



# ELTA Online Training

Presented by the New Taipei City  
English Education Resource Center.

11 April 2025

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# Introduction

# Redawaan

&

# Emily



Sign in.



# SCAFFOLDING



**Topic:**

# Scaffolding





# SCAFFOLDING



**Imagine building a tall structure without the support of scaffolding on the outside.**

**Would it be possible?**



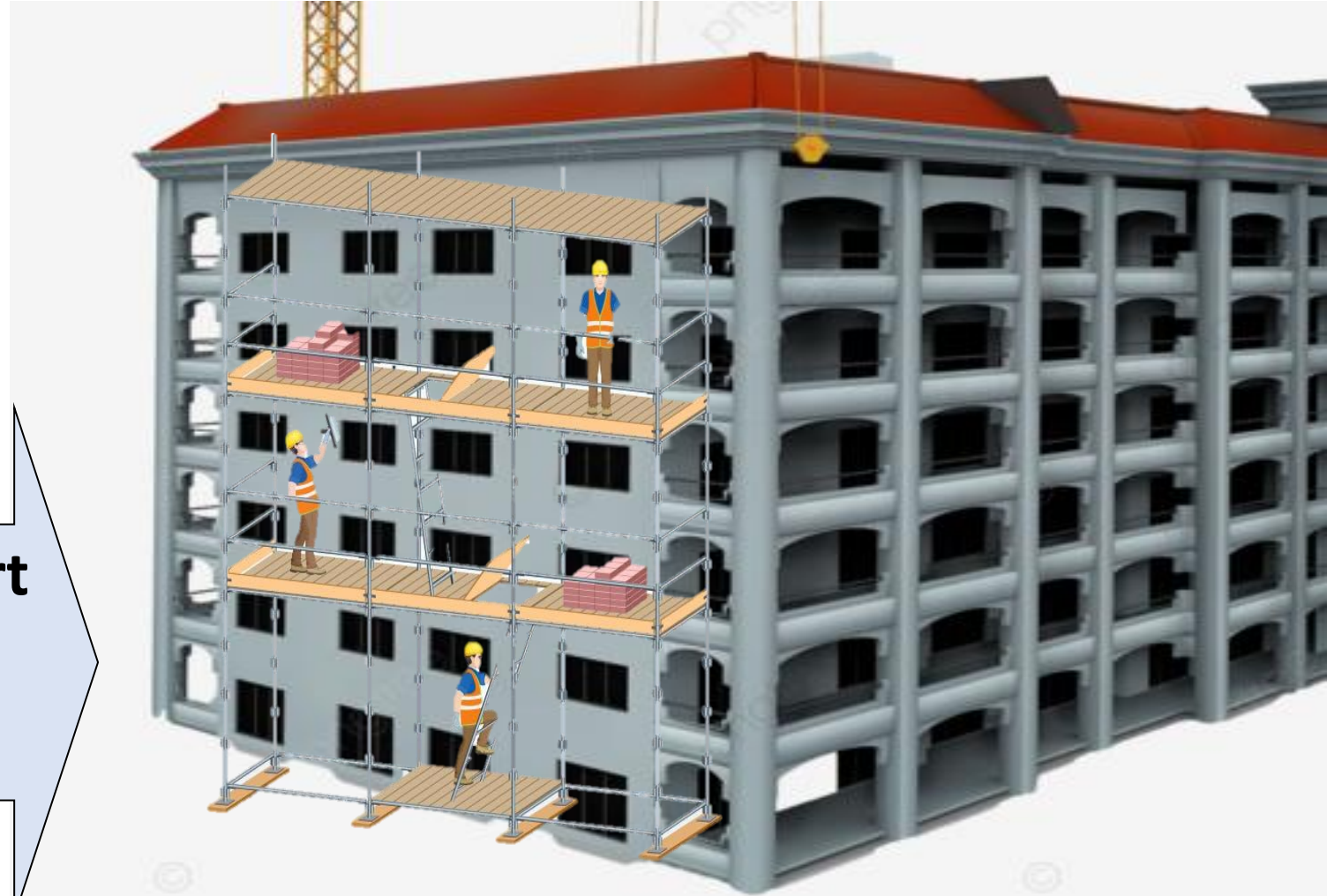


# SCAFFOLDING



**Learners need support  
in the form of  
scaffolding to process  
new knowledge into  
understanding.**

**Like outside support  
to build tall  
structures.**







