

TRANSCRIPT OF VIDEO VIGNETTE 2: FOCUSED EXPLORATION OF WATER FLOW

Scene: Three children are at the water table moving water through tubes placed in a water wall and using basters.

The children: Shakira, Dashawn, and Mikey

Teacher: How do you get the water in there?

Shakira: I try to put this—like this.

Teacher: Uh-huh.

Shakira: Then I go . . . It won't come out.

Teacher: It won't come out? How do you think you can get that out?

Shakira: If you wait for a little while . . .

Teacher: It will just pour itself out?

Shakira: If you wait for a little while, you see it get—once you've squeezed it out, and then it comes out.

Teacher: Oh!

Shakira: And then Dashawn squeeze that in there. They spray that thing in here. I'm going to try this. There.

(Children are playing without talking briefly.)

Dashawn: I'm trying to get the water inside here.

Teacher: Um-hmm.

Dashawn: And I'm trying to fill the water thing. And Mikey . . . Mikey . . . and Mikey is trying to get it to handle, but I'm pouring it *(inaudible)*.

Mikey: I'll get it.

Teacher: Oh, there it goes!

Dashawn: Now, we're trying to make the water . . .

Shakira: And I'm trying to make . . .

Dashawn: She's trying to make the water . . .

Teacher: Do you know where this ends? Where is this going? Where is this water going to go? Where is it going to go?

Shakira: Through here . . . through there.

Teacher: Uh-huh.

Shakira: And then over here.

Teacher: Yes.

Shakira: And it goes out here.

Teacher: Oh, it's going to come right up here?

Shakira: I think.

Teacher: Let's see.

Dashawn: It got a lot in, Miss Budd.

Teacher: How do you know there's a lot in there? How do you know? Because—look, I want to show you something. I don't see any water in there, so how do we know there's any in there?

Dashawn: It does go like that.

Teacher: Oh, so it's hiding up in here? Where does the water go when you turn it this way, Dashawn?

Dashawn: Watch. It's in here, and then watch this *(inaudible)*.

Teacher: I have a question, Dashawn.

Dashawn: It's right here.

Teacher: Can you get the water to come out without turning it this way?

Dashawn: Well, it will. Watch this. Watch *(inaudible)*.

Teacher: Okay. I'm watching. I'm watching. What's happening?

Dashawn: Put it this way, and then it didn't come out.

Teacher: It still doesn't come out?

Dashawn: It goes *(inaudible)*. It goes down in here.

Teacher: Does it feel like your hand is stuck—sticking to that? Let me try.

Dashawn: And see, it's down here, but sometimes it . . .

Teacher: But if you let go, it comes . . . Does it come out? Oh, look!

Mikey: That's what I'm trying to do.

Teacher: Is that what you were trying to say before?

Mikey: Yes.

Teacher: What exactly were you trying to say?

Mikey: I was saying it can't go out.

Teacher: It can't go out?

Mikey: That's right.

Teacher: It stays there.

Mikey: Uh-huh.

Teacher: Why does it do that?

Child off camera: *(Inaudible)* be squeezing?

Teacher: Dashawn. Did you see this?

Dashawn: Yes.

Teacher: Why does it come out?

Dashawn: Because it's . . . because see you have to squeeze this. You don't . . .

Teacher: You have to squeeze it to make it come out?

Dashawn: Yes.

Teacher: Otherwise it just stays there?

Dashawn: Yes. If you don't squeeze it, it does go out the tube.

Teacher: Okay.