

## Video Guide: Integrated Thematic Unit—3<sup>rd</sup> Grade

[VIDEO LINK]

This video provides a view into a content- and language-rich classroom. You will see how the teacher supports students in content instruction during a thematic unit on oceans, and designs purposeful activities to develop and strengthen student’s literacy and language skills. Inside this segment of instruction we see multiple strategies and practices for multilingual learning integrated into the lesson.

Watch the video once with no interruption.

Then use this guide to **pause the video** at the timestamps in the left hand column.

As you view the video for the second time, use prompts in the right hand column to:

**Connect** and notice instructional moves that relate to your own teaching.

**Explore** additional resources on the [Multilingual Learning Toolkit](#).

### Start the Video: *Integrated Thematic Unit—3<sup>rd</sup> Grade*

| Pause at timestamp: | As you observe the video...  |
|---------------------|--|
| 0:12                | <p><b>Connect:</b> Here you see the “By the End of the Day We Will...” chart or the daily schedule. Notice how the teacher reinforces target words by incorporating them directly into posted learning goals. The language function “compare and contrast” is highlighted two times, and the day of learning is planned around the thematic unit on oceans. The teacher uses multiple modalities to share the learning goals—students both hear key words and see them in print as they read along.</p> <ul style="list-style-type: none"> <li>As you continue to watch, look out for other ways the teacher: <ul style="list-style-type: none"> <li>reinforces target words associated with both the content of oceans, and the language of compare and contrast.</li> <li>designs opportunities for students to practice this language using multiple modalities (reading, writing, listening, and speaking).</li> </ul> </li> </ul> |

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|------|--|
| 1:44 | <p><b>Connect:</b> You have just seen the students engage in a chant about oceans and pollution.</p> <ul style="list-style-type: none"> <li>• What songs, rhymes, and chants can you use to reinforce content and language learning in your teaching?</li> </ul>   |
|      | <p><b>Explore:</b> More examples of songs, rhymes, and chants in <a href="#">Strategy Overview: Content-Based Chants</a></p>   |
| 3:27 | <p><b>Connect:</b> Students share work they complete at home with the support of their families, and present the work in their home languages. This supports content learning at home and invites students to be language experts in the classroom.</p> <ul style="list-style-type: none"> <li>• Think about upcoming topics in your teaching: <ul style="list-style-type: none"> <li>◦ How can you build in opportunities for students to connect content learning to home languages and/or learning at home?</li> </ul> </li> </ul>  |
|      | <p><b>Explore:</b> More ideas on home-school projects in <a href="#">Strategy Overview: Bridging School to Family Assignments</a>, <a href="#">Video: Home-School Connection and Projects</a>, or <a href="#">Strategy Overview: Family Conversations, Home-School Connections, &amp; Projects</a></p>   |
| 5:45 | <p><b>Connect:</b> The teacher has employed the Cooperative Strip Paragraph strategy in this lesson.</p> <ul style="list-style-type: none"> <li>• What features of the Cooperative Strip Paragraph are particularly supportive of Multilingual Learners (MLs)?</li> </ul>  |
|      | <p><b>Explore:</b> More information in <a href="#">Strategy Overview: Cooperative Strip Paragraph</a></p>  |
| 9:48 | <p><b>Connect:</b> Through the center activities, students learn through hands-on inquiry. This provides authentic opportunities for them to practice oral and written language about the content of the thematic unit. Materials are available in Spanish and English to support quality conversation and engagement in both languages. The classroom is filled with language resources like shared sentences in the pocket chart, vocabulary word walls, and a beginning-middle-end anchor chart.</p> <ul style="list-style-type: none"> <li>• What language resources can you create or provide to support authentic, high-quality discussion in your classroom?</li> </ul> |
|      | <p><b>Explore:</b> More information in <a href="#">Strategy Overview: Sentence Patterning Chart</a></p>  |

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| <p><b>11:14</b></p> | <p><b>Connect:</b> The teacher provides supplemental, targeted, small group instruction to facilitate the learning of content and target language and literacy support. Notice the language supports that she prepares to engage students in the language of compare and contrast. This instruction bridges to later learning in math.</p> <ul style="list-style-type: none"> <li>• Think about upcoming content in your teaching: <ul style="list-style-type: none"> <li>◦ How can explicit instruction about language functions further support language development goals for MLs?</li> </ul> </li> </ul>                              |
| <p><b>13:50</b></p> | <p><b>Connect:</b> Again you see evidence of students working in small groups. First the teacher offers small group instruction for students with similar English Language Development (ELD) proficiency levels. She offers additional language scaffolds and supports to prepare them to work in a subsequent small group with their peers. These small groups conduct a research project which they ultimately present to the whole class.</p> <ul style="list-style-type: none"> <li>• What is the benefit of this small grouping sequence: teacher-led small group instruction with MLs, followed by peer-based groupings?</li> </ul> |

**■ Stop the video**

Based on what you have observed and noted in the video...

What teaching moves or instructional ideas can you “borrow” from this teacher’s practice to support Multilingual Learners in

| <p>...in the coming week?</p> | <p>...in the coming month?</p> |
|-------------------------------|--------------------------------|
| Empty space for notes         | Empty space for notes          |