# SCAFFOLDING



## Scaffolding

**Scaffolding for learning is the temporary support teachers provide to students, through the learning process.**





# SCAFFOLDING



**We can construct this type of scaffolding by assessing our content and the learners' level through the**

**Zone of  
Proximal Development.**







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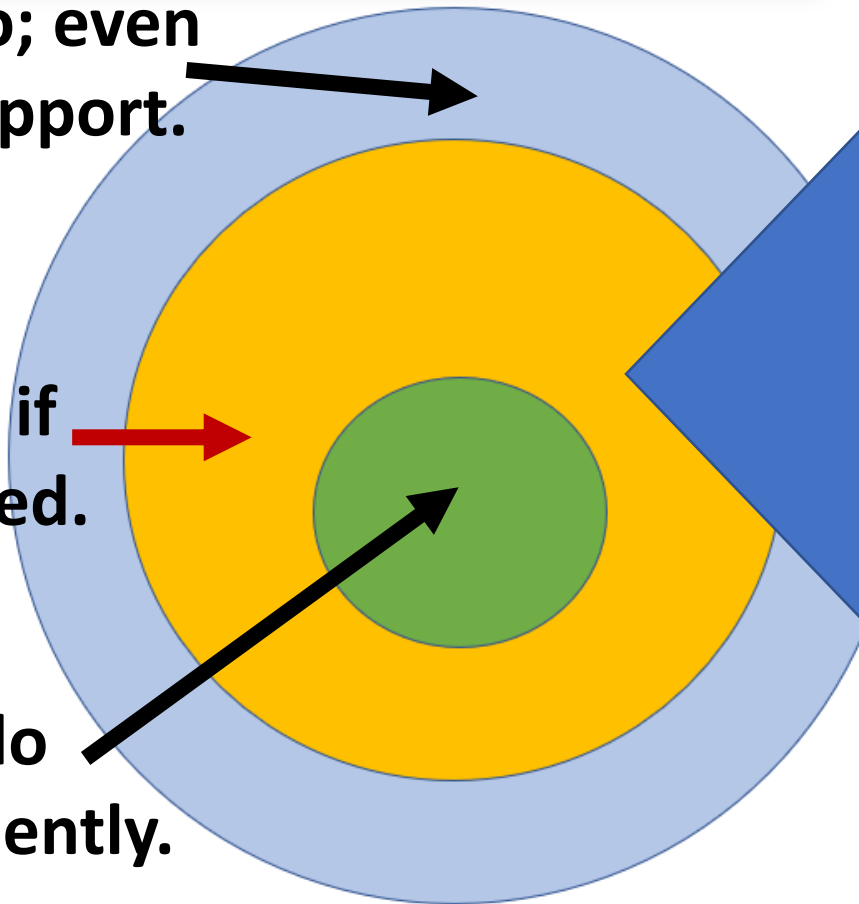


## Zone of Proximal Development.

Can't do; even  
with support.

Can do if  
supported.

Can do  
independently.



Zone of Proximal Development

Knowledge students can acquire  
through guided support from a  
knowledgeable person.

