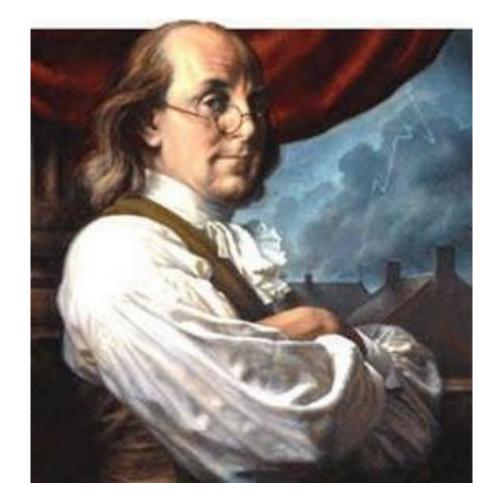
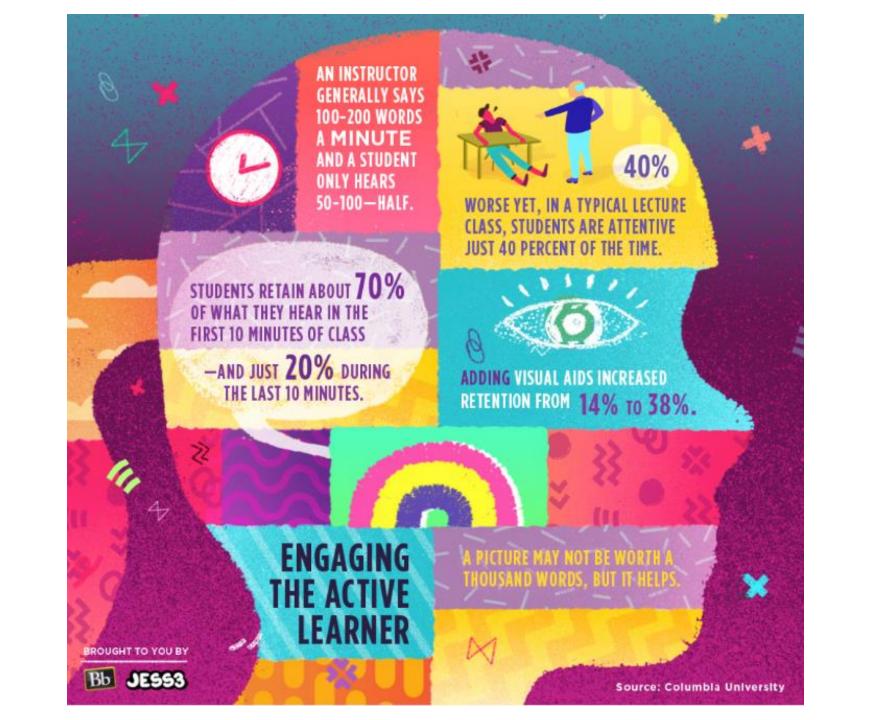
Scaffolding Techniques for Low-Level Students

"Tell me and I forget. Teach me and I remember. Involve me and I learn." —

Benjamin Franklin





Pre-Loading Vocabulary



- 1. Select essential vocabulary (4-6 words)
- 2. Pretest
- 3. Explicitly teach each word
- 4. Connect the word to the test
- Expand on word meanings (other ways the word can be used)
- 6. Use vocabulary journals/Word Walls



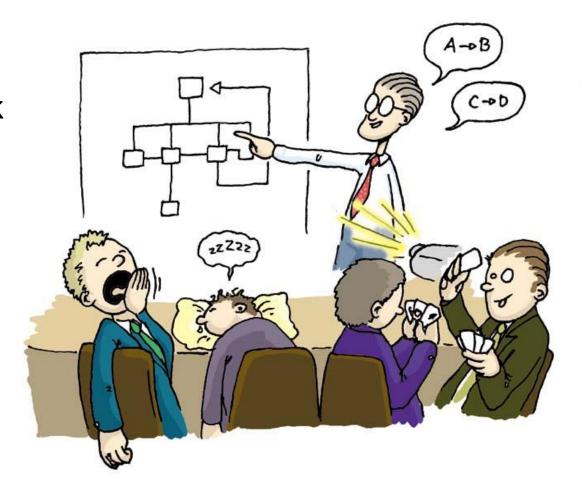


Tap Into Prior Knowledge

- Learn about your students culture
- Think about culturally relevant content
- Think about their interests and how the new material fits
 - (cars, music, art, sports, fashion, etc.)
- Find translations of literature, folktales, and stories from your student's culture

