

Transcript for Video Clip 6.3

Teacher/video ID:	Amy Belcastro, 6.3_stella_FW_belcastro_L2_c1
Content area:	Food webs
STeLLA strategy:	Set the purpose with a focus question or goal statement (SCSL strategy B). Select activities that are matched to the learning goal (SCSL strategy C).
Context:	The teacher introduces the lesson focus question in a 5th-grade unit about food webs and students share some of their ideas about how plants get the food they need to live and grow. Then they write these ideas on sticky notes that can be added to the class evidence chart (sample below).

How Do Plants Get Their Food?

Our Ideas about What Is Food for Plants	Evidence to Support Our Claims	Evidence to Challenge Our Claims

Video Clip 3a

Time Code	Speaker	Discussion
0:00:01.7	T	So here's the definition that a lot of you all were using ... you were able to explain.
0:00:06.5	T	That's our scientific definition of food, and I need you to keep that in mind today in order to answer our next question. Brandon, one more time, sir.
0:00:14.5	T	OK, two more times. There we go. I'm sorry. Back one. OK, perfect. Here's our question of the day, and this is going to be the title on the blank sheet of paper that you have.
0:00:23.5	T	So the focus question for today is <i>How do plants get the food they need to live and grow?</i>
0:00:29.0	SN	On the paper?
0:00:29.3	SN	Do we do it in, like, big letters, or ...?
0:00:31.3	T	I'm ... It should be up at the top of the page, 'cause we're going to add writing to the middle of the page, OK?

0:00:37.3	T	So how do plants get the food they need to live and grow?
0:00:41.2	SN	I know.
0:00:43.2	T	You have some ideas? Well, good. I'm glad we have some theories out there.

Video Clip 3b

Time Code	Speaker	Discussion
0:00:52.6	SN	... dirt. So we were thinking that um ... So we were thinking that you could ... the plants would eat the, like, the minerals and the nutrients from the soil.
0:01:02.9	T	Great. So, Ellis, add soils to the board. Chance, what do we have up there, just to summarize?
0:01:08.0	SN	Photosynthesis, flies, dead animals, and the Sun?
0:01:12.5	T	OK. Anything else you want to add to that chart?
0:01:13.8	SN	And soil.
0:01:15.6	T	And soil. Anything else we need to add as our ideas that we're beginning with before we move on?
0:01:22.4	SN	One.
0:01:23.4	T	Sienna?
0:01:24.0	S	Water. It's [inaudible].
0:01:26.1	T	Water. Why do you say water?
0:01:27.7	S	'Cause I know what goes into photosynthesis, and it's water, soil, and sunlight.
0:01:32.6	T	Water, soil, and sunlight.
0:01:34.3	S	It's [inaudible].
0:01:35.5	T	OK. So let's put water up there as well. Kyle?
0:01:39.2	SN	I have a question.
0:01:40.5	T	Great.
0:01:42.0	S	Are we going to, like, grow plants in our class?
0:01:44.6	SN	There's already a plant in here, Kyle.
0:01:46.5	T	I don't know if we're going to grow plants, but that's not part of the plan right now. But we'll see if you all have an idea for why we might need to grow a plant. Emmy?
0:01:53.7	SN	Oxygen.
0:01:54.0	SN	Do you know how we just added water [to the chart]? I thought water wasn't a food, 'cause it doesn't have any Calories.
0:01:59.3	T	Huh. Emmy—
0:01:59.7	SN	[Inaudible]
0:02:00.7	T	that was the perfect transition. We are going to talk about that right now. So we're going to build on the ideas from yesterday.
0:02:07.2	T	So you have a packet. I want you to take a look at Investigation 1. And Emmy, it's exactly that question, OK? So we're thinking about water. And there's one ...