

Transcript for Video Clip 7.1

Teacher/video ID:	Tanguma, 7.1_mspcp_kinder.pa_tanguma_L5_c10–12
Content area:	Plants and animals
STeLLA strategy:	Select content representations and models matched to the learning goal and engage students in their use (SCSL strategy D).
Context:	In this video clip, the teacher links to previous lessons and the needs of plants and animals that students have been investigating.

Video Clip 1a

Time Code	Speaker	Discussion
0:00:02	T	What are a few things that we have learned and made observations ...
0:00:09	E	Observations.
0:00:11	T	so that we can use the evidence that we gathered when we made our observations to think about <i>What do plants need in order to stay alive and grow?</i>
0:00:20	T	So what were some of the things that you talked about with your friend? Thank you for raising your hand. What a nice way to start the day.
0:00:27	T	Um. Did you change your mind? I see this going on. You wanna share? What is one thing you know a plant needs in order to stay alive and grow?
0:00:36	SN	Water.
0:00:38	T	Water.
0:00:47	T	OK. What else does a plant need in order to stay alive and grow? Bernice?
0:00:55	SN	They need food to survive ... to stay strong.
0:00:59	T	They need f— They need food to survive and stay strong? OK.
0:01:10	T	I wonder if there's anything else that we know that plants need. What do you think plants need?
0:01:15	SN	A environment?
0:01:17	T	An environment. OK.
0:01:28	T	Environment. OK. Is there anything else? Think back to the observations we made in our classroom about our plants. What's another one?
0:01:37	SN	They need air.
0:01:38	T	They need air.
0:01:46	T	OK. I still see hands up. Think about another thing that we observed that plants need. What's another one?
0:01:55	SN	They need dirt. To l— They need dirt to stay alive.
0:01:56	T	They— OK. Do you think dirt would be part of its environment maybe?
0:02:02	SN	Yeah.
0:02:03	T	It's where it lives, right? In the dirt. 'Cause we ... do plants live w— outside of the dirt maybe?

0:02:09	SN	Yeah, well, [inaudible].
0:02:11	SN	Sometimes.
0:02:12	SN	What I was trying to say is, like, they have ... you know how they have the cup, and then they have the dirt inside?
0:02:17	S	And then they have the plant that grows, so you have to put the seed in the dirt so it can stay alive.
0:02:24	T	OK. So do you consider that part of its environment, part of where it lives, or do you consider that something different?
0:02:30	S	I consider it [inaudible].
0:02:32	T	I can't ... I can't hear you.
0:02:33	S	I consider that something different.
0:02:35	T	OK. Well, then, let's add it to our map. 'Cause dirt is important. OK.
0:02:43	T	Anything else that ... maybe there's one thing that Mrs. Tanguma is thinking of that we know that we observed,
0:02:50	T	'cause half of us observed water, [and] the other half of us observed something else. Play "Guess what's in Mrs. Tanguma's head right now."
0:02:56	T	Looking for the right answer. What's another one?
0:02:59	SN	Sunlight.
0:03:00	T	Sunlight! There we go! Ding-ding-ding-ding-ding.
0:03:01	S	And s—
0:03:04	SN/S	Um, I was gonna— / And soil.
0:03:05	SN	I was gonna say that.
0:03:07	SN	We've already done soil.
0:03:08	SN/SN	Uh-uh. / You already said soil.
0:03:09	SN/T	No I didn't. / Hm. Has Mrs. Tanguma put soil on?
0:03:12	SS	No.
0:03:13	T	No? What is dirt?
0:03:16	SN	Well, dirt ... well it's k—. It's wet dirt, though.
0:03:19	T	Ohh, OK. Do you think that just having dirt on here is maybe close enough?
0:03:24	S	Mm. A little bit.
0:03:25	SN/T	Yes. / A little bit? You know what I'm gonna do. I'm gonna write soil below the dirt for you. Because that's a good idea.
0:03:32	T	All right. So these are some of the ideas of what we researched and what we observed about what plants need in order to stay alive.
0:03:40	T	Now let's think way back to when we were looking in our terrarium, and we were observing animals. So think about what animals need in order to survive.
0:03:50	T	I want you to get ... take a thinking minute first. And then we're gonna turn and talk with our neighbors.

