



Reaching New Heights with Instructional Scaffolding

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Our Learning Objectives

By the end of this two-part workshop, you will be able to:

1. explain the role of scaffolding in effective instruction;
2. identify multiple and varied examples of instructional scaffolding; and
3. integrate scaffolding techniques into a lesson design.

Introductions: 5 Minutes

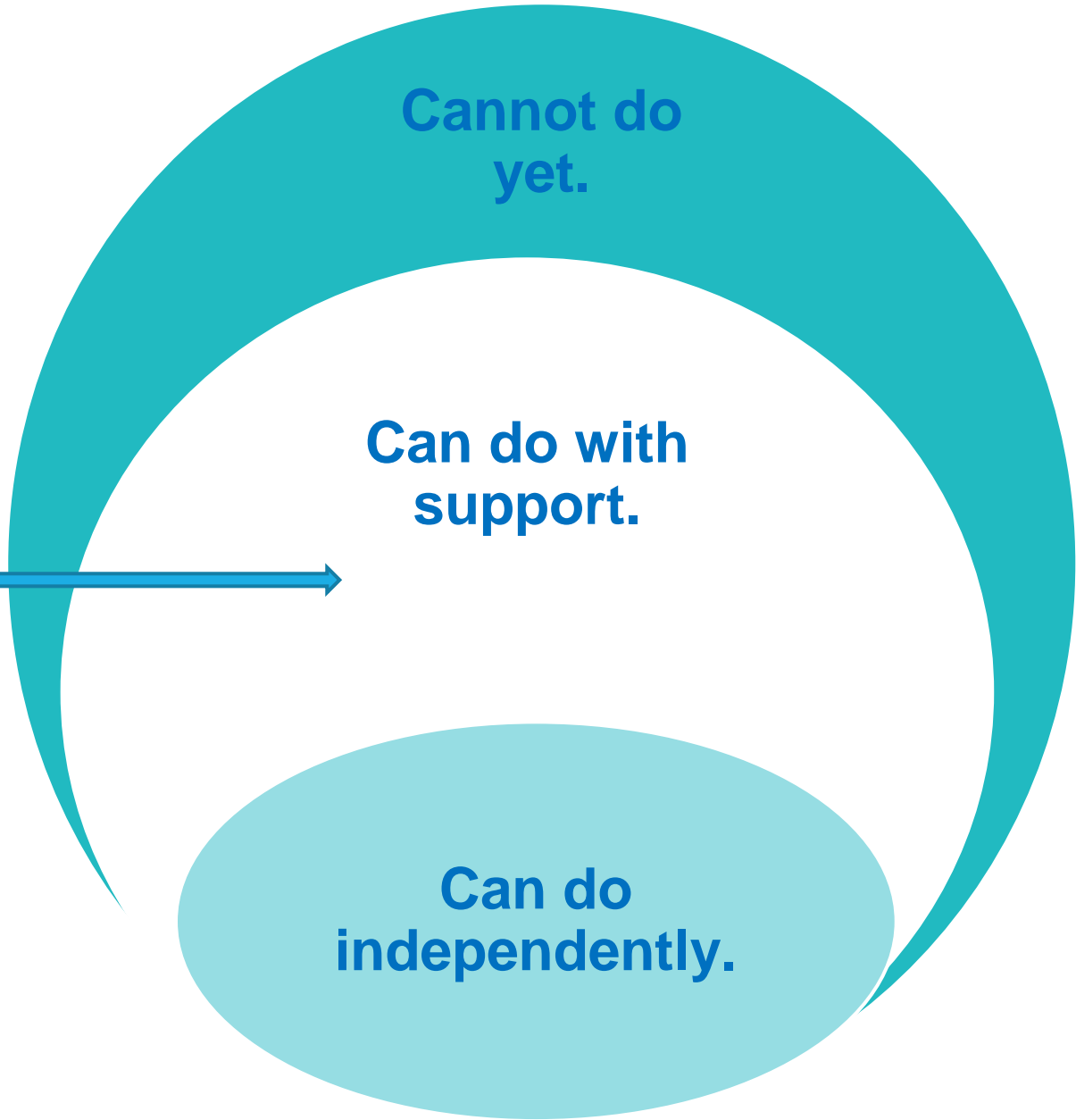


1. Where do you teach/tutor?
1. What do you teach?
1. Why are you attending this workshop?

The background features abstract, overlapping geometric shapes in various shades of blue, ranging from light sky blue to deep navy blue. These shapes are primarily located on the right side of the slide, creating a modern, layered effect.

