

NWESD ELL Cooperative Paraeducator Training #3

March 20, 2018

Gayle Everly - NWESD 189
Amanda Rodriguez - MVSD

Welcome!!!

Introductions



Thursday, October 5th, 2017

9-2:30pm

“Understanding Language Acquisition & Development”

Tuesday, January 9th, 2018

9-2:30pm

“Instructional Strategies for Student Engagement”

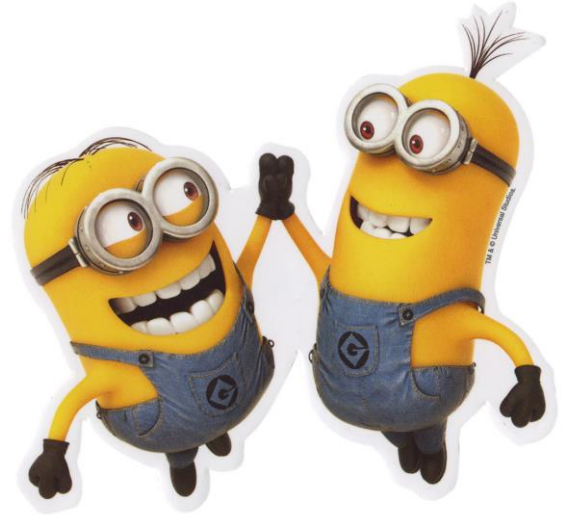
Tuesday, March 20th, 2018

9-2:30pm

“Scaffolds for Language Learners”

Next Steps for Engaging Students

- What did you try out with your students?
- How did it go?
- If you did not complete a next step, think about a time in your day where it could have fit, or what was a successful strategy you used?



6:00

Today's Agenda

Visual Scaffolds

Oracy Scaffolds

Written Scaffolds

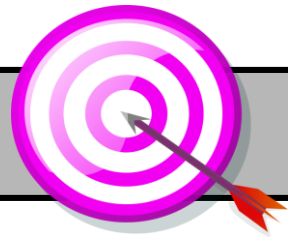
Sensory Scaffolds

Advocacy & Empowerment



We are our students' BEST advocates!

Learning Targets



- ❖ I will know the meaning of scaffolding and when to apply these strategies in my work with students.
- ❖ I can share examples of visual, oral, written, and sensory scaffolds with a colleague.

What does **SCAFFOLDING** mean?

“Scaffolding refers to providing contextual supports for meaning through the use of simplified **language**, teacher modeling, visuals and graphics, cooperative learning and hands-on learning”. Ovando, Collier, & Combs, 2003, p. 345

