

Forms of Scaffolding

Sensory

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



The purpose is

- Making connections between ideas
- Learning through a narrative
- Understanding how a process works

These are best for

- Visual learners
- Entering ELs
- auditory learners
- Acquiring new knowledge

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

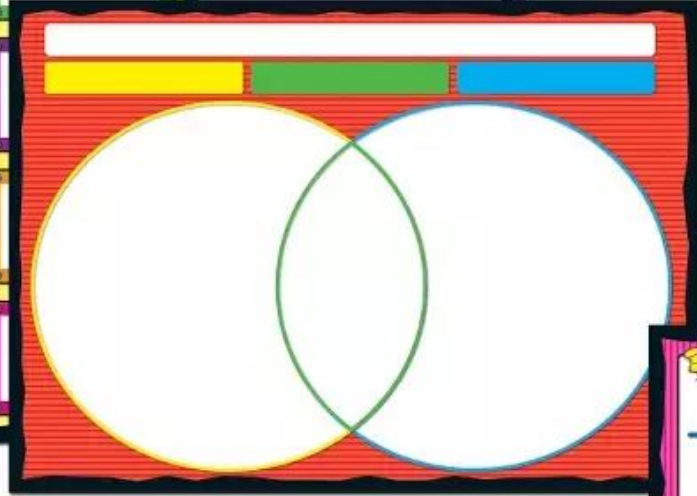
- Acquiring knowledge through numerical data
- Producing ideas in graphic organizers & interactive tables
- Recognizing trends & patterns
- Noticing outliers
- Seeing cause-effect relationships

These are best for

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

A vertical strip of six colored boxes (blue, green, purple, orange, pink) with red arrows pointing to the right, indicating a sequence of steps or stages.

Three yellow sticky notes with black borders and paperclip icons, labeled "What We Know", "What We Want to Know", and "What We Learned".



A vertical structure with three sections: "Beginning" (top), "Middle" (middle), and "End" (bottom). Each section has a dashed border and a red arrow pointing down from the "Beginning" section to the "Middle" section.

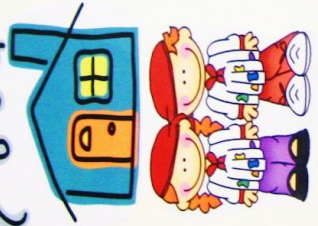
A pink-bordered grid with a vertical line and a horizontal line, creating four quadrants.

A fish-shaped graphic with a yellow body and blue background. The fish's body is divided into sections for "Title", "Author", "Setting", "Characters", "Main Idea", "Problem", and "Solution".

A green-bordered page with four circular cutouts arranged in a 2x2 grid, each with a red spider illustration nearby.

Story Retelling

Setting - the time and place

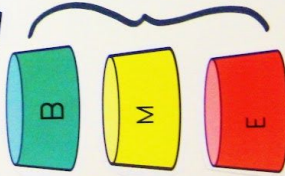


Characters - the people or animals who act out the story

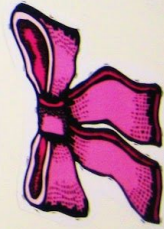
Problem - the struggle the character is having



Happenings - the events, beginning, middle, end



Solution - how the story was "tied up"



Proportionality

Origin: the point where the x-axis and the y-axis intersect.

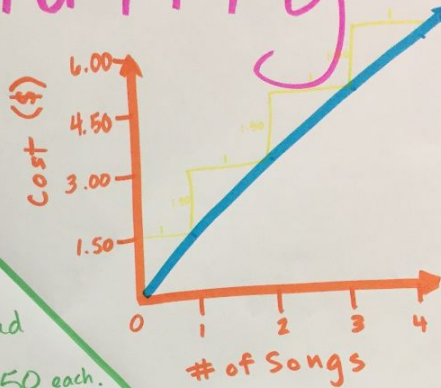
Proportional: 2 quantities that have a constant ratio.

Slope: measures steepness of line. Tells us rate of change. (Cost of songs changes at a rate of \$1.50 per song.)

Ind. Variable: manipulated variable (x)

Dep. Variable: resulting variable (y)

you can download songs for \$1.50 each.



# of Songs	Cost
0	0
1	1.50
2	3.00
3	4.50

+1
+1
+1

+1.50
+1.50
+1.50

# of Songs	0	1	2	3
Cost	0	1.50	3.00	4.50

$$y = mx$$

Total cost ← y

slope ← m

of songs ← x

$$y = 1.50x$$

RIGHT SIDE:
* Question parts you don't understand

WITHIN THE TEXT:
* Mark key words & details
* Circle unfamiliar words
* Mark interesting or surprising parts

LEFT SIDE:
* Check what you understand

RIGHT SIDE:
* Connect with text what you already know
* Determine main idea/purpose
* Write down any new questions you have

LEFT SIDE:
* Summarize each chunked section

SYMBOL	MEANING
★	Important
—	Key word or detail
↘	I understand!
○	Unfamiliar word
?	I don't understand
!	I'm surprised!
∞	I made a connection
	I'm thinking!
	WORDS & COMMENTS

Mrs. Caramagno
World Studies
9/1/2012

Social: ●
Political: ●
Economic: ●

Topic: Weimar Republic

Problems After WWI	After WWI (Germany) - Human losses: Millions dead - Economic losses: Ger owes \$ to allies and has lost resources and colonies • massive unemployment for citizens
Democracy Trial	Germany and Europe try Democracy • New gov'ts are unstable - no experience - can't compromise so decisions don't get made
How does printing money cause problems?	Def: Germany's new democratic gov't. Weimar Republic faces economic and social problems - Prints \$ to pay war debt • This causes massive inflation > Germans lose savings. \$ becomes worthless (Example) Children play w/ blocks made of bills tied together.
V. Dawes Plan	Def: Economic recovery plan created by Charles Dawes (USA) to loan \$200m to Ger. It works! Economy stabilizes
Summary:	After WWI, Germany is having a hard time w/ a weak government, \$ and no clear solutions. USA tries to help out with loans - Dawes Plan.

Cite Evidence

- On page _____, it states that
- Another example of _____ is
- In the _____ paragraph, it says
- From reading _____, I see
- _____ proves that
- According to _____,
- ★ Based on evidence,
- ★ As described by _____,
- ★ The text provides proof that _____
- ★ by stating that

Share Your Thinking

- I think
- In my opinion,
- I wonder why
- I noticed that
- I have an idea. What if?
- I was surprised
- How about if?
- ★ I didn't realize that
- ★ I found out that
- ★ It occurred to me that

Ask a Question

- Why do you think?
- Can you explain?
- Do you think?
- How did you come up with?
- Can you give an example of?
- What do you mean by?
- ★ How does _____ relate to?
- ★ What is the result of?
- ★ What would happen if?
- ★ What is meant by?

Agree/Disagree

Agree

- I **agree** because
- That's true. I also think that
- That makes sense because
- ★ That's how I see it too, because
- ★ I agree with the point that

Disagree

- I **disagree** because
- I don't think that's right since
- That's not how I see it. I think
- ★ Actually, isn't it true that
- ★ Another way to look at it is

Build on an Idea

- Another idea/example/reason is
- I'd like to add something.....
- I would say that
- You made a good point when you said
- Yes, but it's also true that
- I see what you're saying.
- That reminds me of
- Even though _____, I think
- ★ Wouldn't that also mean?
- ★ As _____ already mentioned,
- ★ If that is the case, then

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

