T: ((Approaches students from neighboring classroom)) well, what did you find out?

G: the longer the arreo (0.26) the longer the arreo
[an i've an ] ((“Grabs” the tip of the velocity vector, turns it from 3 to 9 o’clock.))

E: [the longer the] BIG arrow: is, 

T: the [big?]

E: [the] higher the velo[city (.)]

G: [yea that]

E: like this (0.30) its steeper.

T: (0.43)

E: which do you think shows you: ah... (0.56) velocity. (.) you, you, you were talk[ing]

G: [the] big arrow

E: the bi[g arrow].

G: [the ( .)] big arrow.

T: shows velocity? ((Glen moves «velocity» into new position.))

G: <p>or>

R: OH, NO. cause it ^carries it to redirection.

T: so so wh 'what does it <dim>to carry something>. 

R: well like if you have the little arrow ( .) in one: e direction <p>and the big arrow in another direction> the little arrow (0.40) or jus like the whole (0.61) trajectory will be able to go— will go the way that the big arrow is pointed <pp>eventually>. 

R: