

## 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

6:36 minutes

[Full Details and Transcript](#)

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

July 2015

## Video Details

**Facilitator's Guide Session:** Recommendation 2, Session 2A  
Handout 2A.2: Video Viewing Guide – Using Videos to Anchor Instruction

**Description:** In this video, a teacher in a fourth-grade class demonstrates strategies to use before and after showing a video as a way to anchor instruction. The class shown has 26 students enrolled. The majority have attended this school since kindergarten. Nine of the students are native speakers, while the remainder come from homes where Spanish is the primary language. Six of the students were either reclassified as fluent English proficient or found to be proficient in English when initially tested on entering kindergarten. Of the remaining 11 English learners, 1 student is at the early advanced level of English proficiency, 9 are at the intermediate level, and 1 is at the early intermediate level. This teaching segment was filmed during the third month of school.

## Full Transcript

**Teacher:** We're going to be watching a video where we're going to learn about the elements of poetry and how this connects to our unit on narrative writing. So take a look over here. We're going to review the words that we talked about a couple of days ago. My turn, your turn: *verse*.

**Students:** *Verse.*

**Teacher:** *Stanza.*

## Video Transcript: Using Videos to Anchor Instruction (Fourth-Grade Class)

**Students:** *Stanza.*

**Teacher:** *Rhyme.*

**Students:** *Rhyme.*

**Teacher:** *And rhyme scheme.*

**Students:** *Rhyme scheme.*

**Teacher:** Okay. So, we're going to watch this video to make sure that we understand these words, and I'm going to ask you a few questions after the video. The video we're watching today is by a poet named Kenn Nesbitt, and he's going to be reading his poem "My Teacher Took My iPod." I'm going to pass out a piece of paper to you right now. This piece of paper has the words to the poem because you're seeing a video. You're not going to see the words, so this has the words written out, and then it has the three questions that I'm going to be asking you on this side. I'm going to show you the three questions that we're going to talk about after the video now so you can be thinking about them while you're watching. So find the questions that are on your paper to the right side. Put your finger on number one. "How many stanzas are in the poem?" Do you see that academic word that we talked about?

**Students:** Yes.

**Teacher:** Okay, number two: "Which words rhyme?" And number three, this is the tricky one; I left it for last: "Where are the rhyming words located, and what pattern do they make?" Okay? Okay, go ahead and put your attention to the screen. We're going to watch our video.

[pause to view video] This is actually kind of a humorous poem, and we're going to talk more about the meaning of the poem later. Right now, you're going to get a chance to answer those three questions, and we're going to talk about Question 1 first. Put your finger on Question 1. You're going to answer this question with a partner. So we're going to do our procedures for walking around the room, and when I say stop and stick, show me with your hand what are you going to do? Mateo, when I say stop and stick, you're going to put your hand up to a partner. Remember, do you run over and pick your friend as your partner?

**Students:** No.

**Teacher:** No. Who can raise their hand and tell me how is your partner determined? Stacy.

**Stacy:** By the person who is next to you.

**Teacher:** By the person who's next to you. Who can give me some information about how we travel around the room? Edwin.

**Edwin:** Walking.

## Video Transcript: Using Videos to Anchor Instruction (Fourth-Grade Class)

- Teacher:** Walking, and in fact, what am I going to say? Walking, right, and then you stop and stick with your partner. Then when you have your partner, I want your eyes on me waiting for directions, okay? While we do this, you're going to take your paper with you, so put your paper in your hands. Stand up and push in your chair. Okay, remember safety is important, so look where you are walking and begin walking. And stop and stick. Okay, go ahead and put your hand down. Put your eyes on me. You are going to answer Question 1 together. Who can remind me how can you start your conversation? Who do you decide goes first? Kimberly.
- Kimberly:** We would say, "Would you like to go first?"
- Teacher:** Would you like to go first. Okay. Turn and begin your conversation. What do you think about that?  
[pause]
- Students:** [crosstalking]
- Teacher:** How could you prove it? Take your paper; head back to your original seat. Okay, who can share with me what you discussed with your partner? How many stanzas are in the poem? Valerie.
- Valerie:** There was five stanzas.
- Teacher:** There were five stanzas. Who can tell me how they know that that is true? How do you know that there are five stanzas? Presley. That's one stanza. That's good information. Next step, if I know a group of verses are one stanza, how do I know that there are five stanzas in the poem? Mateo?
- Mateo:** By looking at the little paragraphs, and those are stanzas, and you count them.
- Teacher:** Good. So in other kinds of narrative writing, it's like a paragraph, so one, two, three, four, five. Nice job with your question. Okay, let's look at Question 2. Can we read Question 2 together? "Which words rhyme?"
- Students:** "Which words rhyme?"
- Teacher:** So remember what we learned about rhyming words. What part makes the rhyme: the beginning, the middle, or the end?
- Students:** The last word.
- Teacher:** The end, the last part of the word, very good. So for this time when you discuss, you're going to discuss with your shoulder partner. Make eye contact with your shoulder partner, very good. Turn and talk about Question 2. Begin.
- Students:** [crosstalking]
- Teacher:** Good. Turn and look back up here with me. Okay, let's hear what you've talked about with your partner. Which words rhymed in the poem? Can you give me a pair? Because when we're talking about rhyming words, we're talking about two or more that have some sort of relationship. Who can tell me a pair of words that rhyme? Alandra G.

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**Alandra G:** *Tap and rap.*

**Teacher:** *Tap and rap.* What's that rhyming part at the end?

**Students:** *Ap.*

**Teacher:** *Ap, very good. The A-P, ap, very good. Any other words that rhyme? We have one more question, and do you remember what I told you about this question? It's the toughie, but you can do it. Look and make eye contact with your shoulder partner. Make eye contact. Good. Turn and talk. Let's talk about the conversation you had with your shoulder partner. Let's talk about more specific. Inside the stanza, where are the rhyming words located? Juan Pablo, what did you find out?*

**Juan Pablo:** There is a word – there is a word in every two sentences.

**Teacher:** Every two sentences.

**Juan Pablo:** One-two, one-two.

**Teacher:** Very good. So he found the pattern, right? The rhyming word, the no rhyming word, rhyming word, the no rhyming word—that's actually telling me the scheme. Say *rhyming scheme*.

**Students:** *Rhyming scheme.*

**Teacher:** He figured out that pattern. Next time, when we come back together, we're going to be using this information to create a graphic organizer about fables and poems.

– *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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