

## 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

5:50 minutes

Full Details and Transcript

## Completing a Graphic Organizer (Sixth, Seventh, and Eighth Grades: Newcomer Class)

July 2015

## Video Details

**Facilitator's  
Guide Session:** Recommendation 2, Session 2A  
Handout 2A.3: Video Viewing Guide – Completing a Graphic Organizer

**Description:** In this video, a teacher in a sixth-, seventh-, and eighth-grade Newcomer Class models how to lead a class in completing a graphic organizer of content presented in a video (see the video *Using Videos to Anchor Instruction*). 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 all but one has been in the country 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 rest speak Spanish. This video was filmed during the second month of school.

## Full Transcript

**Teacher:** Today's lesson is going to be very exciting. Now remember what we did last time we were together? We watched a video. What was the video about? Who can tell me? Someone? Go ahead.

**Student 1:** Who is she?

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**Teacher:** Who is she? Very good. Very good. And where is she from, or what were they calling her?

**Student 2:** The Afghan girl.

**Teacher:** The Afghan girl. Very good. That means she came from Afghanistan. Okay, so we watched the video and in your textbooks that you have out, you guys also read an article that had to do with this Afghan girl, and it was titled “Who Is She?”

So now that we’ve watched the video and read the article, let’s get that information that we know about her, and we’re going to do something very fun with that today. So before we begin that, let’s review the vocabulary. You have seen the vocabulary a few times already, but let’s review it together. Please, repeat after me. *Study*.

**Students:** *Study*.

**Teacher:** Very good. This is a verb. In past tense we say *studied*.

**Students:** Studied.

**Teacher:** We’re going to use that vocabulary to help us complete a sequence chart. Everybody has their sequence chart out? Okay, very good. A sequence chart is a chart that helps us organize order—what happened first, what happened second, what happened third, and so on. We’re going to write down three major events—I will provide the first one—Event 1, Event 2, and Event 3. The very first thing that we know about this is that in 1985 . . . [pause] in 1985, a picture of a young – ooh, what am I missing?

**Students:** Girl.

**Teacher:** Yes. [laughter] Thank you. A picture of a young girl – I’m going to put it down here – a young girl was taken for a magazine. Partner As, please raise your hand. Partner As? Okay, very good. Partner Bs, raise your hand. Okay, very good. So now that you know what partner you are, I want you to tell me – share some details. What information did we know after her picture was taken or when her picture was taken? Go ahead and share first, Partner A. Give me just a sec.

**Student 2:** Picture. The picture went popular.

**Teacher:** The picture was very popular. Okay. So in 1985, a picture of a young girl was taken for a magazine. What else can we say based on this? What, what else did we know? Why don’t you raise your hand and share what you shared with your partner? I’m going to listen to your details and see which ones to put down since I don’t have much space down here.

**Student 3:** About no one knew the girl’s name.

**Teacher:** No one knew the girl’s name. Yes. That’s true. No one knew her name. Trent, what do you have?

**Trent:** Years later, people wanted to find her.

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**Teacher:** People wanted to find her years later. Very good. So let's write this down. This is in the tiny little box, so I will box it after. People had no idea – and we underline this word because we want to make sure that we practice our new vocabulary.

Now that we have Event 1, what happens next? This is what you're going to talk about with your partner. Then we have some details.

What's the next thing? What do you think?

**Student 4:** Find where she was.

**Teacher:** Yeah. I agree with you.

We want the next major event. Okay, so raise your hand and share with the class what you think the next major event is. Okay. Go ahead and share yours.

**Student 5:** The people want to know that he was still alive.

**Teacher:** That she . . .

**Student 5:** She was still alive.

**Teacher:** People wanted to know if she was still alive.

Very good. I heard some great details, but I did hear one, a main event that would support all of the other comments and details that you said. People wanted to find her. I think that's the next – the next major event. Could you read one more time what you shared please?

**Student 2:** A scientist had an idea of studying her eyes.

**Teacher:** Very good. A scientist . . .

What is the third major event? No, but I want you to share with your partner first, okay? Very quickly. We're going to take about two minutes only. *Dos minutos solamente* (two minutes only). Finally – what finally happened?

So here we – three major events that happened. There's a lot of details in between, but these are the three major events, right? A picture was taken in 1985, they start to look for her; and in 2002, they finally found her. Very good. Okay. Good job, guys. Please make sure that your name's on the paper.

– *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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