

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

3:55 minutes

[Full Details and Transcript](#)

Activities to Promote Word Learning (Fourth-Grade Class)

July 2015

Video Details

Facilitator's Guide Session: Recommendation 1, Session 1B
Handout 1B.2: Video Viewing Guide – Activities to Promote Word Learning

Description: In this video, a teacher in a fourth-grade class models how to provide activities that enable students to interact with words during the guided practice phase of a lesson. The class shown has 32 students, all but four of whom have been enrolled at the school since kindergarten. Half the students speak a language other than English at home. Of these students, one speaks Cantonese, and the others speak Spanish. Three of the English learners are at an intermediate level of English proficiency; the rest are at an advanced level.

Full Transcript

- Teacher:** Now let's see if you really know what *parched* means, okay? Okay. Why is parched land a worry for farmers? Why would parched land be a worry for a farmer? Isaac?
- Isaac:** A parched land would be a worry for a farmer because if the land is parched, how can the plants get any water?
- Teacher:** Right. And plants need plenty of water to grow, right? Yes, Alexie?
- Alexie:** How can they send it to the groceries?
- Teacher:** Excuse me?

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- Alexie:** How can they send their food to, like, markets and groceries?
- Teacher:** That's right. So they won't make money if their land is parched, and we won't have delicious fruit and vegetables to eat either. Very good. Okay. What about a frog that lives in a creek? Do you think a frog that lives in a creek is parched? Dillinger?
- Dillinger:** No, because he has lots of water in the creek, unless it dried out.
- Teacher:** Excellent. That's right. As long as the creek has water, the frog is fine. What about a lily pad in a lake? Do you think a lily pad in a lake is a good example of parched? Joanna, do you?
- Joanna:** Yes.
- Teacher:** You think a lily pad in a lake is a good example of parched? Why?
- Joanna:** Because it has a lot of water.
- Teacher:** So then it would be a non-example of parched, right? Right. [laughter] That's okay. Well, that's why we're learning together. All right. What do you think a cornfield might do to – a cornfield that's in a drought, would it be parched or not parched? Miguel?
- Miguel:** Parched.
- Teacher:** Very good. Excellent. All right. Why should you avoid feeling parched when you're going for a hike in the mountains? Why would being parched in the mountains on a hike be a bad idea? Daisy?
- Daisy:** Because it could be at peak hours that it could be really hot.
- Teacher:** Right, during peak hours it's really hot, and you're out in the middle of nowhere with no water, you don't want to be parched, right? Good job. Who thinks they can give me an example? First, an example of parched. Destiny?
- Destiny:** If you scream, and your, like, voice is parched, and you don't have water to drink.
- Teacher:** Very good. All right, and now I want you to just give me one example of one non-example. I see some people are not having a really good idea of what a non-example of *parched* is, so maybe we need to do another Think-Pair-Share. So Think-Pair-Share about a non-example of *parched*.
- Students:** [crosstalking]
- Teacher:** Thumb up and zip. Thumb up and zip. All right. Nayeli.
- Nayeli:** A river is non-parched.
- Teacher:** A river. Very good. Carol?
- Carol:** Can I give a sentence?
- Teacher:** Sure, a sentence is fine.
- Carol:** I drink some water, and I'm not parched.

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- Teacher:** That's a great sentence. Good job. Michaela?
- Michaela:** The ocean at the beach, it's not parched.
- Teacher:** No, it's not. Very good. Kumar?
- Kumar:** A flood.
- Teacher:** A flood is the opposite of parched. Good. Sinai?
- Sinai:** Yesterday, it was on TV on how in the LA County there is a warning for a flood.
- Teacher:** Right. So is that parched or not parched?
- Sinai:** Not parched.
- Teacher:** Not parched. Finally, Angela?
- Angela:** When you put Chapstick in your tongue, parched.
- Teacher:** Good. When you put Chapstick on, it makes your lips not parched. Excellent 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*.

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