## Transcript for Video Clip 6.5

| Teacher/video ID: | M. Bernstein, 6.5_mspcp_gr.1.tav_bernstein_L2_c4 |
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| Content area: | Variations in plants and animals |
| STeLLA strategy: | Select activities that are matched to the learning goal (SCSL strategy C). |
| Context: | In this lesson on variation in plants and animals, students share the data they collected <br> from measuring different sunflower traits. |

## Video Clip 5

| Time Code | Speaker | Discussion |
| :--- | :---: | :--- |
| $0: 00: 03$ | T | But we're going to finish this part so that we can see the evidence of what you guys <br> found out. |
| $0: 00: 13$ | T | So sunflower 2. So on the bottom of your paper, there's one that says sunflower 2. <br> That's the big flower. |
| $0: 00: 22$ | T | How tall was it? |
| $0: 00: 27$ | T | Just tell me. |
| $0: 00: 28$ | $\mathrm{SN} / \mathrm{SN}$ | Twenty- / Twenty-nine. |
| $0: 00: 29$ | T | Twenty-nine. |
| $0: 00: 30$ | $\mathrm{SN} / \mathrm{SN}$ | Twenty-two. / Twenty-seven. |
| $0: 00: 31$ | T | Twenty $\ldots$ 22 was our first one. We're talking about the $\ldots$.. the big flower. |
| $0: 00: 34$ | SN | It's 29. [Inaudible] |
| $0: 00: 37$ | $\mathrm{SN} / \mathrm{SN}$ | It's 26. / Twenty-six. |
| $0: 00: 38$ | $\mathrm{SN} / \mathrm{T}$ | Twenty-seven / Twenty-six $\ldots$. 27. |
| $0: 00: 40$ | T | OK. So we're gonna go with 27. Did you guys get the chance to measure the leaf? |
| $0: 00: 46$ | SS | Yes. |
| $0: 00: 47$ | T | How big was the leaf? |
| $0: 00: 48$ | SS | Ten. |
| $0: 00: 49$ | T | Ten. Whoo! |
| $0: 00: 52$ | $\mathrm{SN} / \mathrm{SN}$ | Seven. / Eight. |
| $0: 00: 53$ | T | And then how ... how wide across was the flower? |
| $0: 00: 57$ | $\mathrm{SN} / \mathrm{T}$ | Thirteen. / You didn't get to that part yet. |
| $0: 00: 59$ | SN | Thirteen. |
| $0: 01: 00$ | $\mathrm{~T} / \mathrm{SN}$ | Thirteen. / Eleven. |
| $0: 01: 01$ | T | Eleven. All right. And the last sunflower, the smallest of them all. |
| $0: 01: 11$ | T | What was the smallest one? |
| $0: 01: 13$ | $\mathrm{SN} / \mathrm{T}$ | Sixteen. / Sixteen. |
| $0: 01: 15$ | SN | Sixteen. |


| $0: 01: 16$ | T | Sixteen. |
| :--- | :---: | :--- |
| $0: 01: 17$ | SN | Eighteen. |
| $0: 01: 18$ | T | Eighteen. I ... as I was walking around, I saw a lot of 18 s on papers. |
| $0: 01: 22$ | SN | [Inaudible] |
| $0: 01: 24$ | T | Did you guys get to measure the leaf? |
| $0: 01: 25$ | SN | Yeah, five. |
| $0: 01: 26$ | $\mathrm{SS} / \mathrm{T}$ | Yeah. / Five. Oh. |
| $0: 01: 28$ | SN | Eight. |
| $0: 01: 30$ | T | And the last one. How wide was the flower? |
| $0: 01: 31$ | SS | Eight. |
| $0: 01: 34$ | T | Eight. All right. So by looking at that information, |
| $0: 01: 44$ | T | we can always look at the stems, the petals, and the seeds, but we can look at this <br> [data], too. |
| $0: 01: 52$ | T | So what we need to do, because I have to get things done for other stuff, and I hate to <br> leave us here, but we can finish this up tomorrow and continue our conversation. |
| $0: 02: 03$ | T | What I need for you to do right now is go ahead and close your books. |

