

Video Guide: Juicy Sentence (K)

[VIDEO LINK]

This video provides a view into carpet time in a kindergarten classroom. The teacher facilitates discussion about both butterflies (the current content) and the specific English language students need to access the content. 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 a 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: *Juicy Sentence (K)*

Pause at timestamp:	As you observe the video...
2:19	<p>Connect: The teachers reinforce key content vocabulary as they engage in discussion. Words like “observe” and “metamorphosis” are used in authentic learning contexts. Students are familiar with the norm of turn and talk and quickly practice their own academic language. The teacher prompts students with follow up questions to elaborate on and reinforce language learning.</p> <ul style="list-style-type: none"> • Did you notice children using words like “nectar” and “chrysalis” in their responses? What do you think happened prior to this instruction to make language so accessible to kindergarteners? • As you continue to watch, look out for other ways the teachers: <ul style="list-style-type: none"> ◦ reinforce content words using intentional talk. ◦ design opportunities for students to practice language using multiple modalities (reading, writing, listening, and speaking).

<p>4:23</p>	<p>Connect: You have just seen the teacher introduce a “juicy sentence” that is taken from the shared read aloud, <i>It’s a Butterfly’s Life</i>. The children choral read this sentence along with other shared sentences they have written together.</p> <ul style="list-style-type: none"> • What are the ways you can use choral reading or response, including songs, rhymes, and chants to reinforce content and language learning in your teaching? <p>Explore: More information on the “Juicy Sentence” strategy in Strategy Overview: Juicy Sentence Guidance. More examples of songs, rhymes, and chants in Strategy Overview: Content-based Chants.</p>
<p>6:53</p>	<p>Connect: You have just seen the teachers make complex language accessible to children. Working together they unpack the deeper meanings of the “juicy sentence.” The teacher discusses meanings orally, but also records complex language examples on a shared anchor chart.</p> <ul style="list-style-type: none"> • Think about upcoming topics in your teaching: <ul style="list-style-type: none"> ○ How can you build in opportunities to unpack complex language and foster critical thinking to develop reading comprehension? ○ What anchor charts can you create to make language present and accessible during instruction? <p>Explore: More information on modeling and analyzing text in Strategy Overview: Deconstructing Text. More information on anchor charts in Strategy Overview: Anchor Charts for Synonyms—A Vocabulary Strategy and Strategy Overview: Creating Anchor Charts with Sticky Note Responses from Young Readers.</p>
<p>7:27</p>	<p>Connect: In the last part of the lesson the teacher narrates back to children the sequence of learning using academic language. She encourages them to demonstrate their knowledge by acting out the process.</p> <ul style="list-style-type: none"> • What are non-verbal ways that you use to assess student knowledge? <p>Explore: More ideas on formative assessments of young children in Assessing Young Dual-Language Learners.</p>

■ 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 (MLs) in your classroom...

...in the coming week?	...in the coming month?