

Reading Assignment

Steps to Scaffolding



How Do I Use Scaffolding Charts?

Scaffolding charts in HighScope resources will help you get ideas on what you might do or say as you work with children. You can scaffold children's learning on the spot, taking advantage of spontaneous interactions and play situations to support and extend their learning. As you work with children throughout the day, identify the KDIs present in their play. During your lesson planning session, read through the KDI charts and identify strategies you want to use to support and extend children's learning in these areas. You might want to note these strategies on your lesson plan form under specific parts of the daily routine (i.e., choice time, group time, or outside time) or list them under a general reminder.

You can also use the charts as a resource to plan and conduct group time activities. Follow these four steps to scaffold children's learning during this part of the classroom day:

Step 1: Identify the content focus of your group-time activity.

Consider both the interests of your children and the KDI you'd like to support to create an active learning group time activity.

Step 2: Consider children's developmental levels.

Look at the scaffolding chart that corresponds with your KDI focus activity. Carefully read through what children might do or say at each development level. Anticipate how individual children might respond to this experience, and jot down strategies that you want to remember to use to support and gently extend their development.

How Do I Use the Scaffolding Chart (continued)

Step 3: Provide support at children's current level of development.

Refer to the scaffolding chart or your notes for ideas on how to support each child's current level of development. These might include strategies such as imitating and labeling the child's actions, intentionally using content-related vocabulary to describe what the child is doing, or asking the child to describe what they are doing. Remember to always pause to see how the child responds to your overtures, which will help you decide if you should stop here or if the child seems ready for Step 4.

Step 4: Offer gentle extensions.

Again, refer to your scaffolding chart or to your notes for ideas on how to offer gentle extensions. General strategies include drawing attention to another child's actions by making a comment, encouraging the child to explain or demonstrate his or her thinking, gently introducing a new concept or idea, or posing a challenge.

Snyder, C. M. (2016a). How to use the scaffolding charts in this book. In J. Tangorra (Ed.), *Lesson plans for a strong start: The first 30 days for infants* (p. 263). Ypsilanti, MI: HighScope Press.

Snyder, C. M. (2016b). How to use the scaffolding charts in this book. In J. Tangorra, & M. Weiner (Eds.), *Lesson plans for a strong start: The first 30 days for toddlers* (p. 305). Ypsilanti, MI: HighScope Press.