Scaffolding



# SCAFFOLDING



## Doing Scaffolding in the Classroom

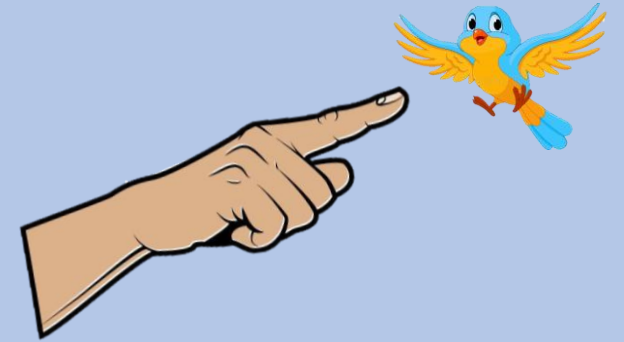
**Cue Cards**



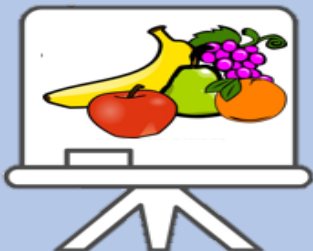
**Guided Reading**



**Visuals & Realia**



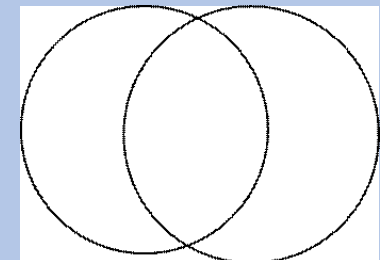
**Prior Knowledge**



**Group Work**



**Graphic Organizers**





**Let's look at the following  
method of scaffolding:**

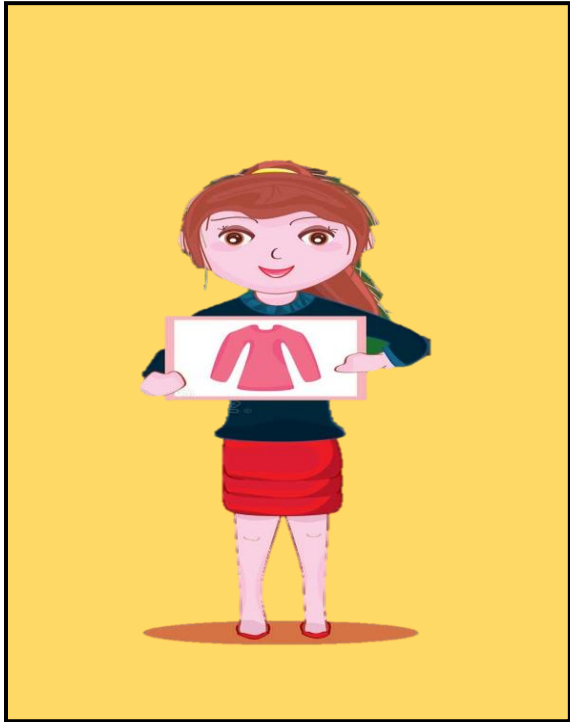




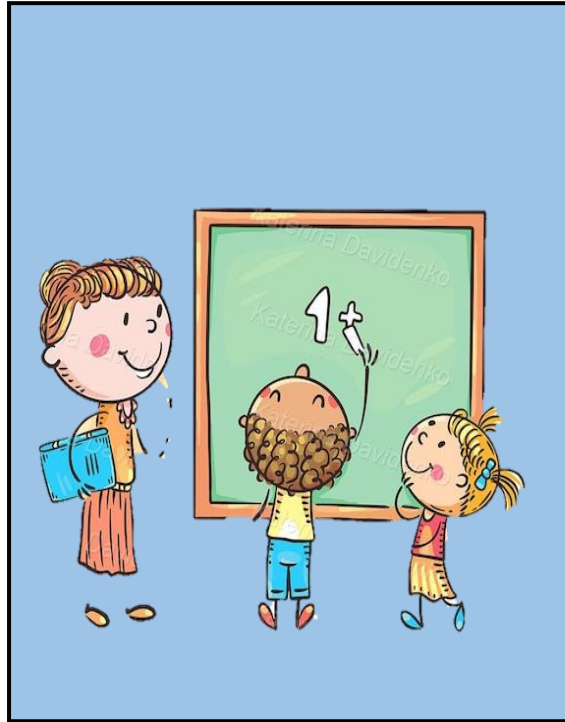
# SCAFFOLDING



**I do,**



**we do,**



**you do,**

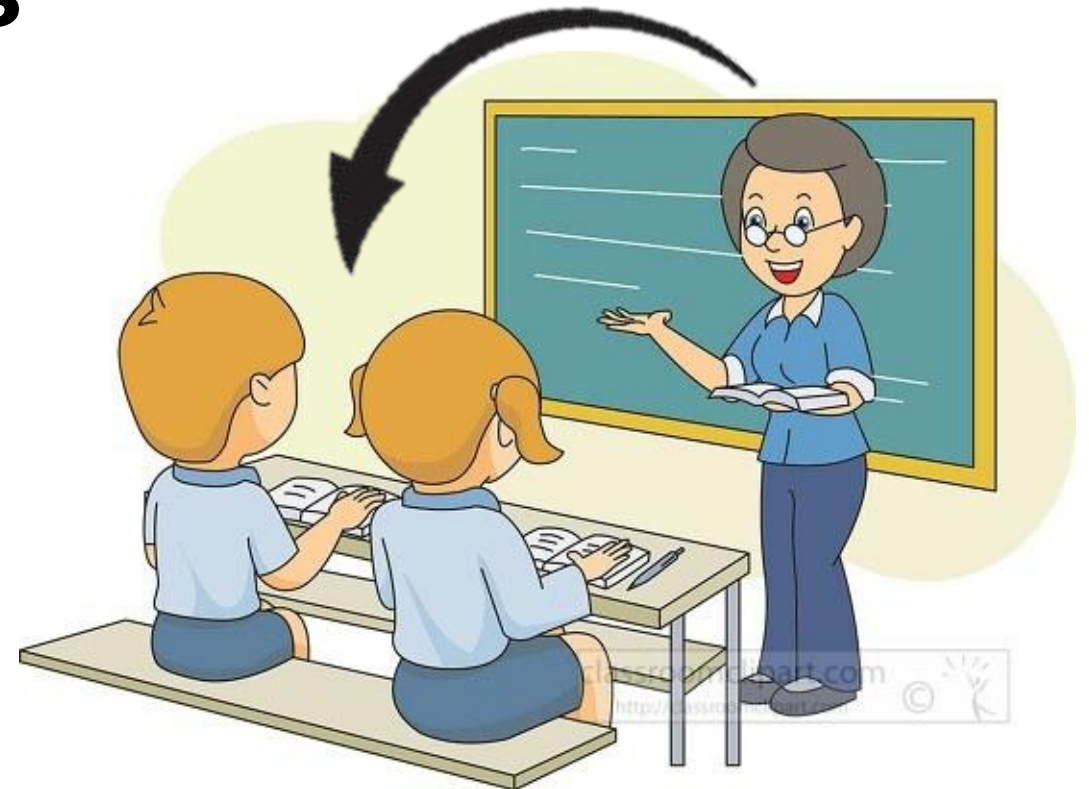




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**This method gradually shifts the  
responsibility for learning  
from the teacher  
to the student.**





# SCAFFOLDING



Like this.....







# SCAFFOLDING



## : “I do” (Teacher Modeling)

**Teacher demonstrates the task in front of the class.**



**Teacher acts as expert.**



**Teacher can think aloud.**





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## : “We do” (Guided Practice)

**Teacher and students work together to complete the task.**



**Collaborative stage**



**Teacher supports and gives immediate feedback.**





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## : “You do” (Independent Production)

**Students do the task independently.**



**Teacher provides assistance when/where it is needed.**



**Teacher monitors from a distance.**





# SCAFFOLDING



**In this method  
scaffolding support is  
