

Transcript for Video Clip 8.3

Teacher/video ID:	Tricia Torres, 8.3_stella_FW_torres_L5_c3
Content area:	Food webs
STeLLA strategy:	Make explicit links between science ideas and activities—after the activity (SCSL strategy F).
Context:	This is the follow-up to the activity in which students observed and discussed the mass of a jar of fresh strawberries versus moldy strawberries. In clips 3a and 3b, the teacher assigns a reading on decomposition. Then we skip to a segment where the teacher is talking to individual students as they read the handout (clip 3c). Before watching clip 3c, be sure to review the same handout. In clip 3d, the class discusses the reading.

Video Clip 3a

Time Code	Speaker	Discussion
0:00:00.9	T	All right, we're going to look at a scientific article. And we're going to do some reading and get some ideas about what we do.
0:00:11.3	T	So before you read, I want you to think about what happened to the strawberries. Why did it happen? I want you to record these [questions and answers] in your science journal.
0:00:20.4	T	Why did the mass of the strawberries stay the same? If you haven't written that down yet, I want you to write an idea down. Right now, before you read.

Video Clip 3b

Time Code	Speaker	Discussion
0:00:34.7	T	As you read, I want you to underline one key sentence, one main idea, that answers analysis question 1: <i>What do you think happened to the strawberries, and why did it happen?</i>
0:00:47.6	T	So as you're reading, you're going to underline where you think you find the answer to that question.
0:00:54.3	T	The second time ... the second question: <i>Why did the mass of the strawberries stay the same?</i> You're going to underline the sentence that helps you to find that.
0:01:03.8	T	If you want to label those so that you can keep them straight, one is question 1; the other's question 2.
0:01:10.7	T	OK? You may read in your groups, or you ...

Video Clip 3c

<i>Before watching clip 3c, read the handout Rotting Is a Good Thing. Students in the video read a similar handout.</i>		
Time Code	Speaker	Discussion
0:01:16.2	T	Why did the strawberries— Why did that happen?
0:01:21.3	SN	They're [inaudible] so that it is small enough for them to take another body in. But—
0:01:26.8	T	OK.

0:01:27.1	S	They regain the ... They're taking the matter that was taken from them.
0:01:32.0	T	OK.
0:01:32.6	S	Because they've eaten it.
0:01:33.9	T	OK.
0:01:34.0	S	It goes into their body, which is—
0:01:35.7	T	Who's "they"?
0:01:36.9	S	The mold.
0:01:37.8	T	OK, and what is mold?
0:01:39.4	S	It's a decomposer. It's not a plant, and it's not an animal. It's a decomposer.
0:01:44.2	T	OK.
0:01:44.6	S	It's a fungus, like—
0:01:45.9	T	A fungus?
0:01:47.0	S	Yeah.
0:01:47.2	T	Is fungus and mold the same thing?
0:01:48.9	S	Yes.
0:01:49.1	SN	No. Decomposers—
0:01:49.8	SN	They are. Mold is a fungus.
0:01:51.9	T	You're saying they're not, [and] you say they are.
0:01:53.4	S	Mold is a fungus.
0:01:55.0	T	OK. Do you have evidence in there [the handout]?
0:01:56.6	S	Yes. It says that mold's a fungus just like the mushrooms and—
0:02:01.9	T	OK. OK. So what is ... what's going to happen with that?
0:02:05.3	SN	I don't know.
0:02:06.4	T	Is that alive or not?
0:02:07.8	SN	[Inaudible]
0:02:09.4	SN	Decomposers; they are alive.
0:02:11.6	SN	The fungus is—
0:02:12.4	T	Why do you think they're alive? You're saying they're not alive, [and] you're saying they are.
0:02:15.0	SN	'Cause they're living.
0:02:15.7	SN	Wait, no.
0:02:16.2	SN	They wouldn't be able to eat without—
0:02:16.5	SN	'Cause the mold ... the ... the mold comes from the bacteria, 'cause it ... it rots it.
0:02:20.3	SN	If it's not a ... Yeah.
0:02:21.5	T	Do you think it's alive or not?
0:02:23.6	S	Yes.

0:02:24.2	SN	Yeah.
0:02:24.9	T	Why?
0:02:25.0	SN	I think it is because—
0:02:26.0	SN	Actually, me, too.
0:02:27.4	SN	It couldn't eat the lemon.
0:02:27.6	SN	the bacteria rot ... rottens food, and it's in everything.
0:02:33.6	T	It's in everything?
0:02:34.7	SN	Yeah, because it says it in here [the handout].
0:02:36.6	T	OK.
0:02:36.7	SN	The bacteria would have to mold and mold and get ... it would have to move all the way over to the, like, the lemons.
0:02:44.2	SN	Well, I'm just saying—
0:02:45.1	T	That's it?
0:02:46.0	S	I'm saying that—
0:02:46.3	SN	Well, not always.
0:02:47.6	SN	... the reason that mold is alive is because it wouldn't be able to eat the strawberry if it wasn't alive.
0:02:54.6	SN	Yeah.
0:02:54.8	T	OK.
0:02:56.4	S	But where does the fungus come from in the first place?
0:02:59.9	T	That's a good question. Do you want to write that in your science notebook?
<i>Whole-class discussion of the reading</i>		

Video Clip 3d

Time Code	Speaker	Discussion
0:03:06.7	T	But is there something that you learned from reading that surprised you? Or something that you think is a new idea in your thinking?
0:03:15.5	SN	That lemon—
0:03:15.9	T	Chris and Connor, I'd like you to sit down, but if you'd like to share, raise your hand and share an idea. That would be fine. Russell?
0:03:22.7	S	That the bacteria works ... works like the mold. To soften the fruit.
0:03:26.1	T	You think bacteria works with mold to soften fruit? OK.
0:03:29.3	S	So the mold can eat.
0:03:30.5	SN	That scientists thought it [the mold] was a plant, but then they found out that it wasn't a plant because they couldn't produce their own food.
0:03:39.0	T	Oh, they have to find food from something else. Mmm. I ... That's a good idea that I'm glad that you got from the reading.

0:03:47.8	T	Any other ideas that you got? That table over there. Any ideas that you want to share?
0:03:55.4	SN	Which table?
0:03:56.5	T	Your table.
0:03:57.3	S	Oh, us.
0:03:58.1	T	What is a new idea that you gained today ... from the reading?
0:04:06.0	SN	They release other, like, tiny molecules into the air.
0:04:09.4	T	Can you speak up so that we can hear over here?
0:04:11.5	S	The bacteria releases all these little molecules to—
0:04:17.7	T	Into the air?
0:04:18.6	S	Yeah.
0:04:19.0	T	OK. Daniel?
0:04:22.4	SN	That you could call mold [a] <i>decomposer</i> . Another way to say it.
0:04:29.3	T	OK. <i>Decomposers</i> is another word for mold?
0:04:33.3	S	Yeah.
0:04:34.4	SN	I did actually not think it's alive, because if you, like, put a strawberry in the container, like we just saw, for a period of time, it has no oxygen and stuff like that.