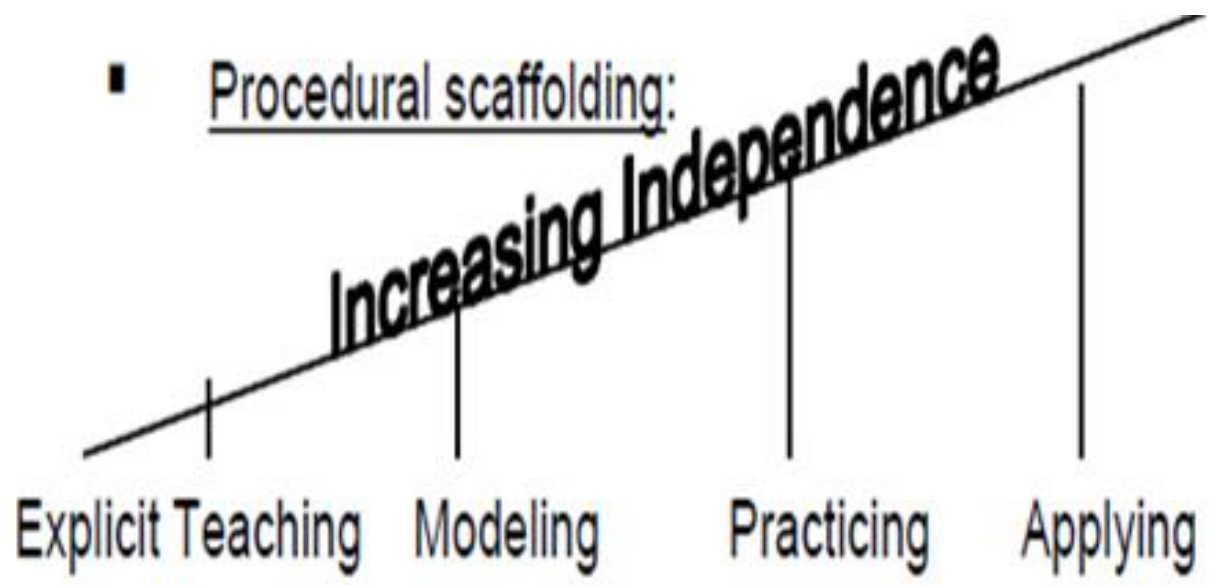




# Scaffolding

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

- Vygotsky —



# Providing scaffolding

We can provide scaffolding as it is needed at any stage of the lesson.

