

## Video Guide: Justice, Courage, and Fairness

[VIDEO LINK]

This video provides a view into model curriculum units used to combine language and content instruction in a dual language school. You will see how the teachers strategically integrate language supports with content instruction as they engage in inquiry about the concepts of justice, courage, and fairness.

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: *Justice, Courage, and Fairness*

Pause at timestamp:	As you observe the video...
1:35	<p><b>Connect:</b> Here you see the teacher connect students' content learning to prior knowledge and personal experience. As she engages her second graders in discussion about Martin Luther King Jr.'s fight for fair rules, she asks: "What do you think would be a fair rule on our playground?"</p> <ul style="list-style-type: none"> <li>• In what ways is this entry to content about civil rights supportive of all learners? In what ways is it especially important for multilingual learning?</li> </ul>
2:45	<p><b>Connect:</b> In this dual language school, teachers always include a "bridging" lesson to support students' use of their new content knowledge and language skills across languages and classrooms.</p> <ul style="list-style-type: none"> <li>• Even if you are not in a dual language school, what "bridging" strategies do or could you use to support students to use their new knowledge and skills across contexts?</li> </ul>

	<p><b>Explore:</b> More information about translanguaging at <a href="#">Webinar: Teaching Practices and Translanguaging Pedagogy</a> and <a href="#">Strategy Overview: Translanguaging</a>. See more information about how teachers in both monolingual and bilingual classrooms can invite multiple languages into the classroom in <a href="#">Strategy Overview: Use of Multiple Languages in the Classroom</a>. See also a strategy for cross-language transfer in <a href="#">Strategy Overview: The Dictado</a>.</p>
<p>3:50</p>	<p><b>Connect:</b> The teacher provides a prompt, “Martin Luther King wanted justice because...” and invites students to do turn and talks. She also asks children to “become the teachers.”</p> <ul style="list-style-type: none"> <li>• In what ways do these strategies support autonomy and critical thinking? In what ways do these strategies support students’ language development?</li> </ul>
	<p><b>Explore:</b> More information about strategic use of small group instruction in <a href="#">Strategy Overview: Strategic Grouping for Home Language Supports</a> and <a href="#">Strategy Overview: Cooperative Strip Paragraphs</a>.</p>
<p>5:59</p>	<p><b>Connect:</b> The principal describes an evolution in teachers’ practice at the school, from strict enforcement of which language is spoken in each classroom, to more of a focus on bridging across contexts.</p> <ul style="list-style-type: none"> <li>• Why did the teachers make this switch? What did they learn about how the multilingual brain works that pushed them to change practice?</li> </ul>
	<p><b>Explore:</b> Examine a child’s experience with bilingualism through <a href="#">Video &amp; Video Guide: Bilingualism Through the Eyes of a Student</a>.</p>
<p>7:32</p>	<p><b>Connect:</b> The principal says that inviting learners to explain their learning is key for academic language development. She adds that inviting children to understand and reflect on what goes on in their minds as they explain content across languages, is “really super-important.”</p> <ul style="list-style-type: none"> <li>• What is meta-linguistic awareness and why is it so important for content learning and language development?</li> </ul>
	<p><b>Explore:</b> See a teacher prepare a child to share with her Spanish-speaking family an in-school project about pumpkins, created in English, in <a href="#">Video: My Pumpkin Story—Metalinguistic Awareness</a>.</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 these teachers’ practice to support Multilingual Learners (MLs) in your classroom...

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