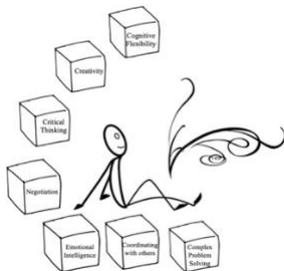


Scaffolding Dense Information with Art (Pre-School/Lower Primary)



How do we reach our conclusions about the importance we put on different skills sets and what we focus on to develop in our lessons? In general, whether we are aware of it or not (and we need to become aware of it!), the importance placed on different skills is tied to social values.

*A capitalistic society values linguistic-verbal and mathematical-logical skill, while a communal society places more value on interpersonal and intrapersonal abilities.**

In the same respect, the values highlighted in different cultures dictate the amount of focus those cognitive skills have in the sphere of education: the importance placed on those areas provide the motivation to become skilled in those areas.

In this global environment, we need to help our students to develop as many skills as possible so that they are qualified for a myriad of situations. To do this, we create opportunities for them to learn through as many different learning styles as possible*. Some students in your class might be able to function in the classroom language linguistically without the need for other means of adaptation. On the other hand, many of your students need visuals, audio, verbal, kinesthetics or physical interaction with the material – or any combination of these – to assimilate new knowledge.

For Pre-School and Lower Primary, the challenge is infusing students with linguistics without obligating them to read or write. Those who follow the thinking of 7-year increments of learning and human development in general, will be following the educational practice of liberating students from the obligation to read and write until the child turns 7-8 years old. There is not forbidding a child to read and write, but educators who follow this practice will do the reading and writing for the students until they have passed the 7-year mark.

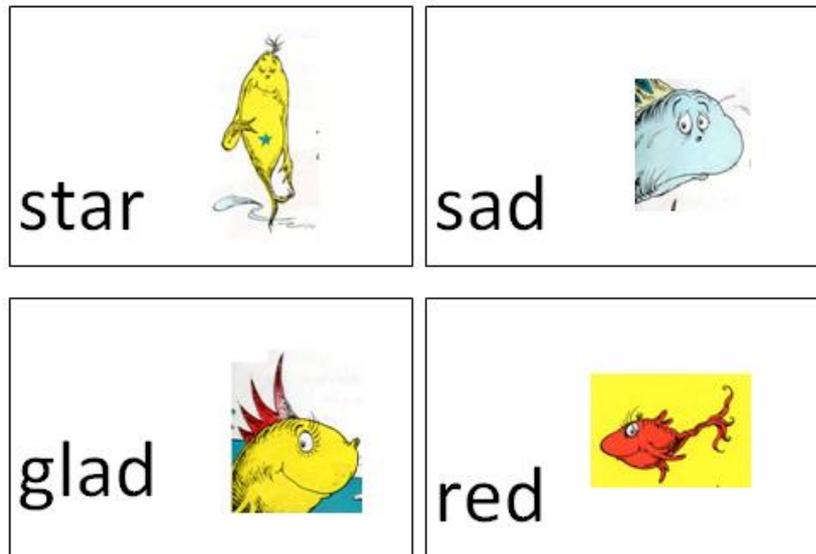
For those who are the bench about this methodology, this scaffold gives students the opportunity to interact with material both through linguistics and visuals. As in the best-planned activities, specific language outcomes are included to give teachers benchmarks. Too often we focus only on content, but being specific about the language structure, grammar and clarity of meaning ahead of time, teachers become clearer about the goals of the lesson and, in turn, their students feel more supported and are, therefore, more willing to confidently participate.

We use [One Fish, Two Fish](#) by Dr. Seuss in this activity, and you'll see how you can adapt it to virtually any topic you're about to begin.

**Garcia, Ofelia (2009). Bilingual Education in the 21st Century: A Global perspective. Singapore. Wiley-Blackwell.*

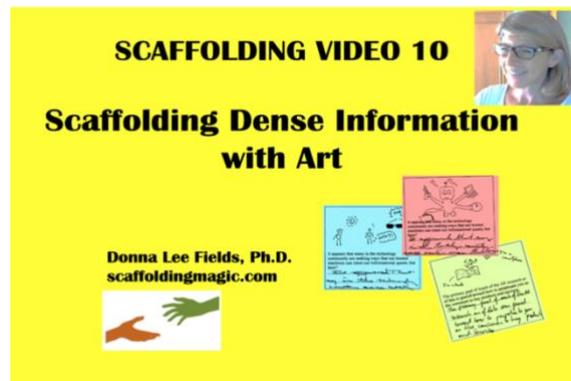
Step by step:

