

## Transcript for Video Clip 8.2

Teacher/video ID:	Tanguma, 8.2_mspcp_kinder.pa_tanguma_L6_c10–12
Content area:	Plants and animals
STeLLA strategy:	Make explicit links between science ideas and activities (SCSL strategy F). Link science ideas to other science ideas (SCSL strategy G). Highlight key science ideas and focus question throughout (SCSL strategy H).
Context:	In this culminating lesson about the needs of plants and animals, kindergartners work independently to draw pictures comparing the needs of plants and animals.

### Video Clip 2a

Time Code	Speaker	Discussion
0:00:02	T	Oh my goodness. Look at this animal.
0:00:04	SN	That's a praying mantis.
0:00:06	T	I see that. And I noticed that you na ... you labeled it with the air holes. And what is this?
0:00:12	S	It's the front leg.
0:00:13	T	Front legs. OK. So this is a very good drawing of your animal, but don't forget we only have a few more minutes,
0:00:19	T	and I really want you to get in your drawing the things that it needs in order to stay alive and grow.
0:00:23	S/T/SN	OK. / OK? / Do you know what mine is for the plants?
0:00:26	T/S	What? / Plants need nature to stay alive.
0:00:28	T/S	OK. / Plants need food, water, and envitamint, and the Sun. <i>[Written on the student's paper are nature, food, water, evirnt, Sun.]</i>
0:00:35	T/S	All right. / And then I'm starting on this one now.
0:00:37	S	Animals need [inaudible].
0:00:39	T	Nature.
0:00:42	S	I'm gonna figure out what else [inaudible].
0:00:44	T	OK. Nice. Don't forget, you can use some of the words up on the board to help you if you want. But you're doing a really good job sounding out.

### Video Clip 2b

Time Code	Speaker	Discussion
0:00:53	T	Can I come look at this with you, Joshua?
0:00:54	SN	OK.
0:00:55	T	OK. OK. So ...
0:00:59	SN	Plants need Sun, air, dirt and water, food, pot.
0:01:05	T	Good. OK. Can you start on what the animals need in order to stay alive and gro ... and grow now? All right, Cole.

0:01:12	T	I came to look at how your picture is coming along.
0:01:14	SN	I wasn't done yet.
0:01:15	T	I know. But it's coming along. I see the cute little animal that you drew here.
0:01:22	T	All right.
0:01:23	SN	Sun, water, dirt. [ <i>The student points to what plants need.</i> ] Sun, water, dirt. [ <i>Then the student points to what animals need.</i> ]
0:01:30	T/S	OK. / Animal, plant.
0:01:32	T	OK. So I see that they have those three things all in common, right? They have those all similar.
0:01:37	T	What do they have that are different? 'Cause maybe we need to add some of the differences into our pictures now, right?
0:01:45	S	Guess what?
0:01:46	T/S	What? / I colored the <i>R</i> in, but I just left the <i>R</i> like that.
0:01:50	T/S	I know. I see that. / I didn't ... I didn't color the <i>R</i> .
0:01:52	T	Can you think about anything that they have ... that ... that they need in order to stay alive and grow that's different? No?
0:02:00	T	OK.
0:02:01	S	No.
0:02:02	T	Well, let's see.
0:02:03	S	It's all I could think of except I need to draw food.
0:02:07	T	You do need to draw food. That's what I was thinking too. What kind of food do animals eat?
0:02:14	S	Plants and stuff.
0:02:15	T	Yeah, they're righ ... you're right. Animals need to eat plants. They also need to eat ...?
0:02:21	S	Well, this animal needs ears.
0:02:24	T	Oh, he does need ears. Can you draw the food that this animal might eat? What kind of animal is that?
0:02:31	SN	Look [inaudible] animal.
0:02:33	T	It's OK.
0:02:34	SN	Mrs. Tanguma, can you [inaudible]?
0:02:36	SN	It's a really nice bear.
0:02:39	T	It's a what?
0:02:40	S	It's a really nice bear.
0:02:41	T	It's a really nice bear? Is that [what] kind of an animal that we studied?
0:02:44	S	No.
0:02:45	T/S	No. / Actually, no, that's not a bear.

0:02:46	T	But that's OK. That's OK that that's not the animal that we studied, because this animal still needs food. So let's put his food on here.
0:02:52	S	It's actually not a bear.

### Video Clip 2c

Time Code	Speaker	Discussion
0:02:55	T	Where's his food? We talked about you adding the food on.
0:02:58	SN	I forgot.
0:02:59	T/S	You forgot that part? / No that ... this is the panda's food.
0:03:02	T	Oh, OK.
0:03:03	S	That's the panda's food.
0:03:04	T	And what did you write here? I see you wrote something. What does that say?
0:03:07	S	Plants.
0:03:08	T	Plants. OK. And what does the plant eat? Does the plant need food?
0:03:17	S	It eats dirt, I think.
0:03:21	T	Well, let's think about it. Remember what we learned about how plants need to make their own food. Huh?
0:03:28	T	Do you remember that ... learning that yesterday? What do they need in order to make their food?
0:03:32	S	I don't know.
0:03:33	T	You don't know?
0:03:34	S	No. I forgot.
0:03:35	T	OK. Well, let me tell you. Cole, in order for a plant to make its own food, it needs water, it needs air, and it needs sunlight ...
0:03:44	T	so that it can, inside of its leaves, makes it ... makes its own food.
0:03:47	SN	How do you spell <i>air</i> ? A-R?
0:03:50	T	All right.
0:03:51	SS	A-I-R
0:03:52	T	You gonna add something to your picture now?