

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

4:03 minutes

[Full Details and Transcript](#)

Providing Review (Fourth-Grade Class)

July 2015

Video Details

Facilitator's Guide Session:

Recommendation 1, Session 1B

Description:

In this video, a teacher in a fourth-grade class models how to review vocabulary words that have been taught previously. 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 talk about the word *parched*.

Student 1: Marched.

Students: Parched.

Teacher: Parched. Remember this word?

Students: Yes.

Teacher: Okay. *Parched* means to be very thirsty or very dried up, right? Do you remember that?

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- Students:** Yes.
- Teacher:** Okay. So do you remember some examples for *parched*? Who can give me some examples for the word *parched*? Daniel?
- Daniel:** Like the desert is parched because there's only sun and not that much rain.
- Teacher:** Good. The desert is parched. Miguel Marquez.
- Miguel Marquez:** The ground is parched sometimes, like mud.
- Teacher:** When is it parched? Well, mud is wet. Is mud parched?
- Miguel Marquez:** It's, like, when later it dries.
- Teacher:** Right. When the mud dries, it becomes parched. Good job. Yes, Alexie?
- Alexie:** Las Vegas.
- Teacher:** That's a very good example of parched, except for the water they pipe in from the river. Remember, we talked about that? Yeah. Yes?
- Student 2:** When um – God, I forgot.
- Teacher:** I'll come back to you. When it comes back to you, then raise your hand, and I'll come back. Okay? Danny G?
- Danny G:** During summer, when you leave on time, and you leave your car closed, and when you come back, it's all hot.
- Teacher:** Okay. But is it dry? Because remember, parched has to do with feeling really dry or thirsty. If you leave your dog in the car, then your dog would be parched when you got back, if it's still alive. [laughter] Michaela?
- Michaela:** You come back into – when you're parked, when you're parked in the sun, and you're waiting because your mom is, like, putting gasoline in the car, and you're waiting for her to start it, and it takes a long time, and then you start to get parched, and you have no water.
- Teacher:** Right. Parched. That's a very good example. One more. Nayeli?
- Nayeli:** Grass when there's, like, it's hot, it gets – and you don't water it.
- Teacher:** Good. Dry grass is parched. Now let's do some non-examples. You guys are really good at giving me non-examples. Can we pair, share, and think of some non-examples together.

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- Students:** [crosstalk]
- Student 3:** Rivers, lakes.
- Student 4:** Pools.
- Student 5:** [crosstalk] parched.
- Student 6:** Let's see, when you're in the shower.
- Students:** Maybe [crosstalk].
- Teacher:** Okay. Now it's time to give – if you have something to share, a thumb up and a zip. A thumb up and a zip.
- Student 7:** Thank you.
- Teacher:** Thank you. That's better. Okay. So I heard a lot of non-examples when I was walking around the room. Can somebody share with me out loud what they said is a non-example of parched. Isaac?
- Isaac:** Under [unintelligible] [laughter]
- Teacher:** I'm sorry. I couldn't really understand you.
- Isaac:** Underwater.
- Teacher:** Underwater. Very good. Yes?
- Student 8:** When you're really thirsty, and then you get your mouth full of water or something to drink.
- Teacher:** Okay. Once you get water, then you're no longer parched. That's very good. Helen?
- Helen:** A flood.
- Teacher:** A flood is good. That's a good example of a non-example of parched. Jack?
- Jack:** Cities near snowy mountains.
- Teacher:** Very good. Very good. Yes?
- Student 9:** A stream.
- Teacher:** A stream is a very good example. I'll take two more. How about Michaela and Kumarito?
- Michaela:** Raging waters.
- Teacher:** Raging waters. Good.

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Kumarito: The ocean.

Teacher: The ocean. Excellent.

– *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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