

15: 7th_Science_Microscope_Main

Student-1: Hi. Hi.

Teacher: Yes?

Student-1: [inaudible 00:00:06]

Teacher: I guess you'll find out.

Student-1: All right.

Student-2: I always have a spare pen on my lanyard.

Teacher: Okay. Your planners? Do you have a pencil?

student: Thank you.

Teacher: Do you have a consent form, by the way? Huh?

student: [inaudible 00:00:49]

Teacher: What, huh?

student: It's in pencil.

Teacher: Yeah, it should be blue or black right? There's pens over there.

Planners? Who are we missing?

student: We're missing Student-3.

Teacher: Oh that's right. She was here earlier, right?

student: Yeah I saw her.

Teacher: She must have gone home or something. You do know I have contamination right? I'm just joking, they're clean. Planner?

student: Oh yeah I have it. Go give Student-4 a handshake he deserves it.

Teacher: Okay, because, why?

student: He's trustworthy.

Student-4: No I'm not. I don't do my homework. How am I trust worthy?

student: I'm writing nice today. [00:02:00]

Teacher: Oh yeah I was going to ask you about the consent form.

student: [inaudible 00:02:17]

Teacher: okay and I'll get it when?

student: [inaudible 00:02:20]

Teacher: Say tomorrow Teacher.

student: Tomorrow Teacher.

Teacher: Mm-hmm (affirmative)

Alright, as you finish the question of the day, I'll point out what I said outside about the summative. Late work we do has got to be turned in before then, correct? That's standard for all classes. Language, Math, Science, Social Studies [inaudible 00:02:48]. Okay. I feel like I'm missing something here. What was I going to say? Oh, homework, don't forget you have the worksheet we did yesterday for lab. I said you could finish the questions for homework, yes? I put it on the homework board since it's not due until tomorrow. If you're done you can turn it in to the tray if you don't want to hold on to it.

student: Do you have to give back [inaudible 00:03:14]

Teacher: Yes. Just make sure you get it in by tomorrow, yeah? You don't have to all rush right now if you don't want to.

Planner? Okay.

student: What do I do with the homework?

Teacher: Oh okay, we'll have to figure something for you. I'll probably have to give you a generic thing to look at.

student: Cause' we needed that ...

Teacher: You needed the microscope, yeah. Planner? [00:04:00]

Okay. Let's look at the question of the day. Yes? I'm not going to review it today though, yes, because you should know what to write because we already did a test on this. Right? Instead of me reading or hearing about what you've written, I want to see it done. Yes, because we're going to do a lab today. I want to see

you actually use what you need to use. Questions? Just like yesterday's lesson, the instructions are inside the folder. Correct?

I mentioned it more than once now. The common core bench mark, reading, Science, Technology is to follow precisely a multi-step procedure when trying out experiments. Taking measurements and performing technical task. Notice how I read that to be precise, yes? I wanted to make sure that I read that precisely. Yes, you're going to read. Yes, that doesn't mean you don't have to ask me any questions. It means you shouldn't ask the question, "Teacher, what do I do next?" Correct, because you can read. Or, "what am I suppose to do?" You can ask a clarifying question which is a good thing, because some people didn't know what a cover slip was yesterday so they kind of guessed which one.

It's okay, you can ask a question, " Teacher what does it mean by a cover slip," or " Where do we get the onion like you mentioned?" Okay? Questions about that? [00:06:00] Okay. Supplies are inside the basket today. The onions are, when you get to the onions part, this is the onion, okay? Here are the potatoes here. The [Elodia 00:06:15] like it says here on the cart, Elodia' s on the tank. I put the new sign up that says, Elodia, a plant. It looks like this. You don't have to grab the whole thing right. Oh sorry, did I get you? Take just one leaf? Any questions?

student: No.

Teacher: Yes, Student-3.

Student-3: If you get water on top of the board do we ...

Teacher: Yes, please clean it up. Okay. Notice I just mentioned those two. That doesn't mean you stop there. If you look at you paper, how many slides do you have to observe and draw?

student: Six.

