

TRANSCRIPT OF VIDEO VIGNETTE 6: FOCUSED EXPLORATION OF DROPS

Scene: This vignette show a small group of children and their teacher engaged in an investigation of drops on different kinds of surfaces. In scenes 1 and 2 the teacher introduces the exploration, encourages predictions, and interacts with the children as they try drops on the surfaces. In scene 3 the teacher gives instructions for representing the drops and two of the children are shown drawing. In scene 4 one child is making clay drops and in scene 5 one of the children is talking about his drawing.

The children: Michael, Nick, Becky, Megan, and Serenity

SCENE 1

Teacher: Today we're going to use the eyedroppers in water with different material. And I'm going to give everyone one piece of material and I'd like you to think about when you drop the water with the eyedropper what shape it's going to make, the little drop of water in the movement. If you think you're going to be able to move the drop of water on the material. So Michael you think about this one.

Teacher: Michael, do you have any ideas?

Michael: Stick.

Teacher: You think it's going to stick. You think it's going to stick? Okay. What about the movement? How do you think it's going to move? You think you'll be able to move it or do you think it's just going to go flat?

Michael: Flat.

Teacher: You think it'll be flat. So you probably wouldn't be able to move it around like Nick did on the paper plate.

Michael: *(Shrugs.)*

Teacher: It's just a guess—we're just going to take a guess and try it out.

Michael: Guess so.

Teacher: You think it might move. Okay. Nick?

Nick: Dissolve.

Teacher: What's it going to do?

Nick: Dissolve.

Teacher: It's going to dissolve. Okay. Is it going to have any shape you think?

Nick: *(Nods no.)*

Teacher: No shape at all. What about the movement?

Nick: *(Nods no.)* Probably it's just going to go right into the Styrofoam.

Teacher: Right into there. Becky?

Becky: It's going to be flat.

Teacher: Flat. So what about the movement? You think there will be any movement and once you put it down and try to move the drop.

Becky: Move.

Teacher: You think it will move—okay.

Becky: *(Nods yes.)*

SCENE 2

Megan: Bigger!

Teacher: That's a bigger one.

Megan: See . . .

Teacher: What's it look like when you use your magnifying glass? What shape is that?

Michael: Mine's kinda round.

Teacher: Kinda round.

Megan: Look.

Teacher: What shape is this, Megan?

Megan: Circle.

Teacher: How about you, Becky? What shape?

Becky: Round.

Teacher: Round. Did you try picking it up and moving it? Oh, I see what Becky's doing. Can you tell us what you're doing, Becky?

Becky: I'm dragging the bubbles over to the other bubbles.

Teacher: And what's happening?

Becky: It's making a big bubble.

Teacher: It is.

Teacher: How are you doing, Nick?

Nick: Good.

Teacher: Did the drops go into that material like you thought they would?

Nick: Uh-huh.

Teacher: Is it going through or is it just wet on the top?

Nick: It's going through. *(Turns it over to look at other side.)*

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SCENE 3

Teacher: If you could just maybe draw a picture of something you just did with the material you had and the drops . . . maybe the shape of the drops . . . how the drops landed . . . the movement . . . any ideas.

(Michael and Megan are shown drawing.)

SCENE 4

Teacher: Do you think that you could make me some of those on here? Do this and make the shape of the drop like this.

Serenity: How about a tiny one?

Teacher: If you look at the shape of this.

Serenity: Here, that one *(showing teacher small drop of clay)*.

Teacher: Maybe you can make me a small one and a big one.

(Serenity makes and shows tiny drop of clay to teacher.)

Teacher: That is a tiny one. Let's set it over there. Are you finished with it? You don't want to lose it. So these are the shape of these? *(Points to clay and then drops.)* Okay. Maybe you can do a few more here? That must be a bigger one. That does kind of look like that shape right there. *(Points to the clay and drops again.)* It's good.

SCENE 5

Teacher: Okay, Michael.

Michael: That's the eyedropper, that's the tape, this is the table, and these little things are the bubbles. This is the, um . . .

Michael: These are the other bubbles. This is my bowl of water.

Teacher: Your bowl of water. Can you tell us something about your drops?

Michael: Trying to make them round.

Teacher: What is this? Can you tell me about this? That's interesting.

Michael: Eyedropper . . . *(inaudible)*

Teacher: Is there anything else you'd like to share, Michael? Would you like to tell us anything about the drops? The movement or the shape?

Michael: Round.

Teacher: They were round. Did they move?

Michael: Some of them moved. The big ones moved, the little ones didn't.

Teacher: And I noticed you were trying to make little, little tiny drops. How did you make that little tiny drop?

Michael: Squeezed it gently.

Teacher: You squeezed it gently. So, if you squeezed it gently you got a little drop. And what if you squeezed it harder? What would happen?

Child: A little drop.

Teacher: So you think so—a little drop if you squeezed it harder? What do you think, Michael? If you squeezed the eyedropper harder, would you get a little drop or a larger drop?

Michael: Big.

Teacher: A big one. Is there anything else you'd like to share?

Michael: Guess that's it.

Teacher: Thank you, Michael.