What is instructional scaffolding?

Why is it essential in our classes?



Step 1: Clarify Learning Goals

What do you want students to be able to do?

What sub-skills are essential to reaching that goal?

Learning Goal:

To be able to explain something that happened.



Brainstorm:

What are the sub-skills needed to achieve the goal?

When Planning a Learning Activity

What are students learning to do?

What skills are they developing?



The Big Picture: Thematic Units & Essential Questions

First Literacy Professional Development Workshop

Unit Themes & Essential Questions

Community Building Unit	<i>Who are we?</i> <i>How are we the same?</i> <i>How are we different?</i>
Shopping Unit	<i>What is a good deal?</i> <i>How can we save money?</i>
Health Unit	<i>How can we take care of our health?</i>
Jobs	<i>What is a good job?</i>
Past tense	<i>What are our stories?</i> <i>What is our history?</i>

The Big Picture: Unit Themes & Essential Questions



What unit themes do you use?
Do you use essential questions?



- A stable routine lightens students' cognitive load so they have more **bandwidth** for learning.
- Explicit goals orient students and strengthen their sense of **purpose**.
- Explicit and consistent instruction of learning strategies support students with limited formal education and promotes **student competence and independence**.

Step 2: Leverage Students' Knowledge

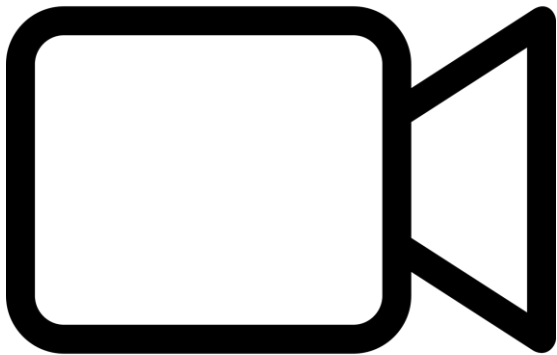
What knowledge
do students bring?

Activating Prior
Knowledge

Activate Schema: Why it Matters

“If a schema is triggered near the moment of learning, that learning is more permanent.”

- ▶ John Medina, *Brain Rules*, 2014



Activate Prior Knowledge: Show a Picture

*What do you
see?*



http://www.sterilite.com/Sorting_Laundry_Ideas.html

Activate Prior Knowledge: Ask a Question

*How do you
do laundry?*

Activate Prior Knowledge: Pre-Test

At the start of a lesson, give a pre-test.

- ▶ True/False
- ▶ Open questions: *who, what, where, when, why, how . . .*

[More Activity Ideas](#)

Activate Students' Prior Knowledge



Brainstorm:

How would you activate students' prior knowledge for this reading?

Scanning an article means reading it quickly to find specific information, such as names and dates.

PRESIDENT BARACK OBAMA

1 “It doesn’t matter who you are or where you come from or what you look like. . . . You can make it here in America if you’re willing to try.”
President Barack Obama

“America is a place where all things are possible!”

5 said Barack Obama. And he knows. Barack Obama was the first African-American president of the United States!

His Unusual Early Life

As a child, Obama learned about different races, languages, and countries. He was born in Hawaii in 10 1961. His mother was a white woman from Kansas. His father was a black man from Kenya. They divorced, and his mother married a man from Indonesia. The family lived in Indonesia for four 15 years. At age 10, Obama returned to Hawaii and lived with his grandparents.

Helping People Build Better Lives

Obama went to college in New York. After he graduated in 1983, he became a community organizer 20 in Chicago. He helped poor people register to vote, get job training, and get into college.

In 1988, Obama went to law school. He became a lawyer and taught law in Chicago, Illinois. Finally, he



25 decided to go into politics. Working in government, he could help more people. First, he worked for the people of Illinois. In 2009, he became president of the United States.

His Years in the White House

During his time in office, many changes happened.

