

Transcript for Video Clip 2.2

Teacher/video ID:	Lathon, 2.2_mspcp_gr.3.variations.traits_lathon_L1_c1
Content area:	Variation in traits
STeLLA strategy:	Ask questions to elicit student ideas and predictions (STL strategy 1). Ask questions to probe student ideas and predictions (STL strategy 2).
Context:	In the first lesson on variation in traits, students have been comparing pictures of ladybugs. Students identify traits that all ladybugs have in common and notice that some traits show variation. In this clip, Ms. Lathon asks a small group of students why they think these trait variations might exist.

Video Clip 2

Time Code	Speaker	Discussion
00:00:00	T	All right, ladies. What do you have?
00:00:03	SN	The variations are difference. I mean, yeah, differences and all the same.
00:00:09	SN	The same.
00:00:10	T	OK, so talk to me about some of your differences, some of your variations. What did you find?
00:00:12	SN	So we ... we did ... just did a ... something that's all [inaudible].
00:00:19	SN	Yeah, I put "I can see dots on each paper."
00:00:22	T	OK, so you said you can see dots on each paper ... on each ladybug.
00:00:26	S/T	Yeah. / All right, so that would be a trait that each of them have. All right?
00:00:31	SN	We're doing something different from all of ours.
00:00:33	SN	Yeah. That'll—
00:00:34	T/SN	OK. / Lily's looks like it doesn't have a head.
00:00:37	SN/T	Yeah. / Why do you think that is?
00:00:39	S	'Cause it might be hiding.
00:00:40	SN	It might be hiding.
00:00:41	T/SN	Ah. / It might be sleeping, 'cause I seen one, and it ... I left it on my hand for a little bit, and it was sleeping.
00:00:49	T	And it ... Oh, OK. So you've had experience with that, then. So that ... that ... that's your evidence that you ... that they might be sleeping?
00:00:56	SN	How do you ... how do you spell your name?
00:00:58	SN	A-M-E-L-I-A.
00:01:01	T	All right. So talk to me a little bit more why you think that there might be variations, even though they all have spots, even though they all have legs.

00:01:10	T	Why ... why do they look different?
00:01:13	SN	Oh, 'cause, uh ...
00:01:14	SN	Because she doesn't have white on the part of the head, and we do.
00:01:19	T	What do you think are some reasons that that might take place?
00:01:24	SN	Because hers might be hiding, and ours might be, like, walking ... might be walking around on leaves.
00:01:29	SN	Yeah, and they have different leaves, like hers lives in the forest, mine's ... I don't know.
00:01:35	SN	Yeah, yours might be, like, on one of those plants that have the different lengths of leaves.
00:01:40	SN	Yeah, and, like, the—
00:01:41	T	So are you ... are you saying that environment ...
00:01:45	SN	Yeah, different environments.
00:01:46	T	could possibly have a ... a reason for variation?
00:01:50	SN	Mm-hm.
00:01:51	SN/T	Yeah. / OK, so let's stick with ... So tell me more about that. So environment. What other kind of big categories like that do you think might be a cause for variations in ladybugs?
00:02:01	SN	Oh, I think they're probably different, because mine's orange and theirs is red.
00:02:07	SN	Yeah.
00:02:09	T	OK, and tell me more about that. Why ... why ... why not purple? Why not pink?
00:02:13	SN	Well, it wouldn't really look good for a ladybug. To me it wouldn't.
00:02:20	T	OK.
00:02:21	S	Oh, wait—
00:02:22	SN	I don't know why the reason that they're red and black.
00:02:25	SN/T	Yeah. / OK. Is that something that you might like to know about? Then write it down as a question that you want to ... that you want to research later.
00:02:32	T	OK. Can you think of any other ... Other than environment, why else do you think that there might be a difference in variations?
00:02:43	SN	Maybe a difference from mine and theirs. I was saying mine has less spots, and theirs has more spots.
00:02:52	SN	Yeah. Mine has more spots.
00:02:54	SN/T	Yeah. / Yeah, but why the ... why the difference in spot ... number of spots?

		Why does one have more and not the other? That kind of doesn't seem fair.
00:03:00	SN	This might be ... Hers might be younger, and it doesn't have that many spots.
00:03:05	T	So age. So environment, age.
00:03:08	SN	I think if you count the spots, that's how old it is. So ...
00:03:13	T	Oh. What a great idea, Amelia.
00:03:15	S	that's how much older ...
00:03:16	T	Write that down.