

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

2:53 minutes

Full Details and Transcript

Pre-Teaching Vocabulary (Second/Third-Grade Combination Class)

July 2015

Video Details

Facilitator's Guide Session: Recommendation 1, Session 1B
Handout 1B.1: Video Viewing Guide – Pre-Teaching Vocabulary

Description: In this video, a teacher in a second/third-grade combination class demonstrates how to teach academic vocabulary through the use of examples, non-examples, and concrete representations. 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: Today, we're going to be learning some new words to get ready for our next science lesson, and our next science lesson is going to be about how plants and animals adapt or change to survive—well, that means to help them stay alive. So these are some words that we're going to be learning to help us with that science lesson. So our first word that we're going to learn today is *feature*. Can you all say that word?

Students: Feature.

Teacher: Feature, very good. And I even have it written up here so we can read it. Let's see what it means.

Students: A feature is an important part, quality, or characteristic of something.

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Teacher: Okay. So we're going to talk about what does that mean. So I'm going to give you some examples of *feature*. Okay. Your ears or your nose or your mouth are all parts of your face, so they are all features of your face, because here it says an important part of something. So is your nose an important part?

Students: Yes.

Teacher: Yes. Are your eyes an important part?

Students: Yes.

Teacher: Are your ears an important part?

Students: Yes.

Teacher: Yes. So those are all features of your face, but the cactus has features too. Let's see if I can find it on here. Okay. Do you see the cactus?

Students: Yes.

Teacher: All right. Well, the cactus has prickly, prickly, prickly needles. Okay? Well, that's a feature of this cactus. Okay. Now, another feature of plants are its seeds. Do you think seeds are an important part of the plant?

Students: Yes.

Teacher: Yes. So that's why it's a feature. Very good. Now, a feature of a cat is its whiskers, but it doesn't have to be its whiskers. It could be any important part of the cat. That's a feature. Now, even things like the smell can be a feature, like the smell of a rose. Has anybody smelled a rose?

Students: Yes.

Teacher: How does it smell?

Students: Great.

Teachers: It smells good, right? So that's a feature of the rose that it smells really good. All right. Now, sometimes things are not features. So I'm going to give you some examples that are not a feature. A mouth is not a feature of a plant. Does that cactus have a mouth?

Students: No.

Teacher: So that's not a feature of the cactus. A plant does not have a hand, right? A plant does not have feet. So those are not features of a plant.

– 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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