

# NWESD ELL Cooperative Teacher Training #3

March, 2018

Gayle Everly - NWESD 189  
Sarah Southard - NWESD 189

# Welcome!!!

## Introductions



October 10th, 2017

8:30-3:00pm “Understanding Language Acquisition & Development”

December 12th, 2017

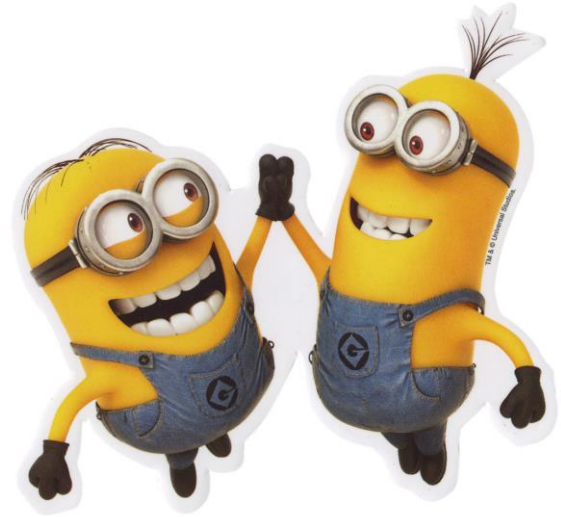
8:30-3:00pm “Instructional Strategies for Student Engagement”