gradually removed.**



**It also supports  
independent  
learning and builds  
learner confidence.**





Let's look at an example using the  
I do, We do, You do method of scaffolding.

STEP 1 : "I do" (Teacher Modeling)

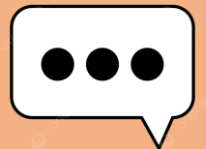
STEP 2 : "We do" (Guided Practice)

STEP 3 : "You do" (Independent Production)

Watch the example with the following questions in mind:

1. What is the teacher doing?
2. What are the students doing?
3. What other forms of scaffolding do you see?

Chatbox





# Demo Example



## Scaffold a Lesson

### Demo Lesson : Teaching Basic Colors (Red, Blue, Yellow)

- Task: **Students will identify and name the colors red, blue, and yellow.**
- **I do:**
  - Teacher holds up a red block and says, "This is red."
  - Teacher repeats with blue and yellow blocks.
  - Teacher points to each color and says the name.
- **We do:**
  - Teacher points to a color and asks, "What color is this?"
  - Students say the color together.
  - Teacher and students play a simple "color touch" game (e.g., "What color is this?" (Holds up a block))
- **You do:**
  - Teacher gives each student a box of 12 colored crayons.
  - Teacher asks students to color each block on their worksheet and to draw a line to the correct answer.
  - Students work in groups to find the correct color and use the question prompt to complete the worksheet.

What color is this?



It is yellow.



It is blue.



It is red.