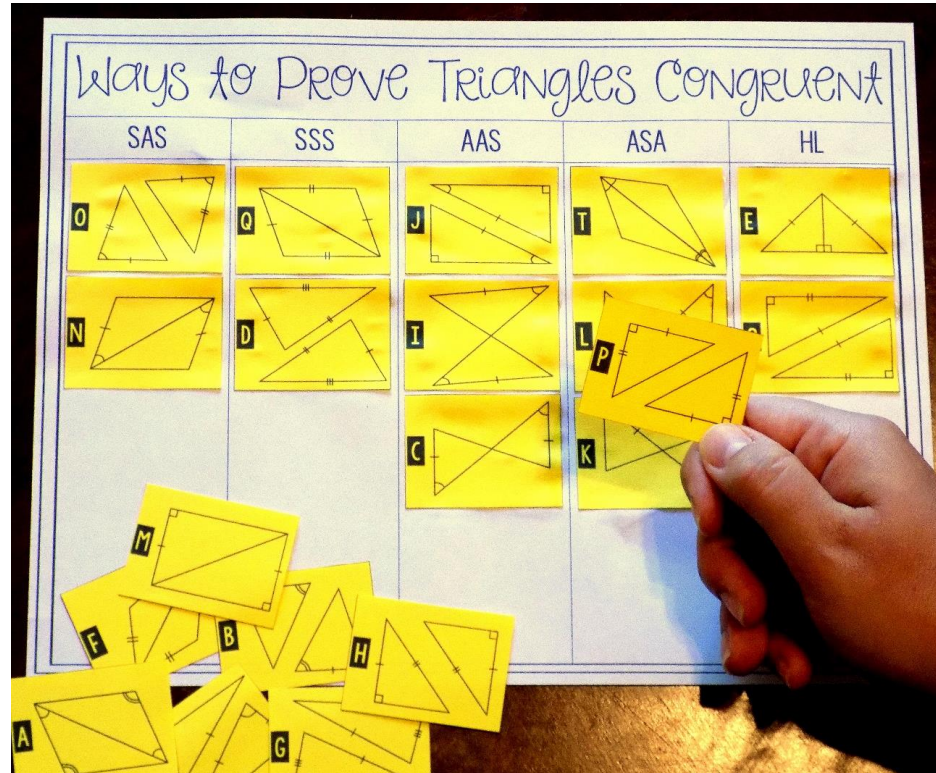


Picture File Cards - Sort

Open Sort

Closed Sort

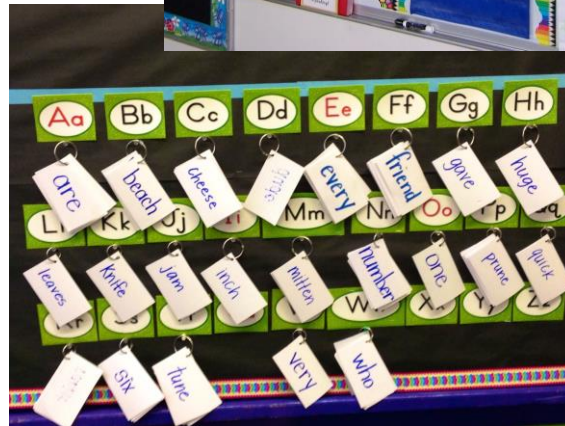
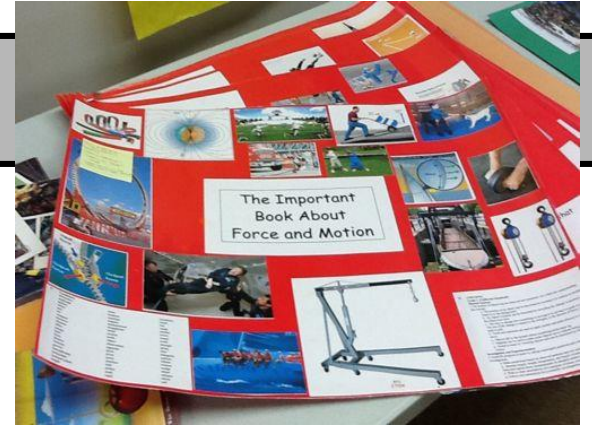
- Visual Scaffolds
- Oracy Scaffolds
- Written Scaffolds
- Sensory Scaffolds



Visual Scaffolds

Visual Scaffolds

- Big books
- Picture file cards
- Pictures
- Calendars
- Timelines
- Charts
- Word walls



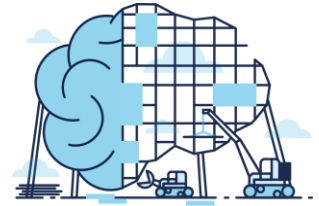
Word Wall Activity



1. Arrange yourselves into groups of 3.
1. Write down your group's word in Spanish and another language.
1. Look at the picture that goes with your word and discuss how the word applies to your work with students.
1. Share your word, picture, and thoughts with the other group at your table and give them feedback or ideas about their word.

