

Scaffolding



What learners can do
today with support, they
can do alone tomorrow.

Vygotsky

Support can be given to the whole class or to individuals leading to **increasing independence**:

- Modelling: *I do it, you'll watch*
- Guided practice: *I do it, you'll help*
- Gradual release: *You do it, I'll help*
- Independent practice: *You do it, I'll watch*

Providing scaffolding

We can provide scaffolding when it's needed for

➤ INPUT ~ LANGUAGE ~ INSTRUCTIONS

And for

➤ OUTPUT (writing and speaking)

As well as for

➤ REFLECTION and FEEDBACK

CLIL TIMES

by PINEIRO



- **Scaffold input –**

- create interest – activate prior knowledge – how?
- break tasks down into smaller chunks /steps
- pre-teach language – vocabulary
- use visuals / realia to introduce concepts
- demonstrate / model tasks
- make instructions / lesson aims clear
- add in glossaries, word banks

Introducing new concepts:

How do you introduce new concepts and ideas in L1?

Choose one lesson you taught recently and describe how you introduced the key concepts to a partner

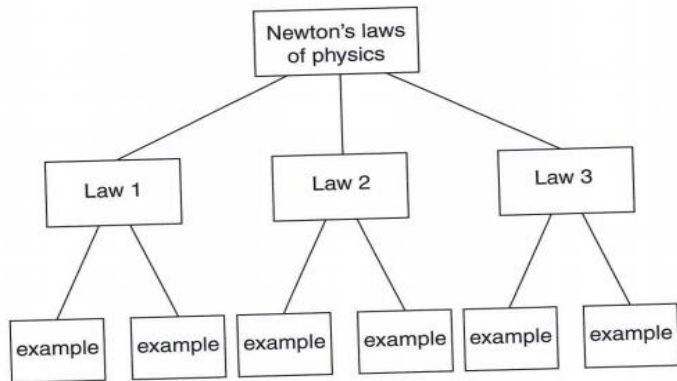
Let's think then how we can introduce new concepts in English...

Activities to help learners process language ...

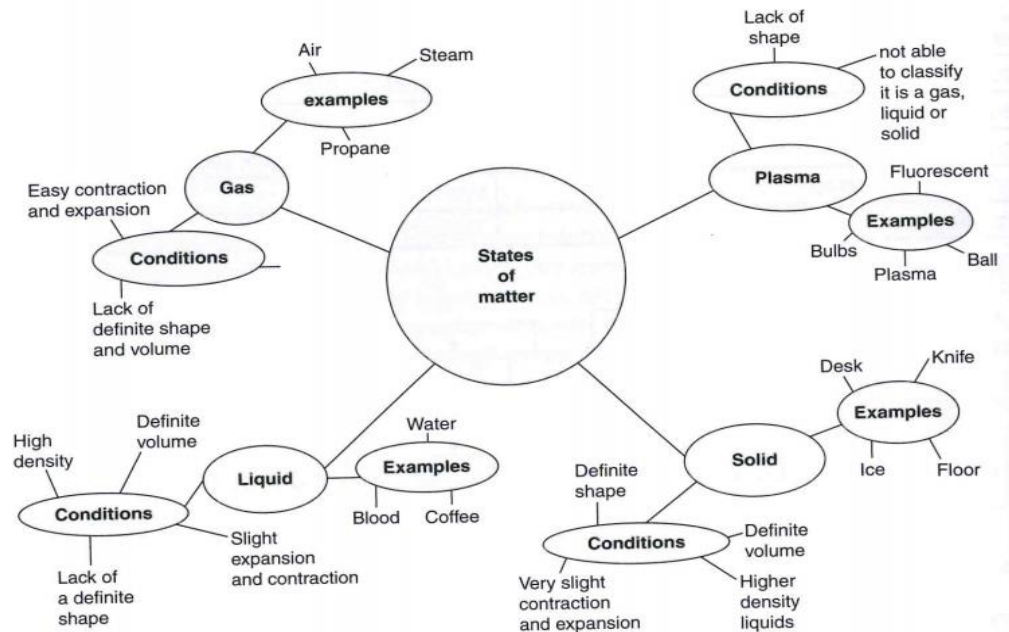
SCAFFOLDING TECHNIQUES:

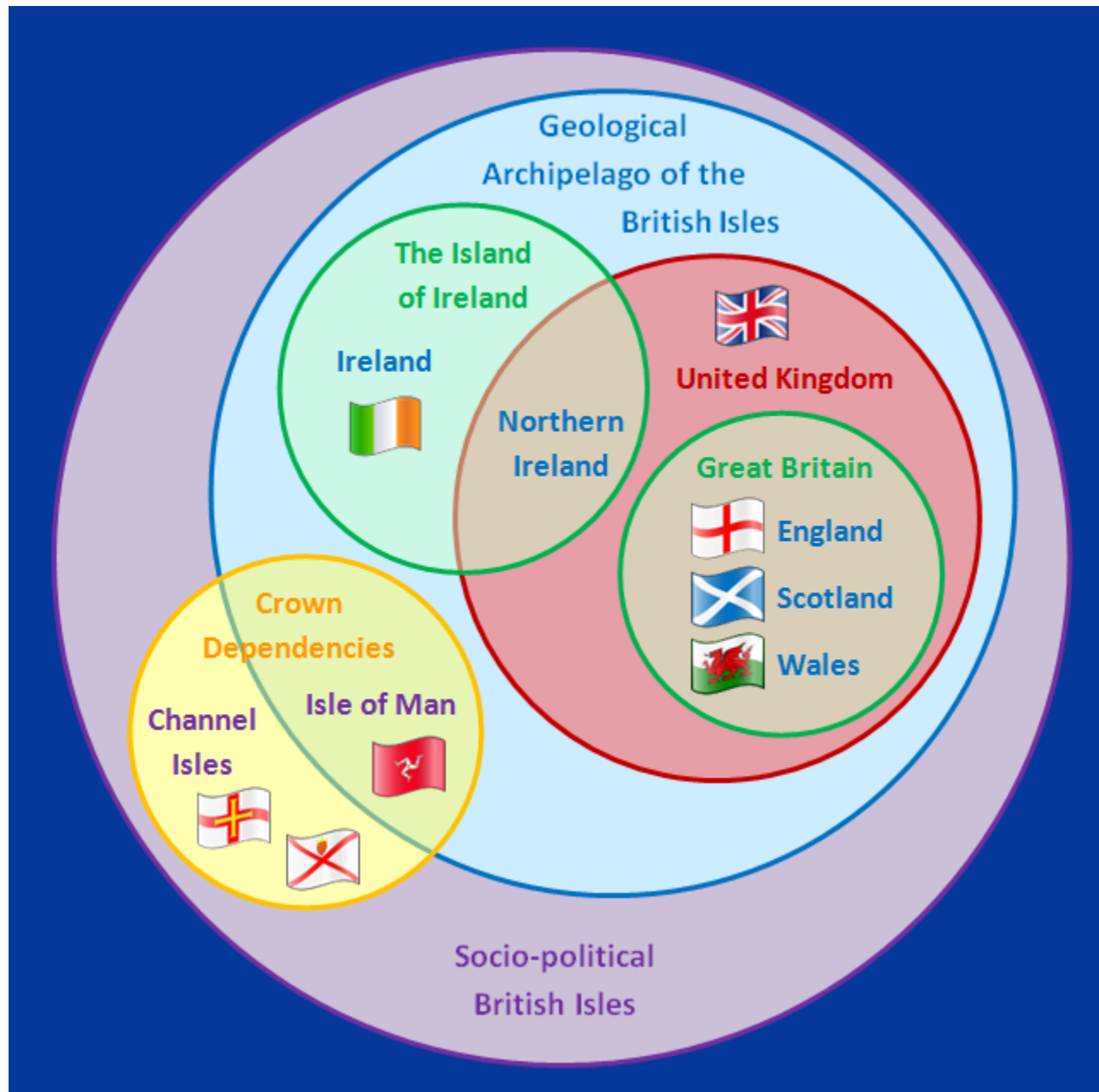
Visual organisers

provide scaffolding for many types of input, including supporting reading and listening texts.



