Science Lesson on Balance
Part 2 – Investigating and Writing
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Video URL: http://goo.gl/q363D

Abbreviations:
T = Teacher  S = Student  Ss = Whole class or more than one student
Time code: [minute: seconds]

Ss: [Students talking]
[00:00:24]
Group 1
S: Ms. Reyes! It’s so easy! Easy-peasy.
[00:00:39]
T: Can you show me if it works?
[00:00:44]
T: Was it doing that a moment ago? When you had it right there?
Ss: [students talking among themselves]
T: Hold on. You can talk to your peers.
[00:01:14]
T: Can everybody give me their attention for a moment?
Ss: Yes!
T: Scientists share their findings with their colleagues, okay? In this case, your peers are your colleagues. You’re working and investigating and learning together. So, I can’t be with everybody at the same time, so you can start sharing with your partner, like, “look at my crayfish, I just balanced it on my finger,” right? You could be talking to each other. So I encourage you to do that, okay? While I get around to each table. Did you understand?
S: Look, I’m balanced.
[00:01:46]
Ss: Yes. [students resume work]
T: Alright, I have a question for everybody.
S: Okay.
T: And I want you to think in—think first. Think before you even try. Think. So put your crayfish down for a moment. Give me a minute. I want you to think, before you even do it, if I were to put my finger here, would it balance? Think. Think!
S: No.
[00:02:30]
T: And now we need to start thinking as to why. Another question! If I were to put my finger here, would it balance? And why? Another question: if I were to put my finger, would it balance? Why? If I were to put my finger here, would it balance? Why? If I were to put my finger here, would it balance? Why? So, start investigating.
Ss: [students talking among themselves] We can share with a partner…I know because…I think they’re balancing a little.

[00:03:09]
T: You think, they’re balancing a little? Why do you say that?
S: Because I saw like this (…). And then— (…)
T: Great, but try to use um, one finger,(…). Would it be the same?
S: No.
T: Why not?
S: [???]
T: Because it falls [???]
S: [???]
Ss: [talking]
T: I need your attention in five…four…three…two…one…zero.

[00:04:06]
T: Raise your hand—or I mean, put the crayfish in the center please, for a moment. We’re going to work with them, later on. Now I want to ask you, if you were able—raise your hand if you were able to balance your crayfish on your first try? Raise your hand. That’s fine. Put your finger, I mean your hand down, I’m sorry. Raise your hand if it took two times to try to balance? If it only took two tries. Raise your hand if you had to do it more than two? And that’s okay, because I did too. Alright. Put your hands down.

[00:04:46]
T: So those that got it right away, why do you think you were able to balance that crayfish right away? Uh…Helena [?].
S: Because we’re not moving, um, like too much.
T: You weren’t moving what, like, too much?
S: Like, my finger too much.
T: So you were holding your finger…still?
S: Like, still.
T: Okay.

[00:05:15]
T: [calls on another student]
S: What did you ask?
T: I was asking why were you able to find the balance position right away?
S: I was able because I was paying attention.
T: Okay, you were paying attention. [Emily?]
S: Uh…You were able to get the position right away because you were mindful.
T: So you were mindful? Or I was mindful?
S: You.
T: I was mindful. But I’m asking how, if you were able to. Okay? So think about that. How were you able to do it right away? How were you able to do it right away? Emily?
S: Because you—
T: I…
S: Because I…
T: So start with I was able to…
S: I was able to do it because—
T: To do what?
S: To balance the…cray…fish…in my hand because I was needed (…). I…l? I….only put my hands (…)
[00:06:31]
T: You held your fingers still? Okay, excellent. So I think it helped—I shouldn’t have guided you too much. I feel like that’s what I should not have done. But I really wanted you to understand that I expected you to really be observant of what you were doing? No pencils right now. Just leave that there. Okay? We’re just paying attention right now. Okay? So right now, I need you to come to the carpet please.
[00:07:03]
T: So now that you’ve done that, we’re going to use your scientific notebook to document, to write this down, what you just did. And we’re doing it so that you can look at it after we do—so you can learn from it. Because we’re going to do several investigations, several lessons, to learn more about balance. And we’re going to look through your journal—scientific journal—to see what you—how you—what activities you did, what you were thinking at the beginning, and how you ended in your thinking about balance and your thoughts about balance. Okay?
[00:07:39]
T: And to the um, and today we’re using what to learn about balance? What are we using today to learn about balance? I’m asking everybody.
S: Crayfish (some students add: tag board)
T: Tag board. So the tag board is the material, okay? So, when I go to draw, I need to make—pay attention to the crayfish tag board. I need to pay attention to the outline of how it looks. That it has its tail at the top, well it depends how you placed it. If you placed it balanced, I’m going to draw it this way. But if I did not balance it like this, I’m going to draw it how I balanced it. I balanced it this way, remember?
S: Yeah
[00:08:19]
T: So I’m going to try to draw the same thing in my paper. Because that’s what I did. Or if you—raise your hand if you balanced it like this?
[students raise hands]
T: You were able to balance it like this, Ian? You were able to balance it like this? So raise your hand if you balanced it like this. So is anybody going to draw your picture with your crayfish and you putting your finger on the nose?
S: No
T: Okay. So…I’m going to draw.
T: As best as I can sideways and I’m going to draw my hand and how I use my finger to balance it. I didn’t use my fingers, I used one finger. Okay? So you guys, I tried my best to show my finger there. Okay? Alright?

