



This guide walks you through presenting the ***Engaging Interactions: Scaffolding Children's Learning*** in-service suite. This in-service suite includes PowerPoint slides and supporting materials.

## MATERIALS NEEDED:

- Presenter PowerPoint slides (18)
- Projector and audio equipment
- Optional Learning Activities:
  - » *Video Review of Shrimp, Shrimp, Shrimp* (with slide)
  - » *Discussion of Classroom Scenarios*
  - » *Planning in Your Classroom*
- Tips for Teachers
- Tools for Supervisors
- Helpful Resources List
- Flip chart or similar large paper and markers for writing participant ideas

## BEFORE YOU BEGIN:

- The purpose of this presentation is to share strategies teachers can use to scaffold children's learning.
- This is one in a series of in-service suites on *Engaging Interactions*.
- Scaffolding is providing children with the right level of support so that they can be more successful than they would be independently.
- Three main scaffolding strategies in this presentation are: providing hints, offering a range of answers, and encouraging children to use additional resources.
- The presentation includes video clips and examples that illustrate how teachers can scaffold children's learning.
- As necessary, remind participants that anywhere examples and nonexamples are used (e.g., *Tips for Teachers*) they are specific to the concept being discussed. The nonexamples may be appropriate behaviors in other circumstances.
- Optional learning activities offer participants opportunities to discuss examples and practice applying the strategies.
- Optional learning activities are described in detail at the end of this document.

### NOTE

*The Supervisor Planning Guide* is an overarching tool that applies to multiple suites in the *Engaging Interactions* series.



## SLIDE 1: SCAFFOLDING CHILDREN'S LEARNING

### Introductions:

- Begin the training by giving participants background information on yourself.
- Provide an opportunity for participants to introduce themselves (e.g., where they are working, their current role, etc.).

### Introduce topic:

- *Scaffolding Children's Learning* focuses on strategies teachers can use to expand children's learning.
- Scaffolding is providing children with the right level of support so that they can be more successful than they would be independently.



## SLIDE 2: FRAMEWORK FOR EFFECTIVE PRACTICE

### Introduce NCQTL.

Review the NCQTL framework for effective practice:

- The House structure supports school readiness for all children.
- The foundation represents effective and engaging interactions and environments.
- The pillars represent research-based curricula and teaching practices and ongoing child assessment.
- The roof represents highly individualized teaching and learning.
- All components interact with each other and are essential for effective everyday practices for all children.

This presentation fits into the *foundation* of the House.

Introduce *Engaging Interactions*:

- Interactions are the classroom processes that are important for children's social and academic development.
- When teachers create positive emotional relationships, organize the learning environment, and focus on cognitive and language development, children make greater gains that help them succeed in school and life.

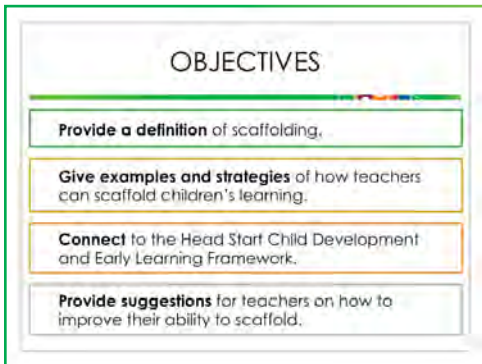
SLIDE 2 CONTINUED ON NEXT PAGE



- There are three broad blocks to the foundation: Social and Emotional Support, Well-Organized Classrooms, and Instructional Interactions. The *Engaging Interactions* series fits in the Instructional Interactions block. Specifically, *Scaffolding Children's Learning* is one example of these interactions.

NOTE 

Classroom processes refer to the way teachers interact with children as well as to how they select and use materials and resources for instructional purposes.



A graphic titled "OBJECTIVES" with a decorative horizontal line. Below the title are four colored boxes containing the following text:

- Provide a definition** of scaffolding.
- Give examples and strategies** of how teachers can scaffold children's learning.
- Connect** to the Head Start Child Development and Early Learning Framework.
- Provide suggestions** for teachers on how to improve their ability to scaffold.

