Scaffolding Strategies

- Use of first language
- Visuals and Realia
- Read Aloud
- Modeling/Gestures
- Graphic Organizers
- Intentional Small Group/Partner Work
- Connect to Background Knowledge
- Sentence Structures/ Starters
  - I know _____ because _____.

Dates:

Class:	**Time(s):**		**Weekly Lesson Plan**	**Teacher:** Your name here	
SIOP Format	M	T	W	TH	F
State Standard:					
Content Objective: Language Objective:					
CALP Vocabulary:					
Supplementary Materials:					
Motivation: Essential question (Links to students' background experiences, Links to past learning) Presentation: (Objectives, Comprehensible input, modeling, strategies, scaffolding and sequence, interaction, feedback) HOTs					
Practice and application: (Meaningful activities, interaction, strategies, feedback) HOTs					
Review and assessment: Review objectives, vocabulary, assess learning					
Notes:					

Scaffolding English Language Learners' (ELLs) Language and Math Skills

Scaffolding is a way to support students in completing a challenging task and learning more complex math concepts without reducing the complexity. Scaffolding supports ELLs' language fluency, stimulates their active thinking, and advances their math knowledge. Modifications are made for oral and written responses, however all students can attain new math concepts and engage in cognitively-demanding activities during <u>regularly scaffolded lessons</u> which include the following strategies:

- Activating prior knowledge by first focusing on what students know and understand;
- Engaging students in interactive activities to discuss math ideas and real-world applications;
- Checking for student understanding and how to help them advance;
- Using visual, tactile, and auditory supports to develop math concepts and language.

According to Echevarria, Vogt, and Short (2004), the following three types of scaffolding assist ELLs in learning language and content:

- Verbal scaffolding (paraphrasing, repetition, questioning)
- Procedural scaffolding (modeling, cooperative learning, individual coaching)
- Instructional scaffolding (graphic organizers, posted classroom artifacts)

Teaching Tips:

- Draw attention to connections to prior experiences and familiar concepts throughout a math lesson.
- Post an outline of the lesson and clearly explain a lesson question or problem, purpose, and an objective. Help students remain focused on the question/concept during the entire lesson.
- Create a poster during the initial part of the lesson to provide a visual reference for the new ideas, academic terms, and future review.
- Post a copy of a previously solved problem to support the process/steps of solving similar problems.
- Provide students with individual graphic organizers to support thinking process.
- Provide students with individual vocabulary lists of necessary or new math terms and academic language.
- Help students to sort out what they understand and what they need to know next. Note what you need to teach or reteach now and what to teach next.
- Create and post sentence prompts such as "I want to find out…"; "I observed that …"; " I know that…"; "Next, I need to …".
- Establish a routine of engaging students in meaningful cooperative learning hands-on activities with clearly assigned roles to support language skills and independent math thinking.
- Ask questions rather than show solutions. Scaffold questions according to students' language abilities.
- Use "Talk-to-Learn" to provide opportunities for practice of familiar and new math concepts, social and academic language (Think-Pair-Share, Turn-and-Talk, and meaningful group work).
- Use "Write-to-Learn" to reinforce student learning, check for comprehension, and identify misconceptions (establish Quick Writes or Exit Cards as a closure for math activities or lessons).

(modified from Coggins, D; Kravin, D.; Davila Coates,G.; Dreux Carol, M.; 2007,
English Language Learners in the Mathematics Classrooms)

Comprehension – "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It consists of three elements: the reader, the text, and the activity or purpose for reading" (RAND Reading Study Group, 2002, p.11).

Scaffolding Reading Comprehension in the Elementary School

The amount and type of scaffolding is dependent upon the reader, the text, and the activity or purpose.

Before Reading
- Teach the pronunciation of difficult to read words.
- Teach the meaning of critical, unknown vocabulary words.
- Teach or activate any necessary background knowledge.
- Preview the story or the article.

During Reading
- Utilize passage reading procedures that provide adequate reading practice.
- Ask appropriate questions during passage reading.
- Teach strategies that can be applied to passage reading.
- Use graphic organizers to enhance comprehension. (In some cases, use after passage reading.)

After Reading
- Provide intentional fluency building practice.
- Engage students in a discussion.
- Have students answer written questions.
- Provide engaging vocabulary practice.
- Have students write summaries of what they have read.

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