

## Transcript for Video Clip 6.4

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| Teacher/video ID: | M. Bernstein, 6.4_mspcp_gr.1.tav_bernstein_L2_c3  |
| Content area:     | Variations in plants and animals  |
| STeLLA strategy:  | Select activities that are matched to the learning goal (SCSL strategy C).                |
| Context:          | In this video clip, students share the traits and variations they observed in sunflowers. |

### Video Clip 4

| Time Code | Speaker | Discussion   |
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| 0:00:03   | T       | Yesterday, we did the comparison of birds and the comparison of plants, and we're going to do the same thing now with our sunflowers.                        |
| 0:00:11   | T       | So our question is <i>How are sunflowers alike and different?</i> So first, let's talk about our traits of the sunflowers, and we said that traits are what? |
| 0:00:22   | T       | What they all have that's the ...?   |
| 0:00:24   | E       | Same.  |
| 0:00:25   | T       | The same. So what did all of the sunflowers have? Go ahead and ... what's one thing that the sunflowers had all the same?                                    |
| 0:00:33   | SN      | Stem.  |
| 0:00:34   | T       | They all had stems.  |
| 0:00:35   | SN      | Petals.  |
| 0:00:36   | T       | I heard the word <i>petals</i> .   |
| 0:00:39   | SN/SN   | Tall. / Tall?  |
| 0:00:42   | T/SN    | What else? / Big?  |
| 0:00:43   | SN/SN   | Big. / They're all big.  |
| 0:00:44   | SN/T    | Big. / Are they all tall?  |
| 0:00:46   | SS      | No.  |
| 0:00:47   | SN      | No, small and big. Small ... big.  |
| 0:00:49   | T       | They're small and big. So that's something that we can't say that's all the same. That's not a trait because they're not all the same height.                |
| 0:00:56   | SN      | It's an [inaudible].   |
| 0:00:57   | T       | What is something else that they all have that's the same?   |
| 0:01:00   | SN      | They all have se-seeds.  |
| 0:01:01   | T       | Ah, seeds.   |
| 0:01:02   | SN      | [Inaudible]  |
| 0:01:05   | SN/SN   | All ... all of them have yellow petals. / [Inaudible]  |
| 0:01:08   | T       | Ah, petals. We got the petals. We've got the seeds. Is there anything else that we need to add to our list that they all have?                               |

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| 0:01:15 | SN/SS | Fur. Fur. / Yellow.   |
| 0:01:17 | SN    | Stems.  |
| 0:01:18 | T     | We have stems. We have petals. I think we're good. Now that we have all the things that are the same, if you guys want to put your flowers down.  |
| 0:01:26 | SN    | Leaves? They all have leaves.   |
| 0:01:28 | T     | Five, four, shh, we'll add that, three, two. All right, guys. It'll be all right.   |
| 0:01:40 | T     | What do we notice now that we have all the things that we said that they have that are the same?  |
| 0:01:48 | T     | How are ... are ... are ... how are they different, or what are their variations?   |
| 0:01:53 | T     | Go ahead and put the flowers in the middle of the table so that we can talk without being distracted by the flowers in our hands.   |
| 0:01:59 | T     | What is one thing? Yes, sir.  |
| 0:02:03 | SN    | Ms. Bernstein.  |
| 0:02:04 | T     | Yes.  |
| 0:02:05 | S     | I know what they all have.  |
| 0:02:06 | T     | What do they all have?  |
| 0:02:07 | S     | Fur.  |
| 0:02:08 | T     | They all are a little furry on their stems, aren't they? So that's something that we can put on there too. All right.   |
| 0:02:14 | SN    | They both ... they all have stems.  |
| 0:02:17 | T     | They all have stems. OK. Focus for me for just a second. Let me ask my question again. You guys ready?  |
| 0:02:26 | T     | So we've talked about all the things that they have that are the same, or their traits that they all share that make them sunflowers. But now I need you to look at those different traits. |
| 0:02:37 | T     | Let's start with the stems. How are the stems different, or what are the variations that we see on the stems?   |
| 0:02:48 | SN    | Some are big, and some stems are small.   |
| 0:02:50 | T     | So we have some stems that are kind of big, and we have some that are small, and I heard someone say that they have fuzz on them.   |
| 0:03:05 | T     | Anything else on the stems that is a variation, something that we see that's different?   |
| 0:03:10 | SN    | [Inaudible] things on them.   |
| 0:03:11 | SN    | Some are spike ... spiky.   |
| 0:03:14 | T     | OK. So some are fuzzy, and some you've said felt that they're a little more spiky than fuzzy. All right.  |
| 0:03:22 | T     | Now let's look at the petals on the flower part.  |
| 0:03:28 | T     | We said that they all have petals, but when I was talking to you guys, I noticed you said something—that this flower has this kind of petals, and this flower has this                      |