### SLIDE 3: OBJECTIVES

Outline objectives for presentations:

- **Provide a definition** of scaffolding.
- **Give examples and strategies** for how teachers can scaffold children's learning.
- **Connect** *Scaffolding Children's Learning* to the Head Start Child Development and Early Learning Framework.
- **Provide suggestions** for teachers on how to improve their ability to scaffold.



**SCAFFOLDING CHILDREN'S LEARNING**

**Help = Scaffolding**



**What does it look like?**

- Teachers provide different levels of support and feedback to meet children's individual needs, which allow children to perform at a higher level than they would independently. Teachers scaffold by:
  - Provide hints when children struggle to understand concepts.
  - Offer a range of answers for children to choose from when they need extra support answering a question.
  - Encourage children to use additional resources to help them understand concepts and ideas.

**What does it NOT look like?**

- Teachers provide children with "right" answers.

When you help children, avoid just a word that answers their question or scaffolding their language. Let your child do as much as possible. Some also will be able to do it on her own.

## SLIDE 4: SCAFFOLDING CHILDREN'S LEARNING

Teachers scaffold when they provide different levels of support and feedback to meet individual needs. Specifically, scaffolding occurs when teachers:


- Provide children with hints when they struggle to understand concepts.
- Offer a range of answers for children to choose from when they need additional support.
- Encourage children to use additional resources to further understand ideas.

### NOTE

Remind participants that scaffolding is not simply teachers providing children with "right" answers.

**PROVIDE HINTS**

Assist children when they have difficulty understanding, answering, or completing a task by **providing hints**.



**Teacher:** Yesterday we talked at circle about whales coming home to Alaska in the spring. Do you remember how far north they swim?

**Child:** (says nothing)

**Teacher:** The whales swim north in the Pacific Ocean all the way to another ocean. (Uses whale toy as a prop to show whale swimming.)

**Child:** The Arctic Ocean!

**Teacher:** You're right; they swim all the way to the Arctic Ocean!

## SLIDE 5: PROVIDE HINTS

One way teachers can scaffold children's learning is to provide hints for children who need additional support.

- The example (see script on slide) highlights how the teacher uses hints to help the child identify the state whales migrate to using a map rather than just telling her the answer.

### Another example

A teacher might provide hints and say:

**Teacher:** Wow, I like the letter you wrote. Can you tell me the sound it makes?

**Child:** (says nothing)

**Teacher:** Well, I see the letter "y". (And then teacher makes facial gesture for the letter "y".)

**Child:** yyyy (imitating teacher)



## OFFER A RANGE OF ANSWERS

Provide a **range of answers** for children to choose from when they need extra support.



**Teacher:** Do you remember which one of our community helpers builds roads?  
**Child:** A policeman?  
**Teacher:** Police officers are seen out on the streets but do they build them?  
**Child:** (shrugs)  
**Teacher:** Let's look at some choices. We have a dentist, baker, teacher, or construction worker.

## SLIDE 6: OFFER A RANGE OF ANSWERS

Another way teachers can scaffold children's learning is to offer them a range of answers when they need further assistance.

- The example (see script on the slide) highlights how the teacher uses this strategy to help the child think about who builds roads in their community. She provides choices and makes the task a little easier for this individual child instead of just saying, "Construction workers build roads."

Another example:

While discussing whale migration the teacher asks, "Do you think the humpback whales swim to California or Alaska in the spring?" This way, the teacher provides the children with two possible choices, making it easier for the children to select the answer.

## USE ADDITIONAL RESOURCES

Encourage children to use **additional resources** to help them understand concepts and ideas.



**Teacher:** Do you know what caterpillars turn into?  
**Child:** I dunno.  
**Teacher:** Why don't we search for some information about caterpillars and see if we can figure it out.

## SLIDE 7: USE ADDITIONAL RESOURCES

Finally, teachers can also scaffold children's learning by encouraging them to use additional resources to help them further understand ideas.

- The example (see script on the slide) highlights how the teacher suggests that the child can look for support from other resources. She encourages her to solve this problem by turning to a resource instead of just telling her, "Caterpillars turn into butterflies."

Another example:

While discussing whale migration the teacher asks, "Do you think the humpback whales swim to California or to Alaska in the spring?" This way, the teacher provides the children with two possible choices, making it easier for the children to select an answer.



