

Transcript for Video Clip 5.3

Teacher/video ID:	Yoon, 5.3_mspcp_kinder.pa_yoon_L2_c5-7
Content area:	Plants and animals
STeLLA strategy:	Identify one main learning goal (SCSL strategy A).
Context:	At the end of a lesson on plants and animals, the teacher is reading to students about the animals that live in their class terrarium.

Video Clip 3a

Time Code	Speaker	Discussion
0:00:02	T	OK. So now we're going to look at, What does a ladybug need to get from its environment?
0:00:07	SN	[Inaudible]
0:00:09	T	Ladybugs need food. They get their food by catching and eating smaller insects. Most of them ... most often they eat little insects called <i>aphids</i> .
0:00:19	SN	Aphids.
0:00:22	T	Aphids—good question—are a little ... they're little, tiny bugs that kind of destroy our gardens and plants. They suck the sap out of them.
0:00:29	T	So gardeners are happy to have ladybugs around to eat them, because they don't want their crops to get ruined, right?
0:00:35	T	Ladybugs need to get their food from the environment, and they can't see very well, so they use their sense of smell to help them find their food.
0:00:43	T	Their antennae ... so their ... their antennas on the top of their head ... that is what helps them smell and feel their way around.
0:00:49	T	Did you know that?
0:00:50	SS	Um-hm. Yes.
0:00:51	T	OK. So like praying mantises, ladybugs use their mouths to grasp and crush and cut up the food that they catch.
0:00:55	SN	I can't see.
0:00:59	SN	But we don't want [the] praying mantis to eat the ladybugs.
0:01:04	T	But it might. That's its food, right? All right. Ladybugs also need air from their environment. They need to take in oxygen, too, like the praying mantises.
0:01:14	T	They don't breathe through their lungs either, like we do. They get their ... their oxygen from tiny holes on their body also, just like the praying mantis.
0:01:24	T	And their ... their holes are actually underneath their wings. So that's why it's showing their wings up like that.
0:01:29	T	They have the holes underneath their wings that actually get oxygen and air.
0:01:32	SN	So when they fly, the air gets in their ... in their wings?
0:01:34	T	Yeah. Yes. Yes.
0:01:38	T	All right. Um ... let's see. Because ladybugs can open and close their air holes, they

		can stay alive in water for a little while by closing their air openings,
0:01:48	T	but they can't live underwater for long. It's like when we hold our breath under the water; we can't stay under there for the whole time ...
0:01:53	T	for a really long time, but we can do it for a little while, right? So that's like the ladybug.
0:02:01	T	Too much water might drown a ladybug, but they do need to drink water to stay alive, and they use their mouths to drink the water.
0:02:09	SN	[Inaudible]
0:02:10	SN/T	Like— / So what are the three things that ladybugs need?
0:02:14	T	Are you starting to see a pattern here?
0:02:17	SN/T	Yeah. / Mm-hm. What do the ladybugs need to stay alive?
0:02:24	T	Let's see. Wyatt, you got an idea?
0:02:27	SN	Um, food.
0:02:28	T	They need food. What else? Right here.
0:02:34	SN	Water.
0:02:35	T	Water. And everyone tell me the last one.
0:02:40	E	Air!
0:02:42	T	Good job. So we can see that all of these animals, even though they're all different, they need food, water, and air.

Video Clip 3b

Time Code	Speaker	Discussion
0:02:53	T	So now, in your notebook, I want you to write ... make this plan. OK? So go ahead and write that in your notebook. And this says <i>animals</i> .
0:03:04	T	What does it say?
0:03:05	E	Animals.
0:03:06	T	OK. So draw your circle in your planning space and then write <i>animals</i> inside the bubble.

Video Clip 3c

Time Code	Speaker	Discussion
0:03:14	T	We can go ahead and summarize our lesson. I want you guys to park your pencils even if you're not done. It's OK.
0:03:19	T	And I'll have you finish that with Mrs. Gaines because I think you guys can do that. OK? So let's talk about it.
0:03:26	T	I want you—shh—I want you to quickly turn to your neighbor and tell them what are three things that animals need from their environments.
0:03:33	SN	Oxygen.
0:03:34	SN	Air.

0:03:36	SN	Um, water?
0:03:38	T	What do they need?
0:03:40	SN	Water, food, and air.
0:03:42	SN	Food.
0:03:43	T	Food. What else?
0:03:45	SN/T	Air. / Air and ...?
0:03:46	SN	Water.
0:03:47	T	Water. Good job.
0:03:48	S	Air, water, food.
0:03:51	T	OK. All right, let's have voices off. Everyone give me five. Let's see how fast you can do it. One, two, three, four, five, six, seven, eight, nine.
0:04:03	T	We only got one person. Ooh, that was one second under. You got it. Good job.
0:04:07	T	All right. I'm going to have you push in your chair and stand up.
0:04:11	SN	[Inaudible]
0:04:12	T	And I'll have Mrs. Gaines finish up the lesson with you. You just have one sentence to write, and then ... it's about what you learned today.
0:04:18	T	About what animals need to live and grow. Can you guys handle that later?