

## 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

6:58 minutes

Full Details and Transcript

## Using Videos to Anchor Instruction (Second-Grade Class)

July 2015

## Video Details

<b>Facilitator's Guide Session:</b>	Recommendation 2, Session 2A Handout 2A.2: Video Viewing Guide – Using Videos to Anchor Instruction
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<b>Description:</b>	In this video, a teacher in a second-grade class demonstrates strategies to use before and after showing a video as a way to anchor instruction. The class shown has 26 students. Three are native English speakers; the rest are English learners whose home language is Spanish and whose English proficiency is in the intermediate range. The majority of the students were born in the United States and have been enrolled at this school since kindergarten. This teaching segment was filmed during the second month of school.
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## Full Transcript

**Ms. Catalina:** Good morning, boys and girls.

**Students:** Good morning, Ms. Catalina

**Ms. Catalina:** All right, welcome. Today, we're going to have a lesson on something we've been studying in science. What have we been studying in science, Victor?

**Victor:** We've been studying gravity.

**Ms. Catalina:** Very good. We've been studying about gravity, and yesterday we read in our science book about gravity. And today, we're going to see a video, or a little movie, about gravity. So before

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we see the movie, or the video, I want you to look at some of these questions that I have up here, okay? Because these questions we're going to talk about after the video. All right, so let's read question number one.

**Students:** "What force always brings things down?"

**Ms. Catalina:** "What force always brings things down?" Now, don't say anything yet because you're going to be thinking about this. When you watch the video, I want you to be thinking about that question. But we're not talking about it yet, we're just what?

**Students:** Thinking.

**Ms. Catalina:** Thinking. All right, let's read number two.

**Students:** "Name all the things you remember that fall or fell in the video."

**Ms. Catalina:** "Name all the things you remember that fall or fell in the video." Very good. And then let's read number three.

**Students:** "Why do the things fall or stay on the ground?"

**Ms. Catalina:** "Why do the things fall or stay on the ground?" All right. Now, before we watch the video, I want you to be thinking about our science vocabulary words, the words we've been studying. What's our first vocabulary word?

**Students:** *Force.*

**Ms. Catalina:** *Force.* What's our second one?

**Students:** *Gravity.*

**Ms. Catalina:** *Gravity.* What's our third one?

**Students:** *Weight.*

**Ms. Catalina:** *Weight.* And what's our last one?

**Students:** *Float.*

**Ms. Catalina:** *Float.* All right, so are we ready to watch the video now?

**Students:** Yes.

**Ms. Catalina:** [pause to view video] All right. Boys and girls, thank you for really, really paying attention when the movie was on. And now, you're going to share these questions with your partner, but we're only going to share one at a time. So we're just going to do the first one, and then later, we'll come back and do the others. All right, you're going to share them with your seat partner. All right, now when you're

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sharing with your partner, I want you to see if you can use some of our vocabulary words when you're talking or sharing with your partner. I want you to always speak in complete sentences.

**Students:** Complete sentences.

**Ms. Catalina:** We're going to decide which partner has the longer hair and which partner has the shorter hair. So when you're sharing today, the person with the long hair is going to start, and we're only going to ask question number one. Now, if you were the person with the short hair, you are going to answer that question in a . . . ?

**Students:** Complete sentence.

**Ms. Catalina:** But then, you're not done because then you have to . . . ?

**Students:** Switch.

**Ms. Catalina:** Switch. And then the person with the short hair is going to ask the question, and the person with the long hair is going to answer. I want you to just say them in a normal speaking voice, and I'm going to be listening to see if you answer in a complete sentence.

**Students:** Complete sentence.

**Ms. Catalina:** When you're sharing with your partner, should you talk about other things like what you're going to do at recess?

**Students:** No.

**Ms. Catalina:** No. We're only going to talk about the question right, not other things, right? Signal we use to tell the teacher that we're done? What do we use in our class? That's right. So think about your answer. I want you to face your partner. And remember, if you are the one with long hair, you start first, and you may begin.

**Student 1:** What force always brings things down?

**Student 2:** The Earth's gravity.

**Ms. Catalina:** Very good. Now, let's try it in a complete sentence. The Earth's gravity always . . . ?

**Student 2:** The Earth's gravity always pulls things down.

**Ms. Catalina:** Excellent. I love that answer. Thank you. What did you say?

**Student 3:** Earth's gravity.

**Ms. Catalina:** Earth? But let's say it in a complete sentence.

**Student 3:** Earth's gravity pulls things down.

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**Ms. Catalina:** . . . pulls things down. All right, so, what is the force here? What is the force that's pulling things down?

**Student 4:** Gravity.

**Ms. Catalina:** That's right. So the answer was really quite simple. The force that pulls things down is gravity, and I love that some of you knew that it was the Earth's gravity that pulls things down. And now, I want all of you to look at question number two: "Name all the things you remember that fell – or fall or fell down in the video." So, I have a little helper sentence here to help you answer in a complete sentence. Let's see what – "I saw a ball fall down," or "I saw a ball falling down." It's time to start. You may begin. So, let me hear you start.

**Student 5:** Name all the things you remember that fall or fell in the video.

**Student 6:** I saw a [pause] teacup fall down – falling down.

**Ms. Catalina:** Okay, good. I want you to think of all the things. Now, I'm going to ask you to tell me what your partner said. Hector, what did your partner say? She saw what?

**Hector:** Rain.

**Ms. Catalina:** She saw rain fall down. Good. We saw all these things falling down, but what was bringing all these things down? Raise hands but . . .

**Student 7:** Gravity was bringing all these things down.

**Ms. Catalina:** That's right. We have one more question, boys and girls. "Why do the things fall or stay on the ground?" You just did your Think-Pair-Share. Now, I'm going to ask you what your partner said. So what did we learn in the video today?

**Students:** Earth's gravity pulls things down and holds things down.

**Ms. Catalina:** Good job, boys and girls.

**– 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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