**Input:** Reading, listening, instructions



**Output:** Writing and speaking

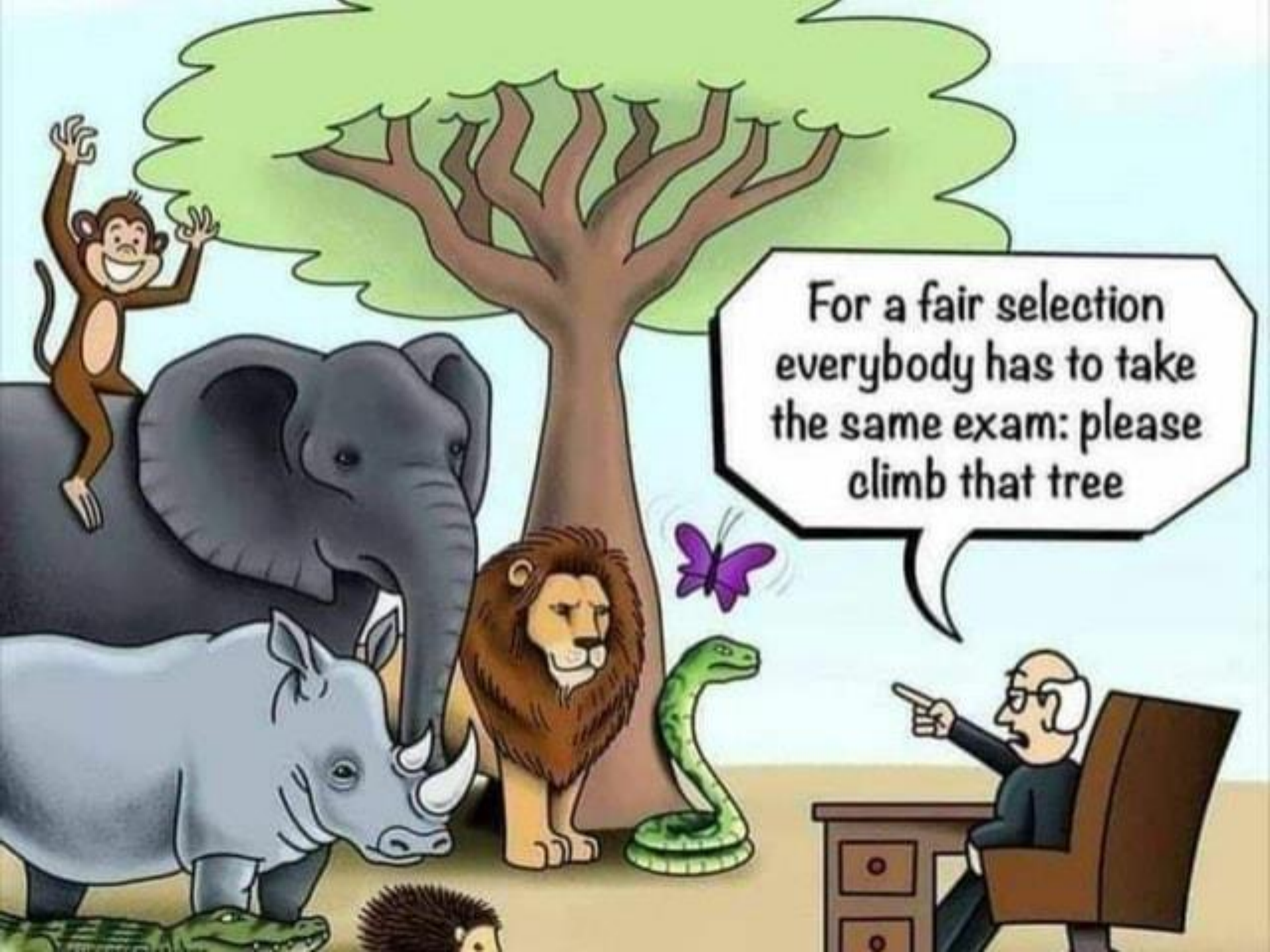


**Reflection** and **Feedback**

As with a lot of things the starting point should be a consideration of who your students are ...

"The biggest mistake in teaching is to treat all children as if they were variants of the same individual and thus to feel justified in teaching them all the same subjects in the same way. "

-H. Gardner



For a fair selection  
everybody has to take  
the same exam: please  
climb that tree





- **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...



