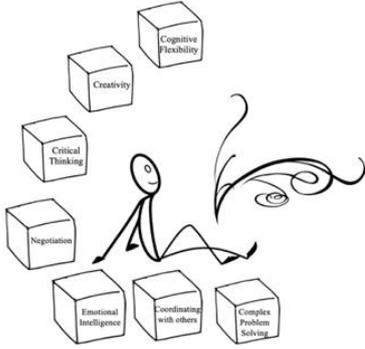


Scaffolding Images and Text with Mini-Cards (Pre-School)



theory behind scaffold...

We all know by now (pretend that you do, even if you don't!!!) that teaching critical thinking is a never-ending job. Critical thinking strategies are domain sensitive, which simply means that a strategy that works in art may not work in history, and a strategy that works in for a verbal deliberation may not work in a situation that requires physical movement, etc.

Critical thinking strategies also have to do with past knowledge. There is a fascinating study of a students that elucidates this dynamic to perfection:

- A group of Chinese and another group of North American students were given an exam with problems based on a version of Hansel and Gretel most familiar to North American children.
- Seventy-five percent (75%) of the American students were successful in finding the solution to the problems given to them while less than 20% of the Chinese students – not familiar with the story as it is told in Western cultures - were able to reach conclusions that were relevant.
- The two groups were then given an exam with problems based on a common Chinese folk tale. In this case, the percentage of students from each culture who reached successful solutions, was reversed.

The conclusions were that, to a large extent, when the versions of the story the students considered were not familiar to them (when the situation was foreign to them), they did not have a strong enough basis to find the underlying message of the story during the time structure of the exam and without other support.*

Further conclusions are that critical thinking strategies can become embedded in our consciousness the more we are exposed to them – the more opportunities we give our students to use them. This, in turn, helps them to be more successful in viewing situations from many angles and on many levels.

So what can we do? Well, instead following our first instinct and throwing up our hands thinking that the task is so vast that we might as well not even begin, we can instead look at all this as an opportunity to expand our practice. We can take this as an opportunity to widen even further the variety of strategies we use in our classroom activities so that when our students go out into the world, they'll be more prepared because of this little extra effort we put into our lessons.

We add to this repetition. As was illustrated in the scenario above with the Chinese and North American students, repetition of strategies is essential in giving

our students more of a likelihood to assimilate strategies more deeply. Transitioning from interacting with information on a superficial level to a deeper level, many times simply requires repeated exposure to a specific strategy.

In this scaffold, your young learners students have the opportunity to develop their verbal and visual skills as they create connections through logic and deciphering.

* ([Willingham, 2007](#))

Step by step:

1. Choose 5-10 images from the story you're about to read, a video you're about to watch, a song you're about to sing together, a game you're about to play, copy them and present them in a PPT or on a poster.
2. For yourself, identify the academic language you want your students to be familiar with before you begin (we follow the philosophy that until a child is 7-years-old, reading skills ought not to be stressed, so this activity does not include the students identifying letters or words.)
3. For older students (5-year-olds), make sets for each pair so they can follow along with you once you've done the activity at least once. This encourages your young learners to receive the message early on that knowledge is not in the front of the room, it is right in front of them, where they sit.
4. In circle, model the activity, then students work together to:
 - a) identify colours, clothes, objects, animals, nature, etc.
 - b) give directions of location (upper right, middle right, lower right, upper left, middle left, lower left).*

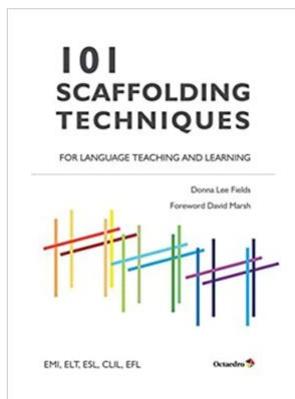
Example using images from [Pete the Cat](#):



Teacher: Which image shows Pete the Cat with white shoes?
 Students: The picture at the top.
 Teacher: The picture on the upper right (pointing)?
 Students: No, the other picture.
 Teacher: Oh, the picture on the upper left (pointing).
 Students: Yes!
 Teacher: Which image shows Pete the Cat with an orange and red guitar?
 Students: In the middle.
 Teacher: The picture in the middle right?
 Students: No! The other picture.
 Teacher: Oh, the picture in the middle left?
 Students: Yes!!!
 Etc.

5. *Formative assessment:* In circle again, show images and students verbalise what they see using the words they learned during the activity.
6. *Reflection* Students tell their partner whether they liked the activity and whether they feel they learned a lot from participating in it.

**If you follow the philosophy of high expectations, you will model these concepts and your students will learn them fluidly, with practice and repetition.*



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video explanation...



transcript of video explanation...

Hi! I'm Donna Fields and welcome to CLIL Scaffolding 1. This is a series of webinars designed to give you quick easy and adaptable scaffolding techniques. Scaffolding is simply transitioning into material more easily through activities and some easy techniques.

Today, I'm going to show you how to use Scaffolding Technique No. 20 that you can find in my book *101 Scaffolding Techniques for Language Teaching and Learning* that's also been translated into Spanish.

Today, the objective for this session, and it's always important to share objectives with our students. It helps them feel more empowered and involved, is to show how easy it is to adapt scaffolding technique No. 20 to a primary and secondary classroom. Are we ready?

Scaffolding Technique No. 2, called 'Finding my other half', we use when students need to read some information that may seem easy at first, but it will help them to learn the vocabulary, the concepts and some of the images beforehand. This book, for instance, is from a lower secondary science class. Again, it may look so easy to you that you may not realise that the students might be a little anxious knowing the vocabulary, about understanding the concepts and about interpreting the images. So, what can we do? Very easy.

We take the images from the book and put them on different Mini-Cards. We take the sentences from the book and put them on other Mini-Cards. Easy so far, right? Now there are just four steps. You have them on different mini-cards with the images and the text - I usually do 8-10 at the same time - then you cut them up individually.

Once they're cut up, you mix them up and give each pair of students a whole set. The students work together to put the images and text back together. Once they're back together, they read them aloud. If there are some students who are ahead of others, you can ask them to change the structure of the sentences, use different tenses, anything to keep them using the language. That deepens the learning.

So, that was for a secondary classroom. Let's try for primary.

We're going to use the same technique for primary for Art. A lot of art teachers tell me that they're supposed to teach in English, but it's difficult to find things that are meaningful to the students. What's very meaningful is to help them with instructions in English. There's a lot of vocabulary that they can use in other places and we need them to understand what the instructions are, yes?!

So, these are images and instructions from a whole unit in an Art book. You put them on the mini-cards and then you cut them up just as before. Once they're cut up, we give a set to each pair of students and they work together to match the image and the instruction. When they have the images and instructions matched up, you can have them to read them aloud. It's important that they read aloud as often as possible so that the language goes deeper into their being.

So that's it for today. That was my scaffolding tip for you - Technique No. 20 - that you can find in my book *101 Scaffolding Techniques for Language Teaching and Learning* and please write to me at my Linked page or my Facebook page and tell me what you think of the webinar and what other ideas you'd like. You can find me at these sites:

<https://scaffoldingmagic.com/>

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