Visual Scaffolds

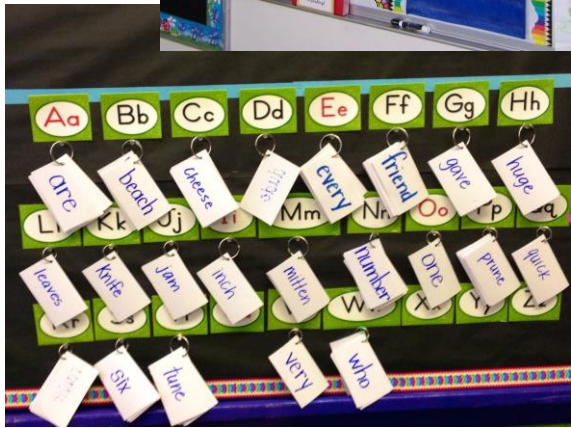
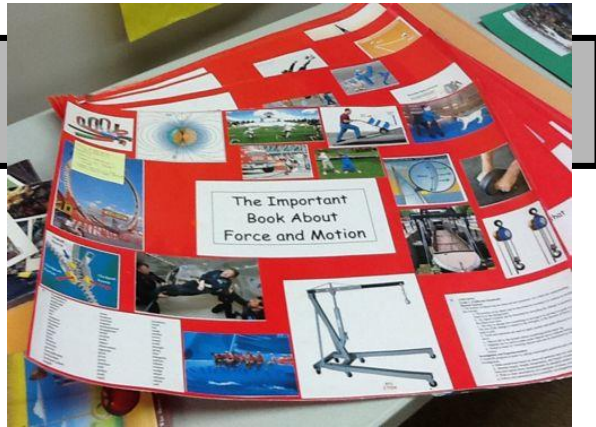
1. Which scaffold do you want to plan for and use this next week?
1. With which EL student(s) would you use this scaffold?
1. How will this scaffold help set EL students up for success?



****Fill out your process grid for this column.***

Visual Scaffolds

- Big books
- Picture file cards
- Pictures
- Calendars
- Timelines
- Charts
- Word walls





Time for
a BREAK

What does **SCAFFOLDING** mean?

Scaffolding (an instructional strategy)

Scaffolding is a metaphor that is used as a framework to describe how teachers can guide students through a learning task.

Scaffolds may be tools, such as cue cards, analogies, and models; or techniques, such as teacher modeling, prompting, or thinking aloud.

Definition source: Edugains



Oracy Scaffolds

Oracy Scaffolds

- Hand motions
- Numbered heads
- Sentence Frames
- Sentence Starters
- Chants



Support your Thinking

- The article / author states that _____.
- _____ is / was an example of _____.
- _____ is / was one reason for _____.
- The text / information suggests / proves / shows that _____.
- According to the author / text / data, it is clear that _____.
- _____ is evidence that / proof of _____.
- _____ validates / confirms / reinforces _____.
- ◆ A close reading of _____ suggests / clarifies / reveals _____.
- ◆ Based on the data / information from _____, we can assume that _____.
- ◆ From _____ and _____, we can infer that _____.

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SECONDARY



Sentence Frames

With a partner create a list of at least 4 sentence frames that you can share with a colleague this week, that will support students in conversations.

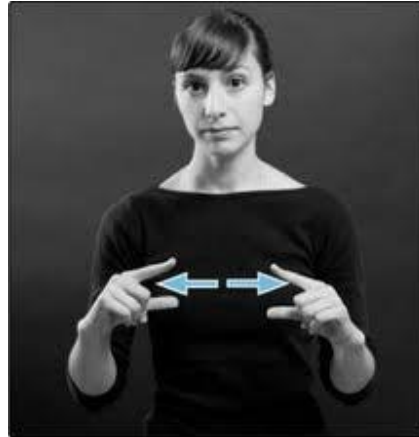


Make it a Habit - Madison Elementary

LOUD and PROUD



STRETCH-IT-OUT



PEER-TO-

PEER

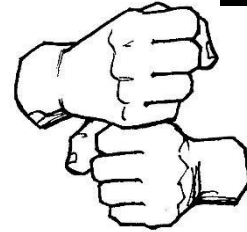


Oracy Talking Hands - Westview Elementary

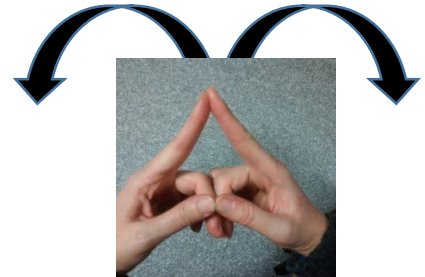
AGREE WITH AN IDEA



BUILD ON AN IDEA

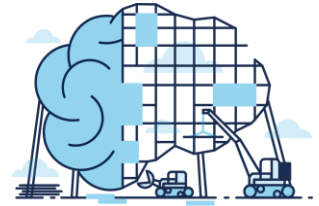


DISAGREE WITH AN IDEA



Oracy Scaffolds

1. Which scaffold do you want to plan for and use this next week?
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****Fill out your process grid for this column.***

