

## What are the Scaffolds?

- Sentence Frames (6)
- Sentence Stems (3)
- Group practice with partner (2)
- Background Knowledge (2)
- Teacher-led demonstrate process (2)
- Sentence Starters
- Talking Cards
- Rehearsal time before speaking
- Time to prepare/rehearse for newcomers to participate in core class
- Habits of discussion
- Explanations – How To's: I/we thought that...; We wonder about...; Want to know more about...
- Partner check
- Review Norms
- Turn & Talk during read-aloud
- Language target
- Topics for polls; how to ask questions – type practice to poll:
  - Teacher asks students
  - Students ask each other
  - Students ask people outside of classroom
- Strategic Seating in discussion area. Pair with students who can support language.
- Allow students to talk/brainstorm in their native language before/with English sentence stems.
- Read and discuss – chunked text, ★ Interesting new information, ? Confusing or question; + Need to know more.
- Hand motions for tens and ones
- Whole body movement followed by talk that explains motions.

## What are the Structures?

- Numbered heads together (4)
- Think, Pair, Share (3)
- Random participation strategies – used to elevate voice (2)
- Talking chips – students put in a chip every time they contribute (2)
- Collaborative writing
- Students reporting on activity
- Stand back-to-back and listen to the question
- Continent partners (clock)
- Sentence starters
- Digital timer
- Objectives – Question – Quote
- Talk moves

- Popsicle sticks; color coding & numbers or letters
- Pre-write with sentence frames, circle talk, everyone speaks at minimum one sentence
- During meeting time, partner talk, whole group sharing
- Assessment – listening and speaking growth rubric – students make own goals
- Partners take turns reading aloud, write reflections, orally share
- Habits of Discussion
  - Speak loud and proud
  - Complete sentences
  - Take turns
  - Eyes on audience with gestures
- Find student partners. Brainstorm topics, write questions, find people (outside of class) to interview or poll.
- Teacher talks for 2-5 minutes then kids talk with their bilingual buddy related to a prompt, deep question or teacher example
- Get 5 minutes to discuss with each other than they have to share with the group

## What are the Activities?

- Small group discussion about a story or topic (3)
- Ask me a question board game
- Taking a poll
- Numbered heads
- Morning announcements
- Turn and share
- Science projects
- Talk about the weekend
- Read and discuss
- Think, pair, share with sentence frames
- Re-tell a story
- Vocabulary pot (replaceable or not dependent on comfort level)
- High interest and culturally relevant articles to discuss for middle school students
- Community meeting discussing current events, sentence frames, listening & speaking goals & rubrics
- Kids as teachers – kids teach each other about a concept in whatever language is needed.
- Time for Kids (3<sup>rd</sup> Grade): Skim the magazine, choose an interesting article, pair up with partner who likes the same article, read/discuss, summarize using sentence stems.
- Whole group number corner lesson
- Circle time on carpet with bilingual buddies
- Start the period with a question of the day.