

Transcript for Video Clip 8.2

Teacher/video ID:	Wilde, 8.2_mspcp_gr.3.forces_wilde_L4_c6-7
Content area:	Forces
STeLLA strategy:	Make explicit links between science ideas and activities (SCSL strategy F).
Context:	In this lesson on forces and motion, students examine three surfaces to identify differences between them and generate an explanation for why a toy car stopped at a different distance on each surface.

Video Clip 2a

Time Code	Speaker	Discussion
0:00:02	T	We are looking at the surfaces. So may I borrow your tile for a moment?
0:00:08	SN	Yeah. / Thank you.
0:00:09	T	With the tile, you're gonna not only going to be looking at the sandpaper surface, but you're also gonna be looking at the more smooth surface.
0:00:19	T	I want you to be looking at this with your magnifying glasses and your partner. I want you to be able to describe the surface
0:00:28	T	that the car went over,
0:00:32	T	and we are then going to actually look at it up there together as well.

Video Clip 2b

Time Code	Speaker	Discussion
0:00:38	SN	We think this is kind of bumpy and smooth.
0:00:41	T	Interesting. Why do you think it's bumpy?
0:00:42	SN	Because—
0:00:43	SN	Because it has bumps here and there, especially on the edges.
0:00:46	T	Are you seeing bumps when you look through the magnifying glass?
0:00:48	SN	Yep.
0:00:49	SN	No.
0:00:50	SN	Because his is flat.
0:00:51	T	Well, why don't you hold it up and look at it?
0:00:54	S	Yeah, I'm seeing little bumps, even if ... I can see, I can see, like, little d—
0:00:58	T	OK, if you wanna go get another one.
0:00:59	S	I can see little dots in the tile when I just look at it too.
0:01:04	T	Ahh. So you've been seeing maybe bumps without the magnifying glass.
0:01:08	SN	[Inaudible]
0:01:10	T	OK.
0:01:12	SN	Plus you can feel it.
0:01:13	T	You can maybe feel it. What else are we seeing, like with the other two?
0:01:17	S	Oh, I haven't looked at that one yet, and neither has he.
0:01:20	SN	I-I look at this.

0:01:21	T	OK. And (inaudible) what are you seeing with this one?
0:01:26	SN	It was—
0:01:27	SN	Whoa.
0:01:28	SN	So it's, like, these little things are like ...
0:01:30	SN	Hey, this one looks like a skull.
0:01:31	SN	the thing, the thing that you use. The hands. These are our—
0:01:36	SN/SN	Fuzzy [inaudible]. / the little—
0:01:37	T/S	Ohh. / These are all like hands.
0:01:39	T	OK.
0:01:40	SN	[Inaudible] to stop.
0:01:41	SN	... the board, so they're stopping and stopping and [(inaudible)].
0:01:43	T	I see.
0:01:44	SN	So, like, it stops.
0:01:45	T	So these are like the hands that stick up, and they're making [the car] stop?
0:01:48	SN/SN	Yeah. / Kind of like you can test it ... test it.
0:01:49	SN	[Inaudible]
0:01:50	SN	You can test it.
0:01:52	T	Well, we're just looking at [inaudible] for now.
0:01:53	S	You can test it with the pencil, too. You can ... you can push the pencil, and somehow it will stop.
0:01:59	SN	[Inaudible]
0:02:00	T	Well, what about with the sandpaper? What are we seeing?
0:02:03	SN	It'll still stop.
0:02:04	T	Well, let's look at the sandpaper [inaudible].
0:02:05	S	Because of the bumps of the sandpaper, [inaudible].
0:02:09	S	This is extremely bumpy. You can feel it, you can see it, and you can see it better in the magnifying glass.
0:02:14	SN	Whoa. [Inaudible]
0:02:18	SN	It's this.
0:02:19	E	[Inaudible]
0:02:23	SN	Again, it's kinda like tinier hands than the carpet trying to stop it.
0:02:28	T	Oh, OK.
0:02:30	S/T	And it's grippy. / Smaller hands than the carpet.
0:02:31	S	And it's grippy, too.
0:02:32	SN	[Inaudible] It's like kind of baby hands.
0:02:36	T	Baby hands. This is big hands, and those are baby hands?
0:02:38	S	Yeah.
0:02:39	SN	This is—
0:02:40	SN	Big hands, baby hands.
0:02:41	SN/T	[Inaudible] / So what about the other side of the tile? Did that one have

		hands too?
0:02:43	SN	Kids and adults, babies and [inaudible].
0:02:45	SN	Um ... no. I-I wouldn't say it would have hands.
0:02:49	T	You wouldn't say the other one does?
0:02:51	SN/T	Yeah, [inaudible]. / What if we flipped it over?
0:02:52	SN	Kind of bumps.
0:02:53	S/T	This? / Does that side have hands to stop it or no?
0:02:55	S	No. It's just somehow bumpy.
0:02:59	S	Maybe because of the way it's made.
0:03:00	T	OK, but you were saying over here, the bumps are kind of like hands.
0:03:03	S/T	Yeah. / So would that one sort of have hands to stop it?
0:03:05	S	Well, yeah. They'll have, like, even tinier hands than the sandpaper.
0:03:08	SN	Ah!
0:03:09	T	Oh.