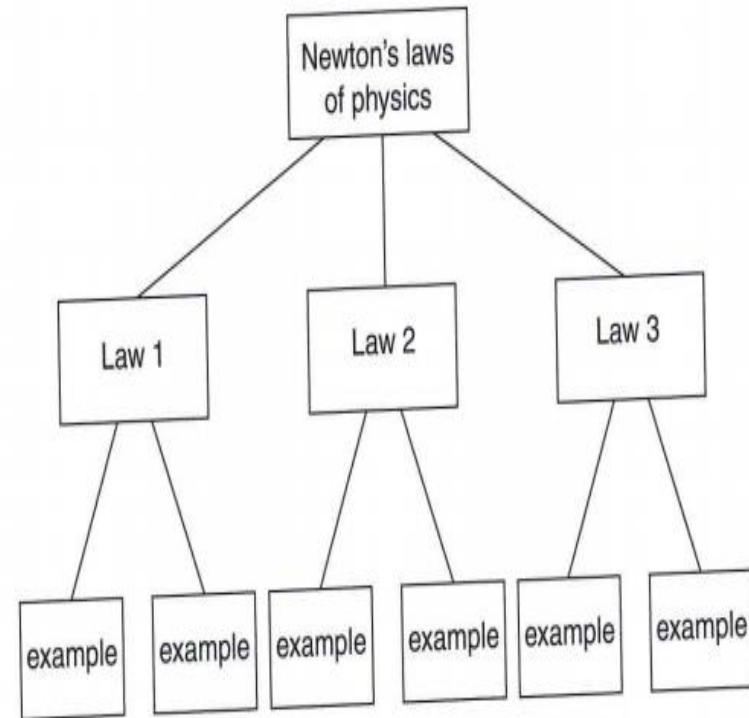
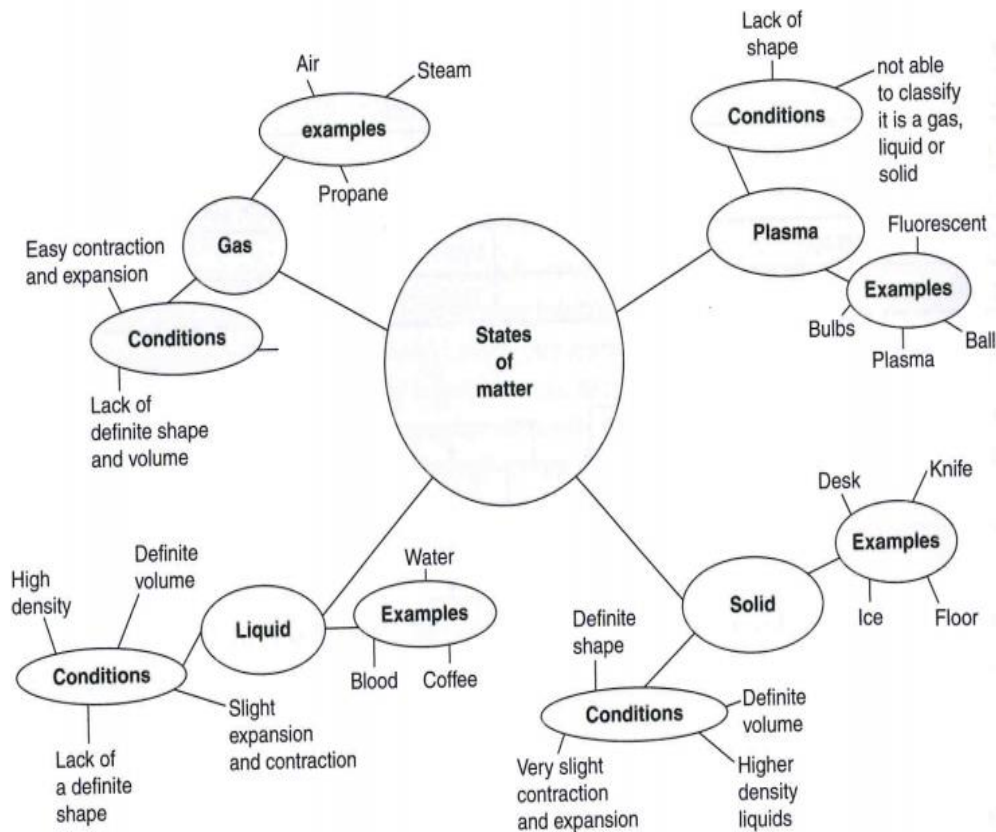
Activities to help  
learners process  
language ...

---

# Visual Organisers

Provide scaffolding for many types of input, including task instructions, reading and listening.

