

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

5:21 minutes

Full Details and Transcript

Using Videos to Anchor Instruction (Sixth, Seventh, and Eighth Grades: Newcomer Class)

July 2015

Video Details

Facilitator's Guide Session: Recommendation 2, Session 2A
Handout 2A.2: Video Viewing Guide – Using Videos to Anchor Instruction

Description: In this video, a teacher in a sixth-, seventh-, and eighth-grade Newcomer Class demonstrates strategies to use before and after showing a video as a way 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 students at the early intermediate level. One student speaks Mandarin, one speaks Korean, and the rest speak Spanish. This teaching segment was filmed during the second month of school.

Full Transcript

Teacher: Today's lesson, we are going to answer questions to deepen our understanding. Okay? We're going to go over the vocabulary that we've already learned and gone over. So we will practice this vocabulary when we answer the questions. We're going to go over questions. There's three questions that you will answer, but before you answer those questions, we're going to watch a video. Okay? And this video will help us answer those questions. What you will do before you answer the questions, you're going to work with your partner, and you're going to answer the question with your partner, and then I'm going to grab your attention again, and we're going

Video Transcript: Using Videos to Anchor Instruction (Sixth, Seventh, Eighth Grades: Newcomer Class)

to work as a group to share our answers together.

Okay, question number one we have, “Why were the people so interested in finding the Afghan girl?” Remember, Afghan girl, we’re talking about a young lady who is from Afghanistan. Question number two is, “How did the National Geographic team find her?” How did – they went through some steps, so if there’s going to be a sequence, you can answer by what happened first, what happened second, what happened next, and so on. Okay there’s an order because they did more than one thing, as you will see. And the last question is, “What were some of the problems the National Geographic team had in finding her?” Let’s go over the vocabulary before we do that. Please repeat after me. *Study*.

Students: *Study.*

Teacher: *Pattern.*

Students: *Pattern.*

Teacher: *Find.*

Students: *Find.*

Teacher: *Idea.*

Students: *Idea.*

Teacher: *Scientist.*

Students: *Scientist.*

Teacher: *Similar.*

Students: *Similar.*

Teacher: Okay. So these are some words that you will hear in the video, and you may also use these to answer your questions. Okay? All right. Any questions?

Students: No.

Teacher: [pause to view video] All righty. Let’s begin. What I want you to do is when you think about this question, think about it; and then Partner A—raise your hand, Partner A—you’re going to share with your Partner B—raise your hand Partner B. Partner B, you’re going to listen to your partner, and then – but you’re going to have time to think first, okay? So Partner A, you will share first. Partner B, once your partner has finished sharing, you’re going to share your answer with them. I want you to think about what – why were they so interested? Think about it. Think about why – why were people looking for her?

Student: When the – when the [speaking Spanish] one, the . . .

Teacher: They were – so you can put, “Because they were worried about her.” *Pueden poner eso* (you can answer that). Okay. So when you answer the questions, I’m going to call on you, *puedes decir* (and you can say), “The people were so interested in finding the Afghan girl because they were worried about her.” Okay? So *Pueden hablar juntas para eso* (you can discuss that together). You’ve shared with your partner; now let’s share our answers with the entire group. Sergio, why don’t

Video Transcript: Using Videos to Anchor Instruction (Sixth, Seventh, Eighth Grades: Newcomer Class)

you share your answer please?

Sergio: She was different from the other Afghan – and she was different from others, and that’s how they were interesting of her . . .

Teacher: Interested in finding . . .

Sergio: . . . in finding her.

Teacher: Let’s not forget one important thing. Let’s use some of the vocabulary words that we’ve learned last week. Okay? So very good. Now, let’s use that complete sentence, you guys have a complete sentence in your papers. I saw that you wrote them, so let’s use that. Thank you for you for raising your hand. Angie, what answer do you have?

Angie: The people were interested in finding the After girl because . . .

Teacher: The Afghan girl.

Angie: . . . Afghan girl because they were worried about her because she was different from other girls and she – her eyes were different.

Teacher: Very good. So let’s move on to our second question. Go ahead and begin to share, Partner A with Partner B. Okay. You guys have great answers. Please raise your hand if you want to share your answer, because some of you have really great answers. I’m going to start right here with Carina. Let’s go to the third question. Go ahead and begin. Think. Think about what were some of the problems they went – ran into? Okay. I really love your answers. You guys have some really good answers. Did everyone finish sharing?

Students: Yes. Sort of

Teacher: Okay. Very good. Now that you’ve shared with your partner or your small group, we’re going to share again one last time as a group. One more. Go ahead, Julio. Share your answer, please.

Julio: They didn’t know if she was still alive. They didn’t know where she lived, what was her tribe.

Teacher: That’s it. Very good. Very good, guys. Good job.

– 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*.

This video was prepared for the Institute of Education Sciences (IES) under Contract ED-IES-12-C-0012 by Regional Educational Laboratory Southwest, administered by SEDL. The content of the video does not necessarily reflect the views or policies of IES or the U.S. Department of Education, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.

This video is available on the Regional Educational Laboratory website at <http://ies.ed.gov/ncee/edlabs>.