

## Professional Learning Communities Facilitator's Guide

for the What Works Clearinghouse Practice Guide: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School

### VIDEO

3:36 minutes

[Full Details and Transcript](#)

## Activities to Promote Word Learning (Second/Third-Grade Combination Class)

July 2015

## Video Details

**Facilitator's Guide Session:** Recommendation 1, Session 1B  
Handout 1B.2: Video Viewing Guide – Activities to Promote Word Learning

**Description:** In this video, a teacher in a second/third-grade combination class models how to provide activities that enable students to interact with words during the guided practice phase of a lesson. The class shown has 20 students: 14 in second grade and 6 in third grade. The students have all been enrolled at this school since kindergarten. Over 75% of the students are English learners, and their primary language is Spanish. Of the students who speak Spanish, eight are at an intermediate level of English proficiency, while five are at an advanced level.

## Full Transcript

**Teacher:** All right. Now we're going to look at a plant. Okay, now let's look at the features of this plant. All right. Now, I brought a real plant for you to look at. Here. Now let's see, what are the features of this plant? I see some hands up. What do you think is a feature of this plant?

**Student 1:** Its leaves.

**Teacher:** Okay. Its green leaves, yes. They're kind of hiding, but there are some green leaves in there. What's another feature of this plant?

**Student 2:** The seeds.

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- Teacher:** The seeds, yes, but we can't really see the seeds, but we know plants have seeds. So, very good. What's another feature?
- Student 3:** The roots.
- Teacher:** The roots, and you can't even see them, but you know they're down in here, right? The roots are a feature of the plant. What else?
- Student 3:** The stem.
- Teacher:** The stem. Very good. The stem right here is a feature of the plant, but you're forgetting something really big and bright here. What's . . . ?
- Student 4:** The petals?
- Teacher:** The petals of the . . . ?
- Students:** The flower.
- Teacher:** Flower, right. A flower is a feature of a plant. Okay, now we're going to play another little game. All right. And I'm going to say examples of things, and if you think it's a feature, you say *feature*. And then I'm going to ask you to tell me what is it a feature of. Okay? So here's the first one. Having a stem. [pause] What do you think? Feature or not a feature?
- Students:** Feature.
- Teacher:** Feature. Okay. So Jessie, do you think it's a feature? It's a feature of what?
- Jessie:** Of the plants.
- Teacher:** Of the plants. That's right. Having flowers. What do you think? Having flowers.
- Students:** Feature.
- Teacher:** First of all, feature or no feature? What do you think?
- Students:** Feature.
- Teacher:** Feature. Okay. So Teresa, you said that having a flower is a feature. What do you think it's a feature of?
- Teresa:** The plant.
- Teacher:** A feature of a plant. Excellent. Having fur, what do you think? Fur. Riley? You think that's a feature? Okay. A feature of what?
- Riley:** An animal.
- Teacher:** An animal. Absolutely. A mouth?
- Students:** Feature.

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- Teacher:** Edwin, you think it's a feature? A feature of what?
- Edwin:** A person?
- Teacher:** A person. Very good. Or some kind of an animal. Very good. Having feet? Genesis, do you think that's a feature?
- Genesis:** Yes.
- Teacher:** Okay. A feature of what?
- Genesis:** A person.
- Teacher:** A person. Very good. People have feet. A wagging tail?
- Students:** Feature.
- Teacher:** I'm hearing a lot of features. Okay. Daniela?
- Daniela:** Of a dog or a cat.
- Teacher:** A dog or a cat. Absolutely. All right. Very good. Okay. So now I'm going to ask you some questions about features. Let's see if you can answer them. Raise your hand if you know. What is a feature of a plant that would make a good present for your mother? What would make a good present for your mother? It's a feature of a plant. Astrid?
- Astrid:** Flowers?
- Teacher:** Flowers, right. Because you could give a flower to your mother, right? As a present, but the flower is a feature of the plant. Who knows of a feature that would hurt you if you touched it? A feature of a plant I should say. Who knows, and I'm even going to draw a picture here. Who knows what feature of a plant would hurt you if you touched it. Ivan?
- Ivan:** The thorns?
- Teacher:** The thorns. Very good. The thorns would hurt – that's a feature, but it would hurt you if you touched it, right? Very good.

– End of Transcript –

Disclaimer: This video, produced by the Regional Educational Laboratory (REL) Southwest is part of a series developed for the *Professional Learning Communities Facilitator's Guide for the What Works Clearinghouse Practice Guide: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School*.

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