Spider map



Geological  
Archipelago of the  
British Isles

The Island  
of Ireland

Ireland



Northern  
Ireland



United Kingdom

Great Britain



England



Scotland



Wales

Crown  
Dependencies

Channel  
Isles



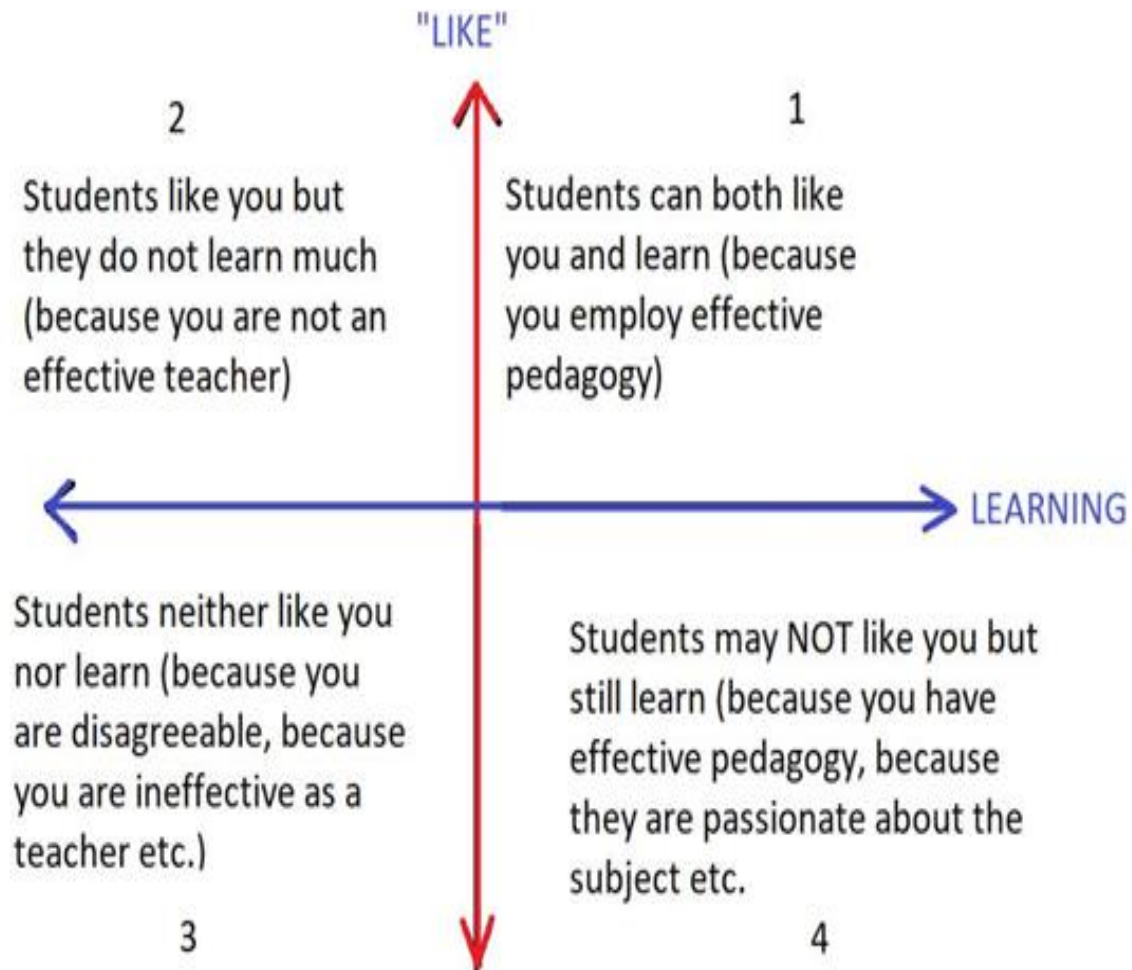
Isle of Man



