

Video ID	Derose/ mspcp_gr1_sound_derose_l2
Content Area	Sound
STeLLA Strategy	Ask questions to elicit student ideas and predictions. Ask questions to probe student ideas and predictions. Ask questions to challenge student thinking. Engage students in analyzing and interpreting data and observations. Engage students in constructing explanations and arguments.

Context	This clip is from Lesson 2. The students are using using a variety of sound makers to make noise (e.g.; clucker, voices, and tuning fork). They are them using their sense to find evidence that something is vibrating to make a sound.
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00:00:00	T	First I need to show you how to use the sound maker. You are going to have one sound maker at each table. And you're going to take turns with it.
00:00:09	T	I will use the chime to signal to pass. All right?
00:00:14	T	The sponges are just a tiny bit wet. I did that on purpose, so don't let that bother you, they're not really wet or anything, they're just damp. Okay?
00:00:23	T	So when you have a sound maker, you're- this clucker, you're going to hold the cup. You take the sponge and you put it on the string so that it goes around the string.
00:00:34	T	My fingers aren't actually touching the string. They're touching the sponge. Okay?
00:00:40	T	I'm not going to squeeze the cup. Weston, what's going to happen if I squeeze the cup?
00:00:45	SN	It'll break.
00:00:46	T	It'll break. So we're not going to squeeze it, we're going to hold it gently. We're going to hold the sponge and we just slide it down.
00:00:54	SN	Whoa!
00:00:55	T	Okay? So you get to do it a couple times. Remember, I'm asking you to look, listen, and feel for evidence of vibration.
00:01:10	SN	Okay.
00:01:11	T	Okay? Are we going to fight over the sound makers? The cluckers.

00:01:15 SS No.

00:01:16 T Everyone will get a turn.

00:01:18 SN No.

00:01:19 T When I ring the chime, you pass it to the person next to you.

00:01:25 T Sound fair?

00:01:27 T You're watching the rice.

00:01:31 T You need to be on your bottom, sir.

00:01:38 E (Inaudible).

00:01:42 SN Explosion!

00:01:43 T Now, listen. You are watching right now for evidence of vibration.

00:01:54 SN Si.

00:01:59 E (Inaudible).

00:02:01 T Okay. Does that agree with your evidence? Does it support you evidence that there was vibration? Okay.

00:02:12 T And then I want to show you one more thing. But I need you to be patient, 'cause I have to grab some...

00:02:18 E (Inaudible).

00:02:24 T Sorry.

00:02:27 T All right.

00:02:32 T Uh-oh, I lost you. Uh-oh.

00:02:37 T I have water in this cup.

00:02:40 SN/T Oh, no- / I need you sitting.

00:02:42 SS Oh, no.

00:02:49 T Oh, I'll wait. I'm waiting. I'm waiting. Shh.

00:02:56 T Okay. I am going to do what you did with the tuning fork and I'm going to dip it in the water.

00:03:05 T Now, I'm going to do that a couple times, so if you're- nope, don't move. Stay where you are. Front row, and then you're going to move, okay?

00:03:21 T One more time.

00:03:26 T Okay? You guys need to move.

00:03:29 SN/T Oh my God. / Annie, Lily, Alex, Grant, move. Sage and Gary.

00:03:35 SN/T Oh my God. / Next group, come up. I know, right?

00:03:38 SN That's amazing.

00:03:39 T Okay. Here we go. And friends in the back, come closer and on your knees.

00:03:45 T Okay, watch the water. So this is- I haven't done anything and I'm putting it in. Okay?

00:03:51 T It's pretty still, right? Okay, now watch.

00:03:58 SN I can't see.

00:04:02 T One more time.

00:04:03 SS Oh.

00:04:04 SN I knew it vibrated.

00:04:08 SN Awesome!

00:04:09 T Pretty neat, okay? So, do you have your evidence? And you have made your judgments. Who wants to share some of their evidence of how you saw or felt vibration? Lily.

00:04:25 SN By-

00:04:26 T "My evidence."

00:04:27 S My evidence-

00:04:28 T "Of vibration."

00:04:29 S was that I-

00:04:30 T Shh, sit.

00:04:31 S for the tuning fork, I could- could not see it. I could feel it and I could hear it vibrating. And I heard music because it kind of sounded like a piano- like an organ.

00:04:51 S U- using the pedal and playing music and it was coming out of its thing.

00:04:58 T/S Okay. / It really sounded cool.

00:05:00 T Okay. Anyone else want to share their evidence of vibration? Bailey.

00:05:06 SN Um-

00:05:07 T “My evidence.”

00:05:08 S My evidence is that, um, I felt it kind of vibrate and it kind of didn't.

00:05:20 T Okay, can you tell me what you did feel?

00:05:23 S Um, I kind of felt a bouncing a little bit.

00:05:27 T You felt a bouncing. Does that fit with our definition of vibrate, a quick movement?

00:05:31 SN Mm-hm.

00:05:32 SN/T Yes. / Oh, I like that. Anybody else want to share their evidence of vibration?

00:05:38 T Gary, what is your evidence of vibration? “My evidence.”

00:05:41 SN My evidence of vibration is the water thing, because I saw- I saw that tapping your shoe. I saw it bouncing a little bit higher and a little bit lower.

00:05:57 T Okay, so Gary said his evidence of vibration was the water bounced or moved quickly from side to side, up and down, very good, thank you so much.