

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

8:33 minutes

[Full Details and Transcript](#)

Word Parts and Cognates (All Grade Ranges)

July 2015

Video Details

Facilitator's Guide Session:

Recommendation 1, Session 1C

Description:

In this video, which combines clips from three classes, teachers model how to use word parts and cognates to figure out word meanings.

Second/Third-Grade Combination Class: This class has 20 students: 14 in second grade and 6 in third grade. All the students have been enrolled at the school since kindergarten. Over 75% are English learners, and Spanish is their primary language. Of the Spanish speakers, eight are at an intermediate level of English proficiency, and five at an advanced level.

Fourth Grade-Class: This class 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; the others speak Spanish. Three English learners are at an intermediate level of English proficiency; the rest, at an advanced level.

Sixth-, Seventh-, and Eighth-Grade Newcomer Class: This Newcomer Class is for secondary students who are new to the country and at beginning levels of English proficiency. The class has 20 students in grades 6–8. All are English learners, and 90% have been in the United States less than a year. Most of the students are at the beginning level of English proficiency, with three at the early intermediate level. One student speaks Mandarin, one speaks Korean, and the rest speak Spanish.

Full Transcript

Word Parts and Cognates (Second/Third-Grade Combination Class)

- Teacher:** Okay, very good, boys and girls. We're down to our last word now that we're going to practice, all right? And what's our last word? *Reproduce*, very good. All right. So, let's read what *reproduce* means.
- Students:** To reproduce is to produce or make young plants or young animals.
- Teacher:** To reproduce is to produce or make young plants or young animals. So basically, it means to make their young.
- Students:** Yes.
- Teacher:** All right? Now, before we talk about this word, I want you to look at the word parts. This word has two parts: *re-* and?
- Student 1:** *Produce*.
- Teacher:** *Produce*. I don't know if red is the right color. Does anybody remember what the prefix *re-* means? Like when you reopen something or you replace something. What does that mean you do?
- Student 1:** Open it again.
- Teacher:** Okay. So, what does *re-* mean?
- Student 2:** Again.
- Student 1:** Do again?
- Teacher:** Just the word *again*. Right. Okay, now *produce* means to make . . . ?
- Student 3:** Young.
- Teacher:** Young, or to make . . . ?
- Students:** Life.
- Teacher:** Life. Very good. So if you produce something you're making life, but what does *reproduce* mean? Put these two together.
- Student 4:** To make life again.
- Teacher:** I heard somebody say it. What does *reproduce* . . . ?

Video Transcript: Word Parts and Cognates (All Grade Ranges)

Student 4: To make life again.

Teacher: That's right. We just put it all together: to make life again. All right, now how do living things make life again?

Student 5: Mate?

Teacher: They make life by making their young. It's not like we just make a copy of ourselves, right? When I have a child, do I just have a copy that looks exactly like me? No.

Student: That's impossible.

Teacher: No, because living things have to start young and then grow, right? So, all living things have to start with the young, and then the young grow up to be adults. So every living thing reproduces or makes their young, but only living things reproduce. We're going to move on now to the next word which is . . .

Students: *Adaptation.*

Teacher: *Adaptation.* Now, before we read that, I want to tell you that this word is called a cognate. Now, a cognate means that there's a word almost just like it in Spanish. [pause] *Adaptación.*

Student: *Adaptación.*

Teacher: *Adaptación. Adaptación.* Has anybody ever heard this word? Yuna, have you heard of this word?

Yuna: Yes.

Teacher: You have? Can you tell us what it means?

Yuna: It means when an animal blends in with other things.

Teacher: Okay, when an animal blends in with other things. We're going to read what it is in English, and it's really the same idea in Spanish as it is in English. So let's read the definition right here.

Students: Adaptation is changing something or being able to change what you do to help you stay alive.

Teacher: Adaptation is changing something or being able to change what you do to help you stay alive. Okay, but what did I underline over here? What does it mean? Changing something to help you stay alive.

Students: Changing something to help you stay alive.

Video Transcript: Word Parts and Cognates (All Grade Ranges)

Word Parts (Fourth-Grade Class): 3:52

Teacher: The next word that we are going to talk about is *enlarge*. Say it, please.

Students: Enlarge.

Teacher: All right. This word has word parts. We've talked about word parts before. So this has a prefix. Do you know what prefix this word has? If you know what prefix this word has, whisper it to your neighbor. Okay. I heard some people saying, *en-*. If you said *en-*, then you are correct. The prefix that has been added to large is *en-*, and it means to cause, to be, or to have. So, in this case, it means to cause, to be . . . ?

Students: Large.

Teacher: Right, to cause to be large. Some examples of enlarge are like the pupils in your eye. When it gets dark and your pupil gets bigger, then that's an example of . . . ?

Students: Enlarge.

Cognates (Sixth, Seventh, and Eighth Grades: Newcomer Class): 4:53

Teacher: The next word is *scientist*. This is a noun.

Student 6: Scientist.

Teacher: Everyone, scientist.

Students: Scientist.

Teacher: Okay. This is also a cognate because if I try to read it in Spanish, what does it sound like, if I try to read this word in Spanish?

Student 7: *Cientifico*.

Teacher: *Cientifico*, very good. Very good. *Cientifico* is a person right? That's exactly what this is. So a scientist is a person [pause] who studies [pause] science. So funny.

Word Parts and Cognates (Sixth, Seventh, and Eighth Grades: Newcomer Class): 6:07

Teacher: What I want to talk to you about is actually a longer word than what we've been reading, okay? The word is *compressed*. Okay. And you know, this word, for those of you who speak Spanish, you have an advantage because it's a cognate. A cognate is a word that sounds the same in English and Spanish, so you can be familiar with it. Do any of you know what *compress* means, those of you that speak Spanish?

Student 8: *Si*.

Video Transcript: Word Parts and Cognates (All Grade Ranges)

- Teacher:** You could just tell me the word in Spanish?
- Student 8:** *Compreso.*
- Teacher:** *Compreso*, very close.
- Student 9:** *Comprimir.*
- Teacher:** *Comprimir* is close too, but the word is actually *compresso*. [speaking in Spanish] That's the word in Spanish that you could use. But this word is really good because it's got two things. Not only is it cognate, but it also – you could break it into little pieces and find out what this word means. Ok, for example, let me write this on the board for you. Let me put the breakdown for you. [pause] You've got the word *C-O-M* here, which means together. Then you have the word *press*, which means to press; and then it's written in the past tense, so you have *com-press-ed*. Okay? So, this means together, and this means to press. How many of you know what press means by itself?
- Student 9:** Like pressing something, like pressing the ketchup.
- Teacher:** Pressing, or pressing what?
- Student 10:** Pushing.
- Student 8:** Press button.
- Student:** Pushing down.
- Teacher:** Press the button.
- Student:** Exactly.
- Teacher:** So then we could say *compressed* means to squeeze something together. Okay? But even if you didn't know what this word means, you could look at the parts and kind of take a good guess of what it means. It's important to look at the parts like this.

– 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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