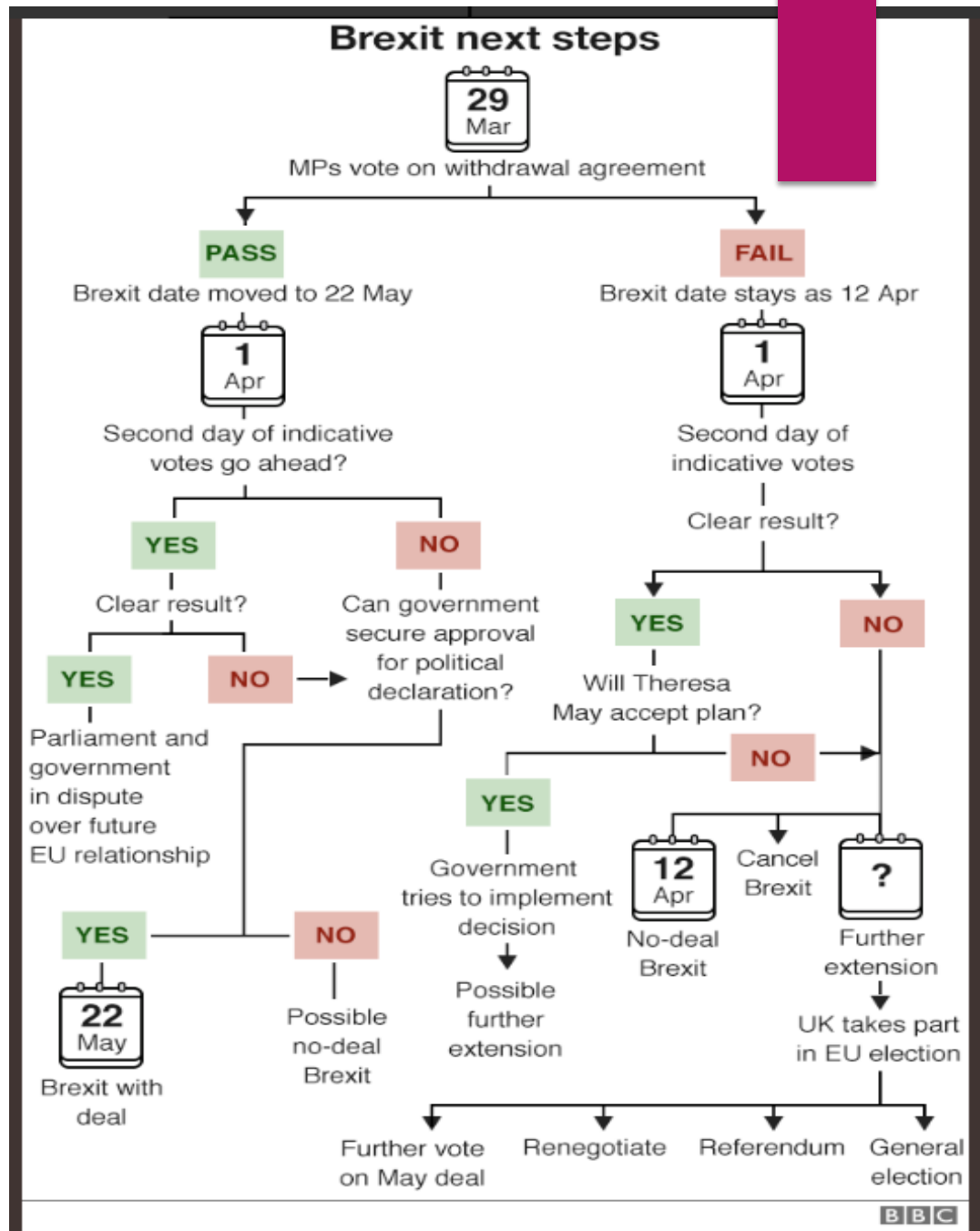
Socio-political  
British Isles

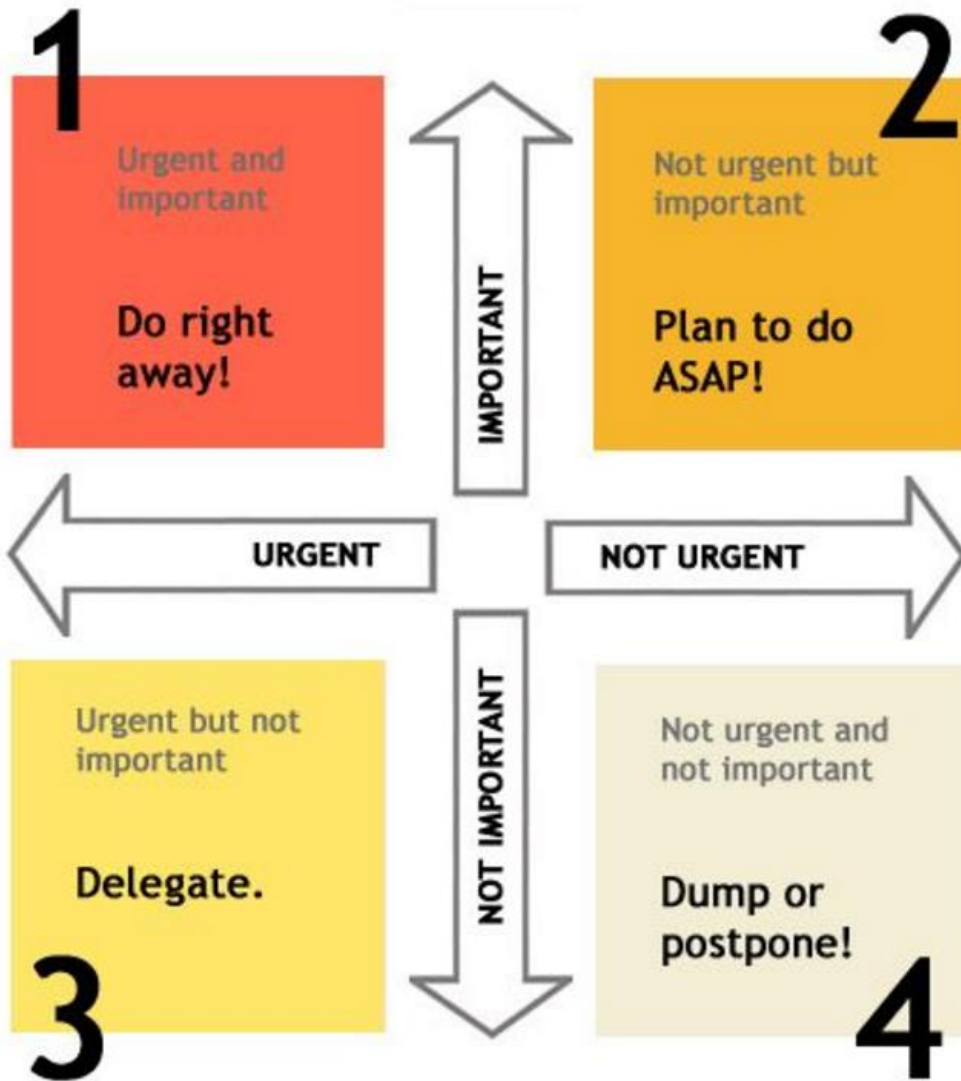
## Quadrants

Which sector are you in ? 😊



# Binary key





# Carroll Diagram



## Scaffolding input: adapting 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.

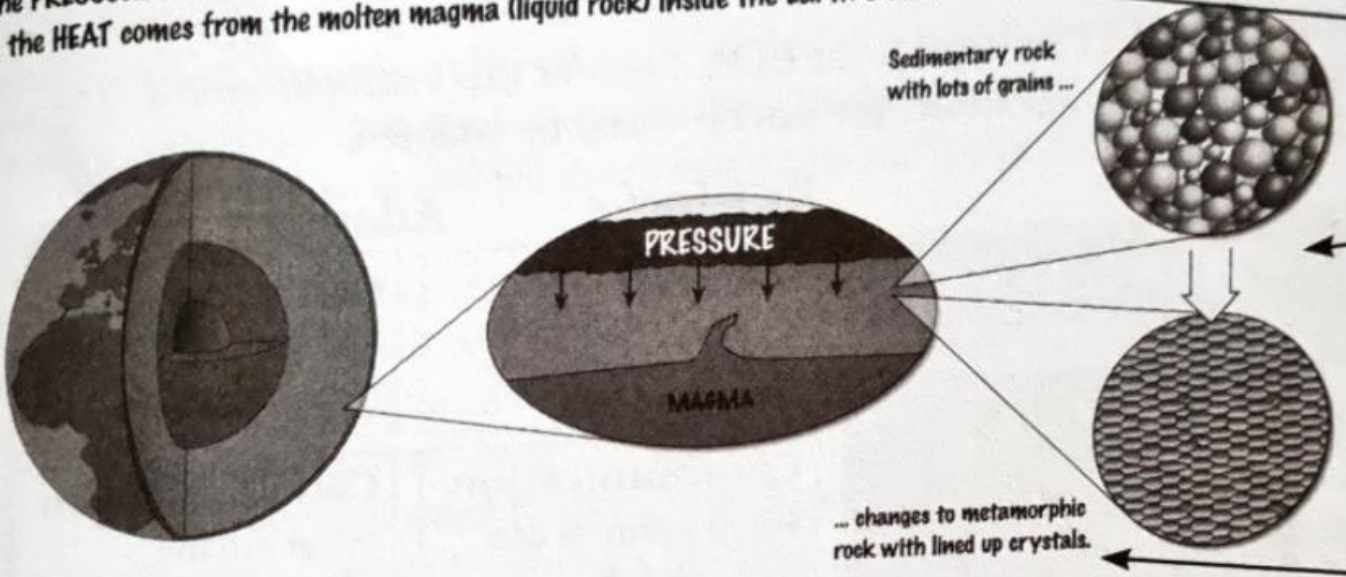
