

NGSS in Action - Kindergarten - Video Transcript

Narrator: Join the San Diego County Office of Education as we go inside a kindergarten classroom at May Ellis Elementary School in Fallbrook Union Elementary School District. The kindergarteners are studying motion with Teacher on Special Assignment, Maria Flaherty.

Student: when something moves

T: when something moves, thumbs up if you agree

Exactly, motion is things moving, When we were here last time we had the ball and we were making the ball move. And we talked about this, we need two ways that things can move. Does anybody remember? [students start to call out and answer]

T: Think, think means our mouths are closed and our brains are thinking. How do things move? How can we make something move? It's sitting still, how can we make it move?

T: Yes S: Uh, you can push it

T: We can push it. When we push something is it going to us or going away from us?

Ss: [call out] Away

T: So, put your hand in front of you and push something away and say the word push.

S: Push [while moving arms away from themselves]

T: Let's do it again.

S: Push [while moving arms away from themselves]

T: What is the other way we can make something move?

T: yes [points to student]

S: [silent for awhile] pull

S: he said pull

T: So we could push [shows word card] and it goes away; or we could, or what did you say? Say that word louder for everyone.

S: Pull

T: and we pull [shows word card] it comes?

Ss: [call out] towards us

T: Towards us, so have your hand out and then we're going to pull it in and say the word pull Ready?

Ss: pull

T: again

Ss: pull

T: so the only way to make something move is with a? [shows pull card to students]

Ss: pull

T: or with a? [shows push card to students]

Ss: push

T: We do have special pulls or pushes; if i have a ball, a football and i give it a push with my hand, what kind of push is that?

Ss: [some raise hands, some call out throw]

T: [points at student] what is that called?

S: um, throw



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T: It's called a throw. If i have a soccer ball and i give it a push with my foot what do we call that?

S: um, kick

T: we call that a kick. So we have lots of different words that we can use with our special words for pushes and pulls, we have a very special pull that we talked about we talked about last time. It's the pull that holds us on the ground. Are you floating up in the air right now?

Ss: [giggle] Nooo

T: So, so there is a pull that is holding you on the ground right now. Does anybody remember that science, scientific word that explains what that is? [points at student] What is it?

S: [points to self] Me?

T: yes

S: um, what was it, what did you said again?

T: What's that pull that holds us on the earth?

S: um

T: it keeps you from floating around in the air

S: um, the planet

T: and our planet is earth and earth has this special pull. Do you need some more think time or do we want to get some help from our friends?

S: um, we need help with our friends

T: I'm going to call one my, one of my friends [points to student] what do we call that? That special pull that holds us on the earth?

S: gravity

T: Gravity, is that what you were thinking of?

Ss: yes

T: [points at previous student] Is that what you were thinking of?

S: Me?

T: Ya

S: Ya

T: So gravity is holding us on the ground right now

T: Thank you so much, so activity 1, you need three things, you need a tub, a ramp, and a ball. You will stay - if you're in the first two rows here you will stay in this front area, if you're in the back area, back rug, you will be in the back areas and you will explore your slope

[background noise of other students working]

S2(boy): [releases ball at the top of the ramp]

S1(girl): It went fast, so I get to go in the middle

S1(girl): [releases ball in the middle of the ramp] medium

S2(boy): [releases ball at the bottom of the ramp] slow [moves ball back to top of ramp and releases] fast

S1(girl): fast



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T: [partially off camera] try at the bottom now.

S: SLOOOOW

T: Put it at the bottom. What was the speed?

S: [places ball on the ramp again but does not answer]

T: [gets closer to student, repeats question and points to the ramp] T: When it was at the bottom what was the speed?

S: It's slow.

T: Now put it in the middle. What's the speed?

S: Medium

Narrator: After exploring motion, students return to their desks to write in their science notebooks. Students talk with one another and think out loud as they record their thinking in their notebooks using words and pictures.

Narrator: Some students chose to draw and then write, while others write first and then draw. The teacher checked in with struggling writers and had them dictate their thinking as she recorded in yellow marker and then had the students trace their words.

