



PLANNING IN YOUR CLASSROOM: FACILITATOR GUIDE

The main purpose of scaffolding is to provide children with the right level of support so that they can be more successful than they would be independently. Before scaffolding begins, teachers must first acknowledge where each child needs additional help (assessment). Teachers then provide various levels of assistance and feedback to meet children's individual needs (scaffolding). Scaffolding occurs when teachers:

- Provide hints
- Offer a range of answers
- Encourage use of additional resources

Teachers are intentional in their teaching and plan to scaffold throughout the day across various classroom settings. This learning activity provides an opportunity for teachers to plan how they will scaffold their children's learning. Participants may share their experiences with the group and discuss how they incorporated these scaffolding strategies within their planned activities.

Note to facilitator:

After reviewing the notes above and the sample lesson, have participants use the next page to plan in their own classrooms. Below are step-by-step instructions for them to follow.

1. Select a child they would like to focus on for this learning activity.
2. Select a learning domain from the Head Start Child Development and Early Learning framework.
3. Determine the type of assessment used.
4. Determine the areas where the child needs additional support.
5. Plan an activity in which the child can practice these skills.
6. Plan how they will incorporate scaffolding strategies within this activity.
7. Record their observations of children's behaviors and determine how they will reassess the child's learning.

SAMPLE LESSON: NUMBER IDENTIFICATION

Learning domain: Mathematics Knowledge & Skills

Child: Betty

Assessment: Observation during circle time

Areas for improvement: Betty had difficulty recalling numbers after 12.

Planned activity: During small group instruction, I will sit close to Betty and scaffold as she and another child work on a number floor puzzle.

Scaffolding strategy: If Betty needs support completing the puzzle I can:

- Ask her to refer to additional resources (number line, calendar, or item of her choice) for additional assistance.
- Provide her with hints so that she can identify a number. (e.g., "This number is between 11 and 13.")

Observations: During the activity, Betty took turns with another child and placed numbers in the correct order. When they reached the number 11 on the puzzle, Betty seemed less confident and let the other child find the following number. To provide support, I asked Betty what she could use to help her determine what number goes after 14. Betty suggested that we use the cover of the puzzle box (use of additional resources). With this added help, Betty continued to take turns and eventually completed the puzzle with the other child.

Reassessment: A week after this activity, I had Betty come up during our departing line-up and count the number of boys and girls (18). Betty hesitated after the number 14 and needed additional support. I provided hints to further assist her. (e.g., "This number has a 1 and a 5.")



SCAFFOLDING PLANNING WORKSHEET

Lesson:

Learning domain:

Child:

Assessment:

Areas for improvement:

Planned activity:

Scaffolding strategy:

Observations:

Reassessment:



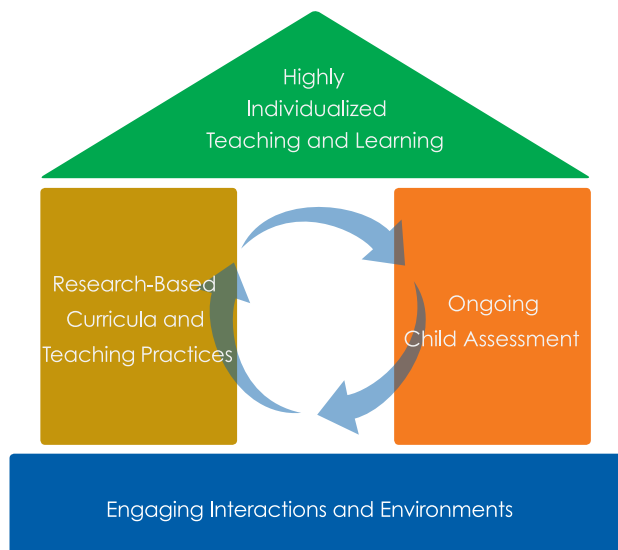
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FRAMEWORK FOR EFFECTIVE PRACTICE SUPPORTING SCHOOL READINESS FOR ALL CHILDREN



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