

## TRANSCRIPT OF VIDEO VIGNETTE 5: MAKING BUBBLES

**Scene:** Four children (only three who speak in this vignette) are at the water table with their teacher. In the course of their play with basters and tubes they discover ways to produce bubbles. They work to recreate what one of the children has done.

**The children:** Ronnie, Linda, and Denisha

**Linda:** I'm trying a different way.

**Teacher:** You're trying a different way? What are you doing?

**Linda:** I'm trying to . . . I stuck this base thing . . .

**Denisha:** Oh, (*inaudible*) that, Linda. That's pretty neat.

**Ronnie:** I did it. I was like this . . .

**Denisha:** Linda, would you do this?

**Teacher:** Okay. We've got to make sure that the baster is pointing down into the water.

**Denisha:** Okay. I want to try what Linda's doing. That looks pretty nice.

**Teacher:** Okay, so—so, you go under and you make bubbles first? Is that what you do?

**Ronnie:** Yes.

**Teacher:** So, you make the bubbles.

**Ronnie:** You do this.

**Teacher:** You squeeze it under water, and make bubbles, and then what?

**Ronnie:** You do this. You can make bubbles under water.

**Teacher:** Oh, and it sprays water. Well, what happens if you don't squeeze and make bubbles? Will it still spray? What if you don't make the bubbles?

**Ronnie:** It won't spray.

**Teacher:** Yes. Don't make the bubbles.

**Ronnie:** It won't spray.

**Teacher:** It won't spray? May I try?

**Denisha:** Oh, Linda, your idea was right!

**Teacher:** So, I'm putting it in the water.

**Denisha:** It filled up!

**Teacher:** You're right. It doesn't spray. It's not as (*fast*). I was sitting here—

**Denisha:** What Linda said was right, because when I put water in, I start going all the way back up.

**Teacher:** What do you mean?

**Denisha:** To the tubes.

**Teacher:** I missed the idea.

**Denisha:** Because see, when Linda was doing—see, Linda was like this—see, she started going back up, and her idea was right. It was going back up.

**Teacher:** So, what did you do, Linda, exactly? What do you do first? Maybe we could try that too. What do you do first?

**Linda:** First you take this . . .

**Teacher:** So, first take the (*baster*) . . .

**Linda:** Of this—dump all the water out.

**Teacher:** Okay. Everybody dump the water out. You want to all try it?

**Linda:** You take the—this.

**Teacher:** Take the (*baster*).

**Linda:** And you slip it into the (*tube*).

**Teacher:** Okay. Now, wait—we didn't all get a tube yet.

**Linda:** Slip it into the tube.

**Teacher:** Okay. Slip it into the tube.

**Linda:** And then—

**Denisha:** But I didn't get to slip it into the tube.

**Teacher:** All right. Denise is not ready yet.

**Linda:** And then you take a measuring cup.

**Teacher:** Does it matter what size the measuring cup is?

**Linda:** It doesn't matter.

**Teacher:** It doesn't matter? Okay.

**Denisha:** I will take a—

**Teacher:** So, take a measuring cup and do what?

**Denisha:** You can use the big one, right? . . . next to clean it.

**Linda:** (*Inaudible.*)

**Teacher:** So, yours is stuck, yes?

**Linda:** It's more easier that way a lot, and then this is sticking up.

**Teacher:** So, lay the baster in the water, and hold the tube part?

**Linda:** Yes.

**Teacher:** Okay. So, I see everybody is doing that.

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**Linda:** And then you fill it up with water.

**Teacher:** So, you fill it up with water?

**Linda:** And you get there to dump the water inside (*inaudible*).

**Teacher:** So, when you dump the water in and go . . . you're saying that it goes all the way into the tube?

**Denisha:** See with mine, mine goes that way up.

**Teacher:** Then watch where the water is going. Oh, wow. Look at that. Look. Look what's in there?

**Linda:** It's stopped.

**Teacher:** Look. Look what's happening at the bottom.

**Linda:** It's making bubbles.

**Child:** Hey, stop wetting me.

**Teacher:** Wow!

**Denisha:** Oh, it's filled up—it's filled up.

**Teacher:** Which reminds me of something. You know what Ronnie told me? Ronnie told me that if you put the baster under the water, and then you squeeze it, and you squeeze it again, it makes bubbles. So I'm wondering if that's the same thing that's happening with the tube. Is that what's happening? Is that what's happening?

**Linda:** It seems to.

**Teacher:** You think so? I wonder if the same thing will happen with the little tube. Why not disconnect (*inaudible*) for a minute? Oh, no. It doesn't fit.

**Linda:** Same size.

**Teacher:** Right.

**Linda:** Same size.

**Teacher:** It's the same size so it won't fit together. I liked that idea. That was a great idea, because you know what it reminded me of? It reminded me of working together. That Linda had an idea, and Denisha had tried it out, and then we all tried it out, and we saw bubbles.