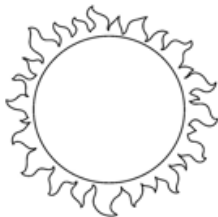


# Worksheet



Draw a line to show the color.

the sun



a tomato



bananas



Color the blocks.



It is yellow.



It is blue.

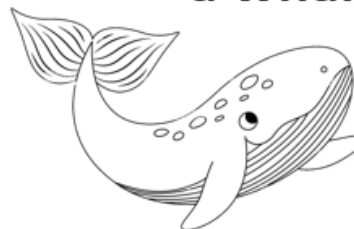


It is red.

fire truck

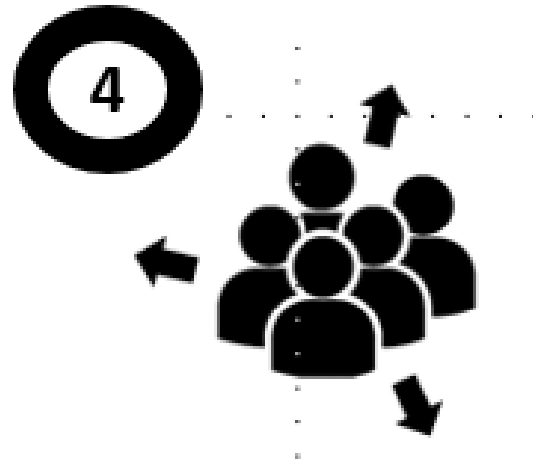


a whale

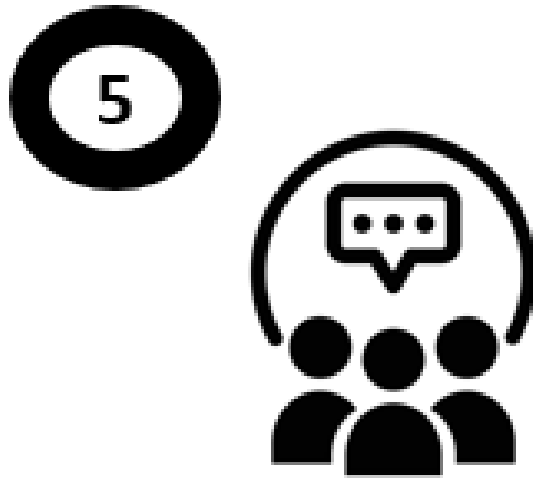


the ocean





Breakout Room  
Assignments.



Group Discussions in  
Breakout Rooms.



## Breakout Rooms Tasks (15 minutes)



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**Instructions for all Breakout Groups  
follows next:**



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Here's what you need to do in your groups.

1

In your groups, you will discuss and sequence the lesson into the **'I do, We do, You do'** scaffolding method for the assigned English language task.

2

Write the number of the action on the right next to the scaffolding action on the left.

3

Only write the number, not the sentence.

Breakout Room 1 : Teaching Simple Animals (Cat, Dog, Bird)

• Task:	Students will identify and name the animals cat, dog, and bird.
• I do:	
◦ A	5
◦ B	8
◦ C	
• We do:	
◦ D	
◦ E	
◦ F	
• You do:	
◦ G	
◦ H	

- Students say the animal name together.
- Teacher gives each student a worksheet with animal pictures.
- Teacher makes the animal sounds.
- Teacher points to an animal and asks, "What is this?"
- Teacher shows a picture of a cat and says, "This is a cat."
- Students draw a line from the animal picture to the animal name.
- Teacher and students play a simple flashcard game, saying the animal name.
- Teacher repeats with a dog and a bird.

