

## Transcript for Video Clip 4.1

Teacher/video ID:	Wilde, 4.1_mspcp_gr.3.variations.traits_wilde_L7_c1-2
Content area:	Variation in traits
STeLLA strategy:	Engage students in using and applying new science ideas in a variety of ways and contexts (STL strategy 6).
Context:	In this lesson on variation in traits, students are presented with a new situation to consider in which mice are living on a mountainside. In the first clip, students discuss why the environment where the mice live might impact which mice have the greatest chance of surviving. In the second clip, students discuss their ideas about how the survival of certain mice in a particular environment might impact the traits of future generations of mice.

### Video Clip 1a

Time Code	Speaker	Discussion
00:00:00	T	Do you think the environment of the mice will help them survive? [Inaudible]
00:00:07	SN	Yeah.
00:00:08	T/S	Why? / Because the predators ... Sometimes if [the mice] go, like, underground, the predators, like, are too big to go underground.
00:00:15	S	And, like, if then they have to dig to get in, for their size, and then the mouse is smaller. But they can dig a little faster and go underground. And then the predators can't get them.
00:00:27	T	All right. How else might the environment help the mouse?
00:00:33	T	Ally.
00:00:35	SN	Same thing with the beetles. They might be able to blend into the grass if their color is kind of greenish.
00:00:42	T	OK. [Inaudible], what do you think?
00:00:45	SN	Well, I think ... I think that it will help them because they're small and the predator is big.
00:00:54	SN	So they can, like, run around, and they can go underground, and big animals really can't go underground. So it's kind of like [Inaudible]'s thought.
00:01:06	T	OK. So you're thinking kind of the same as [Inaudible]. [Inaudible], last one.
00:01:10	SN	Well, they could, like, blend into something. Like, blend into something.
00:01:17	T/S	Mm-hm. / And they could find food while they're blending. So they can survive both, like, both [ways] they could eat while blending in. So a predator won't get them, and the mice would get stronger.
00:01:30	T	OK. All right.

### Video Clip 1b

Time Code	Speaker	Discussion
00:01:34	T	So if two mice with black fur have a baby mouse, what color do you think the baby mouse will be? Tyler.

00:01:44	SN	Pitch black.
00:01:45	T	Why?
00:01:46	S	Because black and black equals pitch black to where you can't see anything.
00:01:50	T	OK. So there's really not a whole lot of color variation between the parents, and the baby mouse is probably gonna be black too?
00:01:56	S/T	Mm-hm. / OK. Does everyone agree with Tyler?
00:01:59	SS	Yeah.
00:02:00	T	Do we have anybody that wants to add anything? OK.
00:02:04	T	So do you think we'll see mostly tan, black, or white baby mice? Grant, what do you think?
00:02:12	SN	Black.
00:02:13	T	Matty, what do you think?
00:02:14	SN	Black.
00:02:15	T/SN	[Inaudible] / Black.
00:02:16	T	Sarah.
00:02:17	SN/T	Black. / James.
00:02:18	SN/T	Black. / [Sindu?].
00:02:19	SN	Black.
00:02:20	T/SN	Lindsay. / Black.
00:02:21	T	Molly.
00:02:22	SN/T	Black. / Who can tell me why? Lacey, why?
00:02:27	SN	Because all on that rocky mountain is all black, and usually rocks are mostly black.
00:02:33	SN/T	No. / But why would most of the baby mice be black?
00:02:42	S	I don't know.
00:02:44	T	Molly, can you help her out?
00:02:46	SN	Because the parents would make it black. Would make them black.
00:02:52	T	All right. So they would get their fur color from the parents. Is that what you're thinking?
00:02:55	S	Mm-hm.
00:02:56	T	OK. So we are gonna write an answer to this question in our journals. So I'm gonna open my journal up. And I'm gonna write "We will see ..."
00:03:12	T	Whoops! I should spell correctly. That might help.
00:03:16	T	"Will see more," and you can write "tan, black, or white mice next year because ...." And I've heard a lot of really good explanations on why.
00:03:37	T	So I would like you to complete this sentence in your journal, please.