

Transcript for Video Clip 4.2

Teacher/video ID:	Gaines, 4.2_mspcp_kinder_weather_gaines_L2_c3-4
Content area:	Weather and seasons
STeLLA strategy:	Variety of Student Thinking Lens strategies
Context:	In this clip early in the lesson sequence, students are talking about the evidence they found on their class weather calendar to make graphs of weather data for September.

Video Clip 2a

Time Code	Speaker	Discussion
00:00:00	T	But yesterday we were talking about shape patterns. What kind of patterns were we talking about yesterday?
00:00:06	SN	Weather?
00:00:07	SN	Oh, I know [inaudible].
00:00:09	T	Marianna?
00:00:10	SN	Weather patterns.
00:00:11	T	We were talking about weather patterns. Very good. And we were talking about the month of September, right?
00:00:17	SS	Yes.
00:00:18	T	Yeah. And does anyone remember? When we made this chart, what did you notice?
00:00:30	T	We made our chart. What did you guys notice?
00:00:32	E	[Inaudible]
00:00:39	T	Alex, what did you notice?
00:00:40	SN	I noticed that there was ... I noticed that there was numbers and stuff on that chart.
00:00:47	T	Numbers and stuff? What else did you notice?
00:00:50	S	I noticed that there were stickers on that chart.
00:00:53	T	And there's stickers on this chart? Did you notice anything else?
00:00:57	S	No.
00:00:59	T	Can anyone add anything else that you noticed? Caden.
00:01:04	SN	I noticed a Sun on the chart.
00:01:07	T	I can't understand you.
00:01:08	S	I noticed there's Sun on the chart.
00:01:11	T	That there was Sun on the chart? Did anyone else notice that?
00:01:15	SS	Yes.
00:01:16	T	What else did you notice?
00:01:19	SN	Me?
00:01:20	T	Eric.
00:01:21	S	I noticed that ... that cloudy has 11 stickers in it.
00:01:33	T	Very good. Kiss your brain. How do you know that that was 11, Eric?
00:01:37	S	Because I ... I saw in the calendar, and it tell me ... tells me.
00:01:43	T	How does it tell you? It talks to you?
00:01:45	SS	No.

00:01:46	T	Oh, how does it tell you?
00:01:48	SN	I'm looking at it, and I see it.
00:01:52	T	And what else did you have to do?
00:01:54	S	Uh ...
00:01:55	T	You look at it, and you see it. What else do you have to do?
00:01:58	S	Count it.
00:01:59	T	Oh, what did you say?
00:02:01	S/T	Count it. / You counted it. What did you count?
00:02:04	S	Numbers.
00:02:05	T	Did you count numbers?
00:02:06	S/T	No. / One, two, three, four, five, five, six, seven.
00:02:08	S	No, I mean the chart.
00:02:12	T	You're on the right track. What did you count when you came over here, and you knew that cloudy had 11. What did you count?
00:02:20	S	I counted cloudy.
00:02:23	T	You counted cloudy. So when I went over here, did you count this one?
00:02:29	S	No.
00:02:30	T	Would you count this one?
00:02:31	S/T	Yeah. / Why?
00:02:33	S	Because I see the cloudy, and it rained.
00:02:37	T	Oh, well, you see the clouds.
00:02:39	S/T	Mm-hm. / So when you go to this, would you count that one?
00:02:42	S	Yeah-huh.
00:02:43	T	And when you went to this, would you count that one?
00:02:44	S	Uh-huh.
00:02:45	T	And you went to this. Would you count that one?
00:02:46	S	Uh-huh.
00:02:47	T	And here?
00:02:48	S	Uh-huh. Mm-mm.
00:02:50	T	Because there was no what?
00:02:52	S	No cloudy.
00:02:53	T	Good. So excellent. When you look at the calendar, you had to look for Suns or clouds. So we looked at our chart or our calendar, and then we moved over here and added it to our ...
00:03:11	SN	Chart.
00:03:12	T	Chart. So today, before the guys came here, we did rainy and windy, right?
00:03:18	SS/T	Yes. / Did we just make that up?
00:03:19	SS	No.
00:03:20	T	No. Point to where we got that evidence. Point to where we got that evidence. The calendar, right?
00:03:30	SS/T	Yeah. / Yeah. And then we took it from the calendar and put it into our charts, and then we took our chart and made our ... our what?
00:03:41	SS	Paper.

