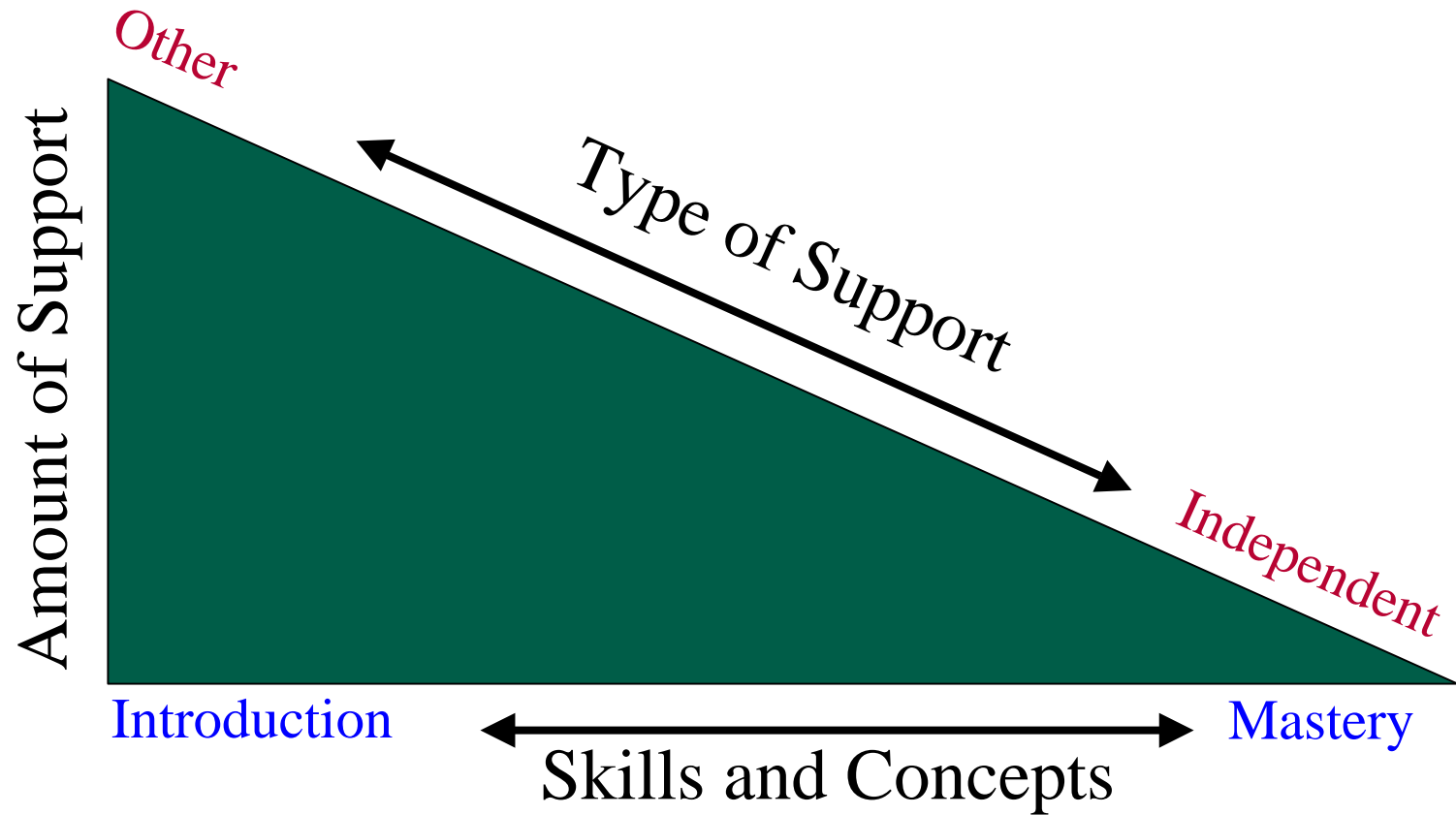


Curriculum: Scaffolding Instruction



Ways to Scaffold Instruction

Scaffolding instruction means adjusting and extending instruction so that students are challenged and able to develop new skills. Teachers, students, and/or instructional practices and materials can provide this support. The key is to be flexible and make adjustments while teaching. Don't wait.

<p>Activate and build students' background knowledge.</p> <ul style="list-style-type: none"> • Determine requisite knowledge/ skills. • Build on what students already know. • Consider cultural and linguistic diversity. 	<p>Review previously taught knowledge & skills and reteach when necessary.</p> <ul style="list-style-type: none"> • Keep reviews frequent, brief, and spaced out over time. • Try multiple techniques when reteaching; vary presentation/format from the initial instruction.
<p>Present new material in small steps.</p> <ul style="list-style-type: none"> • Reduce the amount of new information presented at one time. • Use a logical sequence (e.g., progress from easier to more complex, separate easily confused concepts). • Include many examples and, when appropriate, nonexamples. 	<p>Model procedures and/or "think aloud."</p> <ul style="list-style-type: none"> • Demonstrate how a task is done. • "Think aloud" and explain the thinking processes used.
<p>Provide guided practice.</p> <ul style="list-style-type: none"> • Give helpful hints or reminders. • Clarify misconceptions. • Incorporate concrete manipulatives, graphic organizers, and/or hands-on activities. • Have students work in small groups or with partners. 	<p>Check for understanding.</p> <ul style="list-style-type: none"> • Ask different levels of questions and encourage students to generate questions. • Provide a variety of ways for students to respond. • Incorporate sufficient wait time. • Teach self-monitoring, such as graphing progress.

Provide appropriate feedback.	Include opportunities for extensive practice.
<ul style="list-style-type: none"> • Use prompts to help students notice, find, and/or fix errors, and to write responses. • Encourage students with prompts of encouragement. 	<ul style="list-style-type: none"> • Monitor initial independent practice. • Integrate practice of new knowledge/skills with those previously taught. • Encourage application and/or generalization in a variety of contexts. • Have students practice until mastery or automaticity is achieved.

(UTCRLA, 2002)