Oracy Scaffolds

- Hand motions
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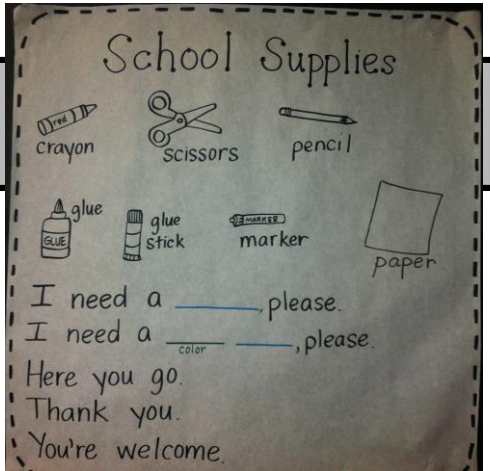
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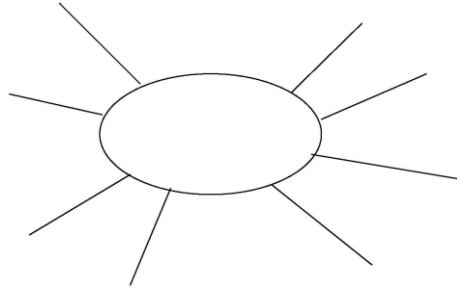
Written Scaffolds

Written Scaffolds

- Word Bank
- Word Web
- Outlines
- Sentence frames
- Sentence Starters
- Graphic organizers
- Step-by-Step directions



Definition (In your own words)	Facts/Characteristics
<p>A simple, closed, plane figure made up of three or more line segments</p>	<ul style="list-style-type: none"> ● Closed ● Simple (curve does not intersect itself) ● Plane figure (2D)
<p>Examples</p> <ul style="list-style-type: none"> ● Rectangle ● Triangle ● Pentagon ● Trapezoid ● Hexagon 	<p style="text-align: center;">Polygon</p> <p>Nonexamples</p> <ul style="list-style-type: none"> ● Circle ● Cone ● Arrow (ray) ● Cube ● Letter A



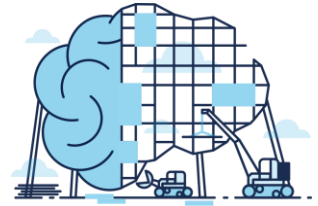
Artifact Box - Written Scaffolds

- Look through ARTIFACT BOX on your table.
 - Which item(s) do you want to use this week?
 - How will it support student learning?



Written Scaffolds

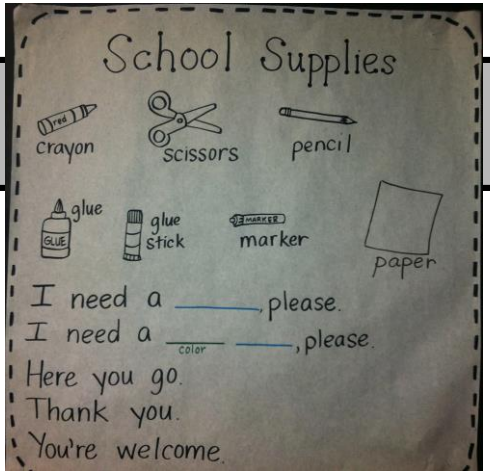
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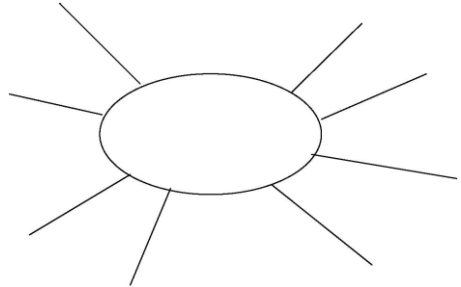
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Written Scaffolds

- Word Bank
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- Step-by-Step Directions



