Transcript for Video Clip 5.1

Teacher/video ID:	K. Griffin, 5.1_mspcp_gr.1.tav_griffin_L8_c1
Content area:	Variations in plants and animals
STeLLA strategy:	Identify one main learning goal (SCSL strategy A).
Context:	In this lesson on variations in plants and animals, students apply their understandings of trait variation to solve a problem.

Video Clip 1

Time Code	Speaker	Discussion
0:00:02	T	… is how the variations in plants and animals of the same kind help them to survive so they can produce babies. OK. Put your hands down, please. Thank you, friends.
0:00:12	T	OK. So today you will work with a partner to solve a mystery.
0:00:17	SN/T	Ooh, yeah! / Living in a city park—sit down, Chloe—there are dandelions that show variations in a trait. We want to figure out what variation will help the dandelions survive in the park.
0:00:29	T	OK? So you will think about and use your science words as you solve this mystery. You are going to use the word *trait*.
0:00:40	T	You are going to [use the word] *variations*. You're going to use the word *survive* and the word *environment*. OK?
0:00:50	T	So, materials manager. Materials manager? Kyla, can you pick someone to help pass out?
0:01:00	SN/T	[Inaudible] / And friends, we are staying on the carpet for just a second. OK? Thank you, ladies. OK.
0:01:07	T	So just pass them to my friends who are sitting— Kyla, I said we're staying on the carpet, please. You're sitting crisscross applesauce inside the blue box, of course.
0:01:14	T	Your whole body's inside the blue box. Your voice is off. Yes?
0:01:18	SN	I [inaudible].
0:01:24	T	Why would they have anything to eat, sweetheart?
0:01:26	S	Because it's full of [inaudible], there's no grass or anything to eat.
0:01:31	T	OK. What we heard earlier is that the seeds … 'cause i-it took a couple of years for the … for the mice to come back, and so by that time, plants had sprouted,
0:01:41	T	and they had seeds and stuff for them to eat. So food is not an issue, OK? But that's a really good idea if food was an issue.
0:01:48	T	Emma.
0:01:49	SN	[Inaudible]
0:01:51	T	OK, sweetheart, then go put that on your desk and go down to the office. Beautiful, did you grab one for yourself?
0:01:58	SN	No. [Inaudible]
0:02:00	T	Here you go. Shh, shh, shh, shh.

0:02:05	SS	Shh, shh, shh, shh.
0:02:07	T	Shh, shh, shh, shh, shh.
0:02:09	SS	Shh, shh, shh, shh, shh.
0:02:11	T	I like how Nathan's just resting calmly in his lap. He's not getting distracted by the paper rustling. He's looking at it the right way.
0:02:20	T	And he's listening with his whole body. Let's see if everybody else can do that too. OK? All right. So
0:02:27	T	lemme tell you a story. It's summertime, and the grass in the neighborhood park is getting very long. It's time to mow.
0:02:35	T	Besides grass, there's some dandelions growing in the park. Some of the dandelions have short stems; some of the dandelions have very long stems.
0:02:47	T	What happens next? OK. That's your job that you and your partner w— who I will choose will figure out. OK?
0:02:55	T	So you're gonna draw three pictures. Rachel and Chloe. That will show what you think will happen next to the dandelions in the park. So …
0:03:06	T	In box 2, who can read this for me? Um… thanks for raising your quiet hand, Amelia.
0:03:11	SN	Dandelions in the park after mowing.
0:03:16	T	OK. So after the lawnmower goes *bwah*, OK? Your job is to draw … both you and your partner will get your own copy,
0:03:25	T	you're going to draw the same picture, OK? And you're gonna draw what the dandelions look like in the park after mowing. OK?
0:03:33	T	So what happens to the dandelions? Will some of them t … survive to produce new seeds? In box 3, you will show which dandelions make new seeds that fly into the wind,
0:03:43	T	and this says, "Dandelions make new seeds." In the fourth box, you will draw what the dandelions look like in the park next year,
0:03:51	T	so it says, "Next year, what do the dandelion plants look like?" So how many pictures are you drawing?
0:03:57	E	Three.
0:03:58	T	Three.