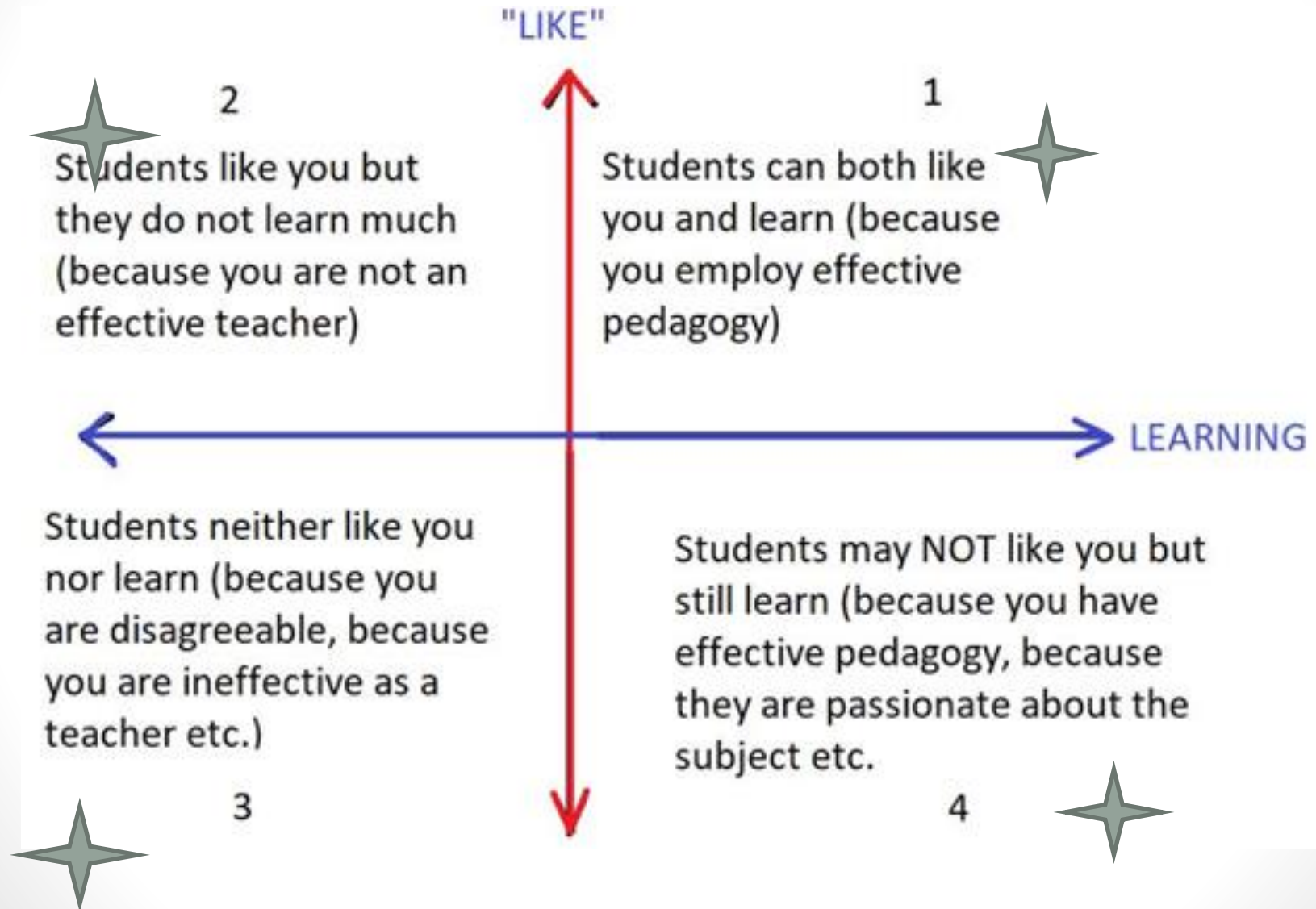
Spider map



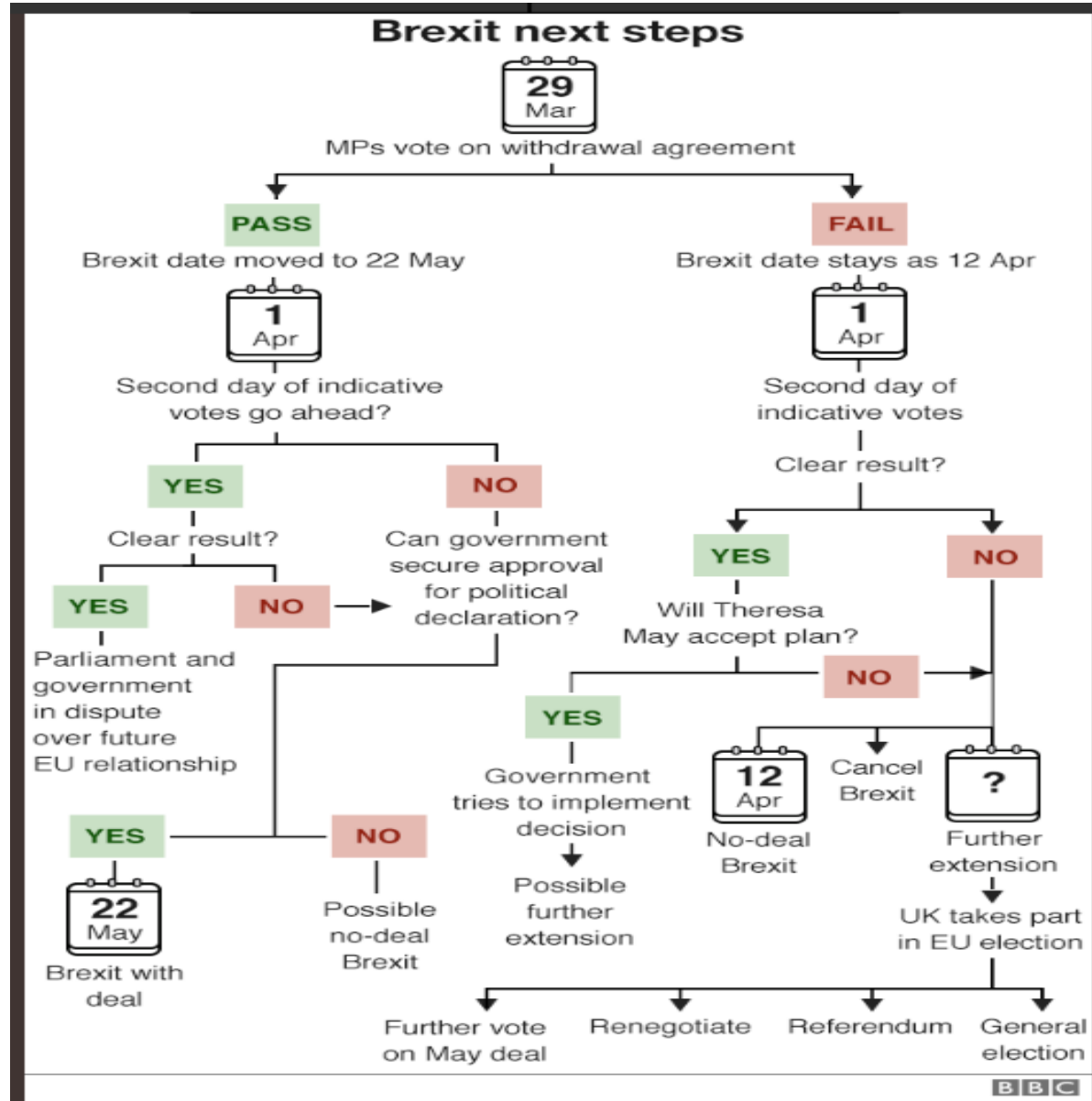


Quadrants

Which sector are you in ? 😊



Binary key



Carroll Diagram

	<u>urgent</u>	<u>not urgent</u>
<u>important</u>	Do it right away	Plan to do it - ASAP
<u>not important</u>	Delegate	Dump or Postpone

STRESSED

NOT STRESSED

TIRED

DRINK
WATER

TAKE A NAP

NOT
TIRED

MEDITATE

WOW
CONGRATS

MICHELLE RIAL

Reading material

Metamorphic rocks

Metamorphic rocks are the third type we'll look at. They formed from other rocks that are changed because of heat or pressure. Earth movements can cause rocks to be deeply buried or squeezed. As a result, the rocks are heated and put under great pressure. They do not melt, but the minerals they contain are changed chemically, forming metamorphic rocks.

Sometimes, metamorphic rocks are formed when rocks are close to some molten magma, and so get heated up. Remember that metamorphic rocks are not made from melting rock. (Rocks that do melt form igneous rocks instead.) When a metamorphic rock is formed under pressure, its crystals become arranged in layers. Slate, which is formed from shale, is like this. Slate is useful for making roof tiles because its layers can be split into separate flat sheets.

Metamorphic rocks sometimes contain fossils if they were formed from a sedimentary rock, but the fossils are usually squashed out of shape. Metamorphic rocks can be formed from any other type of rock - sedimentary or igneous.