Ss: Yes

T: So everybody point to the whiteboard. Everybody point to the ceiling. Point to me. Point to yourselves. Okay now. So aside from drawing the picture. I also want a label. And that’s to put words to what the picture—what is in the picture. And so right here I’m going to draw a circle or—because that’s my balance point. That’s the place where I was able to balance the crayfish, okay?

T: What is it called?
Ss: Balance point!

T: Point! Okay, remember? Where you’re pointing. And what is this?
Ss: Cra—cra—crayfish.

T: Crayfish. So everybody say that.
Ss: Crayfish.

T: What?
Ss: Tag…board.

T: Tag board. So I’m going to write that there too. Crayfish tag board. Questions, about what you’re going to do?
Ss: No.

T: Okay. And then we’re going to write sentences as well about this. I’m going to present them to you so you see them. So, these are examples. You do not have to use them if you want to write about something else that you learned during the investigation. So here it says, “I balanced my tag board crayfish by…”. You can talk about how you did it, or with, what you used and “it was”…. So I want you to tell me if it was easy or hard for you to balance, and tell me why. “Because?” Why was it easy to balance? Why was it hard to balance? Okay?

T: Emmy?

S: Are we going to draw?
T: Yes. You’re going to draw and label. And then you’re going to write two sentences or more.
S: More?
T: Yes?
S: When we finish drawing and the sentences, we can color?
T: If there is time, if you’re waiting for other people so that you could see, differentiate. Look how this—that you’re talking about this, like I did, outline it, like I did, put it outside, yeah, you may. Okay? Questions about what you’re going to do?
Ss: No.
T: Can we read the sentence, please?
T+Ts: I balanced my tag board crayfish by with_____. It was easy or hard for me because _____.

T: Okay. Yes?

S: We can color too?

[00:12:12]

T: So, I just answered that question. So you can ask one of your classmates, okay? So scientists...are very careful about labeling so that they can see their notes and somebody else can see their notes and learn from them or be able to do the same experiment—investigation as you guys are doing, okay? So we want to pay close attention to how you’re doing that. Um, oh, before I left you go, sorry, I’m giving out a lot of information. Let’s just go to our desks, get a pencil and I’ll tell you before you start doing this, we need to do something.

[00:12:50]

So what do we do when we write stories or when we do writing pieces in the classroom? We always write our name and the?

S: Date!

T: Date. What else do we also do? What do we also do in every piece of writing that we do?

[00:13:07]

S: Title!

T: We write the title. So, we’re going to write “Trick Crayfish” at the top and what else? I have my title and what else?

S: The date? Date?

T: What do we need? What do we need?

Ss: [unanimously] Date!

T: So today is March 22 of 2012.

[00:13:41]

So eyes over here. I need three people to share with us, so can you please—Alvaro, read what you wrote on your notebook.

S: I balanced my—

T: Hold on one second. Not everybody is ready just yet. So pencils down. Eyes on Alvaro.

[00:13:58]

S: I balanced my tag board crayfish with my finger. It was easy for me because I didn’t move a lot. I learned that I could balance myself.

T: So you can balance yourself? How?

S: With my finger.


S: I balanced a trick, hold on, I can’t read it.

T: And that’s very important right there, to be careful when you’re writing, that if you can’t read your writing, are other people going to be able to read your writing?
Ss: No
T: So it’s very important to write legibly. That means that you can really understand the writing.
Okay, um, Chris.
[00:15:03]
S: I balanced my tag board crayfish (...)
T: Okay so when you—when—remember when I had you read to a partner? So that was the
opportunity to correct these errors so that when you’re reading it to me, it’s already clear? So
Jeremy, are you ready now?
S: (...)
T: Okay, finish. Can I take a volunteer? Okay, Emily read yours.
S: I balanced my tag board crayfish with my finger. It was easy for me because I did not move
my finger.
T: Excellent. Can you leave everything as is and come to the carpet?
[00:16:13]