**HEAD START CHILD DEVELOPMENT AND EARLY LEARNING FRAMEWORK**

Scaffolding can be incorporated **within many areas of the framework.**

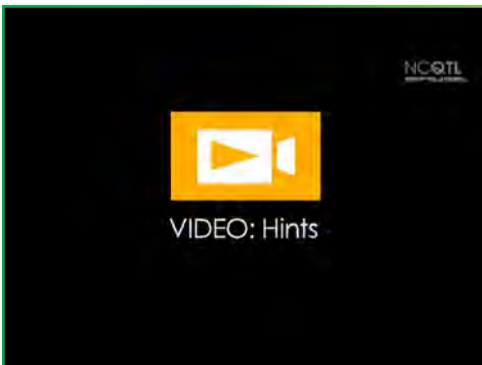
Some examples are:

- Literacy Knowledge & Skills
- Science Knowledge & Skills
- Mathematics Knowledge & Skills
- Social Studies Knowledge & Skills
- Logic & Reasoning

## SLIDE 8: HEAD START CHILD DEVELOPMENT AND EARLY LEARNING FRAMEWORK

The Head Start Child Development and Early Learning Framework

- *Scaffolding Children's Learning* can be connected to many domains of the *Head Start Child Development and Early Learning Framework* including:
  - » Literacy Knowledge & Skills
  - » Science Knowledge & Skills
  - » Mathematics Knowledge & Skills
  - » Social Studies Knowledge & Skills
  - » Logic & Reasoning



Length of video: Approximately 43 seconds

## SLIDE 9: VIDEO: HINTS

**Introduce the video.**

Inform participants that this video has an example of a teacher providing hints to children.

Ask participants to look for examples of how the teacher uses hints to guide the children.

VIDEO

**IN THIS CLIP...**

The teacher provides a hint as the child identifies the name of the ocean.  
The teacher uses a number chart to help children identify the year that follows 2012.

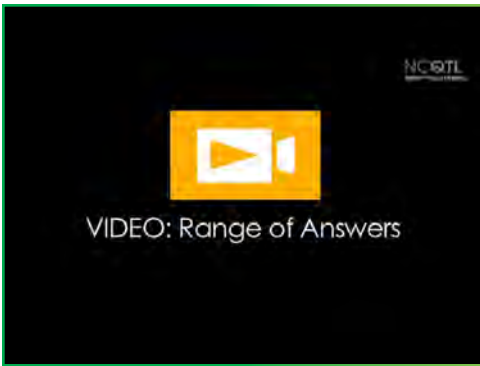
Supports children's **Social Studies Knowledge & Skills**

## SLIDE 10: IN THIS CLIP...

- In the first clip, the teacher asks the children to name the ocean near Washington State. The teacher provides a hint by giving the first sounds in the word. The children respond, "Pacific Ocean."
- In the second clip, the teacher asks the children to name the year that follows 2012. When he notices the children struggling he uses a number chart as a strategy for the children to find the answer. The children respond, "2013."







Length of video: Approximately 1 minute, 20 seconds

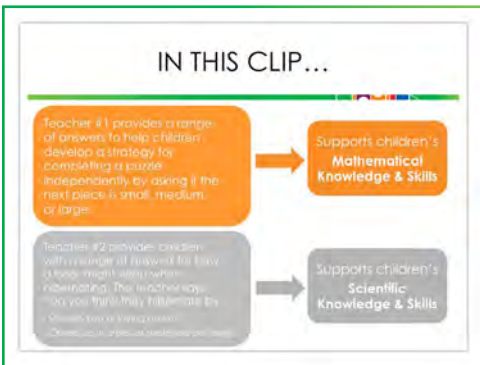
## SLIDE 11: VIDEO: RANGE OF ANSWERS

### Introduce the video.

Inform participants they will watch a video of two teachers. The first video clip shows a teacher providing a range of answers to support a child in completing a puzzle. In the second video clip a teacher gives a range of answers to answer the question during a large group activity.

Ask participants to look for ways that the teachers provided children with a range of answers.

