

## Transcript for Video Clip 5.2

Teacher/video ID:	K. Griffin, 5.2_mspcp_gr.1.tav_griffin_L8_c2
Content area:	Variations in plants and animals
STeLLA strategy:	Identify one main learning goal (SCSL strategy A).
Context:	In this lesson on variations in plants and animals, students apply their understandings of trait variations to solve a problem.

### Video Clip 2

Time Code	Speaker	Discussion
0:00:02	SN	So I think that these ... the wind from the lawnmower will blow it off, and so it would land on the ground and blow new ones.
0:00:11	SN	I think ... I think the small one will ... will survive because the lawnmower only cuts off, like, half of [inaudible]. So if it cuts off to, like, here, that ... that's right above the line.
0:00:29	SN	And so maybe the wind ... it will blow off the seeds and blow them to a new place and grow.
0:00:33	T	Shh, shh, shh. There's no need to use color, so just use regular pencil. And I'm gonna give you about, mm, about 10 minutes, and we'll see if we need more, OK?
0:00:45	T	So you have 10 minutes right now. Thank you. Where's your chair? Oh.
0:00:53	E	[Inaudible]
0:00:57	SN	Do you want us to write all by ourselves?
0:00:58	T	OK. So what do you guys think is gonna happen?
0:01:00	SN	We're gonna think it's tipping over.
0:01:03	T	OK. What is tipping over?
0:01:05	S	The ... the flower after it's lawnmowered.
0:01:07	T	OK. So the one with the long stem?
0:01:10	S	Yeah.
0:01:11	T	So you think the dandelion with the long stem is gonna get bent?
0:01:13	S	Yes, and maybe—
0:01:14	T	OK. So what's gonna h- What's gonna happen to the short one?
0:01:17	S	The short one ... maybe it'll, like, stay up, or maybe it'll tip ... tip, like, diagonal.
0:01:24	T	OK. So maybe it'll get bent over too? OK.
0:01:27	SN	Ma-maybe the small one will actually be ... will ... will be fine, because if the ... if the [inaudible], the big one may just move a little bit,
0:01:38	S	and the small one can move just a little bit too.
0:01:41	T	OK. So why do you think they're gonna bend and not break or not get cut off by the lawnmower?

0:01:46	S	Because the wind is blowing, a-and the wind is not that strong. The wind is just slow. And not strong.
0:01:54	T	Oh, OK. OK. Continue on. What's up, Nathan?
0:01:58	SN	That, w- I think it might depend on what lawnmower it is. Like if it's [an] electric lawnmower ... lawnmower, or if it's, like, [a] pushing lawnmower.
0:02:13	S	I think that might matter if these will bend or if it will just fall down and—
0:02:23	T	OK. So what would be the difference between electric mo ... lawnmower and, like, a hand-push one?
0:02:28	S	Since my family has a hand-pushed one, I ... I don't think that ... that's s- not as good as the electric ones.
0:02:51	S	First, because it has more power, and it's more powerful. And ... and that's why I think it might depend on the lawnmower.
0:03:04	T	OK. So do you think that your hand-pushed one ... do you think it cuts higher, and the electric one cuts lower?
0:03:10	S	I think ... Yeah, that's probably what I think. So I'm going to—
0:03:18	T	So wait. You guys don't have ... he doesn't have a small one, so you need to make sure you have a small one, too, please.
0:03:27	SN	I don't [inaudible].
0:03:28	T	Shh, shh.
0:03:29	SS	Shh, shh.
0:03:30	T	Before you move on to the next box, make sure that you and your partner have drawn the same thing. And if your partner's not as good of an artist as you are,
0:03:39	T	does it matter?
0:03:40	SS/T	No. / No. D- Am I happy if you just try your best?
0:03:43	SS/T/SN	Yeah. / OK. Just wanna make sure. How's it going, guys? / No, don't, don't, don't—
0:03:45	S/SN	[Inaudible]. / I'm drawing a life cycle.
0:03:47	T	OK. Is that what we're doing right now, my friend? No. When we get done, at the very back, if you wanna do a life cycle on the back, that's fine with me.
0:03:54	S/SN	Yay. / Um ... maybe ... maybe we should start [inaudible].
0:03:55	T	Right now, let's just focus on what we need to be doing.
0:04:00	T	How's it going, friends?
0:04:01	SS	Good.
0:04:02	T	Good.
0:04:03	T/SN	What's the issue? / [Inaudible]
0:04:04	SN	My issue is that when I talk to [inaudible].
0:04:10	T	Oh, OK. So what did you wanna say?
0:04:12	S/SN	I just wanted to say, like, [inaudible] ground, and it could make, like, the big dandelion [inaudible]. / OK. So [inaudible].

0:04:21	T	OK. So [inaudible], it looks like he doesn't think that the big dandelion is gonna survive. Do you think the big dandelion is gonna survive?
0:04:28	S	Yes.
0:04:29	T	OK. So why do you think that?
0:04:30	S	Because when they move, the little one's going to get trim—
0:04:34	T	Nathan. Just keep on going, dude.
0:04:36	S	The little one's going to get trimmed because it ... it doesn't have [as] much height as the big one.
0:04:42	T	OK. So [inaudible], what do you think? Do you think the big one's gonna survive?
0:04:45	SN	No, because it's big, and when the lawnmower ... lawn m-mower comes, it has more way to cut it.
0:05:00	T	OK. So it has more height to cut off, so you think it's gonna die? OK. Well then you two need to decide, because you're drawing two different things.
0:05:07	T	So say, "This is what I think and why," and [inaudible], you guys can convince each other. OK? So how's it going?
0:05:15	SN/T	[Inaudible] / OK. So you think both the big one and the little one are gonna survive?
0:05:20	S/SN	Yes. / They'll die because this is cut in half.
0:05:23	SN/T	Mow [inaudible]. / OK. So you think both of them are gonna die?
0:05:25	SN/SN	Yes. / Yeah, 'cause they're gonna [mow] them, because my mom at home, we cut off the dandelions 'cause they're bad for the plants and the grass.
0:05:35	T	OK. OK. So then how ... what are ... how, if they're ... if they're dying in both box 2, then why is there a dandelion in box 3?
0:05:46	S	Because dandelions make the new seed ... making a new seed.