



*Step-by-step of the scaffold [here](#).*

*Transcript of video ...*

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 textbook - 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.

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<https://scaffoldingmagic.com/>

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[Linkedin](#)

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In the meantime, have fun in your classes! Bye!