Video Clip 1b

Time Code	Speaker	Discussion
0:03:57	T	Animals? Are you sure animals need dirt, or is that plants?
0:04:00	SN	Worms [inaudible].
0:04:02	T	W— Oh, worms. I see. I see what you're thinking. Is that their part of their environment?
0:04:08	S	[Inaudible]. Yeah.
0:04:09	T	Yeah?
0:04:10	S	[Inaudible]
0:04:14	T	OK. Why do worms need dirt?
0:04:17	S	I think they need water to stay alive.
0:04:19	SN	Sun and water.
0:04:20	T	Do all animals need dirt, or do just one?
0:04:23	SN	They need food, water ...
0:04:25	SN	[They need ants.]
0:04:27	T	Ants. OK.
0:04:28	S	Ants and plants [inaudible].
0:04:30	T	And plants. But are we talking about plants right now, or are we talking about animals.
0:04:36	SN/SN	I think we're done. / And sunlight.
0:04:37	T	You think you guys are done? OK. Give me a sign when you're done with conversations so I know we're ready.
0:04:44	SN	Plants need water to grow.
0:04:45	T	I want you to think about that, OK, and then I'll come back and ask you again. OK?

Video Clip 1c

Time Code	Speaker	Discussion
0:04:49	T	What are some of the things that animals need in order to stay alive and grow? OK.
0:04:58	T	Start me off, Johnny. What's one thing [an] animal needs?
0:05:02	SN	Shelter.
0:05:03	T	Shelter. All right, and did we use a more scientific term for shelter when we were studying? Do you remember the word?
0:05:12	S	Shelter.
0:05:13	T	Shelter. Yeah, or sometimes we called it <i>environment</i> ... its environment, right? But we'll use the word <i>shelter</i> . OK.
0:05:35	T	OK. So we put both of them on here. OK. All right. Give me another one, Kira.

0:05:43	SN	Food.
0:05:44	T	Food. So wait a minute. You said animals need food. But we also said that plants need food.
0:05:51	T	So are— Do they both need food?
0:05:55	SN/SN	No. / Yes.
0:05:57	SN/T	No. / Hm. So I could connect my food to both circles, then, right?
0:06:02	SN	Yeah.
0:06:03	T	Because both the plants and the animals needed food. OK. What else do animals need in order to stay alive and grow? Destiny?
0:06:12	SN	They need water.
0:06:13	T	They need water. OK. Oh wait a minute. Is water already up here somewhere?
0:06:20	SS	Yes.
0:06:21	T	Yes. Could I just draw another line over here and say that my animals also need water?
0:06:29	SN	[Inaudible]
0:06:30	T	OK. What else does an animal need? Ava.
0:06:36	SN	Um ... Food.
0:06:43	T	Food. Yup. I see it right here on our map already. Good thinking. Give me another one.
0:06:49	SN/S	Ava, [inaudible]. / A little house so they could stay alive.
0:06:53	T	A little house. OK. So is the house the same thing as the shelter or environment for the animals?
0:06:58	SS	Yes.
0:06:59	T	Yeah. OK. There's one thing that Mrs. Tanguma sees on here already that we talked about that animals need.
0:07:06	T	And I'm gonna just remind you. We talked about this with the praying mantis and with the ladybug, because they have these holes on their backs
0:07:17	T	that they use, and so w— it was really important that they didn't fall in the water dish. What were those holes for, Joshua?
0:07:26	SN	Air.
0:07:27	T	Air. So animals need to breathe.
0:07:32	SS	Breathe.
0:07:33	T	All right. OK. And is there anything that we're forgetting that animals need?
0:07:38	SN	Ooh, ooh.
0:07:40	T	We said w— that they need ...
0:07:42	SN	Dirt.

0:07:43	T	their environment, their water, their food, their air.
0:07:46	SN	Dirt.
0:07:47	SN	[Inaudible]
0:07:48	T	I think this pretty much covers what we researched and what we observed.