

## Measuring Results

Children: Two, one.

Child: Zero. Let it go.

[Teacher gasping]

Child: It went to the blue!

Teacher: Did it go near or did it go far?

Children: Near!

Teacher: You're right, it went near on a bumpy surface. Okay, I need a recorder, somebody to help me record our observation. Let's see. Salim, come on up. So Salim, this is how we're going to record. We have pencils here. Will you count how many squares the block went? Let's count with Salim.

Teacher and Salim: One, two.

Teacher: So will you put two Post-its next to the pencil? That's how we're going to record. It went -- ooh, wrong way. Sorry. Here you go. So there's one. And there's two. Perfect. Oh, so the pencil went two blocks far. Find the sticky side and stick it on. Perfect. Now I'm going to change out the surface. Thank you, Salim. You may go back to your circle mat. Count down for me. Three.

All: Two. One.

Teacher: Here it goes. Whoa, it's going, it's going, it's going!

Boy: Orange!

Teacher: You're right, it landed on the orange! We have to record that observation. So I need a recorder to come up here. Let's see, um, Jahaz, come on up. Will you count how many squares it went? One, two, three. Oh Jahaz, slow down so everybody can count with you. Ready? One, two, three, four, five! So we're going to use five of these Post-its right on the foil. So one, two, three, four, five. Put five of them on. There's one, there is two, there is three, there is four, and there is --

Child: Five.

Teacher: Five. Excellent!

[End video]