Teacher: Six, yes. Yesterday, how many did you make?

student: 2.

Teacher: You made two drawings and one slide, yes? You only have two days to get through all six. Yes? You're going to want to work efficiently. If you get to number 3, which some groups did today, do number 3, yes? Which is on the back of the instructions when you get there. Any questions? The last thing I want to say and make sure you clean your slide between. Yes. Don't just leave it dirty and use it for the next one. Make sure you wash it at the end today. Any questions? No.

Oh I know what I forgot. What I mentioned about the safety for the question of the day, yes. Remember there is instructions as far as safety gear. Somebodies suppose to get the gloves. Someone's supposed to get the goggles. On the history folder it reminds you, correct. [00:08:00] Someones suppose to fill this out to monitor your group. Questions? Alright, you can come grab your baskets. Don't forget your hypothesis.

Planner?

Yes?

student: What?

Teacher: Are you saying Hi or something?

student: I'm just patting your back.

Teacher: Mm-hmm (affirmative)

I did get yours right?

student: I'm so swag yeah?

Teacher: Yes, I'm not sure what that word means but okay. Yes.

You need to complete your outfit.

student: Oh you're more swag then me.

Teacher: You need to complete your outfit correct?

student: Outfit?

Teacher: You're not just going to wear goggles are you?

student: Where are the gloves.

Teacher: They're on the cart. Do you want to protect your clothes.

student: Ah, yeah I will. These are so nice.

Teacher: You like it?

student: Yeah.[00:10:00]

Teacher: I'm glad you like them.

student: Do we have to wear gloves?

student: Oh you have too.

Teacher: What?

student: Wear safety goggles.

Teacher: Right, anything else. Anything else?

student: [inaudible 00:10:15]

Teacher: No I'm saying there's nothing else you want to protect?

student: Hands.

Teacher: Okay.

student: My clothes?

Teacher: Yeah you can put it over. It's suppose to fit. [inaudible 00:10:28] addition too.

student: Do we put gloves on both our hands?

Teacher: Yeah.

Are we okay? Oh it's underneath. Let them get their gloves first.

Uh huh. Are you counting for your team?

student: Is that bad?

Teacher: No. Most people actually just go, 1,2,3,4,5,6,7,8,9,10, but that's okay.

student: Can we use our old [inaudible 00:11:39]

Teacher: You should be okay unless you want to make sure it doesn't go into the new goals. Right?

Put what on?

student: The glasses?

Teacher: Yes.

student: Okay.

student: Glasses over glasses or be blind.

Teacher: He can put it over that. It's made to go over the goggles. Like that.[00:12:00]

student: Oh yeah, those are nice.

Teacher: To bad you can't see yourself huh?

student: This is so hard I got the gloves on.

Teacher: Yes.

student: I think the next one we should invest in bigger bottles.

Teacher: We have some rooms with them.

student: If we use a flat slide or the circle slide.

Teacher: It does matter. Which one should you use?

student: The flat one.

Teacher: Good. That little piece is going to be kind of hard. You're being to careful. There you go. I was going to say just do -

student: [inaudible 00:13:07] bend it.

Teacher: The little small ones are hard to bend. You might want to get a bigger piece.

Just ...

student: This is difficult.

Teacher: You're being scared for no reason.

student: I know.

Teacher: Just be brave. Yeah you skipped a couple steps. Where did the cover slip go?

student: Under there.

Teacher: It went underneath? Oh yeah don't lose that. Read here, yes?

[00:14:00]Yeah that's lugols. They must have used it on top of there. You got to focus it right?

You know you have nothing on there right?

student: I know but I see hair.

Teacher: Uh huh. What should be do?

student: Teacher, these gloves feel tight.

Teacher: They should.

student: I see stuff in there.

Teacher: That's called dust. You know if you plugged it on the outer ones, you could get closer, right.

student: It won't go in.

Teacher: Just leave it then. Yeah I didn't say that it wouldn't work, I'm just saying that you would have more space.

You guys haven't done an onion yet?

student: No. We grabbed this thing right?

