

## Transcript for Video Clip 8.2

Teacher/video ID:	Scott Knight, 8.1_stella_et_knight_L5_c1
Content area:	Energy transfer
STeLLA strategy:	Make explicit links between science ideas and activities (SCSL strategy F).
Context:	In this lesson on energy transfer, the teacher introduces the focus questions, “Where does energy go? Where does energy come from?”

### Video Clip 1

Time Code	Speaker	Discussion
0:00:01.6	T	Your title today is “Keeping Track of Energy.”
0:00:06.4	T	Where ... It’s actually two ... You get two for one today. There’s two [focus] questions.
0:00:10.8	T	It says “Where does energy go? Where does energy come from?”
0:00:17.9	T	Does part of that question sound familiar, though?
0:00:20.9	SN	Yes, sir.
0:00:21.9	T	Maybe. You prove it to me by how you answer that thing. Where’s energy come from?
0:00:29.2	T	There’s a definite connection to our learning from before.
0:00:37.7	T	Bless you.
0:00:38.7	SN	Thank you.
0:00:47.6	T	Yes?
0:00:48.4	SN	What exactly do you mean, right, when you say, “Where does energy come from?”
0:00:53.7	T	Well, I guess what I mean is, I’m thinking about Mumford at the top of the hill. And we learned he has all this potential energy.
0:01:02.0	T	Where’d that potential energy come from?
0:01:03.7	S	Is that what you mean with where it goes to?
0:01:07.1	T	Well—
0:01:07.5	S	Like when he bumped into Leroy?
0:01:09.1	T	Yeah.
0:01:11.1	S	OK.
0:01:11.9	T	Yup.
0:01:13.3	S	So not just any scenario. Just Mumford?
0:01:16.4	T	It ... it could be any scenario, but if you want to think specifically about Mumford and Leroy, that makes sense.
0:01:21.7	S	OK. Thank you, sir.
0:01:23.6	T	Oh, you’re welcome.