

## 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

5:28 minutes

Full Details and Transcript

## Activities to Promote Word Learning (Sixth, Seventh, and Eighth Grades: Newcomer Class)

July 2015

## Video Details

<b>Facilitator's Guide Session:</b>	Recommendation 1, Session 1B Handout 1B.2: Video Viewing Guide – Activities to Promote Word Learning
<b>Description:</b>	In this video, a teacher in a sixth-, seventh-, and eighth-grade Newcomer Class models how to provide activities that enable students to interact with words during the guided practice phase of a lesson. The students in this class are enrolled in a Newcomer Center for secondary students who are new to the country and at beginning levels of English proficiency. The class has 20 students in grades 6–8. All the students are English learners, and 90% have been in the United States less than one year. Most of the students are at the beginning level of English proficiency, with three students at the early intermediate level. One student speaks Mandarin, one speaks Korean, and the remainder speak Spanish.

## Full Transcript

<b>Teacher:</b>	So now we're going to do another activity. You're going to tell me if it's a pattern or if it's not a pattern, okay?
<b>Student 1:</b>	Okay.
<b>Teacher:</b>	All right. So 5, 10, 15, 20 – is that a pattern?
<b>Students:</b>	Yes.

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- Teacher:** Okay, someone raise their hand. Tell me why it's a pattern. Who can tell me why it's a pattern? Allison. Good morning.
- Allison:** Hi.
- Teacher:** Why is 5, 10, 15 a pattern?
- Allison:** *Porque estan en las tablas del 5* (Because they are in multiples of 5).
- Teacher:** Okay. So I'm counting, right? How many numbers am I going up every time?
- Allison:** Five.
- Teacher:** Five? Very good. Okay, so now tell me if this is a pattern: red, white, blue.
- Students:** No.
- Teacher:** Red, white, blue. Red, white, blue.
- Students:** Yes.
- Teacher:** Red, white, blue. Is that a pattern?
- Students:** Yes.
- Teacher:** Why is that a pattern? Song, good morning. Why is red, white, blue a pattern?
- Song:** Because it's the flag of France.
- Teacher:** The flag of France?
- Song:** Yeah.
- Teacher:** I don't know, but just by listening, is there something that repeats?
- Students:** Yes.
- Teacher:** If I said red, white, blue, what am I going to say again? Do you know?
- Song:** Red, white, blue.
- Teacher:** I'm going to repeat red, white, and blue again. So is that a pattern if I continue to repeat it?
- Song:** Of course it can be a pattern.
- Teacher:** Of course. It's a pattern if I'm repeating it. If I'm repeating it, it's a pattern. Very good. Okay, here's another one. Triangle, square, rectangle.
- Students:** No.
- Student:** No, it's not a pattern.
- Teacher:** No pattern?

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- Students:** No.
- Teacher:** Why is that not a pattern? Why is that not a pattern? Christopher, why is that not a pattern?
- Christopher:** Because you do not repeat.
- Teacher:** Very good, I'm not repeating. Very good. I didn't repeat rectangle; I didn't repeat square or triangle. Very good. Okay. Pattern or no pattern? A striped shirt.
- Students:** Pattern.
- Teacher:** Pattern? Okay, so *striped* may be a new word for some of you. Okay, striped – for example, this is striped. Striped. Your shoes are striped. Thank you. [laughter] Look at those shoes. [laughter] This is stripes. It's a pattern. So, let me say again. A striped shirt: pattern or no pattern?
- Student:** Pattern.
- Students:** Pattern.
- Teacher:** Pattern, yes. An example would be your sweater.
- Student:** Because it continues to repeat.
- Teacher:** It continues to repeat. We know exactly what's going to continue. Ronnie's shirt is striped. It's a pattern. I know exactly what comes next. Then we have Julie's shoes that also have a pattern. Okay. Every morning I get up, take a shower, eat breakfast, and brush my teeth. Pattern or no pattern?
- Students:** Pattern.
- Teacher:** There's a key in there because I said what?
- Student:** Every day.
- Teacher:** *Every day* or *every morning*. Very good. Keyword: *every*. *Every time* means it's a pattern. Okay. Here's another one. Describe or show me the American flag. Okay. By pointing, okay. What's the pattern? Raise your hand. What's the pattern? What's the pattern? Let me see. Let me hear. Let me hear from Sebastian.
- Sebastian:** The pattern looks like red, white, red, white, red, white.
- Teacher:** Yes, it continues. Red, white, red, white. Thank you. Okay. Someone who can count numbers in a pattern? Who can count numbers in a pattern? Ronnie?
- Ronnie:** 2, 4, 6, 8, 10.
- Teacher:** Very good. That's a pattern because I know that if he would've continued, the next number would've been 12. Very good. What's another way to count numbers in a pattern?
- Sebastian:** 1, 2, 3.
- Teacher:** What's the pattern that he's counting? In what pattern? [crosstalk] He's adding 1 each time. Very good. What's another pattern?

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**Student:** 5, 10, 15, and then 20, and then 25.

**Teacher:** Then 25. What comes after 25?

**Student:** 30.

**Teacher:** 30. Okay. Very good. So there's a pattern. He's counting by fives. He's adding 5 each time. Okay. Very good. So let's say this word one more time: *pattern*.

**Students:** Pattern.

– *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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