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2

3

4

9

10

11

LUNCH

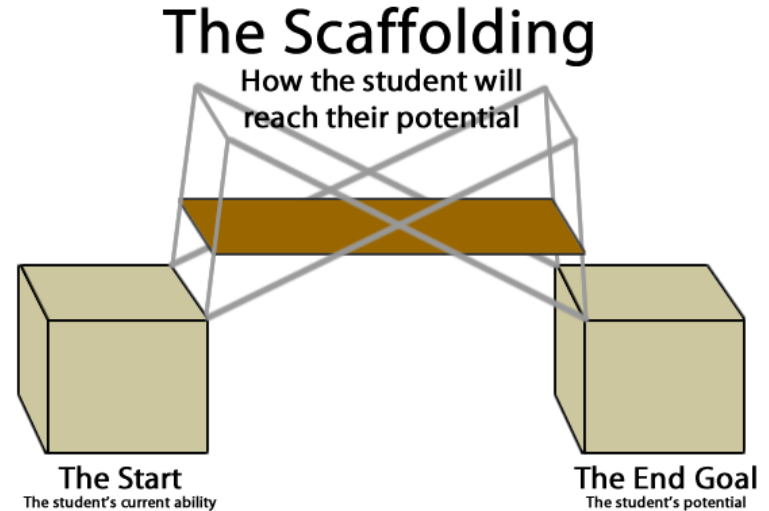
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17



What does **SCAFFOLDING** mean?

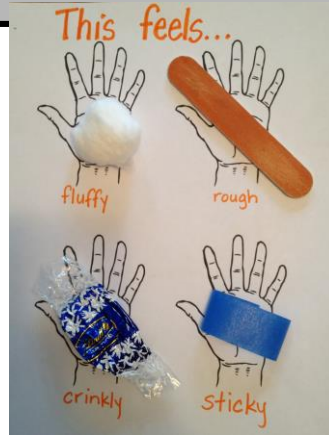
“In education, **scaffolding** refers to a variety of instructional techniques used to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process.” -*GLOSSARY OF EDUCATION REFORM*



Sensory Scaffolds

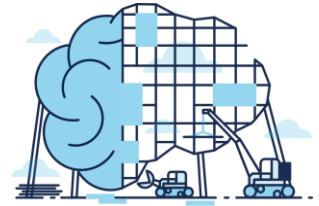
Sensory Scaffolds

- Realia
- Manipulatives
- TPR
- Videos



Sensory Scaffolds

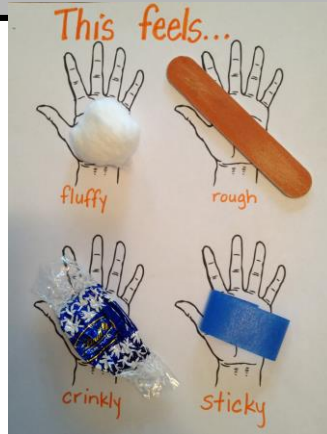
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Sensory Scaffolds

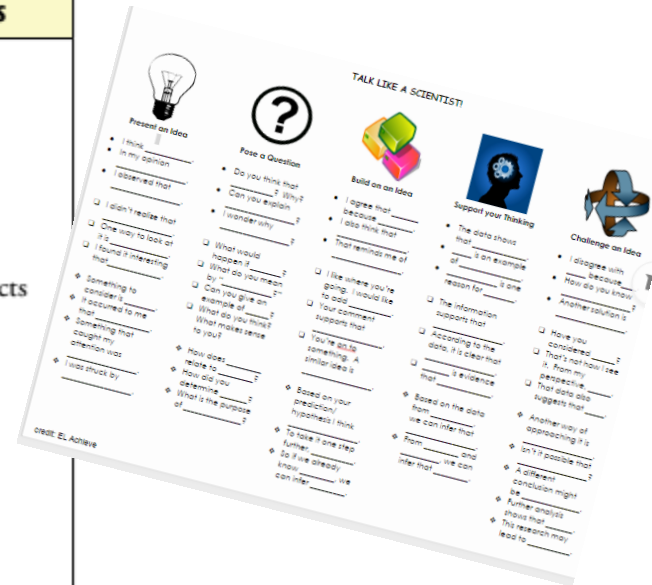
- Realia
- Manipulatives
- Total Physical Response (TPR)
- Videos



