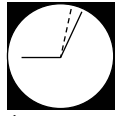




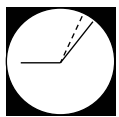
1 minute



1 minute



1½ minutes



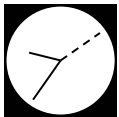
4 minutes



2 minutes



1 minute



24½ minutes



1 minute



8½ minutes

Science Organization: Students getting books in preparation for today's lesson

The teacher starts the lesson by announcing that students "should all have a book." He instructs them to come to the front of the room to get a book if they don't have one.

Whole-Class Seatwork: Class reviews what they did in their previous lessons

The teacher reminds students what they did in the previous lessons on forensic science. Yesterday, they examined paint chips under a microscope and noticed the different layers of colors. Prior to that, they had looked at hairs and fibers under a microscope.

Whole-Class Seatwork: Teacher goes over instructions for today's activities

The teacher talks about the fingerprinting activities from the book. He asks students questions about the materials they will be using, probing them to consider why they might use certain materials (e.g., different powders for dusting fingerprints on different colored surfaces).

Whole-Class Practical Work: Teacher demonstrates the materials for today's activities

The teacher shows students the materials and procedures they will be using in the two activities. He demonstrates how to dust for fingerprints on smooth and rough surfaces.

Independent Seatwork: Students read instructions in their books

The class has just finished going over the instructions. Students are directed to read pages 14 through 17 of their books. The teacher states, "Don't read in detail, just - just overview it."

Whole-Class Seatwork: Class goes over instructions again

The teacher calls on individual students to "quickly tell us what we're going to do" in today's activities. In the first activity, students will make fingerprints with an inkpad and mark them on A4 sheets of paper. In the second activity, students will make fingerprints on various surfaces and dust them with the different powders.

Independent Practical Work: Students work in groups of two or three on activities

Students begin the activity by first making fingerprints. They press their fingers on the inkpad and roll them onto the paper. When finished making their individual fingerprints for both hands, students work on the second part of the activity. They touch different surfaces; the oil from their fingers leaves a mark. They brush the area with either talcum powder or carbon powder. Then they lift their fingerprints with sticky tape and put them into their individual science notebooks. The teacher circulates to each group answering questions, asking questions, and providing guidance.

Science Organization: Students put away materials

Students are finished with their fingerprinting activities. The teacher instructs the class to "start packing up now."

Independent Seatwork: Students work individually on answering questions in their book

Students answer the "What Did You Discover?" questions on pages 15 and 16 of their books.