# Subheading

## HOW METAMORPHIC ROCKS ARE MADE

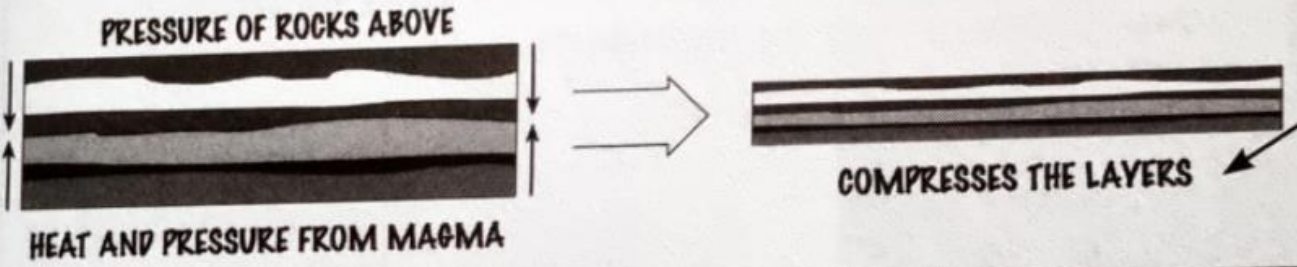
'Metamorphism' means 'changing form' and metamorphic rocks are made from other types of rock (usually sedimentary), which have changed in some way due to huge amounts of **HEAT** and **PRESSURE**.

