

24: 8th_Science_Density_StudentView

Student 1: 15 milliliters.

Student 2: Why is it just a random rough table?

Student 3: No wait, I see something. Go get it. Look at the box.

Student 4: Oh yeah. Maybe we should add more salt.

Teacher: Cold water?

Student 6: But it's blurry.

Teacher: So it's cold and salty?

Student 6: Oh we forgot the salt.

Teacher: I wasn't saying anything. I was just asking. But if you compare that to mine in the front, it looks a little bit different right?

Student 6: Yeah.

Teacher: Yours is kind of like ... It kind of wants to stay down, but not really. If you look at mine, it's like down.

Student 6: Should we have put the salt in?

Teacher: What is this?

Student 7: Hmm?

Teacher: What's this red one now?

Student 8: We put this much salt in hot water.

Teacher: Okay. What made you think of hot water to be [inaudible 00:01:30].

Student 8: In a hot air balloon, the hot air moves up.

Student 7: It's going to keep rising till it floats up.

Teacher: Interesting.

Student 7: The reason why I put salt is ...

Student 9: And then there's hot water.

Student 10: I'm thinking it's a trick. [00:02:00]

Teacher: You're thinking it's a trick? So I'm trying to trick you?

Student 10: And you just put the hot water out so we think.

Teacher: Well you can go off of whatever you think. As long as you have a backup and justification for your approach, then that's fine.

Student 11: Do you want to chance it?

Student 10: He's using reverse psychology.

Student 2: There's no water. Can't look at the camera.

Student 12: I think we should add salt after.

Student 2: When he's doing. Yeah, but mine worked.

Student 13: This is hot.

Student 2: Careful.

Teacher: Look at eye level "student". You can see what's going on.

Student 13: It's staying there.

Teacher: Keep going.

Student 2: It's supposed to do that?

Student 12: Keep going.

Teacher: "student", talk to them.

Student 12: It's starting to mix. It's mixing.

Student 13: Don't shake it!

Student 12: It's mixing with the blue.

Student 2: Oh I see it.

Student 12: Is this working?

Teacher: That looks pretty cool.

Student 13: Did you put salt in it?

Student 2: It's working.

Teacher: AJ, what's going on?

Student 12: It's mixing with the blue Zack.

Student 2: Okay now it's rising to the top.

Teacher: How much blue is that?

Student 14: 50.

Teacher: 50? Okay. Does it look like it's a clear separation.

Student 14: No.

Teacher: Okay, so something was a little bit off as far as why it's not separating with the blue. The red is good. You guys got the red down for sure. Okay? Now you got to figure out how do you get that blue to sit at the bottom. So you already put [inaudible 00:03:28] on it right? What else can you use that I gave you to help make it sit down.

Student 15: "Teacher", we found out something.

Teacher: You guys are good? Okay, I want you to answer the questions 14. No I'm going to do it again on Thursday. I want you to answer 14.

Student 16: We got it.

Teacher: You got it? Let's see.

Student 16: We just needed to bottom the blue [inaudible 00:03:55].

Teacher: Where did you put the red water? [00:04:00]

Student 16: With the red water, we took cold water. We didn't put any salt in it.

Teacher: So the red is cold?

Student 16: The red is cold.

Student 17: You can't look from the top. You got to look from eye level.

Teacher: If you put cold water in the clear water.

Student 17: Your guys' is weird. There's more red.

Teacher: Look at your red and the clear.

Student 16: The colder water is ...

Teacher: You just told me that the cold water is red.