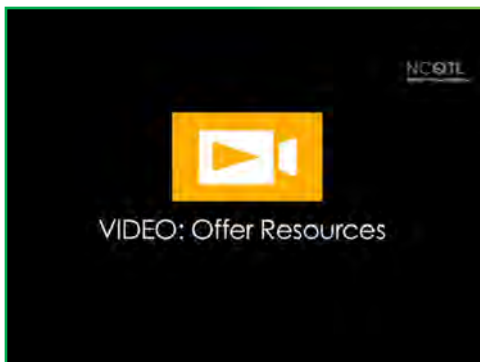
VIDEO 



## SLIDE 12: IN THIS CLIP...

Video example of offering a range of answers.

- In this video, the teacher in the first clip helps a child complete a puzzle independently by offering a range of answers, asking if the missing piece is small, medium, or large. This provides the child with a strategy for continuing and completing the puzzle with minimal additional support from the teacher.
- In the second clip, the teacher provides children with a range of answers to describe how a bear hibernates: standing up or laying down, curled up or stretched out long.
- In both clips, the teachers' scaffolding encouraged sustained engagement in the learning activity.



Length of video: Approximately 40 seconds

## SLIDE 13: VIDEO: ADDITIONAL RESOURCES

### Introduce the video.

Inform participants that they will view a video that shows a teacher during a small group activity.

Ask participants to look for examples of how the teacher uses additional resources to help guide the child.

VIDEO 



IN THIS CLIP...

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The teacher uses a map to help children better understand the migration pattern of whales.

Supports children's **Approaches To Learning**

## SLIDE 14: IN THIS CLIP...

In this clip, the teacher notices that the children do not quite understand the migration patterns of whales. She offers to show the children on a map. Adding this resource to the discussion helps children better identify how whales migrate in their home state of Alaska.

The teacher offers the map as a resource as well as her personal story of traveling to these locations, this provides children with deeper understanding of the topic.

WHEN CAN I SCAFFOLD?

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Teachers may scaffold children's learning **throughout the school day** in many classroom activities.



## SLIDE 15: WHEN CAN I SCAFFOLD?

Opportunities when teachers can scaffold:

Throughout the school day in different activities:

- Centers
- Small and whole group instruction
- Meal and snack time
- Transition

### NOTE

Consider sharing the optional learning activity *Planning in Your Classroom*. This handout includes examples of how scaffolding strategies can be incorporated into classroom activities as well as a blank worksheet to help teachers plan for scaffolding children's learning in their own classrooms.







## SLIDE 16: IMPROVING PRACTICE

Three ways to improve scaffolding skills:

**Videotape:** Teachers can videotape and watch their classroom interactions, which can be a useful practice in helping them to observe moment-to-moment interactions with students and reflect on their practice.

**Example:** A teacher videotapes her interactions with children during a book reading. After viewing her tape, the teacher notices how she moves quickly during the reading and does not scaffold when children ask questions and have difficulty understanding elements of the story. The teacher may also see that she often moves on to the next child if one does not have the correct answer.

**Practice with a peer:** It can also be helpful for teachers to “practice with a peer” by either having a peer teacher conduct a live classroom observation, or watch a video together of a teacher’s practice. Fellow teachers can provide feedback on each other’s behavior and children’s cues and responses. Together, teachers can brainstorm different ways to make improvements and scaffold children’s learning more often.

**Example:** When observing the focus teacher engaging in center time, her peer teacher may notice that the teacher missed a few opportunities to scaffold children as they worked on a large floor puzzle. The peer teacher might suggest that the focus teacher provide hints when children seem to get “stuck” or ask them to refer to another resource to help them complete the puzzle.

**Watch a “master teacher”:** Another way to improve practice could be viewing examples of a more skilled teacher’s interactions with children, either live or on video. These examples can provide ideas for how to improve teachers’ own instructional support.



## SUMMARY

Teachers can scaffold children's learning by:

- Providing **hints** when children have difficulty understanding concepts.
- Offering a **range of answers** when children need extra support.
- Encouraging children to use **additional resources** to help them understand concepts and ideas.

## SLIDE 17: SUMMARY

Review strategies to scaffold children's learning:

- Provide hints to children when they have difficulty understanding concepts.
- Offer children a range of answers to choose from when they need additional support.
- Encourage children to use additional resources to help them further understand ideas and concepts.

## HANDOUT

Based on participant's roles:

Distribute and review the *Tips for Teachers* handout. This tip sheet provides multiple example strategies that teachers can use, and examples of what these strategies look like in the classroom.

