

15: 7th_Science_Microscope_Classroom

Student 1: [crosstalk 00:00:01] Have you finished the question today? Point out what you did outside, about the summer dues? Any work we do has to be turned in before then. Correct? That is standard for all classes. Have you heard that is actually due? Homework, don't forget you have the worksheet that we did yesterday for lab. I said you could finish the questions for homework. I put it on the homework board for those of you who need to turn in tomorrow. I see you actually use, what you need to use. Questions? [00:02:00] Yesterday's lesson, the instructions are inside the folder. Correct? I mentioned it more than once now. The common core bench mark of reading, science, technology is to follow precisely the multi-step procedure on carrying out experiments, taking measurements and performing technical tasks from outside.

You read that, to be precise? Yes? I'd like you to make sure that what the first step is and yes, you're going to read. That doesn't mean you don't have to ask me questions. Does mean you shouldn't ask a question of "Teacher, what do I do next?" Correct? You can read this. Or, "What am I supposed to do?" You can ask a clarifying question, if need be. Does anyone know what color-strip was yesterday? Do we kind of just guess which one? It's okay, if you ask a question "Teacher, what does it mean by a color-stick? Or Where do we get the dimension?" Questions about that?

All right. Flyers are in the tray about this today. Onions ... When you get to that part, this is the onion and containers are over here. Ammonia, like it says here on the cart. I put the new sign up, it says ammonia. It is distinct over here. Someone posts [inaudible 00:03:34] the group. Questions? All right, you can come grab your boxes then. Don't forget your accomplices. [crosstalk 00:03:46] [00:04:00] You will be okay. You [00:06:00] want to make sure it doesn't go into your eyes. Are you okay? You're looking for the little hard part in it. Read what you have to do to it and create a smoking [inaudible 00:07:09]. Its a little small and hard to bend. [00:08:00] You want it thin. What it's telling you to do, is take the onion, then what does it say to do?

Student 2: Peel it.

Student 1: Bend it, the snap it. That thin thing, can everyone see how thin it is? Now look at it under your microscope. If you need a bigger piece to snap, then raise your hand. [crosstalk 00:09:07] Is that a better piece?

Student 2: Oh my gosh, can you see it? It's so cool. [00:10:00] [crosstalk 00:10:01]

Student 1: Yes, that if very nice.

Student 2: Then we put this piece in there, right?

Student 1: You can use a rolled up one, but you'll see ... Instead of seeing the nice one. Now move onto the next one. Quickly, you only have a couple of minutes left.

Student 2: Can we take off our gloves? Now it's a couple of minutes. Teacher, should we start cleaning up?

Student 1: Where are you at? I don't know if you have time to do the master. You can try if you like. Quickly. [crosstalk 00:11:55] [00:12:00] All right, let's see what you know. Make your tables nice and what not, put away goggles. Guys, covers are missing.

Student 2: By Teacher.

Student 1: Mrs., are you missing one of these? Never-mind they are stuck together.