

Transcript for Video Clip 8.3

Teacher/video ID:	K. Griffin, 8.3_mspcp_gr.1.tav_griffin_L7_c3
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 video clip, the teacher shows students a picture of different-colored mice on black lava. Then students share their ideas about which mice have the best chance of surviving on the lava and which color will become more common over time.

Video Clip 3

Time Code	Speaker	Discussion
0:00:02	T	So our focus question was <i>How do variations in the color of a mouse's fur and its environment help some mice survive long enough to have babies?</i>
0:00:11	T	So we want to know how variations in a trait might help an animal such as a mouse survive long enough to have babies.
0:00:18	T	We can think about this in a number of ways. OK? So your job right now is to think about the question that I'm asking you.
0:00:25	T	Would white mice on black lava have a good chance to survive long enough to make a baby white mouse? [Raise] your hand if you have an idea.
0:00:36	T	Would m— white mice— Let's go back to this picture. Would white mice on black lava have a good chance to survive long enough to have their own babies?
0:00:50	T	Let's see. Hm.
0:00:57	T	What do you think, Riley?
0:00:59	SN	I-I th— I think that maybe.
0:01:05	T	Would white mice have a good chance of surviving on this black volcanic rock lava field?
0:01:11	S	No.
0:01:13	T	No. Why not?
0:01:14	S	'Cause they're ... 'cause these don't blend in.
0:01:22	T	They don't blend in. They—
0:01:23	S	'Cause the whole ground is black, and these are white. 'Cause, then, in the ... in the shade [inaudible].
0:01:33	T	OK. So if they don't blend in, what's gonna happen with the predator?
0:01:38	S	They're gonna get eaten.
0:01:40	T	OK. Nice. The hawk is gonna swoop down and eat up those white mice 'cause it can see it, right?
0:01:44	SS	Yeah.

0:01:45	T/SN	Awesome, my friend. Chloe, ah-ah-ah. Sit down. / But maybe the brown could blend in. But maybe the brown could blend in 'cause it's kind of blending in but not.
0:01:53	T	OK. OK. Awesome. So thank you, my friend. Go sit back down.
0:01:58	T	So would black mice on black lava have a good chance of living long enough to make baby black mice?
0:02:05	SN	Yes.
0:02:06	T	Think about it. Give me a thumbs-up, yes they would. Give me a thumbs-down, no they wouldn't.
0:02:10	T	If you don't have a thumbs-up, thumbs-down, it makes me think that you're not listening, and that makes me sad. OK?
0:02:16	T	So I think all my friends have [a] thumbs-up. That means you can turn and whisper to your neighbor why. Why?
0:02:24	E	[Inaudible]
0:02:26	T	Kayla, talk to Riley, please. Roman and Amelia talk. Good job. Chloe, why don't you [inaudible] and hear what they have to say.
0:02:36	E	[Inaudible]
0:03:01	T	Oh. Justin, can you give us [inaudible], please? 'Cause you're doing an awesome job listening.
0:03:04	SN	Yes.
0:03:06	T	OK. So who would like to answer that? Would black mice on black lava have a good chance of living long enough to make baby black mice? Why or why not?
0:03:12	T	Kayla, what do you think?
0:03:14	SN	They will, because they blend in the ground.
0:03:17	T	Because they blend with the ground. 'Cause they camouflage. We talked about that. OK?
0:03:20	T	So which color variation in the fur of the mice gives them more of an advantage so they would not be eaten by the hawk?
0:03:29	T	Which color variation? The trait is fur, the variation is color. Amelia, go throw it away, please.
0:03:37	SN	OK.
0:03:39	T	That's a trickier question, friends. Let me ask it again 'cause I only see three hands.
0:03:45	T	Which color variation in the fur of the mice gives them more of an advantage so they would not be eaten by the hawk?
0:03:57	T	OK. Let's see. What do you think? Mm. Not raising his hand. Kailey.
0:04:08	SN	What was the question?
0:04:09	T	Which color variation in the fur of the mice gives them more of an advantage so they will not be eaten by the hawk?
0:04:15	S	The black ones.

0:04:16	T	The black mice. That's right. So the trait that we studied today was what, everybody?
0:04:15	SS	Color.
0:04:22	SN	No. Camouflage.
0:04:24	SN/SS	No. / Mice.
0:04:26	SN	No.
0:04:27	SN	No, not mice.
0:04:28	T	OK. So stop.
0:04:30	S/SN/T	What's— / Whoa. / And think. Mm-mm. Voices off. So what trait did we study today?
0:04:38	SS	Fur.
0:04:39	T	Fur. Nice job. That's really tricky. I promise we'll get it, OK? What variation did we color?
0:04:45	SS	Color.
0:04:47	T	Color of their what?
0:04:49	SS	Fur.
0:04:50	T	Fur. Nice job. OK. So which mice will become more common on the black lava field over time?
0:04:58	SS	Black.
0:04:59	T	Black. OK. Who can raise your hand and tell me why.
0:05:07	T	Let's see. Hm.
0:05:12	T	Makela, what do you think?
0:05:14	SN	I think that the black is going to because ... because ... because if ... if the hot lava exploded, and it would pr ...
0:05:36	S	so it would probably move away from ... from the ... from [inaudible].
0:05:45	T	OK. So, but if the hot lava exploded, wouldn't all the mice run away?
0:05:52	S	Yeah, and—
0:05:53	SN/SN	Yeah. / The black mice [inaudible] if the hot lava came.
0:06:04	S	Right there ... right there. It wouldn't ... it wouldn't hit the mice as long as it was right here. It would almost hit that.
0:06:14	T	OK. But ... but we ... if ... if the hot ... if the mountain exploded, all the mice ran away. We remember that from this one. Look,
0:06:21	T	all the mice are— No one's chilling. No one's staying. They're all running away as fast as they can. OK?
0:06:26	T	So the mountain exploding doesn't really have anything to do with the question I just asked. So let me ask it a lit ... one more time.
0:06:32	T	So which mice will become more common on the black lava field over time? The tan mice, the black mice, or the white mice?

0:06:39	T	What do you think? Let's see. John-Michael.
0:06:42	SN	The black mice.
0:06:43	T	OK. Why?
0:06:45	S	Because the ground is black, so if a hawk eats all of them, they ... they'll think ... all of them but the black ones,
0:06:58	S	they'll think there's no more mice, so they'd just go away.
0:07:01	T	Nice. Or if they eat all the white ones and all ... all the ... the brown ones, that means that there won't be any white or brown mice around to have babies.
0:07:11	T	OK? So then all the black mice would still be around, and they would be able to have babies.