

Individualized scaffolding strategies

Objective(s)

Learners identify how teachers use supports to scaffold instruction.

Description

In this activity, learners view video clips and identify strategies and supports teachers use to scaffold children's learning.

Required Materials/Resources

Learner Materials

- [Video 7.18: Washing clothes](#)
- [Video 7.19: Peer supports in Bingo](#)
- Format for learner responses (written activity form, guidance for discussion)

Detailed Facilitator Instructions

1. Provide access to video clips or transcripts. Videos or transcripts can be viewed as a class or independently outside of class.
2. Ask learners to briefly describe the teacher's use of strategies and supports in scaffolding the children's learning.
3. Provide Feedback.

Suggested Assessment

1. The teacher uses a series of pictures which describe each step of how to "wash clothes", by pointing to the pictures and then showing Chloe how to do each step.
2. The teacher uses supports such as visual cues, verbal prompting, gesturing, pointing and modeling to help Chloe learn the sequence of washing clothes.
3. When the child points to the correct picture on the other child's Bingo card, the teacher gives positive feedback and encourages the children to help one another.

Hints provided to learner:

1. Think about what tool or resource the teacher uses to show Chloe the steps to "wash clothes".
2. Consider the specific types of things (actions, words) the teacher does to help Chloe learn the sequence of washing clothes.
3. Think about the response of the teacher when the child points to the correct picture on the other child's Bingo card.

This activity is part of Module 7: Tiered Instruction. To view the content related to this activity, go to [Step 3: Evidence](#).

Instructional Method

Structured Exercise

Level

Intermediate

Estimated Time Needed

5 minutes for instructor preparation

15-20 minutes for learner activity

Learner Form

[Activity 7.14a](#)

Facilitation Tips

- Learners can respond in class, online, or using the PDF form; which can be printed, emailed, or submitted online.
- Break into groups to discuss and respond.

Alternate Version(s) (refers to different levels of difficulty)

- No alternate versions of this activity.

Credits

The CONNECT Content Team