



THE NATIONAL CENTER ON

Quality Teaching
and Learning

HELPFUL RESOURCES SCAFFOLDING CHILDREN'S LEARNING

This list of helpful resources can help provide background information for anyone who might want to learn more about the practices presented in the suite.

ARTICLES

Berk, L. (1994). Vygotsky's theory: The importance of make-believe play. *Young Children*, 50(1), 30–39.

This article spotlights Lev Vygotsky's theory on play and describes how it helps develop diverse aspects of children's cognition. Teachers can read up on Vygotsky's views on scaffolding and zone of proximal development.

McGee, L., & Ukrainetz, T. (2009). Using scaffolding to teach phonemic awareness in preschool and kindergarten. *The Reading Teacher*, 62(7), 599–603.

This article includes suggestions of how to scaffold during lessons on phonemic awareness. It describes three types of scaffolding (intense, moderate, minimal) to support children.

Notari-Syverson, A., & Sadler, F. H. (2008). Math is for everyone: Strategies for supporting early mathematical competencies in young children. *Young Exceptional Children*, 11(3), 2–16.

This article focuses on teaching math through everyday activities. For information specifically on scaffolding, refer to pages 9–11, as the authors describe strategies teachers can implement in their own classroom.



For more Information, contact us at: NCQTL@UW.EDU or 877-731-0764

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