's, like, it's tile. It'll go further because it's, like, more, like, slippery. But, like, sandpaper is not. And the carpet isn't.
0:02:16	T	OK. Well, tomorrow we are going to ... we are going to take a look ... Tonight you have a little bit of homework. You're going to look at objects in motion.
0:02:28	T	And I want you to think about, Do they keep going forever, or what stops them? And tomorrow we're gonna do some more experimenting with this,
0:02:35	T	so those of you that didn't get to all the surfaces, we'll take a look at 'em tomorrow. But I want you to look around tonight. As you see things in motion, [ask yourself] what stops them.