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|         |    | kind of petals.  |
| 0:03:38 | T  | So how are our petals different? How are the petals different? Yes, sir.   |
| 0:03:44 | SN | The colors are different.  |
| 0:03:47 | T  | Oh, there's different colors. So can you tell me more about the colors?  |
| 0:03:54 | T  | What do you notice about the different colors of the petals of the flowers?  |
| 0:03:57 | SN | They're different shades of color.   |
| 0:03:59 | T  | Different shades of what color?  |
| 0:04:00 | S  | Yellow.  |
| 0:04:01 | T  | Different shades of yellow. So we have shades of yellow.   |
| 0:04:10 | T  | Because some of them are dark yellow. Some of them ... one of them is a really pale yellow, and one's kind of in between.  |
| 0:04:17 | SN | One's like ... like golden.  |
| 0:04:19 | T  | One is what?   |
| 0:04:21 | S  | One's like golden.   |
| 0:04:22 | T  | Golden. OK. So we have, like, a pale. We have a gold.  |
| 0:04:27 | SN | [Inaudible]  |
| 0:04:28 | T  | There's one of those flowers that has a different color in it too.   |
| 0:04:33 | SN | Ooh.   |
| 0:04:34 | T  | Did you guys notice that in one of your flowers? What color did you notice?  |
| 0:04:38 | SN | There's pink in one.   |
| 0:04:40 | T  | Oh, one of them has pink.  |
| 0:04:42 | S  | There's a little ... little [inaudible].   |
| 0:04:43 | T  | So it had petals, but those petals are even different than the rest because that one has pink.   |
| 0:04:52 | T  | All right. So there's one more thing I want to talk about before we move over to our next activity. In the center, somebody said that in the center, that's where they have the seeds. |
| 0:05:04 | T  | Now did those all look the same?   |
| 0:05:06 | SS | No.  |
| 0:05:07 | T  | Take a look at the middle of your flowers, and what do you notice about where the seeds are at?  |
| 0:05:13 | SN | 'Cause one's like ... one's like ...   |
| 0:05:15 | SN | In the ... this one's dark brown.  |
| 0:05:18 | T  | Oh, the seeds are soft in this one.  |
| 0:05:20 | E  | [Inaudible]  |
| 0:05:22 | SN | [Inaudible] I know these are too.  |

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| 0:05:23 | T  | Yeah. OK. What is one thing you notice, Paige?  |
| 0:05:28 | SN | Some are big; some are small.   |
| 0:05:30 | T  | Ah. Did you guys hear what Paige said? She said that some of the seeds are bigger than the others. So some of the seeds are big, and some of the seeds are small. |
| 0:05:41 | SN | Furry.  |
| 0:05:42 | T  | So you think that some of the seeds are a little more furry.  |
| 0:05:50 | T  | Anything else that you guys notice that's different about the seeds? Yes, sir.  |
| 0:05:54 | SN | Smooth.   |
| 0:05:55 | T  | Ah, some of the seeds are smooth. So what are some of the other ones? If they're not smooth, they're what?  |
| 0:06:00 | SN | Hard.   |
| 0:06:01 | T  | Hard, or rough maybe. OK. So some are smooth. Some are hard, and some are rough. All right.   |
| 0:06:13 | T  | So what I'm going to do is I'm going to ask Mrs. Agnes and Miss Casey if they would come and pick up your flowers. We're gonna put them back in the vase.         |