

Teacher/Video ID: Torres/ mspcp_gr.3.forces.torres.11 c1-2
Content area: Forces
STeLLA Strategy: Set the purpose with a focus question or goal statement
Context: Lesson 1 of 6 about forces and motion. Students discuss their ideas about what might cause something to start moving.

0:00:03 T Today's lesson we're gonna take a look at just one part of that. We're gonna look at what makes something move.

0:00:11 T So we're gonna just look at part today. We're gonna look at what makes something move.

0:00:19 T Okay, there's wheels on the cart. Hey, everybody's seen a cart kind of like this at some point, right?

0:00:25 SS Mm hm.

0:00:26 T All right. So what are we going to do? How do you guys think that this is going to move? What are your ideas of how can this cart move?

0:00:37 SN By pushing it.

0:00:38 T By pushing it. Okay. I'm gonna write down some of your ideas, is that okay?

0:00:43 SS Yes.

0:00:44 T I have another piece of paper here, 'cause I think, I just knew you guys would come up with some great ideas. So I wanna make sure I get all of 'em recorded, so,

0:00:52 T I'm gonna put this piece of paper up here so we can record your wonderful thinking. So I heard.

0:01:02 SN By pushing it.

0:01:03 T You can push it. Okay. What do you think?

0:01:09 SN Wind.

0:01:10 T Wind can move it.

0:01:12 S A strong wind.

0:01:14 T A strong wind. Why do you say a strong wind?

0:01:16 S Because a small breeze won't be able to make that move all- with all the stuff (inaudible).

0:01:22 T Okay. So you don't think it would move it 'cause it would, it would-?

0:01:26 S Be too heavy for just a small breeze.

0:01:29 T Okay, so a strong wind would have to move it because it's too heavy. Okay. What do you think, Jayden?

0:01:38 SN Maybe the wheel will break.

0:01:40 T You think the wheel will break?

0:01:42 S And it'll slowly move.

0:01:48 T The wheel will break and then it will move. What would-, if the wheel broke, what- what

would happen?

0:02:00 S It will fall over but if it's really light so it can move really forward.

0:02:06 T If it was really light it might move forward? Why do you think it might fall over?

0:02:12 S Maybe like there's like something sharp or like, something can't break. And it like runs it over.

0:02:21 T Okay. So, there was- is something in the way? Okay, so something might get in its way. And then what would cause it to fall then?

0:02:31 S Like a rock.

0:02:32 T Like a rock, what do you mean?

0:02:35 S Like, it can move forward, like really fast, like down, like down a hill and it'll like trip over a rock.

0:02:44 T Okay. And wh- do you know what would cause it to fall down then?

0:02:48 S Uh.

0:02:56 SN The pressure.

0:02:57 SN The pressure.

0:03:00 T Okay. You think pressure, what kind of pressure?

0:03:03 SN Fast.

0:03:04 SN Fast.

0:03:05 T Fast pressure? Okay. What are your ideas?

0:03:09 SN Pull it.

0:03:10 T You could pull it. Okay. Okay, what about you, Conner?

0:03:18 SN You could spin it.

0:03:19 T You could spin it. What would cause it to spin, Conner?

0:03:24 S The wheels.

0:03:26 T Huh?

0:03:26 S The wheels.

0:03:27 T The wheels. Okay. What direction would it spin?

0:03:31 S Whichever way you- you like push it.

0:03:33 T Okay. So if you push it one way.

0:03:39 T It would spin that way.

0:03:40 S/T Mm hm. / Okay.

0:03:41 SN Force.

0:03:42 T Force. Tell me about that.

0:03:44 S Like when you push it really hard it goes really fast.

0:03:52 T Push it hard it goes fast. Would it keep going forever?

0:03:59 SS/SN No. / Maybe. It- it depends where it is. Like on a hill?

0:04:04 T/S Okay. / Like a big hill, it might go.

0:04:10 T Go ahead, Riley, you can explain it.

0:04:13 S So when it goes down the hill it goes fast, and maybe like when it hits the ground, like a flat surface, it might still be going,

0:04:21 S 'till like maybe it runs into something. Or it might just stop.

0:04:25 T Okay.