30 Obama is famous for the Affordable Care Act. It’s often called “Obamacare.” This law helped millions of Americans get health insurance. The economy got better, too. Obama worked hard to improve U.S. relationships with other countries. He won the 2009 35 Nobel Peace Prize.

President Obama left the White House in 2017. He worked very hard while he was president.

Leveraging Learner Knowledge

Grouping students according to their **STRENGTHS**, so they can share their knowledge with their classmates.



What did we talk about in this section?

Step 3: Build the Scaffolding

Using Multiple Modalities &
Approaches

Giving Clear Directions

Providing Models

Going Slow to Go Fast

Using Multiple Modalities

“Our senses are designed to work together, so when they are combined . . . the brain pays more attention and encodes the memory more robustly.”

Medina, *Brain Rules*, 2014

Physical Feedback

Paper Strips

Students hold up thin strips of paper in front of their mouth to practice pronouncing the sounds that correspond to: p, ch, and initial t's. The paper should bend with the burst of air.

chin shin

pill bill

tear dear

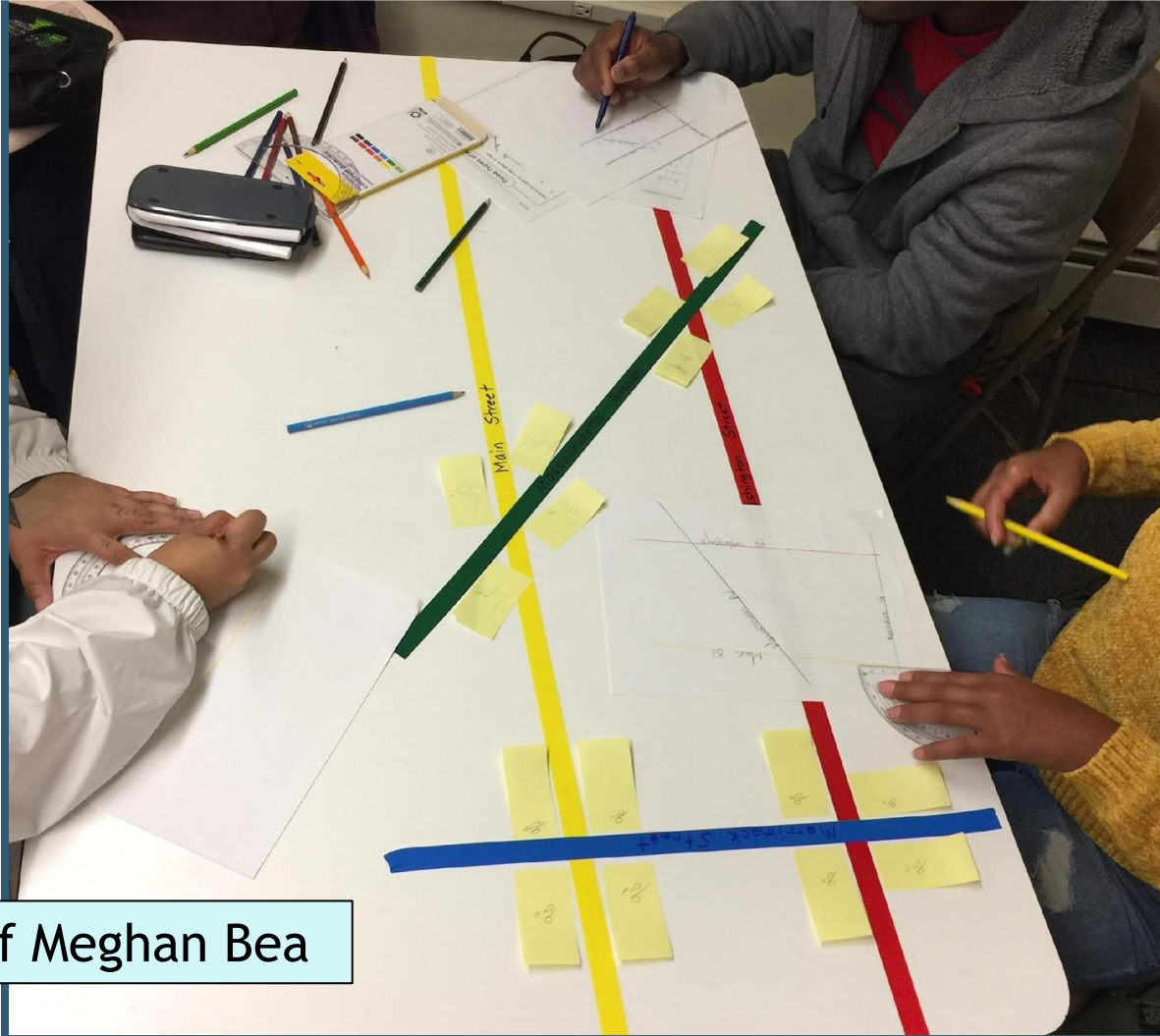
Cupping Ears



“In theory there is no difference between theory and practice. In practice there is.”

~ Yogi Berra

How many modalities are students using here?



Courtesy of Meghan Bea

Use Multiple Modalities

- ▶ Use a checklist to reflect on your teaching.
- ▶ Which ones do you favor? How could you use the others?



Provide Multiple Approaches to the Same Skill

How many different ways can students approach learning the simple past tense in English?

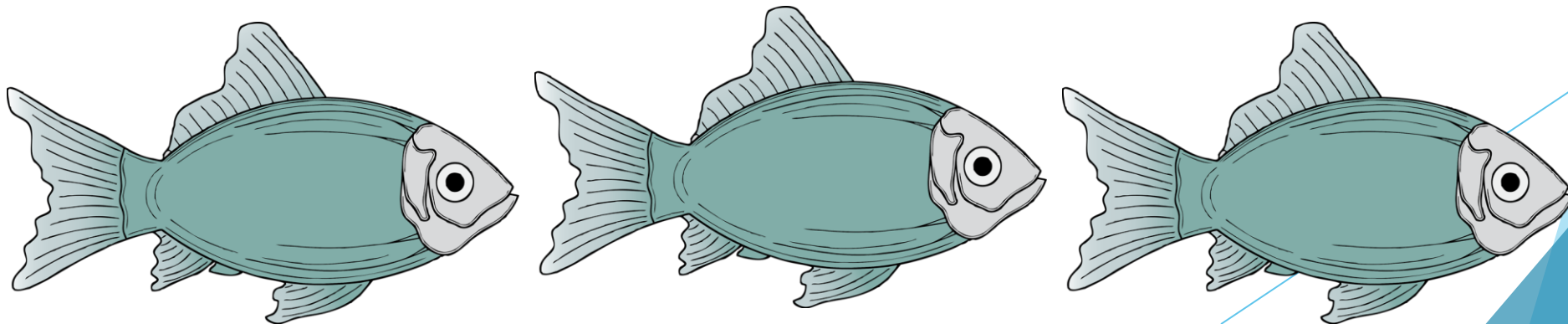
Teach a Set of Learning Strategies

What is a learning strategy?

It's how you go about learning a skill.

Why teach learning strategies?

So students can gain mastery, make their own choices, and become independent and effective learners beyond our classes.



Teach Learning Strategies

“Circle the Verb”

Where is
the verb?

What is the
tense?

How do
you
know?

Teach Learning Strategies

“Number the Syllables”

Visited

3.1

How do
you say
it?

How many
syllables
does it have?

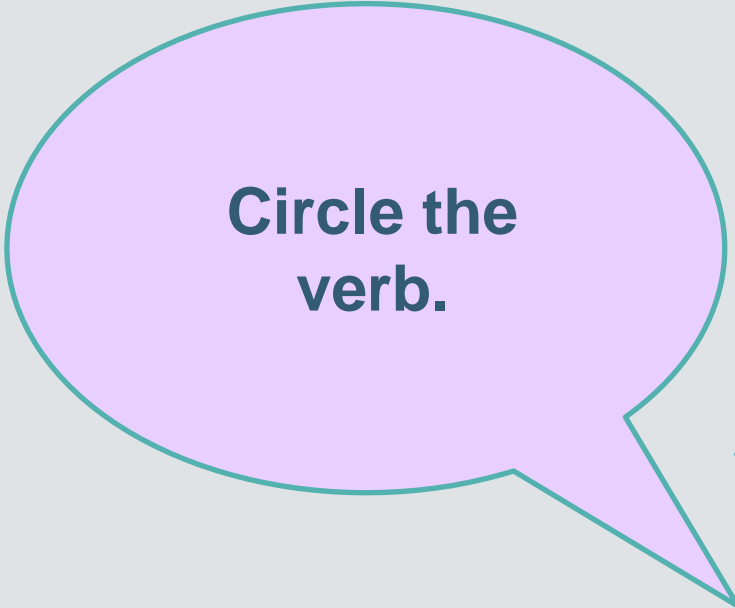
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Where is
the
stress?