**March 27th, 2018**

**8:30-3:00pm “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

Academic Vocabulary/Language

Visual Scaffolds

Oracy Scaffolds

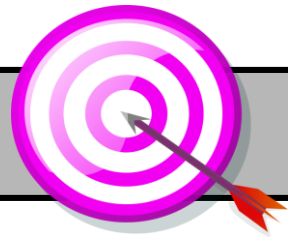
Written Scaffolds

Sensory Scaffolds

Advocacy & Empowerment



# 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

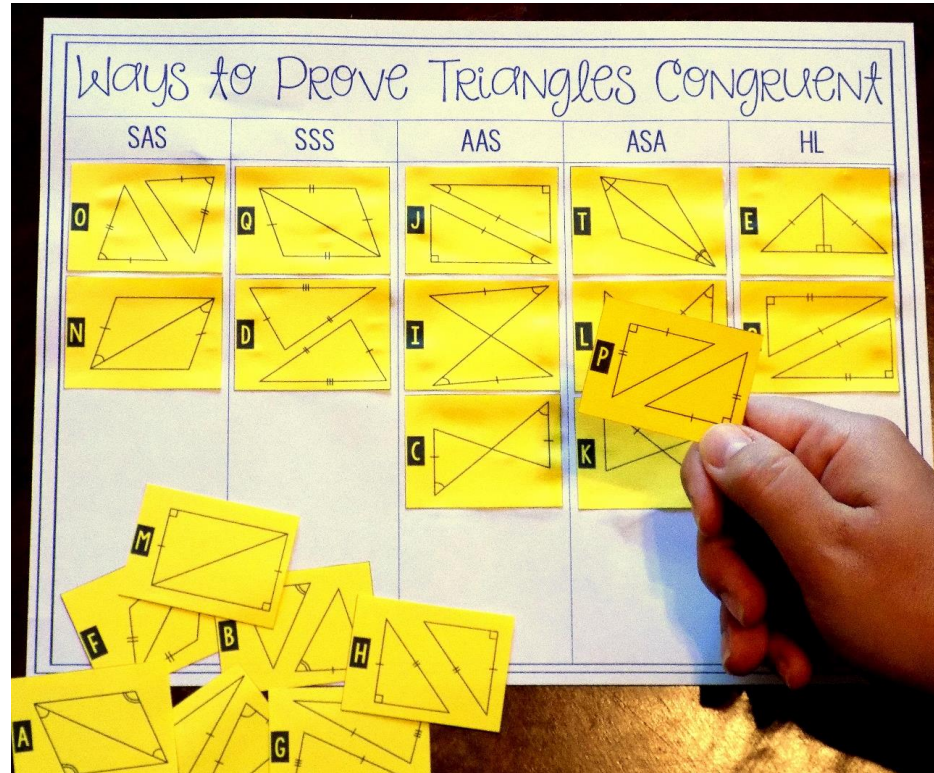
Closed Sort

Visual Scaffolds

Oracy Scaffolds

Written Scaffolds

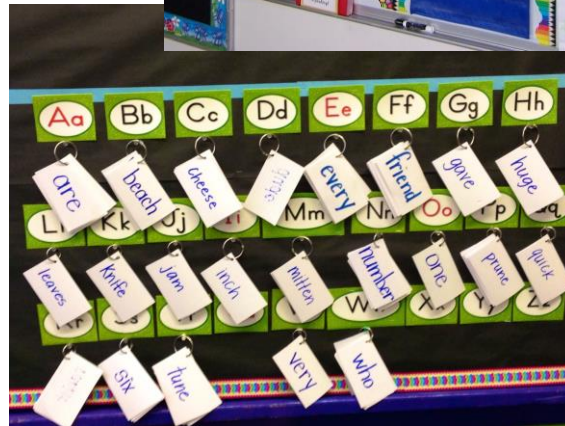
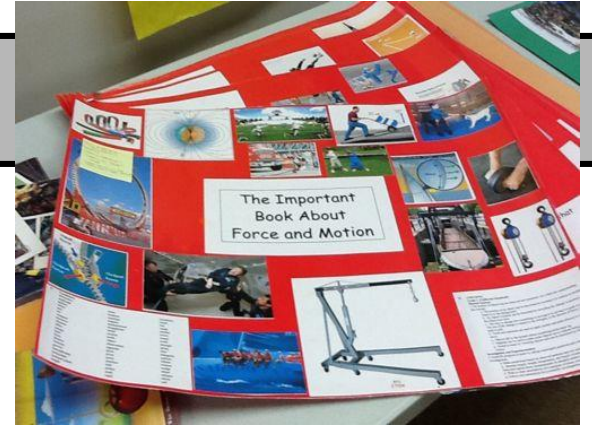
Sensory Scaffolds



# Visual Scaffolds

# Visual Scaffolds

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



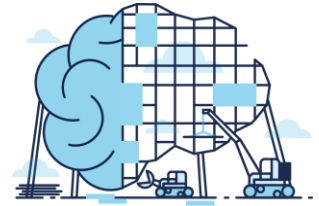
# Word Wall Activity



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

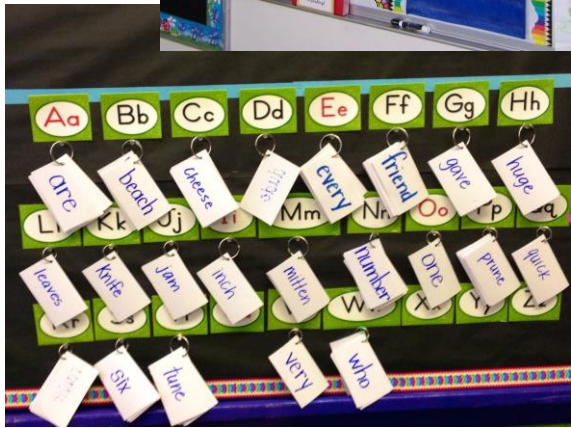
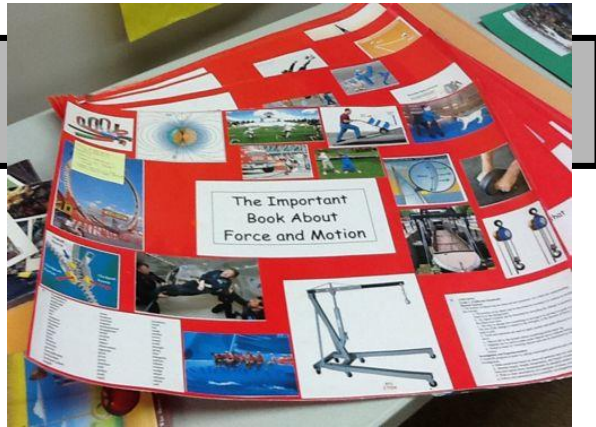
1. Which scaffold do you want to plan for and use this next week?
1. With which EL student(s) would you use this scaffold?
1. How will this scaffold help set EL students up for success?



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

# Visual Scaffolds

- Big books
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- 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 \_\_\_\_\_.

© 2013 ELAchieve

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.

