

## TRANSCRIPT OF VIDEO VIGNETTE 7: TALKING ABOUT MOVING WATER

**Scene:** With teacher guidance, two children are sharing their approaches to moving water through tubes and what they noticed with the class.

**The children:** Ralf and Priya

**Teacher:** Can everybody see his picture?

**Class:** Yes.

**Teacher:** Okay. So, we have our little funnel, and we have the tube, right? What is this part? Is this part of anything? I'm not sure what that is.

**Ralf:** That's the part of the water table.

**Teacher:** Oh, this is the water table?

**Ralf:** And that's the cup of the water table.

**Teacher:** So, you need this cup?

**Ralf:** It was this.

**Teacher:** You need this cup? And we had these two things, and then what happened? Show me what happened.

**Ralf:** I poured water in there, and it went down in this leg down here.

**Teacher:** In this leg? And then what happened? And what did you use this for?

**Ralf:** To pour it in.

**Teacher:** Ah, so maybe you could show us what you did.

**Ralf:** Okay.

**Teacher:** I'll hold this. So, you got the water, and you put it in there, and then what?

**Ralf:** I poured in (there), and it went down.

**Teacher:** So, was the tube curved like this?

**Ralf:** No.

**Teacher:** How did it—can you make the tube the way it was? Can you bend the tube so I can . . . We'll just pretend this is the water table on my lap. Did it stay like this? Or did you have to move it for the water to go down in there?

**Ralf:** I moved it over there.

**Teacher:** You needed to move it. Okay. Has anybody tried this before?

**Class:** I did.

**Class:** No.

**Teacher:** Priya, can you come up and share your drawing? Thank you, Ralf. *(To Priya as they set up)* I'm sorry.

**Priya:** I took . . . I took one of the tubes, and then I put it under the cup.

**Teacher:** You want me to hold this up? Put this up?

**Priya:** And then I put it under the cup, and I put this on the end of it, and then I poured water into here.

**Child:** That's—that's like what Tiani did.

**Teacher:** So, was the funnel like this?

**Priya:** No. This was straight up.

**Teacher:** So, turn it this way? And then what? And then the tube needs to go like this?

**Priya:** Yes. And I poured water through there, and it came in there.

**Teacher:** So, what happened to the water?

**Priya:** Well, I poured the water in here, and then it came all the way through here, and went into the cup.

**Teacher:** So, what did you find out when you did all of this? What did you find out?

**Priya:** That if you, like . . . if you put it up . . . I mean, if you like put it like different . . . if you put it like over there, it would like come out of there, but . . .

**Teacher:** If you put it over here, you mean?

**Priya:** No. If you put the tube over here on this side.

**Teacher:** Okay. So, put the tube over here . . . yes.

**Priya:** Over there.

**Teacher:** Yes.

**Priya:** But if you put it over there it will come out on that side.

**Teacher:** Okay. I don't understand what you mean, Priya.

**Priya:** If you put the water on . . . if you put the . . . if you put the tube on . . . right here, it will come out here.

**Teacher:** Right.

**Priya:** You put the tube over here, it will come out over there.

**Teacher:** So, if you put the tube on this side of the cup, it will come out on this side?

**Priya:** Yes.

**Teacher:** But does the water go all the way on the bottom, or just over here on this side?

**Priya:** All the way on the bottom, and it comes . . . most of it goes on that side.

**Teacher:** Oh, most of it goes on that side. I see.

**Priya:** But that's what.

**Teacher:** And is that what . . . are we looking at this picture, or this picture. I'm not sure which picture we're supposed to be looking at. That one?

**Priya:** Yes. Because this is the filter, and then this is the water coming through.

**Teacher:** Oh, that's the water coming through? Okay. All right. Thank you, Priya.

*(The children applaud.)*