

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

5:05 minutes

Full Details and Transcript

Providing Review (Second/Third-Grade Combination Class)

July 2015

Video Details

Facilitator's Guide Session:

Recommendation 1, Session 1B

Description:

In this video, a teacher in a second/third-grade combination class demonstrates how to review vocabulary words that have been taught previously. The class shown has 20 students: 14 in second grade and 6 in third grade. The students have all been enrolled at this school since kindergarten. Over 75% of the students are English learners, and their primary language is Spanish. Of the students who speak Spanish, eight are at an intermediate level of English proficiency, while five are at an advanced level.

Full Transcript

Teacher: So remember, an adaptation is a what?

Student 1: A change.

Teacher: To . . . ?

Student 1: To stay alive.

Teacher: To stay alive. All right. That's right. That's right. What is an adaptation that the desert plant makes? What does the desert plant do so it can stay alive?

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- Student 2:** I know.
- Teacher:** What does it – change does it make?
- Student 2:** It doesn't have that much leaves.
- Teacher:** It doesn't have a lot of leaves. That's right. What's another one?
- Student 3:** It has water.
- Teacher:** It has water inside, but what does it have to keep that water inside so it doesn't leak out?
- Student 3:** The spikes.
- Teacher:** No, that's another adaptation.
- Kaye:** The . . .
- Teacher:** It has something on the outside.
- Kaye:** The umm.
- Carmela:** Tiny leaves?
- Teacher:** No. It has that waxy covering, like a waxy skin. It's like a wax, right. The waxy skin, that's right. That keeps the water . . . ?
- Student:** Inside.
- Teacher:** . . . inside. It doesn't leak out. Okay. That's an adaptation. So the cactus has this waxy skin that keeps the water inside. Okay, what's an adaptation to protect itself? What does the desert plant have to protect itself?
- Carmela:** The spikes.
- Teacher:** The spikes, or those prickly needles they're called, too. Very good.
- Student 4:** It hurts.
- Teacher:** Right. What about the rose? What's the adaptation that the rose has to protect itself?
- Carmela:** The spikes.
- Student:** Thorns.
- Teacher:** They're called what?

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- Students:** Thorns.
- Teacher:** Thorns. Say it in a sentence. The rose has . . . ?
- Carmela:** Roses has thorns to protect itself.
- Teacher:** Thorns to protect itself. The thorns are a what?
- Carmela:** An adaptation.
- Student:** Adaptation. The thorns. So thorns are a what?
- Students:** An adaptation.
- Teacher:** Good. What about the – what about the needles on the cactus? What’s that?
- Student:** It’s an adaptation.
- Students:** An adaptation.
- Teacher:** It’s an adaptation. What about that waxy covering?
- Students:** Adaptation.
- Teacher:** It’s an adaptation because it is a change to help it . . .
- Students:** Change to help it . . .
- Student:** Stay alive.
- Teacher:** . . . stay alive. Very good. What’s an adaptation that the polar bear has? What does . . . ?
- Students:** Fur.
- Kaye:** It has thick – a fat, thick layer of . . .
- Student:** Fur.
- Kaye:** . . . a fat, thick layer of fur?
- Teacher:** No. A thick layer of . . . ?
- Kaye:** Fat.
- Teacher:** Fat.
- Kaye:** . . . to help it stay warm.

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- Teacher:** To help it stay warm. Very good. What's another adaptation of a polar bear?
- Carmela:** An adaptation for a polar bear is fur.
- Teacher:** What color?
- Carmela:** White fur.
- Teacher:** White fur so it can . . .
- Carmela:** To survive.
- Student 4:** They camouflage with the snow.
- Teacher:** Right. Now this is another adaptation. Tell us, what's another adaptation?
- Student 4:** Trying to camouflage in snow.
- Teacher:** That's right. So what would be an adaptation for the lizard? Remember the lizard I showed up here? What's its adaptation?
- Kaye:** The camouflage.
- Teacher:** It has camouflage to help it what?
- Student:** Stay alive.
- Kaye:** Hide.
- Student:** Hide.
- Teacher:** But to help it do what?
- Student:** Hide.
- Teacher:** Hide from its . . . ?
- Kaye:** Predators.
- Student:** Predators.
- Teacher:** Predators, or from its enemies, absolutely. So the camouflage is its change, or its adaptation, to help it stay alive. Which animal did not have a good adaptation?
- Kaye:** The insect?
- Teacher:** The insect. Right. What color was the insect?

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- Kaye:** Brown.
- Teacher:** Brown, or it was like a white color. And where was he?
- Kaye:** He was on top of the green leaf.
- Teacher:** Yes, but was he camouflaged?
- Kaye:** He was not camouflaged.
- Teacher:** So did he have a good adaptation?
- Kaye:** He didn't have a good adaptation.
- Teacher:** He did not have a good adaptation. He needed to change, because if he doesn't change what's going to happen to him?
- Kaye:** He's going to . . .
- Student:** He's going to get eaten.
- Teacher:** So he's going to get eaten so he needs to make a change to – in order to . . . ?
- Student:** To survive.
- Students:** Survive.
- Teacher:** Survive. That's right, to stay alive. Very good. Okay. So what adaptation does a woodpecker have? What helps him stay alive? What's his adaptation? Remember the woodpecker? Kaye, what does the woodpecker do?
- Kaye:** He collects seeds and puts them in holes, and in the winter when he's hungry, he eats them.
- Teacher:** Right. That's how he stays alive in the winter. That is his . . . ?
- Students:** Adaptation.
- Teacher:** . . . adaptation. Good. What is the adaptation that the whale has to keep him warm in that cold, cold ocean?
- Carmela:** I know.
- Teacher:** Okay. Carmela?
- Carmela:** His thick layer of fat.
- Teacher:** Right. We call that – do you remember . . . ?

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- Carmela:** The blubber.
- Teacher:** Blubber. Say, "His thick layer of fat is his . . .
- Carmela:** Blubber?
- Teacher:** . . . is his blubber," and that is his what?
- Carmela:** His adaptation?
- Teacher:** That's right. His adaptation to stay warm . . . ?
- Carmela:** And survive.
- Teacher:** Survive in the . . . ?
- Carmela:** Cold winter.
- Teacher:** Cold ocean. In the cold ocean. That's right. Okay. So what is the adaptation that those brown bears have when they can't find food all winter?
- Students:** They hibernate.
- Teacher:** They hibernate. Very good. So say it in a sentence. "Hibernating is a . . .
- Students:** Adaptation.
- Teacher:** . . . is an adaptation." Does that help it stay alive?
- Students:** Yes.
- Teacher:** Yes, that helps it stay alive. Very good.

– 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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