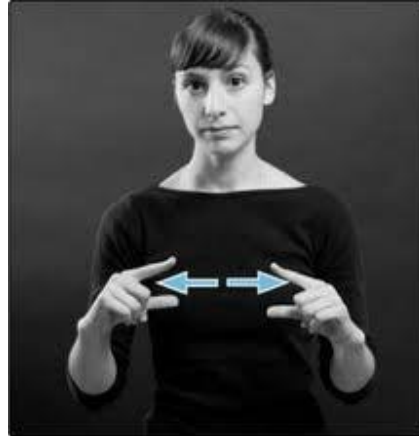


# Make it a Habit - Madison Elementary

LOUD and PROUD



STRETCH-IT-OUT



PEER-TO-

PEER

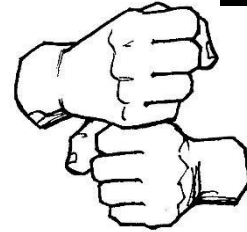


# Oracy Talking Hands - Westview Elementary

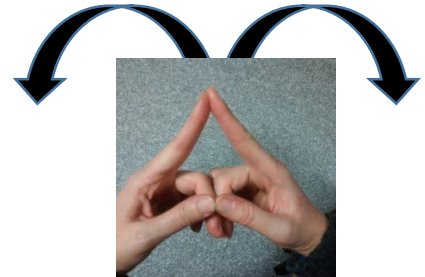
**AGREE WITH AN IDEA**



**BUILD ON AN IDEA**

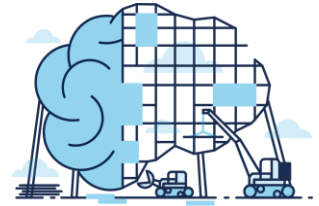


**DISAGREE WITH AN IDEA**



# Oracy Scaffolds

1. Which scaffold do you want to plan for and use this next week?
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.***

# Oracy Scaffolds

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**Support your Thinking**

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SECONDARY



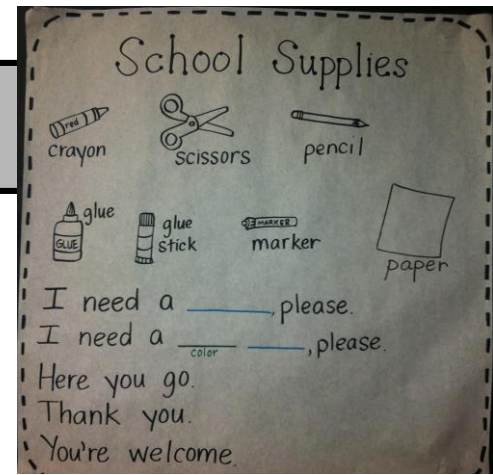
**BE BACK @ 12:30pm**



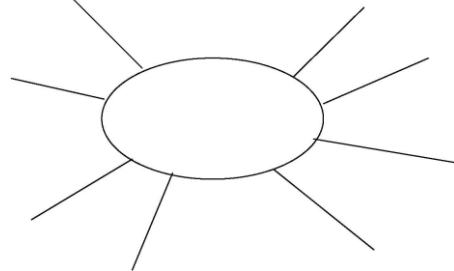
# Written Scaffolds

# Written Scaffolds

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



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



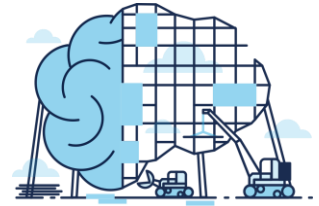
## Artifact Box - Written Scaffolds

- 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

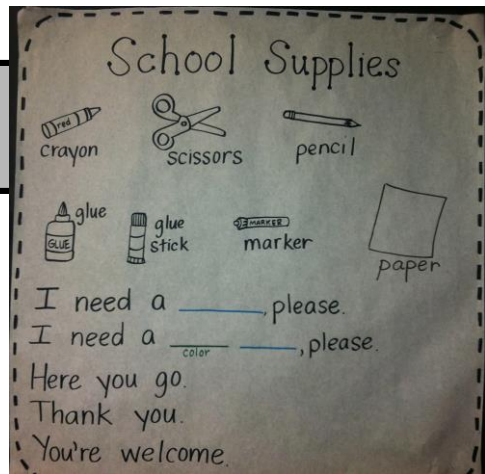
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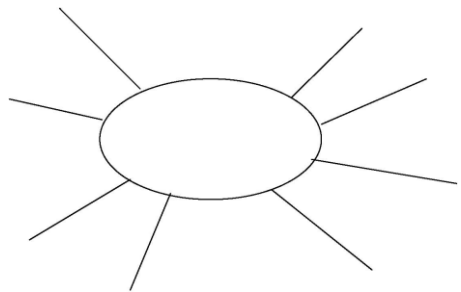
***\*Fill out your process grid for this column.***