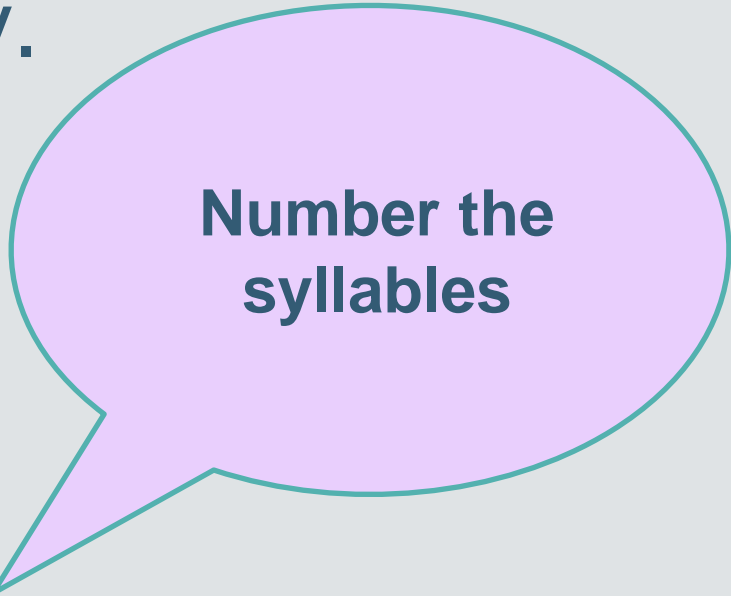
3.1

Teach a Set of Learning Strategies

1. Name the strategy.



**Circle the
verb.**



**Number the
syllables**

Teach Learning Strategies

2. Explore it.

**Why did we just
do that?
What are the
steps?**

**Do you like this
strategy?
Why or why
not?**

Teach Learning Strategies

3. Apply it.

Discuss how to use the strategy outside of class.

**Which strategy will
you use with this
homework
assignment?**

Teach Learning Strategies

Here's a running list of learning strategies.



What learning strategies do you want your students to learn well?



How does providing multiple modalities and explicitly teaching a variety of strategies support our diverse learners?

Build the Scaffolding

Using Multiple Modalities &
Approaches

Giving Clear Directions

Providing Models

Going Slow to Go Fast

Giving Clear Directions



Brainstorm:

How do you get students to understand your directions?

Provide Language Support: Classroom Questions

How do you
say this word?

What does this
word mean?

Can you
repeat that
please?

What
page are
we on?

Provide Language Support: Model Language

- Find it in the textbook
- Or put it on the board

Show what you know!

1. TALK ABOUT IT. Talk about the things you have in your classroom.
How many do you see?

A: We have one projector.

B: We have twenty-five desks.

2. MAKE CONNECTIONS. Talk about the things you have.

I have a phone, a folder, and a book.

3. WRITE ABOUT IT. Now write a sentence about the things you have.

I have _____

Provide Language Support: Correct Answer Feedback

- ▶ Answer keys (use a card!)
- ▶ Dictations (use a card!)
- ▶ The board (turn away!)

How to Use an Answer Key Responsibly

1. Do your homework.
2. Compare your work to the answer key.
3. Highlight your errors.
4. Write the correction next to your error.
5. Write a question mark if you don't understand the error. Then ask a classmate or the teacher for help.



How do multiple modalities and a variety of strategies support our diverse learners?

“Go Slow to Go Fast”

What does this mean?

What are examples of this in our classes?

Build the Scaffolding

Using Multiple Modalities &
Approaches

Giving Clear Directions

Providing Models

Going Slow to Go Fast

What's next?

Choose one concept to think more about.
Use this [google form](#).





Thank you!

We want your feedback.
Insert evaluation link

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