Transcript for Video Clip 8.1

Teacher/video ID:	Tricia Torres, 8.1_stella_FW_torres_L5_c1
Content area:	Food webs
STeLLA strategy:	Make explicit links between science ideas and activities—before the activity (SCSL strategy F).
Context:	The focus question for this 5th-grade lesson is *What happens to matter that makes up wastes and dead organisms?* The question was introduced before this video clip. In this clip, the teacher sets up for the main lesson activity. Between clips 1a and 1b, students write their ideas about what they think will happen to the strawberries.

Video Clip 1a

Time Code	Speaker	Discussion
0:00:01.7	T	These strawberries used to be part of a living thing, right?
0:00:06.2	SS	Yeah.
0:00:07.6	T	They grew on a … on a strawberry bush … on a vine, like a vine. But they are no longer attached, are they?
0:00:15.7	SN	No.
0:00:16.4	T	So what's going to happen to 'em?
0:00:18.3	SN	They die.
0:00:18.6	SN	They'd get eaten.
0:00:18.9	SN	Mold.
0:00:20.3	T	They're going to die, they're going to get eaten, they're going to mold, they're going to… Lots of ideas coming out here.
0:00:26.0	T	What do you think will happen to the strawberries if we let them sit for a long time?
0:00:30.7	SN	They're going to dry out.
0:00:31.0	SN	Maybe they'll lose their—
0:00:32.7	T	What do you think?
0:00:33.8	SN	Me?
0:00:34.2	T	Yup.
0:00:34.8	S	I think that they would start to decompose.
0:00:37.5	T	You think they might start to decompose? What do you think?
0:00:40.2	SN	Get dried up or get moldy.
0:00:43.5	T	Get dried up or get moldy. What do you mean, Bria, when you say you think they're going to start to decompose?
0:00:49.2	SN	Like with leaves, after a long time, they start, like, breaking apart their matter.
0:00:55.6	S	The molecules, they start breaking apart, so that might happen to the sa … the same thing might happen to the strawberries.
0:01:01.5	T	OK. Why don't you write your prediction in your science notebook? "After a long time, I think the strawberries will blank because blank."

0:01:13.7	T	Fill in that thought.
Between clips 1a and 1b, students write their ideas about what they think will happen to the strawberries.		

Video Clip 1b

Time Code	Speaker	Discussion
0:01:20.1	T	I want you to think about mass. Will the mass of the strawberries stay the same, go down, or go up?
0:01:28.4	T	I want you think about that as you talk in your groups. Write your prediction as you start to make some sense of it.
0:01:35.2	T	"I think the jar of strawberries will have more, less, or the same mass because …" What's your evidence?

Video Clip 1c

Clip 1c shows one small group as they work on their predictions about what will happen to the mass of the strawberries.		
Time Code	**Speaker**	**Discussion**
0:01:48.3	SS	[Inaudible]
0:01:49.7	SN	I think it's more because-
0:01:51.5	SN	I think the [inaudible].
0:01:55.1	T	What's your evidence?
0:01:58.0	SN	Adding more … adding more … I guess weight and mass.
0:02:05.1	SN	I think it'll … Are they the same?
0:02:06.9	SN	Why, though?
0:02:08.5	SN	Because … nothing's being added to it, and there's nothing in the jar.
0:02:15.7	SN	Yes, there is.
0:02:17.4	SN	Besides the strawberries. But nothing's being added to it or being taken away from it, 'cause someone's not eating 'em.
0:02:24.3	SN	Exactly.
0:02:30.9	SN	I think it's more, 'cause, like, bacteria and funguses grow onto them because they're moldy.
0:02:37.3	SN	That's what it says [inaudible].
0:02:39.6	SN	It's a waste of perfect strawberries.
0:02:41.2	SN	I know I wanted—
0:02:41.8	T	Do you all have to agree on the same prediction?
0:02:44.4	SS	No.
0:02:45.1	T	No.
0:02:47.3	SN	Are you going to—
0:02:47.7	T	You are your own scientists, although you're working in a group.

0:02:50.6	SN	I wish we could eat—
0:02:51.2	SN	I wish we could eat them.