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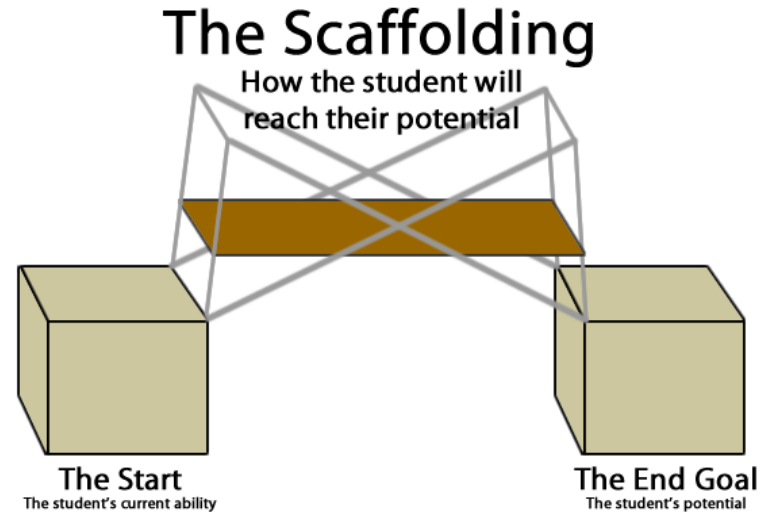


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# What does **SCAFFOLDING** mean?

“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*

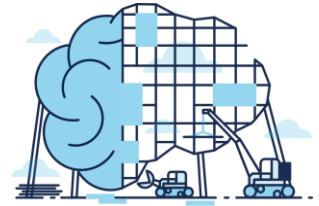


# Sensory Scaffolds



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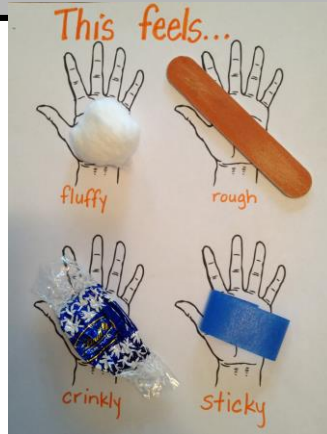
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# Sensory Scaffolds

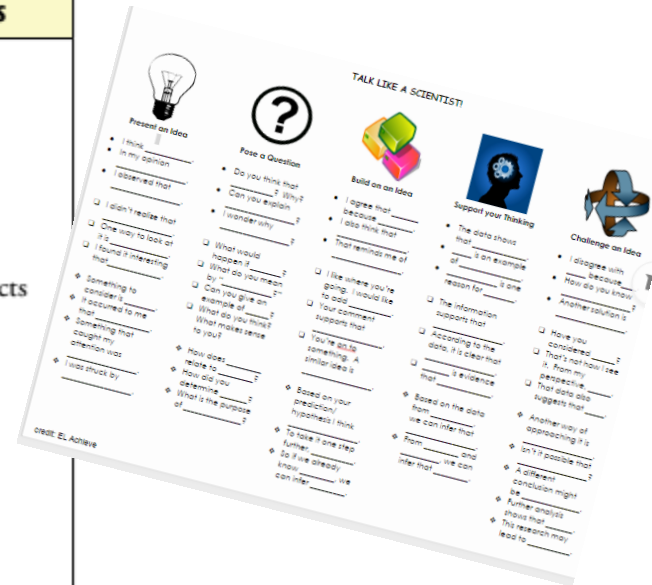
- Realia
- Manipulatives
- Total Physical Response (TPR)
- Videos



# 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 &amp; 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 \_\_.

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**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. The text includes:
 

- Compare and Contrast
- \_\_\_ 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 shows a Venn diagram with two overlapping circles. The text includes:
 

- Comparing & Contrasting
- \_\_\_ and \_\_\_ are similar because \_\_\_.
- but they are different because \_\_\_.
- Cause & Effect
- Because of \_\_\_, \_\_\_ resulted

**Whiteboard 3 (Right):** Titled "Comparar y Contrastar". It shows a Venn diagram with two overlapping circles. The text includes:
 

- Comparar y Contrastar
- 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?