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

## Providing:

- useful language
- alternative combinations of structures
- key word prompts
- frameworks to follow for speaking / writing

# Speaking activities can be scaffolded with:

- Pre-teaching concepts using visuals, realia,
- Activating prior knowledge-brainstorming, discussion,
- Modelling activities,
- Allowing lots of 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 \_\_\_\_\_ .  
\_\_\_\_\_ .

### Box 4.12: Speaking frames

An example for a PE lesson on long jump

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

# Speaking frames

bone  
shape bodies also  
well Joints cells  
protect divided Functions marrow  
support influences sections  
skeletons movement important sport  
producing skeleton column  
density flex move strength parts  
**bones** Skeletons rotate  
vertebral  
blood spine body  
red five



# Scaffolding writing tasks

- ▶ Pre-teach language
- ▶ Brainstorm ideas - mind maps
- ▶ Use existing texts as guides
- ▶ Encourage process writing - drafting, editing etc.
- ▶ Using writing frames

## 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 ...

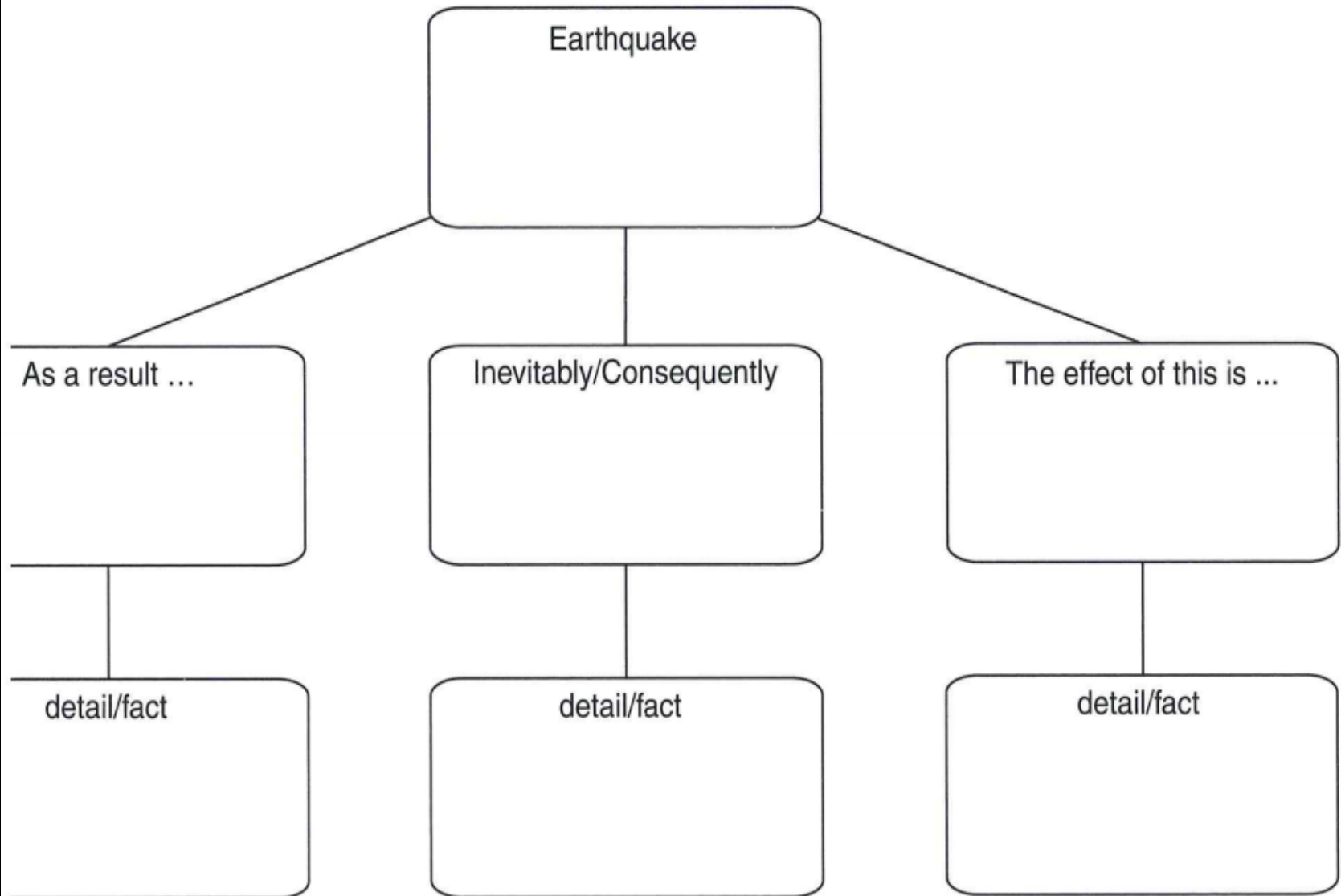
Lastly, there were cultural reasons. These were ...