**Each group will report about 1 Example.**

Group 1 will report on Example 1

---

Group 2 will report on Example 2

---

Group 3 will report on Example 3

---

Group 4 will report on Example 4

---

Group 5 will report on Example 5

---

Group 6 will report on Example 6

**Do your  
group's  
example  
first.**

**Try to complete a few examples.**





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15 minutes



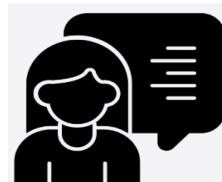
**1**

**Appoint a  
Co-ordinator.**



**2**

**Appoint a  
Reporter.**



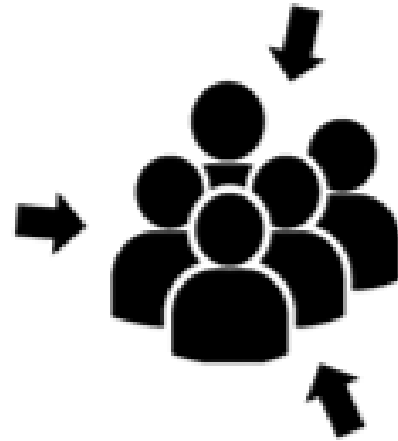
**3**

**Start your  
Task.**





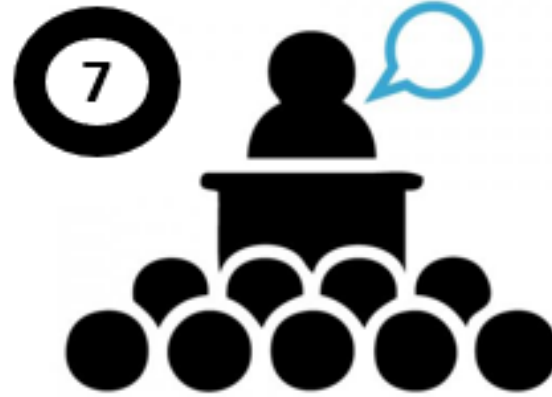
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Return to the Main Room.



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Groups report their findings  
in the Main Room.

**Group 1**

**Group 2**

**Group 3**

**Group 4**

**Group 5**

**Group 6**



Question and Answer  
Session.

# Breakout Rooms Tasks





# SCAFFOLDING



## Scaffold a Lesson

### Breakout Room 1 : Teaching Simple Animals (Cat, Dog, Bird)

- Task: **Students will identify and name the animals cat, dog, and bird.**

- I do:

- A \_\_\_\_\_
  - B \_\_\_\_\_
  - C \_\_\_\_\_

- We do:

- D \_\_\_\_\_
  - E \_\_\_\_\_
  - F \_\_\_\_\_

- You do:

- G \_\_\_\_\_
  - H \_\_\_\_\_

1. Students say the animal name together.
2. Teacher gives each student a worksheet with animal pictures.
3. Teacher makes the animal sounds.
4. Teacher points to an animal and asks, "What is this?"
5. Teacher shows a picture of a cat and says, "This is a cat."
6. Students draw a line from the animal picture to the animal name.
7. Teacher and students play a simple flashcard game, saying the animal name.
8. Teacher repeats with a dog and a bird.





# SCAFFOLDING



## Scaffold a Lesson

### Breakout Room 2 : Teaching Simple Actions (Clap, Jump, Wave)

- Task: **Students will learn to perform and name the actions clap, jump and wave.**

- I do:
  - A \_\_\_\_\_
  - B \_\_\_\_\_
  - C \_\_\_\_\_

- We do:
  - D \_\_\_\_\_
  - E \_\_\_\_\_
  - F \_\_\_\_\_

- You do:
  - G \_\_\_\_\_
  - H \_\_\_\_\_

1. Teacher and students repeat the action words together.
2. Teacher claps and says, "Clap."
3. Teacher says an action and students do it together.
4. Teacher says an action and students do it individually.
5. Teacher jumps and says, "Jump."
6. Students act out the actions for each other.
7. Teacher waves and says "Wave."
8. Teacher and students play "Simon Says" with the actions.



# SCAFFOLDING



## Scaffold a Lesson

### Breakout Room 3 : Teaching Simple Food (Apple, Banana, Cookie)

- Task: **Students will identify and name the foods apple, banana, and cookie.**

#### I do:

- A \_\_\_\_\_
- B \_\_\_\_\_
- C \_\_\_\_\_

#### We do:

- D \_\_\_\_\_
- E \_\_\_\_\_
- F \_\_\_\_\_

#### You do:

- G \_\_\_\_\_
- H \_\_\_\_\_

1. Teacher and students play a "matching" game with food pictures and names.
2. Teacher points to a food picture and asks, "What is this?"
3. Teacher makes simple eating motions while saying the food name.
4. Teacher gives each student a worksheet with food pictures.
5. Teacher repeats with banana and cookie pictures.
6. Students draw a line from the food picture to the correct word.
7. Teacher holds up a picture of an apple and says, "This is an apple."
8. Students say the food name together.