Overview of Scaffolds

Content Area Language Supports

Supports related to the language of Language Arts	Supports related to the language of Mathematics	Supports related to the language of Science	Supports related to the language of Social Studies
<p>Illustrated word/phrase walls</p> <p>Felt or magnetic figures of story elements</p> <p>Sequence blocks</p> <p>Environmental print</p> <p>Posters or displays</p> <p>Bulletin boards</p> <p>Photographs</p> <p>Cartoons</p> <p>Audio books</p> <p>Songs/Chants</p>	<p>Blocks/Cubes</p> <p>Clocks, sundials and other timekeepers</p> <p>Number lines</p> <p>Models of geometric figures</p> <p>Calculators</p> <p>Protractors</p> <p>Rulers, yard/meter sticks</p> <p>Geoboards</p> <p>Counters</p> <p>Compasses</p> <p>Calendars</p> <p>Coins</p>	<p>Scientific instruments</p> <p>Measurement tools</p> <p>Physical models</p> <p>Natural materials</p> <p>Actual substances, organisms or objects of investigation</p> <p>Posters/Illustrations of processes or cycles</p>	<p>Maps</p> <p>Globes</p> <p>Atlases</p> <p>Compasses</p> <p>Timelines</p> <p>Multicultural artifacts</p> <p>Aerial & satellite photographs</p> <p>Video clips</p>



Content Area Language Supports

Table 7 Language for Classroom Collaboration

Gathering Contributions

- What should we write?
- What do you think makes sense?
- Do you have a suggestion?
- We haven't heard from you yet.

Confirming Contributions

- I see what you mean.
- That's an interesting example.
- Now I understand your perspective.
- I share your point of view.

Clarifying Contributions

- I don't quite understand what you mean by __.
- I have a question about __.
- Will you explain what you meant by __?
- What makes you think that?

Rephrasing Contributions

- In other words, you think __.
- So, what you are saying is that __.
- So, you are recommending that __.
- If I understand you correctly, your idea is __.

Reporting Contributions

- My partner, __, and I discussed __.
- My partner and I/group decided/agreed on this response: __.
- One example my partner offered was __.
- As a group, we determined that the correct __ is __.

© Kate Kinsella, Ed.D., 2012

EXAMPLES...

The image shows three whiteboards with handwritten notes and diagrams illustrating language supports for classroom collaboration.

Whiteboard 1 (Left): Titled "Compare and Contrast". It shows a Venn diagram with "orange" written above it. Below the diagram are several sentence starters:

- ___ and ___ are both ___.
- Both ___ and ___ have ___.
- ___ and ___ are alike because ___.
- ___ and ___ are different because ___.
- ___ but ___.
- One major difference between ___ and ___ is ___.

Whiteboard 2 (Middle): Titled "Comparing & Contrasting". It features a Venn diagram with two overlapping circles. Below it are sentence starters:

- ___ and ___ are similar because ___.
- but they are different because ___.

 Below this is a section titled "Cause & Effect" with a downward arrow pointing to a box, and the sentence starter: "Because of ___, ___ resulted".

Whiteboard 3 (Right): Titled "Comparar y Contrastar". It is divided into two sections:

- Comparar (las semejanzas):**
 - * ___ y ___ son/hienen ___.
 - * ___ y ___ son similares porque ___.
 - * ___ y ___ son iguales porque ___.
 - * Una semejanza clave entre ___ y ___ es ___.
 - * ___ y ___ se parecen a cada uno porque ___.
- Contrastar (las diferencias):**
 - * ___ es/son ___, pero ___ no es/son ___.
 - * ___ pero, ___ no ___.
 - * Mientras ___ es/son ___, ___ es/son más ___ que ___.
 - * Una diferencia notable entre ___ y ___ es que ___ es/tiene(n) ___. Por contrario, ___.
 - * ___, Contrariamente, ___.