1. Choose 10-15 images from the unit, video, story, game you're about to begin. Place them each in a textbox and include one word that describes something about the image. ([Template](#))



2. Show students these images and give them time to repeat key vocabulary. **IMPORTANT:** even though you've only put one word under each image, have them practice saying complete sentences. (Ex.: 'This fish has a star.' 'This fish is sad.' 'This fish is glad.' 'This fish is red.')
3. In the spaces in each textbox, students draw themselves with the corresponding emotion, concept, word, image, etc. It does not matter how basic these drawings are. What we are looking for is a connection between the students the concept. They can focus on any part of each image in the text box. For instance, in the textbox with the fish with the star, they can draw themselves with a star on their face or body, while in the textbox with the glad fish, they can draw themselves happy, etc.
4. Students share their drawings with a classmate and they explain each drawing to the other. This may be in their home language, with hopefully one or two words in the classroom language. (Example: This is me with a *star* (classroom language) on my forehead. This is me with a *red* (classroom language) shirt.)
5. Read the story to them and let students show their drawings and act out the concepts of the words that have been highlighted in the textboxes.

Video explanation of scaffold...



Transcript of video explanation...

Hi, I'm Donna Fields and welcome to CLIL Scaffolding 10. It's a series of webinars designed to help give you support for using scaffolding in your lessons. Today we're going to use scaffolding technique #9. You can find it in my book: 101 Scaffolding Techniques for Language Teaching and Learning that has also been translated into Spanish.

Scaffolding is an activity or technique specifically designed to help students meet their learning goals.

Today's objective is to show how powerful activities are that have been planned with different learning styles and intelligences in mind. I'm going to show you in a primary and secondary lesson and you can adapt it to your needs.

Let's start with a secondary economics lesson.

You have a text that the students need to read; however, it's dense, has a lot of new ideas and you want to help your students - whose home language is other than the language of the text - feel less stress when they read it.

What do we do? We take key sentences from the text and divide them up into text boxes like these. There's a blank space above and lines below. You'll see why.

You cut up the textboxes, give a set to each group of students and they have three tasks: 1) divide up the work fairly amongst themselves; 2) make a drawing that illustrates a concept in the sentence in each textbox; and 3) rewrite the information in the textbox in another form - in the past, in the future, in conditional, in reported speech, whatever you think will help them most.

It's okay to ask our student to focus on language as long as it's in the context of the content they're working on - and hopefully something meaningful to them.

Once they've made their drawings and rewritten the sentences you can ask one person from each group to make a drawing on the board of one of the textboxes. The rest guess which sentences is represented by each drawing. This reinforces the information even more and helps create a lighter atmosphere with information that is fairly dry and possibly difficult - both in content and language.

Now the students are ready to begin reading the chapter and they'll be much more prepared both in understanding the concepts and recognising language.

Let's try it with a primary P.E. lesson. You're going to begin basketball.

P.E. teachers are always asking me how they can incorporate another language in their classes since most don't necessarily require speaking. Learning rules in another language is a perfect opportunity to incorporate language in a meaningful context. Instead of asking the students simply to read and memorise the rules of basketball, this technique gives them the opportunity to help theory and rules come alive.

Take 8-10 key sentences from the rules of basketball and put them into textboxes. Cut up the textboxes individually, give one set to each group of students, and they divide them up amongst themselves, make a drawing, and in this case, you ask them to rewrite the rules using 'I heard' statements. Using 'I' statements is proven to help students connect more to the material and feel more empowered in general.

In this case you can see that one student wrote: 'I heard that the ball can be advanced up the floor with the hands only...' and another one: 'I heard that 3 point shots are made beyond the 3-point line.'

The students share their drawings, guess which rules the drawings represent, and they're ready to play - much more informed!

And that's it! Another simple scaffolding technique that I hope you can use in your classes. I look forward to any comments you have.

You can find me at these sites:

<https://scaffoldingmagic.com/>

and

[Linkedin](#)

[Pinterest](#)

[Facebook](#)

[Instagram](#)

So all you SUPER TEACHERS out there, I look forward to seeing you next. See you soon. Bye!

*Garcia, Ofelia (2009). *Bilingual Education in the 21st Century: A Global perspective*. Singapore. Wiley-Blackwell.

