

Let's Teach English – Video Transcript

Unit 4: Reading Skills

Website: [VOA Learning English](https://learningenglish.voanews.com/z/5203) (https://learningenglish.voanews.com/z/5203)

Women Teaching Women English Unit: Home and Community

Teaching Topics: Teaching reading skills; in-class activities based on reading

Learning Strategy: Using or creating a graphic organizer

Video Transcript

Narrator: In this lesson, we see the class working on a reading **task**. The homework for this class was for students to bring in pictures with examples of technology. They talk about them to prepare for the reading. Next, the teacher shows students how to make a **graphic organizer** to help them check their understanding of the reading.

Teacher: Good morning.

Students: Good morning.

Teacher: Today we are reading a story about technology. Talk about your pictures at your tables.

(Students discuss their pictures of technology.)

Teacher: Thank you for sharing your pictures. Do you like using technology? Maryam?

Maryam: Yes, I take my phone everywhere.

Teacher: Ahh, me too. Anybody else? Julia?

Julia: I love computers, and I like to code.

Teacher: Some people do not have computers or internet. Vanuatu is a country in the South Pacific.

(The teachers points to a map of Vanuatu.)

Teacher: Many people in Vanuatu do not have internet. In today's story, students in the United States want to help students in Vanuatu. Do you want to learn about this?

Jamie: I do!

Teacher: Let's start reading. Then we will make pictures to help us understand.
(The teacher hands out printouts of the story.)

Teacher: But first, let's look at the name of the story. Mimi, please read the name.

Mimi: Library in a Box Helps Students.

Teacher: Thanks. Now, Maryam, what do you see in the picture?

Maryam: I see a box. It looks like plastic.

Teacher: Yes. The library is in that box.

Jamie: How?

Teacher: Let's read the story. But first, let's learn some new words. Maryam, please read the first word.

Maryam: Connect: to join two or more things together.

Teacher: Good.

Narrator: Group reading: The students read the story aloud or silently in their groups. They learn that the SolarSPELL machine holds information from the internet on memory cards. Any mobile device can connect to it without wires. SolarSPELL gets its power from the sun.

Teacher: Let's make a picture to help us understand Solar SPELL. First, I want to show the internet in a picture. Hmm, how can I do it?

Jamie: Show what's in it?

Teacher: Yes! And, what can you find on the internet? What helps you learn? Maryam?

(The teacher draws a circle on the large white pad.)

Maryam: Books.

Teacher: Good.

(The teacher writes "book" in the circle.)

Teacher: So, let's put that in our picture. Draw this on your paper. This goes on a memory card.

(A short time passes. The circle now has the words "books," "videos," and "pictures" in the circle. The teacher draws an arrow to a box that represents a memory card.)

Teacher: And where do they put the card? Mimi.

Mimi: *(Mimi is reading.)*
They put the cards into the SolarSPELL machine.

Teacher: Yes. Okay, now in your groups, keep going. What happens next? Draw more pictures.
(Students work in groups to draw more pictures on their graphic organizers.)

Emma: *(Emma runs into the classroom.)*
Sorry I'm late! What are we doing?

Teacher: Who wants to tell her? You can do it as a group.
(Jaime and Maryam raise their hands.)

Teacher: Okay, Jamie and Maryam.
(Jaime holds up a graphic organizer as Mimi explains it.)

Maryam: This is SolarSPELL. It is a library in a box!

Jamie: . . . So, now the students in Vanuatu like to learn with SolarSPELL.

Teacher: Thanks. So, what about making a picture like this? Does it help you understand the story? How?

Emma: The story is a little difficult. The picture helps me understand.

Teacher: Yes, are there other times you use pictures in this way?
(Mimi raises her hand.)

Teacher: Mimi?

Mimi: We need to look at pictures of new furniture.
(A picture of how to assemble a chair appears on the screen.)

Mimi: The pictures show us how to make the furniture.

Teacher: Yes. I use those pictures, too!

Narrator: Summary: The teacher uses one student's late arrival as an opportunity for other students to summarize the story using their graphic organizers. Graphic organizers are especially helpful when a story or article discusses complex ideas or processes. Join us for Unit 5: Role-Plays.

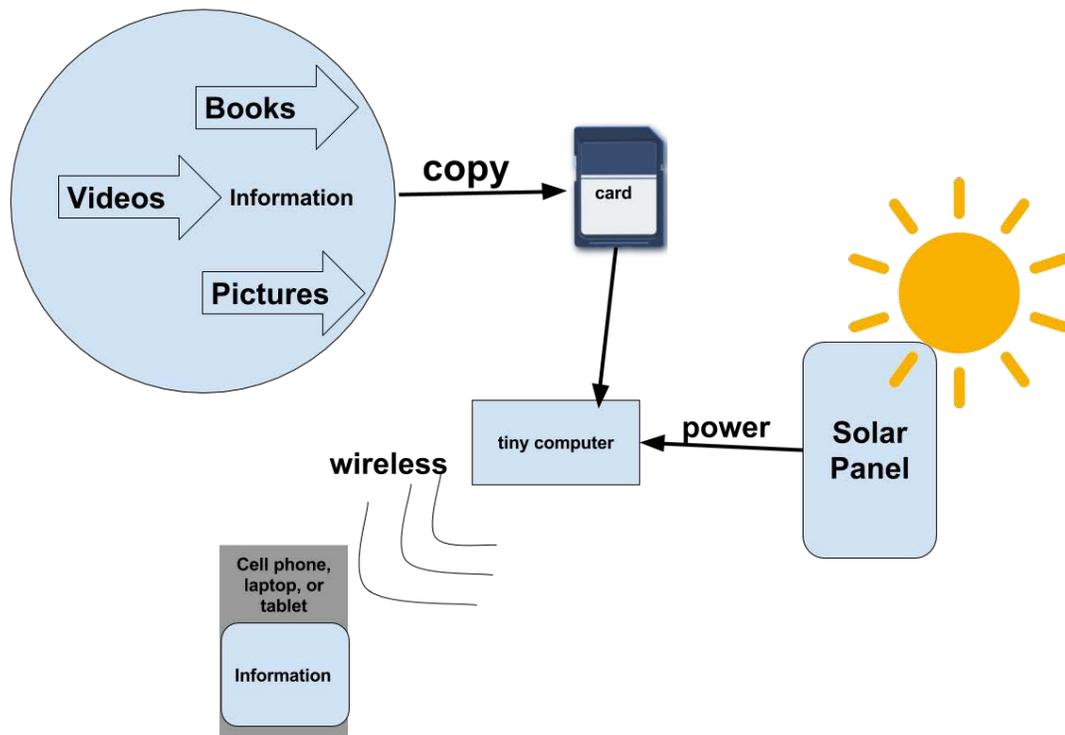
Transcript Vocabulary

These definitions, in alphabetical order, are from the [Merriam-Webster Learner's Dictionary](http://www.learnersdictionary.com/) (<http://www.learnersdictionary.com/>):

graphic organizer (noun) – a visual display to help guide a learner's thinking

task (noun) – a piece of work that has been given to someone

What is the SolarSPELL?



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