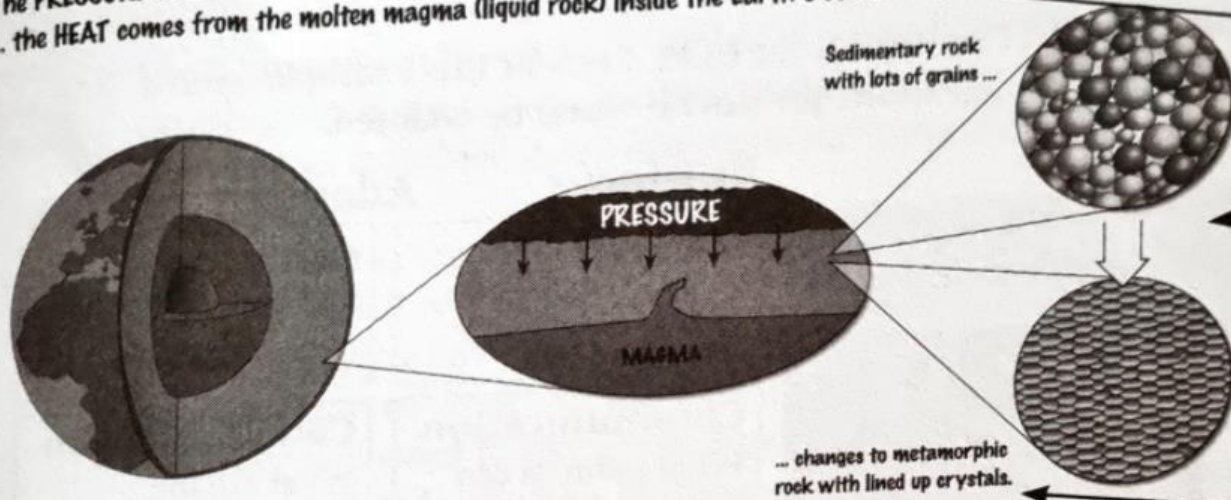
Subheading

HOW METAMORPHIC ROCKS ARE MADE

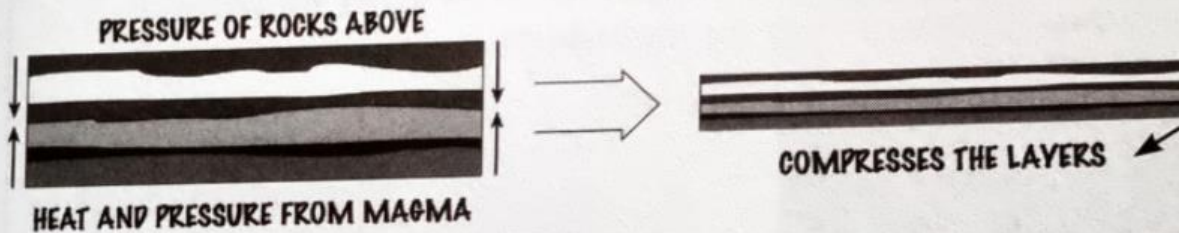
'Metamorphism' means 'changing form' and metamorphic rocks are made from other types of rock (usually sedimentary), which have changed in some way due to huge amounts of **HEAT** and **PRESSURE**.

The **PRESSURE** comes from the huge weight of rock pressing down from above ...

... the **HEAT** comes from the molten magma (liquid rock) inside the Earth's surface.



In this case the sedimentary rock is exposed to great pressure, from the rock layers above, and high temperatures from the solidified magma in direct contact with it. This causes it to undergo change, forming a different rock type.



LAYERS OF MUDSTONE ...

... turned into ...

... LAYERS OF SLATE

definitions

Key words in boxes

Explanations in brackets

Clear diagram to explain text visually

Variety of font sizes

A cause and effect graphic organiser

Sentence-level language support

Reading materials can be adapted to include support –

- Headings inserted
- Use of different fonts, colours, boxed or underlined etc to highlight important information.
- Definitions or explanations added
- Diagrams added
- Visuals included
- Glossaries included
- Visual organisers included to highlight important information

Scaffolding output

When learners are asked to speak or write in the CLIL language they often need support with the language they should use as well as ways to structure their words

Teachers can provide support through highlighting or providing

- useful language
- alternative combinations of structures - to give variety/choice
- key word prompts - to remind learners what the more important ideas are
- a structure to follow – to help learners keep on track / focused

Speaking activities

can be scaffolded by

- pre-teaching useful language
- brainstorming ideas (using mind map/ KWL etc)
- using a lead-in – to arouse interest, motivate
- modelling activities
- giving preparation time
- using speaking frames:

■ We're thinking of



A MAN-MADE OBJECT

_____ and I are thinking of a man-made object that is about as big as _____.

It is _____.