# SCAFFOLDING



## Scaffold a Lesson

### Breakout Room 4 : Teaching Simple Family Words (Mom, Dad, Baby)

Task:

**Students will identify and name the family members mom, dad and baby.**

**I do:**

- A \_\_\_\_\_
- B \_\_\_\_\_
- C \_\_\_\_\_

**We do:**

- D \_\_\_\_\_
- E \_\_\_\_\_
- F \_\_\_\_\_

**You do:**

- G \_\_\_\_\_
- H \_\_\_\_\_

1. Students say the family member name together.
2. Teacher and students sing a simple "family" song.
3. Teacher repeats with dad and baby pictures.
4. Teacher points to pictures and says “mom” “dad” “baby”.
5. Students color the pictures of mom, dad, and baby.
6. Teacher gives each student a worksheet with family pictures.
7. Teacher shows a picture of a mom and says, "This is mom."
8. Teacher points to a family member picture and asks, "Who is this?"



# SCAFFOLDING



## Scaffold a Lesson

### Breakout Room 5 : Teaching Simple Weather (Sunny, Rainy, Cloudy)

- Task:

Students will identify and name the weather conditions sunny, rainy and cloudy.

**I do:**

- A \_\_\_\_\_
- B \_\_\_\_\_
- C \_\_\_\_\_

**We do:**

- D \_\_\_\_\_
- E \_\_\_\_\_
- F \_\_\_\_\_

**You do:**

- G \_\_\_\_\_
- H \_\_\_\_\_

1. Teacher and students make weather sounds (e.g., "drip, drip" for rainy).
2. Teacher repeats with rainy and cloudy pictures.
3. Teacher gives each student a worksheet with weather pictures.
4. Teacher makes simple gestures that match the weather.  
(example: sunny = big circle with hands)
5. Students say the weather condition together.
6. Teacher points to a weather picture and asks, "How's the weather?"
7. Students draw a simple picture of their favorite weather.
8. Teacher shows a picture of sunny and says, "It's sunny."



# SCAFFOLDING



## Scaffold a Lesson

### Breakout Room 6 : Teaching Simple Body Parts (Head, Nose, Feet)

- Task: **Students will identify and name the body parts head, nose and feet.**

#### I do:

- A \_\_\_\_\_
- B \_\_\_\_\_
- C \_\_\_\_\_

#### We do:

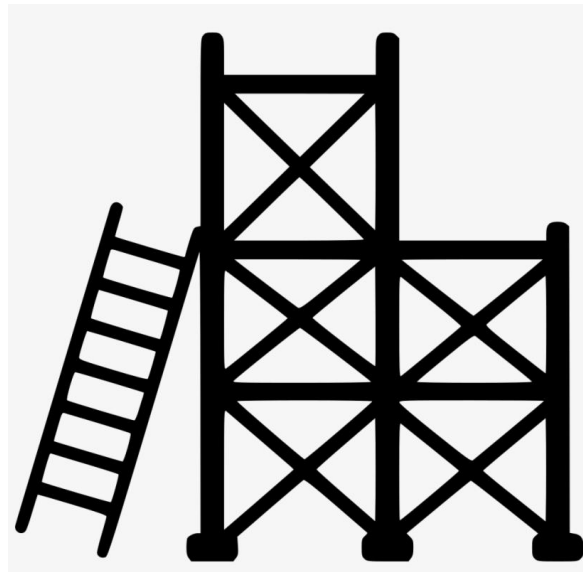
- D \_\_\_\_\_
- E \_\_\_\_\_
- F \_\_\_\_\_

#### You do:

- G \_\_\_\_\_
- H \_\_\_\_\_

1. Teacher points to their feet and says, "These are my feet."
2. Teacher and students play "Simon Says" with body parts (e.g., "Simon says touch your nose").
3. Teacher points to a body part and asks, "What is this?"
4. Teacher points to their nose and says, "This is my nose."
5. Teacher says, "Point to the head," and students point. Then repeat with the other body parts.
6. Teacher points to their head and says, "This is my head."
7. Teacher gives each student a picture of a person.
8. Students say the body part name together.