Visual Aids and Realia

- Helps students understand and remember concepts more easily
- Reduces teacher talking time
- Provides a touchpoint you can refer back to later

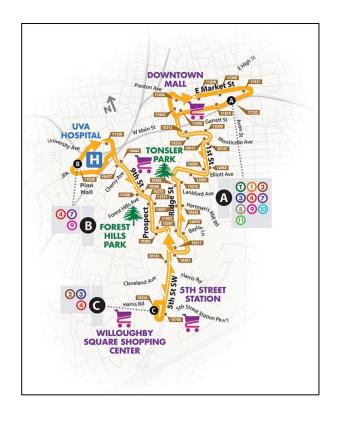


Visual Aids and Relia

- Pictures (color photographs tend to be best)
- Timelines/Graphs/Charts
 - Always → Frequently → Sometimes → Rarely → Never
- Opposites
 - (fast/slow, tall/short, cheap/expensive)
- Relia
 - Menus
 - Weather reports
 - Maps
 - Want ad
 - Bus schedules







Think-time and Wait-time

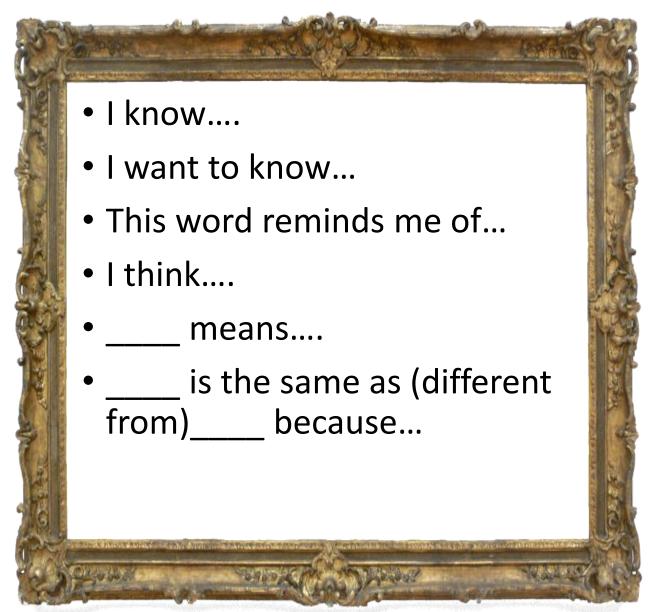
- The key here is Pause
- Give students time to think





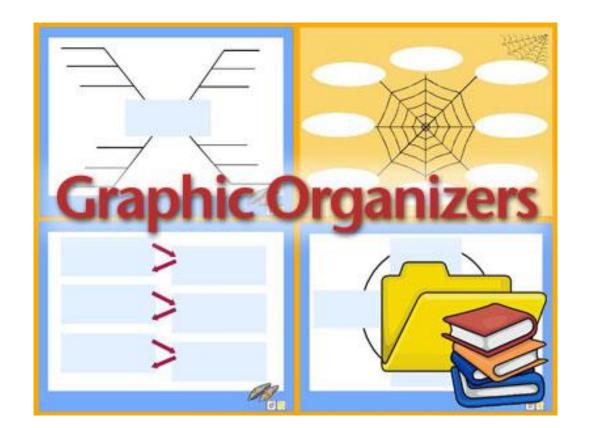
Sentence Frames/Starters

- Allows students to produce language they wouldn't be able to produce on their own
- Helps students respond in complete sentences



Graphic Organizers

- Help visual learners
- Easy way to see relationships between concepts



Cognates and False Cognates

- Words that share a similar meaning, spelling, and pronunciation
- 30-40% of words in English have a related word in Spanish
- Not so much in Chinese...

Jumbo from Kongo

Kowtow from Chinese

Lemon from Arabic

 False cognates look or sound like they should match, but they don't

