

Transcript for Video Clips 6.1 and 6.2

Teacher/video ID:	Crom, 6.1-6.2_stella_SEC_crom_L2_c1-c2
Content area:	The Sun's effect on climate
STeLLA strategy:	Set the purpose with a focus question or goal statement (SCSL strategy B). Summarize key science ideas (SCSL strategy I). Engage students in making connections by synthesizing and summarizing key science ideas (STL strategy 7).
Context:	In this lesson about the Sun's effect on climate, the teacher introduces the focus and science content in the first clip and wraps up in second clip.

Video Clip 1

Time Code	Speaker	Discussion
00:00:00.4	T	All right, so what we're actually looking at today is we're going back to look at our focus question from yesterday.
00:00:05.5	T	Our focus ... actually, the content is ... We're going to look at temperature, and we're going to look at latitude.
00:00:11.6	T	We're going to relook at that. And we're going to focus on the question
00:00:16.0	T	what patterns in temperature can be found on Earth at different times of the year?
00:00:21.2	T	And I want to ... I want you to open up your journals. I want you to circle this word right here.
00:00:26.6	T	We talk about it all across the curriculum. We talk about it in math. We talk about it in science. We talk about it in reading.
00:00:33.1	T	And it's this word here. I'd like you circle the word <i>patterns</i> .
00:00:39.8	T	As we look at the resources that we've been using, the handouts from yesterday,
00:00:44.8	T	I want us to make connections.
00:00:47.1	T	And so I want a lot of talk from you. And I want you to not be afraid to speak out and help the rest of us understand.

Video Clip 2

Time Code	Speaker	Discussion
00:00:56.4	SN	Describe two patterns you observe on the bar graph.
00:01:02.3	S	What do the patterns tell you about the temperatures around the world?
00:01:09.4	T	We actually spent a lot of time on this. Can you think of two patterns that we looked at just from the bar graphs that we ...
00:01:17.3	T	that we made a connection to about world temperatures?
00:01:20.7	S	Yeah, that in the Northern Hemisphere—
00:01:23.0	T	OK, here we go. Wait, wait, wait. OK, listen to him.
00:01:25.5	T	Here we go. In the Northern Hemisphere ... Everybody write that down.
00:01:27.9	T	In the Northern Hemisphere ... Uh-huh?

00:01:31.5	S	It's warmer in July than January.
00:01:35.6	T	Warmer in July than January. Does everybody agree with that statement?
00:01:40.6	SS	Yes.
00:01:41.0	T	Anybody want to disagree? OK, and you have another statement for us?
00:01:45.3	SN	Yes, that ... in the Southern Hemisphere, it's warmer in January than July.
00:01:53.6	T	Nice. In the Southern Hemisphere, it's warmer ... And this is what you were saying, Kylie, too ...
00:02:00.8	T	in January than July. Could you please write those statements down in your science journals?
00:02:06.0	T	I hope you're writing all of this down.
00:02:18.7	T	OK, and we have one more thing to think about.
00:02:23.8	T	Ah, let's see ... fairness cup. Madison, can you read statement ... question four and think if you'd like to add to that,
00:02:32.2	T	and we'll talk about that for a second.
00:02:34.7	SN	Why do you think the temperatures are higher closer to the equator?
00:02:40.5	S	Well, I kind of think that they're high ... the temperatures are higher closer to the equator because the equator is warmer,
00:02:47.6	S	and the Sun is hitting right on the equator. So around the equator, it's going to be a lot warmer.
00:02:54.6	T	Did you hear what she just said?
00:02:55.5	SS	Yes.
00:02:56.3	T	So let's make that connection, OK?
00:02:59.1	T	We think ... temperatures ... around the equator ...
00:03:12.4	T	are higher ... because why, Madison?
00:03:20.5	SN	Because the Sun ...
00:03:21.1	T	Because of the ... Sun's ... what?
00:03:28.4	S	How the Sun is hitting the Earth ... right—
00:03:30.4	T	The Sun's ...
00:03:32.4	T	rays hitting the Earth. OK? The Sun's rays hitting ... and I think you said "middle of the Earth."
00:03:39.0	SN	Yes.
00:03:39.8	T	Hitting the middle, OK. Sorry, I know my writing is really sloppy, but oh well. Middle of Earth, OK?
00:03:49.3	T	And then I have a few things I kind of want to wrap up to say, and then we are basically going to tuck this away and think about it overnight
00:03:56.2	T	and come back tomorrow and hit it again, OK?
00:03:59.1	SN	And do the chapter?
00:04:03.2	T	Well, actually, everything I'm going to say is everything that you said.

00:04:05.8	T	I'm so glad that I'm not doing or thinking about this myself, because you guys are excellent thinkers.
00:04:11.6	T	Everything that I want to repeat is basically stuff that you've already ... that I would say is basically stuff that I'm just repeating.
00:04:18.0	T	So in general ... remember, there's always exceptions, Carmen, aren't [there], to science?
00:04:23.3	SN	Yeah.
00:04:23.7	T	There's always different things that we're going to find out. But in general, temperatures, as you get close to the equator, are what?
00:04:31.9	T	Going to be warm.
00:04:32.8	SS	Warmer.
00:04:34.0	T	As you move farther away ... and remember, it doesn't make any difference.
00:04:38.8	T	Let me use my visual here that I love. Sorry, I'm stepping on you.
00:04:43.5	T	It doesn't make any difference if I'm going ... north or south.
00:04:49.5	T	In general, the farther away from the equator I travel, temperatures ...
00:04:54.5	SN	The colder it's gonna get.
00:04:55.6	T	Temperatures are going to get cooler.
00:04:57.5	T	Now is everything, all over the world ... Are temperatures always the same, whether I'm north or south or whatever [in relation to] the equator?
00:05:06.4	T	There's going to be what we call ... vari ...
00:05:10.3	SN	Variables.
00:05:11.3	T	Variations. There's going to be variations, you're right. So we're going to think about that.
00:05:15.7	T	And we're going to think about with regarding ... with regard to the Sun's solar radiation, the heat energy from the Sun. OK?
00:05:25.8	T	Any last thoughts? [Anything] anybody wants to say? Is anybody confused about anything?