When you touch/hold this object it feels _____.

It is made of _____.

You would probably find it in _____.

It is used for _____.

A word cloud featuring various terms related to the human skeleton. The most prominent word is 'bones' in large, bold, dark green letters. Other words include 'skeleton', 'bone', 'shape', 'bodies', 'also', 'well', 'joints', 'cells', 'marrow', 'functions', 'sections', 'influences', 'support', 'movement', 'important', 'sport', 'producing', 'density', 'flex', 'move', 'strength', 'parts', 'rotate', 'vertebral', 'skeletons', 'column', 'body', 'blood', 'spine', 'red', and 'five'. The words are arranged in a dynamic, overlapping fashion, with some in different colors like light green and yellow.

Substitution table

In an PE lesson working on the LONG JUMP

Your	run up	is was	too slow
	take off		unsteady
			too early
			too late
			with the wrong foot
	position in the air		too high
			not high enough
			on one foot
			good
			excellent
			fine
	landing		perfect

1. Predicting

We think	candles butter margarine ice cheese chocolate	will melt	in	cold cool warm hot boiling	water
----------	--	-----------	----	--	-------

3. Comparing

We thought	candles butter margarine ice cheese chocolate	would melt	in	cold cool warm hot boiling	water
But it/they melted					

The	heart lungs kidneys stomach skin liver brain	is are	part of the	digestive nervous urinary respiratory integumentary circulatory	system.
-----	--	---------------	-------------	--	---------

SEE

In this picture I see...

I see...

In the photo...

I looked and found / saw...

I found...

There is ... in the picture
are ... in the picture

It looks like ...

- in front of **Where?**
- next to, close to
- above, on, on top of
- behind / in front of
- between, in the middle
- over, on top of / under
- inside / outside
- below

THINK

I think that...
it / they...

Maybe... Probably...

It could be / might be...

I suppose it...

I think ... because...

I agree with... because...

I also think...

I disagree with... because...

I think it isn't ... because...

How sure?
I'm certain / sure / 100%... ✓
I think / It might / may / could ✓

WONDER

I wonder if ?
how ?
what ?
when ?
where ?
why ?
which ?

This makes me think...

I ask myself if ... / keep asking

I wonder... because...

I'm not sure about...

How can I find out more
about...

A question I have is...

My question is...

Parts of an OPINION

1. Introduction

_____ is wonderful/ fun/ great.

My favorite _____ is _____.

I think _____ is _____ for many reasons.

I think _____ are _____.

2. Reasons

Reason 1

First, _____ because _____.

First of all, _____ because _____.

To start, _____ because _____.

Reason 2

Second, _____ because _____.

Also, _____ because _____.

In addition, _____ because _____.

Reason 3

Third, _____ because _____.

Last, _____ because _____.

Finally, _____ because _____.

3. Conclusion

That is why _____ is _____.

As you can see, _____.

I love _____.

Compare and Contrast

* _____ and _____ are both _____.

Both _____ and _____ have _____.

* _____ and _____ are alike
because _____.

* _____ and _____ are different
because _____.

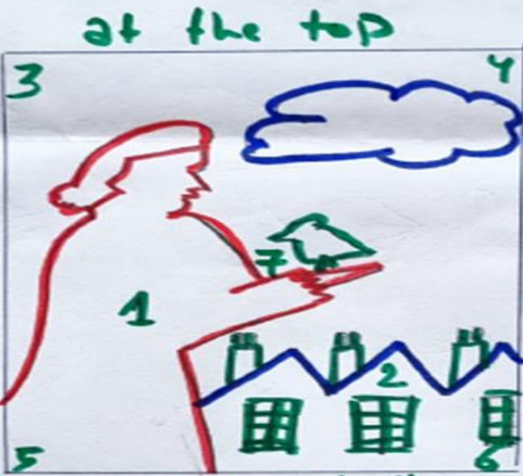
* _____ but _____.