00:03:42	T	Our ...
00:03:43	SS	Paper.
00:03:44	T	Well, do you remember what that is called?
00:03:46	SN	No.
00:03:47	SN	Huh?
00:03:48	T	Do you guys remember what that's called?
00:03:49	SS	Graph.
00:03:51	T	What it's called?
00:03:52	SN	Graph.
00:03:53	T	Graph, good. So now I want you to look at my graph. And I don't want you to look ... I just want you to look at sunny and cloudy.
00:04:01	T	Look here. At sunny and cloudy. And I want you to think. I don't want anyone to raise their hand for a minute. And I want you to think.
00:04:10	T	What do you notice? What pattern—remember, a pattern is something that happens over and over. What pattern do you notice with sunny and cloudy?

Video Clip 2b

00:04:23	T	Raise your hand if you'd like to tell me what you notice. I heard lots of good conversations.
00:04:29	T	Dakota, I heard you talking about something. What did you notice about sunny and cloudy here on our graph?
00:04:35	SN	I noticed that the sunny was more than the cloudy, and the cloudy was less than the Sun.
00:04:43	T	You know, I like how you changed that, because when I heard you talking, I heard you say it was bigger. And you mean bigger like huge, like this?
00:04:51	T	Mm-mm, and she changed it from bigger to saying it was?
00:04:56	SS	Smaller.
00:04:57	T	No. That would be the opposite. She didn't say bigger. She said that sunny was ...
00:05:02	SN	Long.
00:05:03	SS	Tall.
00:05:04	T	What did you say?
00:05:06	SS	Longer.
00:05:08	T	Mm ... longer, but what does that mean? How many days were sunny, kindergarten?
00:05:13	SS	Sixteen.
00:05:15	T	How many days were cloudy?
00:05:16	SS	Eleven.
00:05:19	T	Do you remember what you said? That sunny was what?
00:05:27	SN	Longer than the cloudy, and the cloudy was shorter than the sunny.
00:05:36	T	Are we going to do long and short, Marianna?
00:05:38	SN	No.
00:05:41	T	What do you mean by "longer"?

00:05:44	SN	That's more than.
00:05:46	T	What did you just say?
00:05:47	S	That's more than.
00:05:48	T	More! What did she say?
00:05:51	SS	More.
00:05:52	T	Yeah, we're not talking about long and short, big and small [inaudible]. We're talking about more and less.
00:06:00	T	Raise a quiet hand if you can tell me which one has more. Which one has more?
00:06:10	T	Paolo.
00:06:11	SN	The clouds are—
00:06:16	T	Which one has more? Sunny or cloudy?
00:06:19	S	Cloudy.
00:06:20	T	How do you know?
00:06:21	S	Because 11—
00:06:26	T	It has 11, and what does that tell you?
00:06:29	S	Because the ... cloudy is darker.
00:06:38	T	Does cloudy is darker have anything to do with being more or less? Or having 11? I need you to think about the question.
00:06:48	T	Which one is more? Pedro.
00:06:53	SN	The Sun.
00:06:54	T	How do you know?
00:06:55	S	'Cause I see the chart.
00:06:58	T	And what do you see on the chart?
00:07:00	S	Sixteen Suns.
00:07:03	T	And is that more ...
00:07:05	S/T	Yes. / than the cloudy?
00:07:06	SS	Yes.
00:07:07	T	Yes. Do you guys see that?
00:07:09	SS	Yes.
00:07:10	T	... that some of you were saying longer, but this is longer, and it is more than the cloudy, right?