

Transcript for Video Clip 8.2

Teacher/video ID:	K. Griffin, 8.2_mspcp_gr.1.tav_griffin_L7_c2
Content area:	Variations in 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 clip, the teacher tells students a story about different-colored mice that live in a field near the top of a mountain. Then students predict which mice—black, brown, or white—will survive based on variations in fur color.

Video Clip 2

Time Code	Speaker	Discussion
0:00:02	T	Our focus question ... OK, we are looking at the mouse's fur, and I'm going to tell you a story about some mice.
0:00:12	T	Your job right now is to have your voices off, have your focus up here, so I can tell you this story. OK?
0:00:21	T	All right. So in a field near the top of a mountain, there were lots of mice. Most of them were light brown or tan in color, but the trait varied.
0:00:33	T	Some of the mice were black, and some were white. Hawks were the main predator of the mice. That means that the hawks liked to eat mice.
0:00:41	T	The hawks would spot the mice as they flew over the field and then swoop down to catch them and eat them.
0:00:48	T	One day, the mountain erupted. The mountain was a volcano. Hot molten lava flowed out of the volcano and burned all the trees and plants.
0:00:57	T	But the mice were able to run away and escape the hot lava. Weeks later, the ground was covered with the lava that had turned black as it hardened. OK.
0:01:07	T	A few years later, the mice returned after new plants grew. There were lots of seeds and ... seeds and nuts on the ground, so the mice came back looking for those bits of food.
0:01:16	T	And the hawks came back too, looking for the mice to eat. So let's review the story and the picture one more time.
0:01:21	T	As you look at each picture, think about the changes in the environment of the mice and the trait of their fur color, OK?
0:01:30	T	So let's do this one first. OK. Does the color of the fur make a difference? So let's look at this one. Which mice can you see really easily, friends?
0:01:38	T	What you can see just [inaudible].
0:01:39	SN	White ...
0:01:40	T	White and ...?
0:01:41	E	Black
0:01:43	SN/T	The black's kind of hard to see. / Shh, shh, shh, shh, shh. OK. Can you see the tan? Can you see the light-brown mice that well?
0:01:49	SS/SS	Yes. / No.
0:01:52	SN/T	You can see these mice really well?

0:01:54	SS/SS	Yes. / No.
0:01:55	T	But as easy as you can see those?
0:01:58	SS/SS	No. / Yeah.
0:01:59	T	OK. Shh, shh, shh.
0:02:02	SS	Shh, shh, shh.
0:02:04	T	Shh, shh, shh, shh, shh.
0:02:06	E	Shh, shh, shh, shh, shh.
0:02:08	T	OK. Well, maybe you guys can see the colors a little differently than I can. That's OK. I can see these white mice really clearly.
0:02:15	T	I can see these black mice pretty clearly. I can't really see those mice that well. OK. Now look at this one. OK.
0:02:24	T	So think about the environment. Think about the colors of the mice fur. That variation. OK? And what we're gonna do is we're gonna predict
0:02:35	T	which mice are going to be able to survive the easiest. OK? So we are gonna vote with our bodies, OK? 'Cause we don't really have time to write in our notebooks.
0:02:46	T	So if you think that the white mice are going to be able to survive the easiest out of everybody, come stand over here, please. OK?
0:02:56	T	If you think the— Well, actually, let me stop. Why ... why didn't anybody go over there? Who can tell me their thinking?
0:03:02	SN/T	Because it— / Nope. Who can tell me their thinking? Chloe.
0:03:05	SN	Because the white mouse[s] are the easiest to see from these mouses, since they're kind of camouflaged to the ground.
0:03:14	S	It's gonna be probably a lot more easier to see the black ones and the white ones. And the brown ones kind of, like, are kind of stuck, like,
0:03:24	S	with the dirt, but it's not there anymore, so I guess these are the best of the camouflage.
0:03:30	T	OK. So that's ... so you definitely wouldn't pick white, 'cause they're easiest to see. OK? So if you think that the tan mice, the light-brown mice,
0:03:40	T	are gonna be the ones that are gonna survive, OK. They're gonna have the most mice. They're gonna be able to survive,
0:03:45	T	why don't you come stand over here. OK. Why didn't anybody do that? Why w- [inaudible]?
0:03:53	SN	Because you can see the brown mice pretty well when you're up in the sky.
0:03:59	T	OK. So you think the hawks will be able to see the ... the brown mice pretty well. OK. OK. OK.
0:04:07	T	So if you think that the black mice are gonna be able to survive the most, stand up and just stay where you are, since that was everybody.
0:04:16	T	OK. All right. So sit back down. And who can tell me why they think black mice? Who is sitting on their bottom, crisscross applesauce, inside a blue box, of course.
0:04:28	T	OK, Hailey, what do you think?
0:04:30	SN	'Cause the black ones are hardest to see since ... since the ground is black.
0:04:37	T	Very nice.