

Scaffolding with Information Wheels (Pre-School/Lower Primary)

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theory behind scaffold...

Using information wheels in lessons is a wonderful way of giving our students the opportunity to learn through, among other learning styles, kinesthetic interaction. They'll be pulling from past knowledge, using deductive reasoning, negotiating meaning, and learning new subject matter, all at the same time. [Studies show](#) that learning is enhanced when students acquire knowledge through active processes that engage them. Literacy is a combination of recognising and matching oral and written language. The most effective ways of promoting literacy is to make [vocabulary visible](#) and to create high encounters with these words for your students - in *interactive* ways. Using wheels to scaffold vocabulary before you read a story can help. Below you'll see how you can help your students to match words with images with an information wheel.

The scaffold is based on the *positive transference theory* which is when learners use past experiences to affect learning and performance in a new situation; they transfer knowledge from one place to another. Creating opportunities for this in the classroom gives students the opportunity to develop this skill, thus helping them to become more self-sufficient and effective learners. With Information Wheels, students use positive transfer skills to fill in holes, make educated connections and correct their own work in the moment.

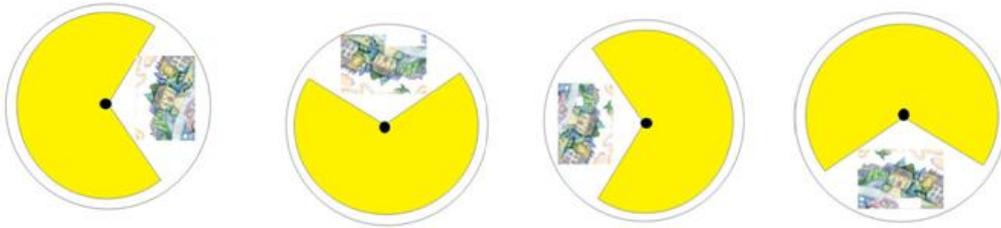
We use here an example from the wonderfully imaginative and beautifully illustrated book [I Miss You, Stinky Face](#) by Lisa McCourt...

Step by step:

1. Make copies of 8-10 illustrations of the story you're going to read to your students.
2. Reduce them and make four copies of each of them, keeping the sets separate.
 - In the first copy, delete one element from the illustration and leave a blank there.
 - In the second copy, delete a different element from the illustration (but the part of the illustration that you deleted in the first aperture is visible)
 - For the third and fourth copy, remove yet two other different elements from the illustration, leaving the rest visible.
(The object being to have a different element missing in each of the copies of the illustration.)



3. Make a [wheel](#) for every pair of students in your class.
4. Paste the four copies of each set in a wheel and attach the top part of the wheel so that only one illustration is shown at a time (see example below).



Example:

First frame

Teacher: This illustration is from a wonderful book we're going to read called [I Miss You, Stinky Face](#). What do we see in the illustration?

Students: A house, a dragon, clouds, trees.

Teacher: Yes. What colour is the dragon?

Students: Green.

Teacher: And we see a blank space, don't we? What do you think is missing?

Students: A dog. A cat.

Teacher: Maybe. Let's see. Let's look at the next image. It's the same illustration, but something else is missing, and what we didn't see before we can see now. What was missing in the first image?

Students: A car.

Teacher: Yes, that's right. There was no car in the first image we saw. Now we see that there's a car. What colour is the car?

Students: Pink.

Etc.

6. Give one wheel to each pair of students. They work together, repeating the dynamic.
7. *Formative Assessment:* Show the illustrations again with parts missing. Students say what parts of the illustration is missing. The academic language should come more naturally by this time.
8. *Reflection:* Students tell their partners how they felt about using the wheels and trying to figure out what part of the illustration was missing.

[You'll find a more complete explanation of this lesson in the [Videos](#) section (CLIL Scaffolding 5), or click on the thumbnail below to watch.]

* [\(Mercer, 2008\)](#)



[MAGIC.COM](#)

CLIL Scaffolding Webinar Short 5
(See transcript below.)

