

In teaching, "scaffolding" refers to the support and guidance provided to students to help them reach a higher level of understanding.

Scaffolding can generally be categorized into 3 categories:

- **Social interaction and emotional support (S)**
- **Materials – design, selection, and use (M)**
- **Lesson planning and activity sequencing (L)**

*Categorize the examples below into S, M, or L.*

*Sometimes more than one option is possible.*

**Guided practice** – Teachers demonstrate a task and then assist students as they practice. = S / M / L

**Worksheets** – Structured practice materials that guide students through tasks or exercises. = S / M / L

**Caretaker talk** – Simplified, slow, and clear speech, often with exaggerated intonation, to help learners comprehend.

**Reinforcing correct responses** – Highlighting and expanding on students' correct answers to encourage learning and understanding.

**Step-by-step instructions** – Detailed guidance for completing tasks or understanding concepts.

**Learning journals** – Notebooks where students record their thoughts, reflections, or responses to prompts.

**Verbal affirmations** – Simple verbal confirmations like “good job,” “nice try,” or “you’re getting there” to boost confidence.

**Use of manipulatives** – Physical objects that help students understand abstract concepts (e.g., blocks for math problems).

**Recasts** – Rephrasing or repeating a student’s incorrect answer in the correct form without directly pointing out the error.

**Sentence frames** – Templates that provide a structure for students to complete sentences.

**Modeling activities** – Showing students how to perform a task or solve a problem before asking them to do it on their own.

**Scaffolded assessments** – Gradually increasing the difficulty of tasks or reducing support as students gain competence.

**Praise for effort** – Recognizing the process of learning, focusing on the student's hard work and perseverance rather than just the final result.

**Rubrics** – Scoring guides that outline expectations for tasks and serve as a reference for students.

**Interactive tools** – Using digital tools or interactive technology to support learning (e.g., simulations, educational apps).

**Chunking information** – Breaking down complex tasks or content into smaller, more manageable parts.

**Graphic organizers** – Visual tools (e.g., mind maps, charts) that help students organize and structure information.

**Positive feedback** – Offering praise and encouragement to motivate learners and reinforce successful learning behaviors.

**Model texts** – Sample pieces of writing that demonstrate key features of the genre or task.

**Encouraging peer collaboration** – Structuring group work or pair work to foster peer-to-peer learning and social support.

**Clarification requests** – Politely asking students to explain or rephrase unclear responses, encouraging deeper thinking.

**Flashcards** – Cards with key terms, concepts, or questions used for practice and review.

**Prompting** – Providing hints or suggestions to help students get unstuck without giving away the answer.

**Pre-teaching vocabulary** – Introducing key terms before diving into a new topic or text.

**Modeling language** – Demonstrating how to use certain language forms or expressions correctly in context to guide learners in their speech.

**Peer support** – Allowing students to work with partners or in groups to support one another.

**Inclusive group discussions** – Ensuring all voices are heard by facilitating group discussions where everyone is encouraged to contribute.

**Providing wait time** – Allowing learners ample time to think and respond before jumping in, showing patience and respect for their thought process.

**Manipulatives** – Physical objects like counters, blocks, or fraction strips that help students grasp abstract concepts.

**Active listening** – Demonstrating full attention by nodding, making eye contact, and responding to students' thoughts and questions.

**Checklists** – Giving students a list of steps or criteria to follow during a task.

**Fostering a growth mindset** – Encouraging students to view mistakes as opportunities to learn, emphasizing progress over perfection.

**Gradual release of responsibility** – Moving from teacher-led to student-led activities over time.

**Offering choices** – Allowing learners to make decisions about how they approach a task or what they want to focus on to foster autonomy.

**Think-alouds** – Teachers verbalizing their thought process as they work through a problem or concept.

**Scaffolded questioning** – Gradually guiding students to more complex thinking with a sequence of questions from simple to challenging.

**Digital learning platforms** – Online tools like Google Classroom or Kahoot! that allow for interactive lessons and assessments.

**Role-playing** – Engaging students in scenarios where they practice language or social skills through guided interactions.

**Using humor** – Light-hearted comments or jokes to reduce anxiety and make the learning environment more comfortable.

**Cues and hints** – Subtle guidance to steer students toward correct answers without providing direct solutions.

**Encouraging self-reflection** – Asking students to think about what they learned or how they approached a task to build self-awareness and independent thinking.

**Providing exemplars** – Offering examples of high-quality work to illustrate expectations.

**Educational videos** – Visual content that explains concepts in an engaging and illustrative way.

**Question prompts** – Asking guiding questions to help students think critically and arrive at answers.

**Posters** – Visual aids hung in the classroom to reinforce vocabulary, concepts, or processes.