The most important of these reasons is ...

I think this is because ...

## : Framing writing

: explanation – effects of earthquakes



**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 of ..... cars. We noticed that (write something about percentages here) .....

The results show the relative popularity of the colours. The most popular car colour is .....

..... We think this is because ..... The least popular car colour is..... We think this is because .....

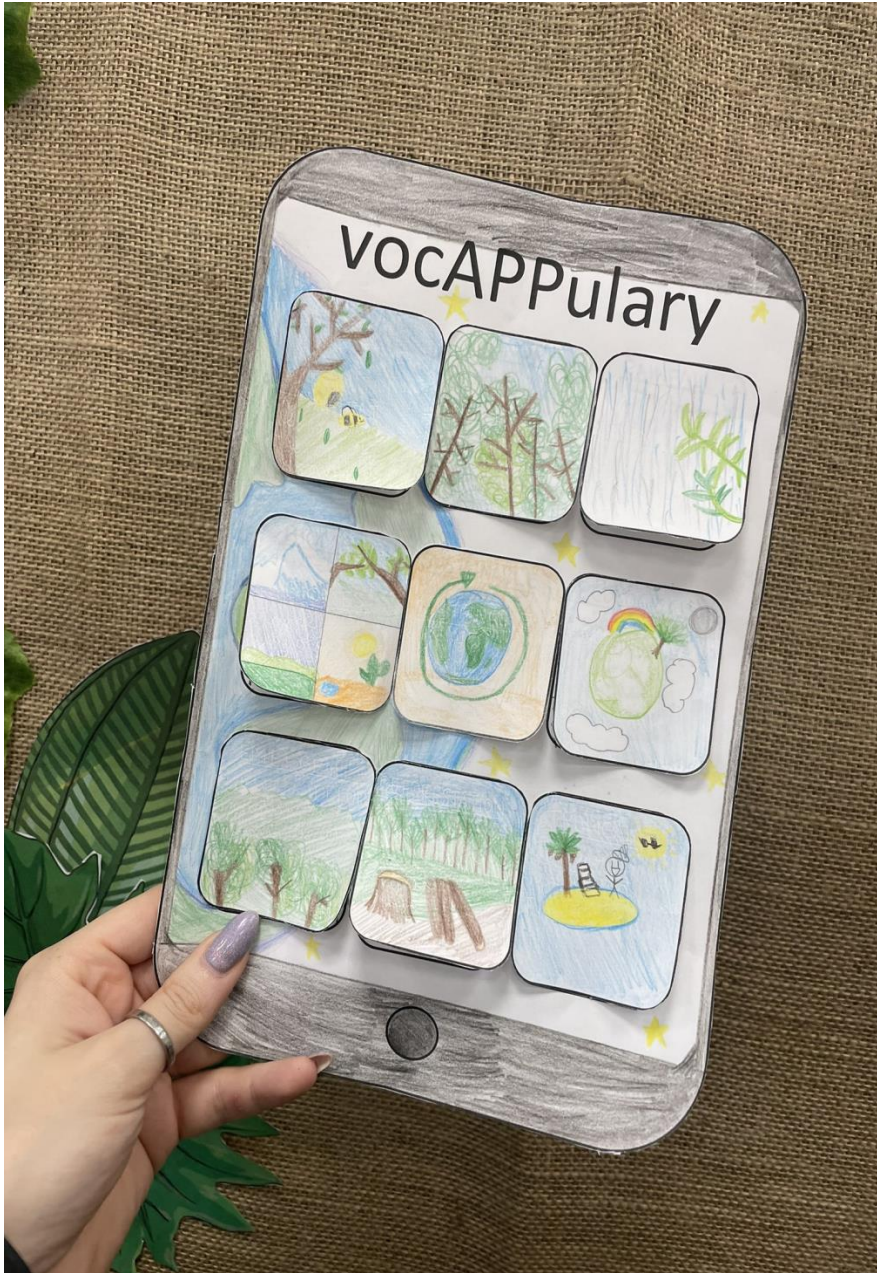
Other popular car colours are .....

The most interesting thing that we noticed about the colour of the cars was .....

..... because .....


What we found difficult about the activity was .....





Why use scaffolding?

—

- 
- 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