Donna Lee Fields

CLIL SCAFFOLDING 5

#30 in [101 Scaffolding Techniques for Language Teaching and Learning](#)

<https://www.youtube.com/watch?v=kFBV5340zsl>

META TALK:

The positive transfer theory is when a learner uses past experiences to affect learning and performance in a new situation; a person transfers knowledge from one place to another. Creating opportunities for this in the classroom gives students the opportunity to develop this skill, thus helping them to become more self-sufficient and effective learners. This scaffold involves using wheels to present material with different missing pieces. The students use positive transfer skills to fill in holes, make educated connections and correct their own work in the moment. The rapid-fire style of positive transference practiced here enables learners to move ahead more rapidly in attaining new knowledge on subjects they are beginning to study.

TRANSCRIPT:

Hi, everyone I'm Donna Fields and welcome to CLIL Scaffolding 5. It's a series of webinars on how to implement scaffolding techniques you can use in your lessons. You can find these activities in my book 101 Scaffolding Techniques that's also been translated into Spanish.

Scaffolding we can say is an instructional technique used to help students to move toward stronger understanding of new material, with the goal of helping them to be more independent learners.

The objective for this lesson is to show how easy it is to adapt scaffolding technique #30 to a primary and a secondary lesson. Remember, according to studies, sharing objectives with our students helps to raise their engagement in their learning significantly.

Scaffolding technique #30 is called 'Round and Round it Goes'. This refers to a saying that probably started in carnivals, but is very common when talking about games of chance. When you spin a wheel, you chant: 'Round and round it goes, where it stops, nobody knows.'

This technique uses a wheel and each time you turn it, you see something different.

Let's start with a Secondary Technology lesson. Technology has a lot of terminology that students need to learn.

Here are three typical pages of a technology textbook. How can we introduce the terms - even before the students open the text book - to help them feel supported and empowered at the same time? Well, we're going to use *positive transference*. They'll be forwarding the knowledge they gain in one window of the wheel to complete the next.

Once you see how to prepare this activity you'll realise how easy and effective it is:

- 1) Take one page and choose 4-5 terms from it;
- 2) Write these terms in a text box.
- 3) Copy the text box four times.
- 4) In the first textbox, eliminate one word in each sentence.
- 5) In the other three text boxes, eliminate a different word in each sentence.
- 6) Paste the four text boxes on the bottom of the wheel so that when the top of the wheel is turned, you only see one text box at a time.

You prepare more wheels in this way with different information in each wheel. (You make as many wheels as there are pairs in your classes.) As one pair finishes working with one, they exchange it with another pair. The activity continues until all the students have worked with all the wheels.

You've scaffolded (supported your students in) content and language and your students will now be able to assimilate the chapter more easily when they open the textbook. And because you've presented an activity that is geared towards so many different learning styles and intelligences, the information will go deeper into their long-term memory.

How can we use this in a primary class? Let's try it in a Social Science class. They need to read a book on Plastic: what it is and the problems plastic poses in society. Your students might already know something about recycling, but remember, they're going to be reading a text that is written in a language that is probably different from their home language, so this activity gives them both content and language support.

So, just as before, we take information from the book, in this case we'll probably take whole paragraphs, and type them into text boxes

- 3) eliminate a different word in each sentence in each of the four;
- 4) place one text box in each window of the wheel;
- 5) give one wheel to each pair of students;
- 6) they read the paragraph and as they turn the wheel, they transfer their knowledge from what they read in one paragraph to the missing words in the paragraph visible in another window.

Repeat the process for as many wheels as you have pairs in your class.

That's it! Another scaffolding technique to support your students' learning and you've created an activity that is geared towards many learning styles: some students need to SPEAK to be able to learn, some students need to TOUCH something to be able to learn, some students need to SEE the material to be able to learn and others need to HEAR it and we're doing all of those different intelligences here.

So, all you SUPER TEACHERS I hope to see you next time. Please send any comments you may have.

You can find me at these sites:

<https://scaffoldingmagic.com/>

and

[Linkedin](#)

[Pinterest](#)

[Facebook](#)

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Meantime, have fun in your classes! Bye!