One major difference between
_____ and _____ is _____.

HOW TO DESCRIBE A PICTURE

Starting the description:

- In the picture I can see ...
- This picture shows...

- 
- 1 - In the foreground ...
- 2 - In the background ...
- 3 - In the top left hand corner
- 4 - In the top right hand corner
- 5 - In the bottom left hand corner
- 6 - In the bottom right hand c.
- 7 - In the middle
- at the top
- at the bottom

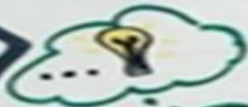
Impressions

- It reminds me of ...
- It could be ...
- It seems that ...

Instead of "I don't know."



May I please
have some more
information?



May I have some
time to think?



Would you please
repeat the question?



May I ask a
friend for help?

Progression of Talk



Respond
Out Loud

Say
ANYTHING



Connected
to the
Conversation

Say
Something
RELEVANT

Something
you just
said...

I... too!

Respond
to Others
Add On... or
Disagree

Say
Something
BACK

I agree...

I feel
differently

I'd like
to add...

Seek an
Explanation,
Put thinking
into words

Say
Something
to
CLARIFY

So I think
what you
are saying...

Did
you
mean...

Express ideas
more
articulately,
clearly &
thoughtfully

Say
Something
BETTER

I'd like to
add on to
what I said
before...

Let me
try that
again in a
clearer
way...

Change your
thinking based
on others' talk
and ongoing
conversation

Say
Something
to
REVISE

As I'm
listening to
what others
are thinking,
I'm realizing...

I used to
think... but
now I think...

Avoid talk that
STOPS
Conversation,
Invite response
and discussion

Say
Something
to
PROVOKE

Convince
me of...

I'm not
following...
say more
about...

Lengthen talk
by being more
detailed &
descriptive to
truly explain
thinking

Say
Something
to
EXTEND

I'd like to
add...
To elaborate...

To really
illustrate
my point...

Pink & Green by
Cynthia Satterlee
Inspired by
Katy Wischow
Shana Frazin
Unlocking the Power of
Classroom Talk
based on the work of
Gaby Layden
Donna Santman

Writing tasks can also be scaffolded using writing frames

In our experiment we wanted to find out ...

We used the following equipment:

First, we

Then, we ...

After that we ...

Science

Experiment Report

Box 5.6c: Framing writing

Maths: report describing the results of a graph about traffic

Learners have made a graph (histogram) which illustrates how many cars of different colours they have counted on the road near their school. Their task is to comment in writing in pairs on the graph they have made.

Our names: 1 2

Title (write an interesting title here)

On..... (date), we observed

..... Our graph shows the results of our observations, as follows. Our task was (write here what you had to do)

.....

Here are our results. Firstly, we counted a total number ofcars. We noticed that (write something about percentages here)

.....

On a
Sentence
level

On a paragraph level

Box 5.6g: Framing writing

History: discussion – Hitler's reasons for annexing Austria

1: What were the different reasons for Germany annexing Austria? Complete each box.

Personal reasons	Political reasons
Economic reasons	Cultural reasons

Hitler annexed Austria for a number of reasons. Write your reasons out in sentences.
Firstly, there were personal reasons. These were ...

Next, there were political reasons. These were ...

Then there were economic reasons. These were ...

Lastly, there were cultural reasons. These were ...

The most important of these reasons is ...

I think this is because ...

Writing Frame for organising a persuasive speech by _____

Which persuasive techniques will you include in your speech?

Asking your listeners a question
Would you like it if.....?

Using exaggeration
If this happens, I'll go wild!

Involving facts or numbers to support your ideas
75% of children think that.....

Sentences with groups of 3 adjectives
Television is fab, fun and informative.

Words that involve emotions or feelings
Poor helpless animals suffer when they are abandoned.....

Repeating phrases using pronouns
We have listened. We have learned. We have tried to make things better.

Paragraph 1 - Who are you and why are you making this speech?



Paragraph 2 - What is your first point?



Paragraph 3 - What is your next point?



Paragraph 4 - What is your third point?



What is the final point that you want your listeners to hear from you?

What can scaffolding do?

- Engage / motivate the learners
- Provide a clear direction
- Keep learners on task
- Guide learners to useful resources
- Reduce surprise / uncertainty / disappointment / frustration
- Deliver efficiency - help learners to work more efficiently / effectively
- Make learning more individualised