



Teachers scaffold children's learning by carefully assessing children's abilities and providing just the right level of support to help them be successful. Scaffolding occurs when teachers:

- Provide children with hints when they struggle to understand concepts.
- Offer a range of answers to choose from when children need additional support.
- Encourage children to use additional resources to help them solve problems.

What strategies can I use to provide effective feedback?

Below are some suggested strategies and examples of what this looks like in action. There are other ways to scaffold children's learning. Please note that some examples may include more than one strategy.

PROVIDE HINTS

What this looks like in action:	What it is not:
<p>During free play, the teacher sees a child miscounting the toys he is playing with. The teacher takes this opportunity to support the child by providing hints.</p> <p>T: Joshua, I just heard you count those toy trucks. How many do you have?</p> <p>C: I have 8!</p> <p>T: How about we line them up and recount them to make sure.</p> <p>C: (lines them up and quickly miscounts them again)</p> <p>T: What if you tap each one as you count them slowly.</p> <p>C: (<i>Taps each one and correctly counts the number of trucks</i>).</p>	<p>During free play, the teacher sees a child miscounting the toys he is playing with. The teacher goes over to the child, saying "Joshua, I think you have 9 trucks there, not 8."</p>

OFFER A RANGE OF ANSWERS

What this looks like in action:	What it is not:
<p>During a whole group lesson on ocean life, the teacher asks a child if she knows any animals that live in water.</p> <p>C: Fish!</p> <p>T: Yes, fish live in water. Anything else?</p> <p>C: <i>(no response)</i></p> <p>T: Ok, I am going to help you a little bit. I will give you 3 animals and you have to tell me which one lives in water. Your choices are giraffe, zebra, or shark.</p> <p>C: Shark!</p>	<p>During a whole group lesson on ocean life, the teacher asks a child if she knows any animals that live in water.</p> <p>C: Fish!</p> <p>T: Yes, fish live in water. Anything else?</p> <p>C: <i>(no response)</i></p> <p>T: Sharks, dolphins, and crabs also live in water.</p>

ENCOURAGE CHILDREN TO USE ADDITIONAL RESOURCES

What this looks like in action:	What it is not:
<p>During small group instruction, the teacher asks a child about an Earth Day lesson they learned earlier that day.</p> <p>T: Lucy, today we talked about recycling. Can you tell me ways to be a recycle superhero?</p> <p>C: Ummm...<i>(long pause)</i></p> <p>T: I think we need a little help. What if we go over to our book center and see if we can find the book "Michael Recycle".</p>	<p>During small group instruction, the teacher asks a child about an Earth Day lesson they learned earlier that day.</p> <p>T: Lucy, today we talked about recycling. Can you tell me ways to be a recycle superhero?</p> <p>C: Ummm...<i>(long pause)</i></p> <p>T: One way to recycle is to sort plastic bottles and cans.</p>

When during the day should I provide feedback?

Teachers should always be on the lookout for ways to scaffold children's learning. During whole and small group time teachers should make an effort to pay attention to how individual children are responding and understanding—and look for opportunities to support them. During center time teachers should move around the classroom, observe children's play, and look for opportunities to scaffold.