

# **Incorporate Scaffolding Strategies into your Lessons: Experience and Share**

**TESOL International Convention**

**Denver, CO April 1, 2020**

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## **Social Supports**

- ☐ Peer tutor
- ☐ Small group with mixed ability members
- ☐ Collaborative groups with assigned roles

## **Materials Supports**

- ☐ Graphic organizers
- ☐ Sentence frames
- ☐ Simplified texts

Handout and PowerPoint presentation can be accessed at:  
**[www.quia.com/pages/donna/workshops](http://www.quia.com/pages/donna/workshops)**

## Functional Conversational Phrases

<u>Bringing in other people</u> What do you think, (person's name)? What's your opinion, " " ? Don't you agree with us, " " ? You're quiet today, " " . What are you thinking, " " ?	<u>Responding to criticism</u> Please accept my apology. It won't happen again. I apologize. Please forgive me.
<u>Checking another person's understanding</u> Do you follow me? Have you got it? Are you with me? Be sure to ask if you have any questions.	<u>Starting a conversation</u> Hi, my name is _____ Excuse me, can I talk to you for a minute? Can I ask you something? Can I talk to you for a minute?
<u>Asking for repetition/clarification</u> I didn't catch that. I didn't hear you. I missed that. I'm not following you. Sorry, I don't see what you mean. Would you mind saying that again?	<u>Ending a conversation</u> Thanks for your time. Sorry, but I think I should be going now. Well, I don't want to take up any more of your time. I've got to go now. It was nice talking to you.
<u>Showing understanding</u> Now I've got it. I understand. I'm with you. Uh-huh. Um-hmm.	<u>Saying goodbye</u> It was nice talking to you. Thanks for the information. Talk to you soon. Take care. Take it easy. See you later.
<u>Giving advice/suggestions</u> If I were you, I'd ... I suggest that you... I think you should _____ because.... Why don't you... I recommend that you... I think you'd better...	<u>Citing evidence</u> According to... The author states that... In the text, _____ states that... _____ indicated that... _____ concluded that...



# Classroom Jobs

## 1) TRAINERS

### Duties:

- Help new students. Show them where to sign in. Show them the agenda.
- Help the teacher.
- Help anyone who doesn't know how to use the equipment.

### LANGUAGE YOU NEED TO DO THIS JOB:

Hi. Welcome to the class. My name is \_\_\_\_\_

You need to sign in and out on the sign-in sheet every day.

The agenda tells what we are doing in class.

We're on page \_\_\_\_\_ in the book.

Do you need some help?

## 2) MATERIALS MANAGERS

### Duties:

- Pass out papers for the teacher.
- Distribute and collect books.
- Be sure the cabinets are neat before you leave.
- Be sure all materials (dictionaries, tapes, etc.,) are put away before you leave.

### LANGUAGE YOU NEED TO DO THIS JOB:

Here you go.

Here you are.

Did everyone get a handout?

Does anyone need a sheet?

Who needs one?

There is one book missing.

## 3) CELL PHONE MONITOR

### Duties:

- Politely remind students to turn their cell phones to vibrate or turn them off. Make this announcement about 10 minutes after class starts.
- If a cell phone rings during class, politely remind students that it is distracting to hear cell phones in class.
- 

### LANGUAGE YOU NEED TO DO THIS JOB:

- Excuse me, I have an announcement.
- Please turn your cell phone to vibrate.
- Please turn your cell phone off.
- It's distracting to hear your cell phone. Please remember to turn it to vibrate.



**A** Read the questions. Look at the chart. Circle the answers.

	Job in 2014	Job now
Maria	cashier	cook
Tom	nurse	student
Angelo and Juan	servers	managers

- Was Maria a cashier? Yes, she was. No, she wasn't.
- Was Tom a nurse? Yes, he was. No, he wasn't.
- Is Maria a cook now? Yes, she is. No, she isn't.
- Is Tom a nurse now? Yes, he is. No, he isn't.
- Were Angelo and Juan managers? Yes, they were. No, they weren't.
- Are Angelo and Juan servers now? Yes, they are. No, they aren't.

