

Video Guide: Weathering and Erosion (3rd Grade)

[VIDEO LINK]

This video is a content lesson on weather and erosion which has been modified for beginning level Multilingual Learners (MLs). 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: *Weathering and Erosion (3rd Grade)*

Pause at timestamp:	As you observe the video...
0:48	<p>Connect: The teacher is using a wide variety of strategies including gestures, clapping, and native language to build comprehension for the Multilingual Learners (MLs) in her class.</p> <ul style="list-style-type: none"> As you continue to watch, look out for other ways the teacher: <ul style="list-style-type: none"> Uses non-verbal supports and multiple modalities Integrates native language support How do you invite native language into instruction when you do or do not speak the home language(s) of students?
	<p>Explore: More information on intentional teacher talk in Blog: Adjusting our Talk with ELLs. More information on native language use in Strategy Overview: Use of Multiple Languages in the Classroom and Strategy Overview: Translanguaging.</p>

<p style="text-align: center;">2:14</p>	<p>Connect: After reviewing lesson targets, the teacher explains that the language function they are practicing is describe. The language feature they are practicing is sequential language. Sentence starters and visuals on the shared slides make these language goals accessible to students.</p> <ul style="list-style-type: none"> • How do you use language functions to guide the language learning goals you have in your own lessons? • What other supports do you have in place to make academic language accessible to MLs? <hr/> <p>Explore: More information on how to use language functions in Strategy Overview: Graphic Organizers (English) or Strategy Overview: Graphic Organizers (Spanish).</p>
<p style="text-align: center;">3:23</p>	<p>Connect: The teacher adapts her curriculum to include landforms and landscapes which represent those which students are (or are not) familiar with. She builds background knowledge by connecting content to students’ prior knowledge. Making these explicit connections is a central feature to relationship building and culturally responsive teaching.</p> <ul style="list-style-type: none"> • Think about upcoming topics in your teaching: <ul style="list-style-type: none"> ◦ How do you connect content concepts to students’ prior knowledge and backgrounds? • What are other examples of how you build relationships with students throughout content learning? <hr/> <p>Explore: More on inclusive teaching in Educator Toolkit: My Name, My Identity- Creating and Inclusive and Respectful School Community.</p>
<p style="text-align: center;">5:44</p>	<p>Connect: The teacher makes sure to celebrate student risk taking and progress in English language development (ELD), and is attune to the safe environment that this work requires.</p> <ul style="list-style-type: none"> • What do you do to acknowledge and celebrate language development in your classroom? • How do you ensure a safe environment that promotes risk-taking with new language and skills? <hr/> <p>Explore: More in Strategy Overview: Celebrating Bilingualism—Pathways to Biliteracy.</p>

8:02

Connect: In this lesson you have seen the teacher set students up to use academic language in a very explicit way: she names the features of an expected response. She maintains high expectations for all students, knowing they can access optional, additional language supports. Students first work in groups to produce language, and then share responses across the whole group.

- Think about upcoming topics in your teaching:
 - How do you direct students to practice and produce specific academic language?
 - How do you sequence instruction and design authentic tasks to give students multiple opportunities to practice?

Explore: More information in [Strategy Overview: Development of Literacy Skills](#).

■ 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?