

Video ID Derose/ mspcp\_gr1\_sound\_derose\_l3  
Content Area Sound  
STeLLA Strategy Engage students in analyzing and interpreting data and observations.  
Context Students are engaged in a large group discussion to make sense (interpret) the observations they made of model that shows how sound waves move.

00:00:01 T Who can tell me what they observed? What did you share with your partner? Gary.

00:00:08 SN Yeah?

00:00:09 T Come join us.

00:00:10 S Okay.

00:00:12 T Kate, what did you observe?

00:00:14 SN Um, uh...

00:00:16 T (Inaudible).

00:00:18 S It was vibrating up and down.

00:00:20 T It was vibrating up and down? Okay. Bailey, what did you observe?

00:00:25 SN Um, that, um, it was like the air was coming.

00:00:34 T It was like the air humming?

00:00:36 S No, coming.

00:00:37 T Coming? Can you tell me more?

00:00:40 S Like, it was like the air coming to the ear.

00:00:45 T It was like the air coming to the ear?

00:00:48 S Like- like the air was a sound like the Slinky was.

00:00:52 T Like the air was the sound, so the Slinky was the air that was the sound?

00:00:57 S Mm-hm.

00:00:58 T Okay. And where did that sound start, then? Where did the vibration start? Think about what your friends have said so far, think about what

you've observed.

00:01:11 T Where did that vibration begin?

00:01:18 T Do you know, Lily?

00:01:20 SN/T Uh- / Where did that vibration begin?

00:01:22 S Uh, at the tuning fork.

00:01:24 T At the tuning fork, and Braxton, I'm up here. Who was the tuning fork, Piper or me?

00:01:30 S You.

00:01:31 T I was the tuning fork? Okay. All right. Where did the vibration go? Sage.

00:01:40 SN To the ear.

00:01:42 T It went to the ear, which was...

00:01:44 SN/T Piper. / Piper, okay. Did the vibration reach the ear?

00:01:49 SS Yeah.

00:01:51 T Nathan?

00:01:51 SN Yes.

00:01:52 T Yes, the vibration reached the ear. Okay, so it started with my hand and I was a tuning fork. And it vibrated- Gary. Hands off.

00:02:03 T Up and down, it went all the way over to Piper, who was the ear. Okay.

00:02:09 T So, did it look like anything to you guys? Did that Slinky look like anything to you? Lily?

00:02:18 SN It bounced to- off of the- it bounced off of the tuning fork and went to the ear by the-

00:02:26 T Gary.

00:02:27 S and the Slinky was bouncing, so it was the vibration bouncing off of it.

00:02:31 T/S Okay. / To get to the ear.

00:02:32 T Okay, so the Slinky was bouncing.

00:02:35 S Yeah, and it's like-

00:02:36 T Like a vibration.

00:02:37 S And, like, it's bouncing off of the tuning fork to the ear.

00:02:40 T From the tuning fork to the ear.

00:02:41 S Mm-hm.

00:02:42 T Okay. Mm-hm. What does that look like? What does that look like?  
Yeah.

00:02:48 SN A jump rope.

00:02:49 T Kind of like a jump rope. Yeah.

00:02:42 SN A spring.

00:02:54 T A spring. Gary.

00:02:56 SN Um- I can't remember.

00:03:00 T Can't remember? That word just flew right out of your brain.

00:03:02 S No.

00:03:03 T/SN Eric. / Like those-

00:03:04 SN I know.

00:03:05 SN little-

00:03:06 T It's okay.

00:03:07 S Um, like those things that you step on and with the handles that you just jump on.

00:03:14 T Mm, like maybe a pogo stick?

00:03:16 S/T Yeah. / Is that what you're thinking? Okay. All right. Piper?

00:03:20 SN Air.

00:03:21 T Like air? Well, what does air look like?

00:03:24 S I don't know.

00:03:25 T You don't know? Let's think about the Slinky. So the Slinky was

moving up and down, and I need Tyler's attention.

00:03:33 T It was moving up and down.

00:03:35 SN I remember now.

00:03:36 T And what is that? Kaylen.

00:03:40 SN A jump rope.

00:03:41 T Somebody already said that. I'm not sure that jump ropes go like this.

00:03:45 SN/SN No. / I remember.

00:03:46 E (Inaudible).

00:03:47 SN You just go in a circle.

00:03:48 T Jamie?

00:03:49 SN Kind of went like a circle.

00:03:50 T I'm sorry, I can't hear Jamie because people are talking right here. Are we being respectful listeners?

00:03:57 SN A fish.

00:03:59 T A fish? Hm.

00:04:02 SN I got it.

00:04:03 T Yes?

00:04:05 S Air- air's moving the-

00:04:07 T But what does it look like?

00:04:09 S It's- it looks like it's a breeze that-

00:04:13 T A breeze?

00:04:14 S that has- and it's tied to- it's like a rope tied to two trees and- and- and it's in between and the breeze is moving it up and down.

00:04:22 T Okay. So, Lily said it's like a rope.