**B** Circle the correct sentences. Use the information from Exercise A.

- Maria was a cashier. Maria wasn't a cashier.
- Tom was a student in 2014. Tom wasn't a student in 2014.
- Tom was a nurse. Tom wasn't a nurse.
- Angelo and Juan were servers in 2014. Angelo and Juan weren't servers in 2014.
- Angelo and Juan are managers now. Angelo and Juan aren't managers now.

**C** Complete the chart. Use your own information.

What was your job before?	What is your job now?

**D** Complete the conversation.

**Your friend** What do you do?

**You** I'm a \_\_\_\_\_.

**Your friend** What was your job before?

**You** I was a \_\_\_\_\_.





**A** Read the questions. Look at the chart. Circle the answers.

	Job in 2014	Job now
Maria	cashier	cook
Tom	nurse	student
Angelo and Juan	servers	managers

1. Was Maria a cashier? Yes, she was.
2. Was Tom a nurse? \_\_\_\_\_
3. Is Maria a cook now? \_\_\_\_\_
4. Is Tom a nurse now? \_\_\_\_\_
5. Were Angelo and Juan managers? \_\_\_\_\_
6. Are Angelo and Juan servers now? \_\_\_\_\_

**B** Complete the sentences. Use the information from Exercise A.

1. Maria was a cashier.  
(was / wasn't)
2. Tom \_\_\_\_\_ a student in 2014.  
(was / wasn't)
3. Tom \_\_\_\_\_ a nurse.  
(was / wasn't)
4. Angelo and Juan \_\_\_\_\_ servers in 2014.  
(were / weren't)
5. Angelo and Juan \_\_\_\_\_ managers now.  
(are / aren't)

**C** Complete the chart. Use your own information.

What was your job before?	What is your job now?
_____	_____

**D** Complete the conversation.

**Your friend** What do you do?

**You** \_\_\_\_\_

**Your friend** What was your job before?

**You** \_\_\_\_\_



**A** Look at the chart. Read the answers. Write the questions.

	Job in 2014	Job now
Maria	cashier	cook
Tom	nurse	student
Angelo and Juan	servers	managers

- Was Maria a cashier ? Yes, she was.
- \_\_\_\_\_ ? Yes, he was.
- \_\_\_\_\_ ? Yes, she is.
- \_\_\_\_\_ nurse now? No, he isn't.
- \_\_\_\_\_ managers? No, they weren't.
- \_\_\_\_\_ servers now? No, they aren't.

**B** Complete the sentences. Use the information from Exercise A.

- Maria was a cashier.
- Tom \_\_\_\_\_ a student in 2014.
- Tom \_\_\_\_\_ a nurse.
- Angelo and Juan \_\_\_\_\_ servers in 2014.
- Angelo and Juan \_\_\_\_\_ managers now.

**C** Complete the chart. Use your own information.

	Job before?	Job now?
You		
Your friend		

**D** Complete the conversation.

**Friend** What do you do?

**You** \_\_\_\_\_

**Friend** What does your friend do?

**You** \_\_\_\_\_

**Friend** What was your job before?

**You** \_\_\_\_\_

**Friend** What was his / her job before?

**You** \_\_\_\_\_



## PROBLEM SOLVING TEMPLATE

What is the problem?

\_\_\_\_\_

**A**

What can he/she do?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**B**

What will happen?

Good



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Bad



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**C**

What will he/she do?

\_\_\_\_\_  
\_\_\_\_\_

Why?

