



Exhibition Support for Students

Differentiate the exhibition experience for learners with different needs.

Tips to Support English Learners (and everyone else too!)

- Make sure students are clear on the purpose and audience for the presentation.
- Provide them with an organizational structure for the exhibition presentation (project overview, process, reflection on successes and challenges, etc.).
- Use your organizational structure to scaffold each part with possible ideas for answers, and write these ideas on chart paper, so they can continue to reference them.
- Provide them with sentence frames that they can use to explain their experience.
- Provide them with plenty of opportunities for practice, by themselves, with a partner, and with a larger group (as they feel ready).
- Allow them to keep their notes/script in hand as they present.
- Encourage them to present in their native language as well.

Sentence Starters for Student Exhibition Presentations

Level 1 Sentence Starters	Level 2 Sentence Starters
This project was about _____.	This project was about _____.
Our essential question was _____.	It is important because _____.
We researched _____ and found out _____.	Our essential question was _____.
We worked alone/in a group to _____.	I learned _____ by _____.
We created a _____.	I felt _____ when we created _____.
First, we _____.	Our process included _____.
Then, we _____.	A critique that helped me most was _____.
Next, we _____.	The most challenging part of this project for me was _____.
Finally, we _____.	_____.
I learned that _____.	I am most proud of _____.
The easiest part of this project for me was _____.	
The hardest part of this project for me was _____.	
I am most proud of _____.	

Possible Roles for Students Without a Product

- **Technology Support** (students support and maintain projectors, audio, cameras, lighting, etc.)
- **Behind the Scenes Support** (students are in charge of marketing, set-up, take-down, traffic management, etc.)
- **Host** (students work as greeters for guests, pass out handouts, give brief overview of the project, and connect guests with students who are exhibiting)
- **Documentarian** (students ensure all students, their work, and overall experiences are photographed and videoed for later reflections, sharing online, continued exhibition and portfolio)

Possible Scaffolds for Students Who Have Presentation Anxiety

- Allow for 1-1 presentations (instead of larger audiences)
- Group presentations can have differing expectations for the speaking component. All students are expected to be a part of the presentation, but some might only speak for a shorter time.
- Allow shy students to choose their roles first when creating group presentation roles.
- Allow for partner presentations, where pairs present together.
- Make sure all students have a role in writing the presentation script.

Resources

- **English Learner Scaffolds for PBL**
BIE has a helpful document for scaffolding project process, content learning and language development.
http://www.bie.org/object/document/english_learner_scaffolds_for_pbl
- **Supporting ELLs in PBL Projects**
Edutopia has an article with helpful tips for designing projects with English Learners in mind.
<https://www.edutopia.org/blog/supporting-ells-in-pbl-projects-andrew-miller>
- **Supporting English Learners: Scaffolding Instruction**
EL Education has a great resource for scaffolding literacy and language acquisition for English Learners
<https://eleducation.org/resources/scaffolding-instruction>
- **Supporting English Learners: Scaffolding Instruction**
HTH has an example of a fourth grade student reflection activity to prepare for exhibition.
<https://goo.gl/CLKFwK>

Visit www.shareyourlearning.org and commit to share your students' learning!