

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

4:45 minutes

Full Details and Transcript

Providing Review (Sixth, Seventh, and Eighth Grades: Newcomer Class)

July 2015

Video Details

Facilitator's Guide Session:

Recommendation 1, Session 1B

Description:

In this video, a teacher in a sixth-, seventh-, and eighth-grade Newcomer Class models how to review vocabulary words that have been taught previously. 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 students at the early intermediate level. One student speaks Mandarin, one speaks Korean, and the remainder speak Spanish.

Full Transcript

Teacher: Do you guys remember *pattern*?

Student 1: Yes.

Students: Yes.

Teacher: Okay. Everyone *pattern*.

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Students: Pattern.

Teacher: Okay. Raising your hand, who can give me the definition for *pattern*? Who can give me the definition for *pattern*? I'm going to go here only because I want to hear Adulio a little more.

Adulio: A sequence that repeats.

Teacher: I like that. Sequence means there's an order. Very good. It's an order that repeats. Very good. Okay. So what is an example of *pattern*? Raise your hand. What is an example of *pattern*? Angie?

Angie: The paper over there.

Teacher: The paper over there. What is the pattern that is – what paper? This one paper? What's the pattern that repeats?

Angie: Green and yellow.

Teacher: Green and yellow, green and yellow, and it's got the lines that repeat. That's a pattern on the paper. Very good. Does this paper have a pattern?

Students: No.

Sergio: Well on the backside, yes.

Teacher: I didn't see the backside. Okay. What's another example of pattern? Raise your hand.

Isaac: The flag has a pattern.

Teacher: What flag has the pattern?

Isaac: The United States of America.

Teacher: The flag of the United States of America has a pattern. What's the pattern?

Isaac: The red, white . . .

Teacher: Red, white, red, white.

Isaac: . . . red, white. The stripes.

Teacher: Very good. Thank you. What's an example of pattern? Sergio?

Sergio: The flag of the United Kingdom.

Teacher: The flag of the United Kingdom. What's the pattern?

Sergio: The pattern is the white and red.

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- Teacher:** White, red – no.
- Student:** Spain, the Spain?
- Teacher:** Let's think of another one because that may be a little difficult to find the pattern since we only see it really one time or we see it twice – I'm sorry?
- Adulio:** Ajedrez.
- Teacher:** Ajedrez? Oh, chess.
- Adulio:** Chess.
- Teacher:** Chess. What's the pattern on chess?
- Adulio:** The black and white squares.
- Teacher:** Is it black and white squares?
- Students:** Yes.
- Adulio:** Yes.
- Teacher:** Yes. Very good. Chess, we see the pattern that repeats. Yes. What's another example of pattern?
- Student 2:** Again with the high school.
- Teacher:** What's the pattern?
- Student 2:** Green, yellow, green, yellow, green, yellow.
- Teacher:** The letters on that sign that says high school?
- Student 2:** Yes.
- Teacher:** Green, yellow, green, yellow. Very good. What are other examples of pattern? [pause] Thank you. What is that?
- Student 3:** Her shoes.
- Teacher:** Her shoes. What's the pattern? Who remembers that word?
- Student:** Purple and . . .
- Student:** Purple and white.
- Teacher:** Purple and white, what?

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- Student:** Stripes.
- Teacher:** Stripes.
- Student:** Stripes.
- Teacher:** Stripes. Very good.
- Student:** Stripes.
- Teacher:** Who else has clothing that has a pattern?
- Student:** Isaac.
- Student:** Isaac.
- Teacher:** Isaac and who else?
- Student:** Ronnie.
- Student:** Ronnie.
- Teacher:** Ronnie. Very good. Okay. [pause] Okay. So I want you to show me thumbs up if it's a pattern, thumbs down if it's not a pattern. So listen carefully: 2, 4, 6, 8, 10, 12 . . . pattern? Yes. Very good.
- Student:** Yes.
- Teacher:** I'm going up by two. Very good. Okay. Tell me if it's an example of pattern. Thumbs up if it is, thumbs down if it's not.
- Student:** Okay.
- Teacher:** Red, white, blue, red, white, blue, red, white, blue, red, white, blue. Thumbs. Okay. Very good. Thumbs up. That's a pattern. What's repeating?
- Students:** Red, white blue, red, white, blue.
- Teacher:** Very good. Thank you.
- Student:** Red, white, blue.
- Teacher:** Triangle, square, rectangle.
- Student:** No.
- Student:** No.

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Teacher: Very good. That's not a pattern. I didn't repeat anything. Very good.

Student: It's kind of was like this.

Teacher: Okay. No, let's not make it confusing. Okay. A striped shirt.

Ronnie: Yes.

Student: Yes.

Teacher: A striped shirt. Striped shirt is a pattern. Very good. Okay. Monday, summer, January.

Olga: No.

Teacher: Monday, summer, January. I agree with you, Olga. Thumbs down. There is no pattern. I'm saying the day of the week, a season, and a month of the year. There is no pattern there.

– *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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