\_\_\_\_\_  
\_\_\_\_\_

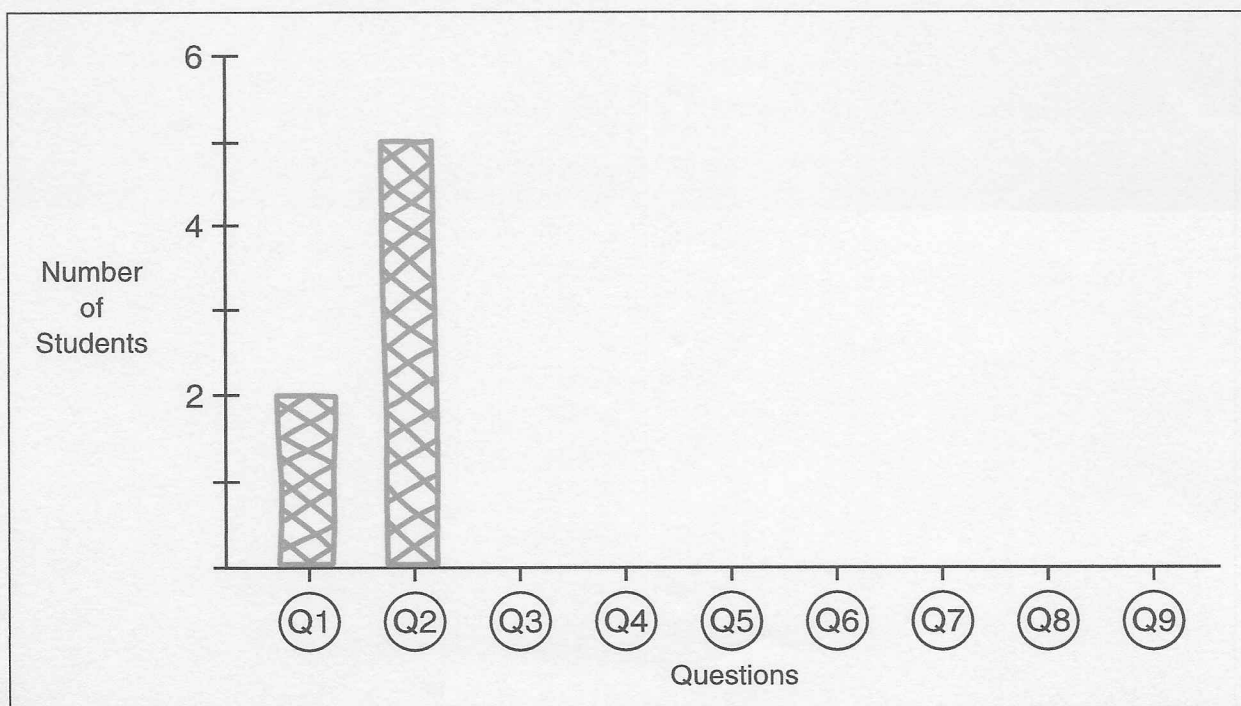
# Lesson A Listening

## Student interview

**A** Work in a group. Ask questions. Write the number of students on the chart.

Do you . . .	Number of students	
	Yes	No
1. carpool instead of driving alone?	2	4
2. cut down on energy use by turning lights off?	5	1
3. use environment-friendly cleaning products?		
4. save water by taking fast showers?		
5. recycle bottles and cans?		
6. use recycled paper towels and tissues?		
7. use energy-efficient appliances?		
8. use public transportation?		
9. think global warming is a problem?		

**B** Work with your group. Look at Exercise A. Complete the bar graph. Draw a bar to show the number of yes answers for each question.



**C** Talk to your group. Do you “live green”? What can you do to live more “green”?



## References

**Handout and PowerPoint presentation can be accessed at:**  
**[www.quia.com/pages/donna/workshops](http://www.quia.com/pages/donna/workshops)**

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<https://lincs.ed.gov/publications/pdf/elp-standards-adult-ed.pdf>
- Bitterlin, G., Johnson, D., Price, D., Ramirez, S., & Savage, K. L. (2018). *Ventures 3rd Edition*. New York: Cambridge University Press. Collaborative Activities can be found online at  
[www.cambridge.org/ventures/resources](http://www.cambridge.org/ventures/resources)
- Cooperative Learning Role Cards: <https://www.slideshare.net/marinaescamilla/pairwork>
- Harris, K., Hellman, A., Wibur, A. (2019). *The 6 Principles for Exemplary Teaching of English Learners Adult Education and Workforce Development*. TESOL International Association.
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- Peer tutoring: <https://www.prodigygame.com/blog/advantages-disadvantages-peer-teaching-strategies/>
- Pimental, S. (2013). *College and Career Readiness Standards for Adult Education*.  
<http://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf>
- Zwiers, J. (2104). *Building Academic Language: Meeting Common Core Standards Across Disciplines*. San Francisco, California: Jossey-Bass.

### Reading Websites for Simplified Texts

- 1) Breaking News English  
<https://breakingnewsenglish.com/index.html>
- 2) Literacy Net  
<https://literacynet.org/cnnsf/home.html>
- 3) News in Levels  
<https://www.newsinlevels.com/>
- 4) Read Works  
<https://www.readworks.org/>