Please note that the strategies for "What this looks like in action" and "What it is not" are examples specific to those strategies. The behaviors in the nonexamples may be appropriate in other instances.

Distribute and review *Tools for Supervisors: The Supervisor Planning Guide* provides strategies for coaches, mentors, or supervisors to use to help teachers enact change in their practice.

Distribute the *Helpful Resources* list and review key resources, including links to websites, books, and articles that have information on scaffolding.

## SLIDE 18: CLOSING

Provide participants with NCQTL contact information and encourage them to visit our website for additional resources.





## OPTIONAL LEARNING ACTIVITY: VIDEO REVIEW OF SHRIMP, SHRIMP, SHRIMP

The *Video Review of Shrimp, Shrimp, Shrimp* learning activity can be used to discuss further with participants strategies teachers use to scaffold children's learning.

This video shows an example of a small group art activity. One child is making a shrimp. The teacher facilitates the child's project by focusing him in on the "arms" of the shrimp. The teacher uses all three scaffolding strategies to individually support this child.

Refer to the *Video Review Shrimp, Shrimp, Shrimp: Facilitator Guide* handout for specific details.

Depending on the number of participants, this activity can be done in the large group or participants can be divided into smaller groups of 3–4.

### HANDOUT

Distribute the *Video Review of Shrimp, Shrimp, Shrimp* handout to and review directions.

### VIDEO

Explain that the teacher is scaffolding a child's understanding of the "arms" of a shrimp.

### OPTIONAL SLIDE PPT

Show optional video slide: *Shrimp, Shrimp, Shrimp*.

Participants record examples of observed strategies as they watch the video.

#### **Strategies**

Participants discuss examples of strategies they observed in the video directly in the large group, or share back after discussion in smaller groups.

#### **Connecting strategies to domains**

Participants share examples of domain and domain elements from the Head Start Child Development and Early Learning Framework they observed being supported in the video. Participants discuss examples directly in the large group or share back after discussion in smaller groups.





## OPTIONAL LEARNING ACTIVITY:

### DISCUSSION OF CLASSROOM SCENARIOS

This learning activity provides an opportunity for participants to practice how they might use strategies that scaffold children's learning in their own classrooms.

This activity offers four options: identifying strategies, generating statements/questions, creating a script, and role play. The facilitator may use any number and combination of the four options.

Refer to the *Discussion of Classroom Scenarios: Facilitator Guide* handout for specific details.

#### HANDOUT

Distribute the *Discussion of Classroom Scenarios* handout and review directions:

- Each group completes the assigned activities depending on the chosen option(s).

#### DISCUSSION

Have small groups share back with the larger group.

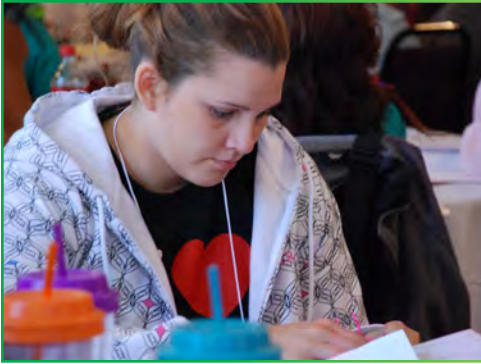
#### **For the role-play option**

Encourage participants to comment based on their assigned role of teacher, child, or observer.

Possible questions to ask:

- What did you notice the teacher doing?
- How did the children respond?
- What other ways could teachers implement this strategy?





## OPTIONAL LEARNING ACTIVITY: PLANNING IN YOUR CLASSROOM

This learning activity provides an opportunity for participants to develop a plan for how they might incorporate scaffolding strategies into planned activities in their own classrooms. Refer to the *Planning in Your Classroom: Facilitator Guide* for specific details.

If you have a large group, consider dividing participants into several smaller groups for this activity.

### HANDOUT

Distribute the *Planning in Your Classroom* handout and review directions:

- Each group completes the assigned activity.

### DISCUSSION

Have small groups share back with the larger group.

### NOTE

The *Planning in Your Classroom* handout can also be reviewed and distributed to participants for use in their own classrooms without engaging participants in the learning activity.