

## 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

4:47 minutes

Full Details and Transcript

## Pre-Teaching Vocabulary (Sixth, Seventh, and Eighth Grades: Newcomer Class)

July 2015

## Video Details

**Facilitator's Guide Session:** Recommendation 1, Session 1B  
Handout 1B.1: Video Viewing Guide – Pre-Teaching Vocabulary

**Description:** In this video, a teacher in a sixth-, seventh-, and eighth-grade Newcomer Class demonstrates how to teach academic vocabulary through the use of examples, non-examples, and concrete representations. 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 a year. Most of the students are at the beginning level of English proficiency, with three at the early intermediate level. One student speaks Mandarin, one speaks Korean, and the remainder speak Spanish.

## Full Transcript

**Teacher:** The next word that we have is *pattern*. Everyone, pattern.

**Students:** Pattern.

**Teacher:** Okay. *Pattern* is a noun. Let me write it. Yes?

**Student 1:** What's a pattern?

## Video Transcript: Pre-Teaching Vocabulary (Sixth, Seventh, Eighth Grades: Newcomer Class)

**Teacher:** Ooh, good question. We're going to write down the definition of *pattern*. So we're going to write, "It is a repeated" – let's start with the word. "*Pattern* is a [pause] a repeated or regular way [pause] in which something is done." Okay. Sorry for that. It's a little messy, but that's a *P* at the beginning. Pattern. That's the same word here. So there's a keyword here. The keyword is repeated, something that repeats. Okay, something that is done over again or that we see again. Okay? So I'm going to give you examples of *pattern*. For example, the American flag, do you see the American flag up there?

**Ronnie:** Yes.

**Teacher:** The American flag follows a pattern with the red-and-white stripes. Do you see that? Red, white, red, white. Okay?

**Student 1:** Red and white.

**Teacher:** We're looking at the stripes. See, this is a pattern because it is repeating. Red, white, red, white. So the stripes have a pattern that repeats. Another example, I'm looking at Ronnie, and his shirt has a pattern of stripes. Do you see that? Do you see Ronnie's shirt?

**Isaac:** Yes and, oh, my sweater too.

**Teacher:** Your sweater has a pattern. That's right. That's the first I thought of when I saw you this morning. What is the pattern on your shirt?

**Student 2:** Blue and red.

**Student 3:** Blue and . . .

**Isaac:** Red and blue.

**Teacher:** Blue and red what? What do we call those lines? Stripes. Stripes. *Rayas*. Stripes.

**Isaac:** Stripes, *rayas*.

**Teacher:** So your stripes are horizontal, and Ronnie's stripes are vertical. Okay? Here's another example of pattern: 2, 4, 6, 8 . . .

**Student 4:** 10.

**Teacher:** I'm counting by twos. Counting by twos is a pattern because I'm repeating the same thing. It's not the same number, but I'm adding 2 to each value. So that's a repeated pattern. So, good, those are examples of patterns. Now I'm going to show you what is not a pattern. Does my clothing have a pattern?

**Students:** No.

**Teacher:** No, there's no pattern. No pattern. There's nothing. Okay? Let me see. If I drop my highlighters. I actually did drop them. [laughter] If I drop all my highlighters, and they scatter all over the place, there's no

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organization or anything in the way they fell. That is not a pattern because they're everywhere. They're scattered. No, it doesn't repeat, right? I'm not going to drop them because I don't want to have to pick them up. Let me see. Every weekend, I do something different. I like to try new things. That is not a pattern because it's different, right? It does not repeat. Okay? It does not repeat. Okay. Here's an example of not, something that is not a pattern. [pause] Is this a pattern?

**Students:** No.

**Teacher:** You don't know what number is coming next. We don't know what's repeating. This is not a pattern. Not a pattern. No 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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