**This is how the  
scaffolding can be done.**





# SCAFFOLDING



## Scaffold a Lesson

### **Breakout Room 1 : Teaching Simple Animals (Cat, Dog, Bird)**

- **Task:**  
Students will identify and name the animals cat, dog, and bird.
- **I do:**
  - Teacher shows a picture of a cat and says, "This is a cat."
  - Teacher repeats with a dog and a bird.
  - Teacher makes the animal sounds.
- **We do:**
  - Teacher points to an animal and asks, "What is this?"
  - Students say the animal name together.
  - Teacher and students play a simple flashcard game, saying the animal name.
- **You do:**
  - Teacher gives each student a worksheet with animal pictures.
  - Students draw a line from the animal picture to the animal name.



# SCAFFOLDING



## Scaffold a Lesson

### **Breakout Room 2 : Teaching Simple Actions (Clap, Jump, Wave)**

- **Task:**  
Students will learn to perform and name the actions clap, jump, and wave.
- **I do:**
  - Teacher claps and says, "Clap."
  - Teacher jumps and says, "Jump."
  - Teacher waves and says "Wave."
- **We do:**
  - Teacher says an action and students do it together.
  - Teacher and students play "Simon Says" with the actions.
  - Teacher and students repeat the action words together.
- **You do:**
  - Teacher says an action and students do it individually.
  - Students act out the actions for each other.





# SCAFFOLDING



## Scaffold a Lesson

### **Breakout Room 3 : Teaching Simple Food (Apple, Banana, Cookie)**

- **Task:**  
Students will identify and name the foods apple, banana, and cookie.
- **I do:**
  - Teacher holds up a picture of an apple and says, "This is an apple."
  - Teacher repeats with banana and cookie pictures.
  - Teacher makes simple eating motions while saying the food name.
- **We do:**
  - Teacher points to a food picture and asks, "What is this?"
  - Students say the food name together.
  - Teacher and students play a "matching" game with food pictures and names.
- **You do:**
  - Teacher gives each student a worksheet with food pictures.
  - Students draw a line from the food picture to the correct word.



# SCAFFOLDING



## Scaffold a Lesson

### **Breakout Room 4 : Teaching Simple Family Words (Mom, Dad, Baby)**

- **Task:**  
Students will identify and name the family members mom, dad, and baby.
- **I do:**
  - Teacher shows a picture of a mom and says, "This is mom."
  - Teacher repeats with dad and baby pictures.
  - Teacher points to pictures and says "mom" "dad" "baby".
- **We do:**
  - Teacher points to a family member picture and asks, "Who is this?"
  - Students say the family member name together.
  - Teacher and students sing a simple "family" song.
- **You do:**
  - Teacher gives each student a worksheet with family pictures.
  - Students color the pictures of mom, dad, and baby.



# SCAFFOLDING



## Scaffold a Lesson

### **Breakout Room 5 : Teaching Simple Weather (Sunny, Rainy, Cloudy)**

- **Task:**  
**Students will identify and name the weather conditions sunny, rainy, and cloudy.**
- **I do:**
  - Teacher shows a picture of sunny and says, "It's sunny."
  - Teacher repeats with rainy and cloudy pictures.
  - Teacher makes simple gestures that match the weather. (example: sunny = big circle with hands)
- **We do:**
  - Teacher points to a weather picture and asks, "How's the weather?"
  - Students say the weather condition together.
  - Teacher and students make weather sounds (e.g., "drip, drip" for rainy).
- **You do:**
  - Teacher gives each student a worksheet with weather pictures.
  - Students draw a simple picture of their favorite weather.



# SCAFFOLDING



## Scaffold a Lesson

### **Breakout Room 6 : Teaching Simple Body Parts (Head, Nose, Feet)**

- **Task:**  
Students will identify and name the body parts head, nose, and feet.
- **I do:**
  - Teacher points to their head and says, "This is my head."
  - Teacher points to their nose and says, "This is my nose."
  - Teacher points to their feet and says, "These are my feet."
- **We do:**
  - Teacher points to a body part and asks, "What is this?"
  - Students say the body part name together.
  - Teacher and students play "Simon Says" with body parts (e.g., "Simon says touch your nose").
- **You do:**
  - Teacher gives each student a picture of a person.
  - Teacher says, "Point to the head," and students point. Then repeat with the other body parts.

**end**