Forms of Scaffolding

Sensory

- Illustrations
- Manipulatives
- Videos & films
- Real-life objects
- Models & figures
- Physical activities
- Diagrams & drawings
- Podcasts
- Pictures & photographs
- Demonstrations & modelings



The purpose is

- Making connections between ideas
- Learning through a narrative
- Understanding how a process works
- Learning through movements
- Contextualizing abstract ideas through objects
- Acquiring new knowledge

These are best for

- Visual learners
- Entering ELs
- auditory learners

Interactive

- Pairs
- Small groups
- Stations
- Whole class
- Using cooperative structures
- Using home language
- With coach or mentor
- With the internet, app, or software program
- Conferences
- Interviews
- Discussions



The purpose is

- Synthesizing information
- Planning action
- Engaging in an on-going process w/ others
- Acquiring knowledge through interaction whether in-person or virtual
- Strengthening listening skills
- Developing communication & collaboration skills
- Cultivating empathy & open-mindedness

These are best for

- Topics with multiple views
- Social learners

Graphic

- Charts
- Tables
- Graphs
- Infographics
- Timeline
- Number lines
- Graphic organizers

The purpose is

- Acquiring knowledge through numerical data
- Producing ideas in graphic organizers & interactive tables
- Recognizing trends & patterns
- Noticing outliers
- Seeing cause-effect relationships



These are best for

- Large sets of data
- ELs with developed cognitive skills
- Challenging ELs at any level
- For linear thinkers

ELL-Friendly Classrooms

WHAT YOU'LL HEAR

Less teacher talk
and more student
conversation



Student groups
working together
in collaboration

The teacher using
repetition and
clarification



to support student
comprehension

Students using
sentence stems to
speak and write in
complete sentences



I believe

WHAT YOU'LL SEE

Desks arranged
in groups



Students working
collaboratively



that are clear,
concise, and user-
friendly, with
graphic supports

WORD WALLS

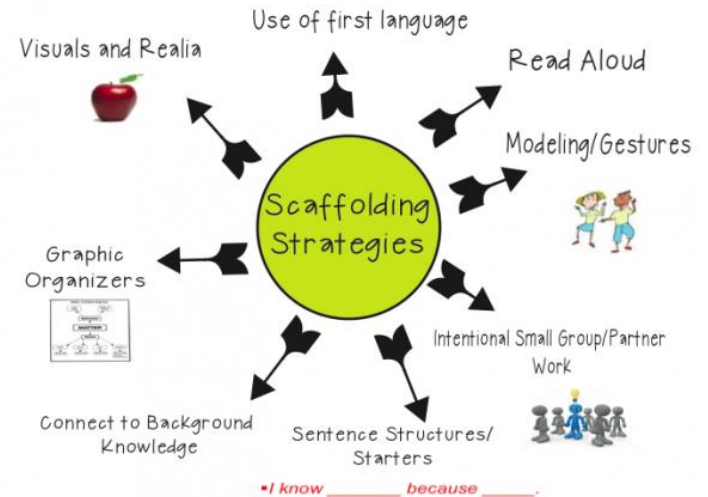
that are
categorized
and supported
with visuals

Content and
language objectives
clearly posted



What SCAFFOLDS do you notice?

Visual Scaffolds	Oracy Scaffolds	Written Scaffolds	Sensory Scaffolds



Advocacy & Empowerment

“Write your VOWS!”

Why Advocate?

“Unless someone like you cares
a whole awful lot, Nothing is
going to get better. It's not.”
- Dr. Seuss, The Lorax



What does **SCAFFOLDING** mean?

“**Scaffolding** refers to a process in which teachers model or demonstrate how to solve a problem, and then step back, offering support as needed.”



Exit Slip - “Last Thoughts”



How to move this work forward?

Let's strategize:

- Courageous conversation?
- Scheduling?
- Approaching a teacher about EL services?
- Creating Anchor Charts or Posters for your groups and sharing with a colleague?
- Sharing or teaching others a new strategy?
- Deepening student and/or family connections?
- Tapping into positive teacher and/or EL specialist relationships?

THANK YOU!

PARAPROFESSIONAL:

The heartfelt hero. Using their talents to help students discover their own. Dedicating their time and energy each day to the students in their care, and doing it all while meeting the individual needs of many.



#schoolheroes

teresa kwant