Teacher: Yeah you want it like flat though. See this. Rolled up, instead of seeing the nice, oh my computer went to sleep. We're cleaning up in about 8 minutes, maybe 7.

student: What?

Teacher: Yes. Can't be late to elective.

student: Okay.

student: This is fun. Are these onions old.

Teacher: I wouldn't say old. I bought them this weekend.

student: That means you can still eat them right?

Teacher: I wouldn't. I have refrigerated them or anything. [00:16:00]No they're probably okay actually. Maybe while you work on that to help save time, maybe you put the Elodia on this one this one, on the other slide.

student: We already did that one.

Teacher: Okay, that's Elodia?

student: On this side.

Teacher: Why is it brown?

student: It's not suppose to be brown?

Teacher: No.

student: Oh.

Teacher: If you read it, it doesn't say to add lugols. It's already red so you don't have to add water.

student: We didn't add water?

Teacher: You added lugols though?

student: We add the red thingy.

Teacher: To the onion yes but not to Elodia, it doesn't say to do that.

student: Oh. Does it look the same?

Teacher: No.

student: It changes everything?

Teacher: Yeah.

student: We have to get another Elodia guys.

Teacher: Did we get it? Oh you guys did the other two already?

student: Yeah.

Teacher: Just do it. You got a little more. There that's good.

student: Okay, what do we do now.

Teacher: Like swab it. You should do it its your, never mind. Do it, do it, just swab a lot.
4 minutes.

student: Teacher, what do we do now?

Teacher: When does it say? What happened to all the , oh then you have to put the lugols on. You're suppose to swab it before the lugols. That's okay you can put lugols on and then ...

student: I got the leaf one. You should look at it. It's very cool.

Teacher: Very good yes. This is what it should look like.[00:18:00]

student: I like it.

Teacher: You like it?

student: Teacher what's the bubbles?

Teacher: The what?

student: The bubbles. When we looked at ours we saw a bubble or something.

Teacher: Yes, those are air bubbles. You can do the labeling after. I would get on to the next one. Do the Elodia. Yes. Quickly because you only have a couple minutes left. How come its brown?

student: I don't know.

student: Cause' of the lugols.

Teacher: You're not suppose to put lugols on it. See this one says you don't have too.

student: Oh okay.

student: Teacher, should we start cleaning up?

Teacher: What point are you at?

student: Okay, we finished the elodia.

Teacher: Okay. I don't know if you have time to do the last one. You can try if you like.

student: What's the last ones guys. Do you have to swab someones cheek?

Teacher: You've got to do it quick yes. That's why I said you have to do it really fast. Hunter volunteers readily.

student: Oh yeah, what's a cheek?

Teacher: You don't have time to be doing it then. Where's your slide.

student: The evil slide.

Teacher: The slide, the glass slide.

student: It's in here.

Teacher: You haven't even taken it out? You just dropped the cover slip by the way?

student: Huh?

Teacher: I just saw the cover slip fall. This is your onion.

student: Yes.

Teacher: You better quickly draw, you don't have much time here. You go grab the Elodia, please. Quickly.[00:20:00] Where's his drawing? Where's his paper?

student: I have no idea.

Teacher: Where's your paper?

student: Over there.

Teacher: Where over there.

student: Underneath my binder.

Teacher: Shouldn't you be drawing on it? Put the leaf on, put the cover slip on. Put it on. You have to draw there's. They have to draw yours because you guys don't have enough time. You guys are running out of time.

Okay, your out of focus you know.

student: We're using the blue one.

Teacher: Why are you guys on this one? You microscope is kind of funky ... There. Okay use that one. Look at that. Alright.

student: Cover slip?[00:22:00]

Teacher: The little square plastic thing. Did we see it? Did we see Student-4's cheek? Did we see the yellow blobs?

student: Yes.

Teacher: Is that Nicks cheek?

You better go quick.

I'm about to. I'm going to come spray. Student-5, you guys are missing a cover slip. I'm going to let you go by group as your supplies come back. Aids, make sure you've done that. Facilitators make sure your tables get wiped.

Yes, missing one. Over here.