

Quality Interactions and Communication: *Scaffolding*

**WHAT'S IN THIS PD2GO PACK?**

Scaffolding is an important way adults support children in learning new skills or understanding new concepts. This pack defines key aspects of effective scaffolding and helps participants learn specific scaffolding strategies.

**Your Participants Will...**  
increase their capacity to use specific scaffolding strategies to support children's learning.

Provide  
hints

Model  
behaviors

Ask  
questions



**SUPPORTING MATERIALS**

**Facilitator's Guide** Everything you need to facilitate this PD2GO presentation on Scaffolding, including an interactive presentation page along with step-by-step presenter's notes.

**Coaching Corner** One page resource with self-reflection and practice opportunities that can be explored individually, with peers, and in professional development sessions.

Additional resource materials related to this pack provide opportunities to explore and expand your skills and knowledge through **Digging Deeper, Resource Links, and Family Connections.**

## HOW TO USE THIS FACILITATOR'S GUIDE

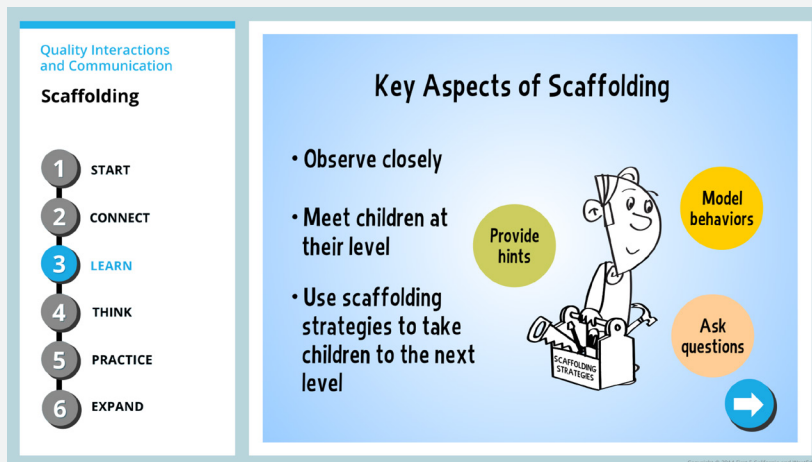
This Facilitator's Guide will provide you with step-by-step information on how to present this session using the interactive presentation page and downloadable materials specific to this PD2GO pack. We recommend [opening the pack presentation](#) as you go through this Facilitator's Guide.

### THE INTERACTIVE PRESENTATION PAGE

The presentation page includes the following elements:

#### ■ Steps

Click on each number icon to begin the section of the presentation — use the presenter's notes in this guide to facilitate each step of the presentation.



### DOWNLOADABLE MATERIALS

#### ■ In This Pack

Click on the downloadable materials hyperlink to access all materials related to this presentation.

#### ■ In This Bundle

Click on the downloadable materials hyperlink to access all additional resources and materials that can be used with this presentation and other related packs.

### EXPANDING ON THIS PD2GO PACK

This presentation on *Scaffolding* can be used individually or in conjunction with related packs in the bundle, including *Circles of Communication*, *Conversational Prompts*, and *Teachable Moments*. Additional resources and materials in this bundle (*Digging Deeper*, *Resource Links*, and *Family Connections*) are designed to extend skills and knowledge around these related packs, provide links to resources, and promote partnerships with families.

#### MATERIALS

**In this pack, you will find:** [Download all \(4.1 MB\)](#)

- [Facilitator's Guide \(4.1 MB\)](#)  
Everything you need to facilitate this PD2GO presentation on Scaffolding, including an interactive presentation page along with step-by-step presenter's notes.
- [Coaching Corner \(120 KB\)](#)  
One-page resource with self-reflection and practice opportunities that can be explored individually, with peers, and in professional development sessions.
- [Handout: Scaffolding in the Shoe Store \(120 KB\)](#)
- [Handout: Scaffolding Strategies \(120 KB\)](#)

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**In this bundle, you will find:** [Download all \(260 KB\)](#)

Additional resource materials related to this pack provide opportunities to explore and expand your skills and knowledge. The resources include:




- [Digging Deeper \(120 KB\)](#)
- [Resource Links \(130 KB\)](#)
- [Family Connections \(160 KB\)](#)

**STEP 1:**  
**START**

**PRESENTATION SEQUENCE**

Step 1

Think about the purpose of scaffolding.


Scaffolding needs to adjust to meet changing needs.




Go to step 2: **CONNECT**

**FACILITATOR'S NOTES**

[2 min]

CLICK 

**Step 1 - Start**

**Facilitator:** *Let's think about the purpose of scaffolding. Take a close look at the scaffolding on this house under construction.*

CLICK 

**Facilitator:** *What is the purpose of the scaffolding on this house?*

Pause for a few responses from the group.

**Facilitator:** *The scaffolding provides support to the construction workers as they build various parts of the house. In order to complete construction of the house, how will the scaffolding have to change?*

Pause for a few responses from the group. Here are some suggestions if the group needs prompting:

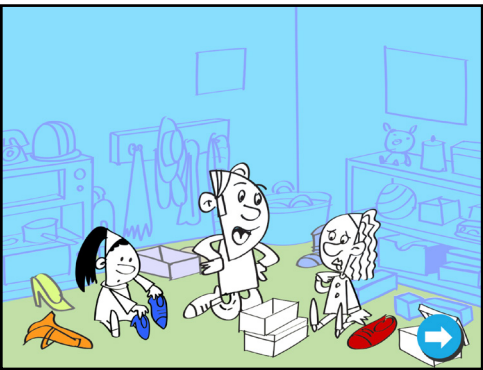
- Get taller to reach the roof and chimney
- Move to the side to continue around the house
- Provide varying levels of support if working on a brick wall versus a window

CLICK 

*As the workers build the house, the scaffolding needs to adjust to meet the changing construction needs. Just like construction scaffolding allows builders to "reach new heights" they would not be able to reach otherwise, children reach new developmental heights when adults scaffold their learning.*

**STEP 2:**  
**CONNECT**

**PRESENTATION SEQUENCE**



**FACILITATOR'S NOTES**

[2 min]



**Step 2 - Connect**

**Facilitator:** *Let's observe what scaffolding might look like when preschool children and their teacher transform their dramatic play area into a shoe store. I need three volunteers to come up and read the script as the teacher, Eric, and two children, Anika and Desiree.*

Refer to handout.

**“Scaffolding in the Shoe Store”**

Invite three volunteers to come up and read the script on the “Scaffolding in the Shoe Store” handout. The facilitator reads the stage directions between the dialogue. Pass out the “Scaffolding in the Shoe Store” handout to the rest of the participants to follow along.



Volunteers read the following script:

- Desiree says: Messy—look at all the shoes!
- Anika says: Let's put them in boxes.

**Facilitator:** *Desiree grabs two of the same shoes in different sizes.*

- Desiree exclaims (Excited): Look! Blue shoes in box.
- Anika replies (Bossy): Nuh-uh. They don't go.
- Desiree argues (Frustrated): Yeah!

**Facilitator:** *Eric approaches the pair of children.*

- Eric says: I see you're setting up the shoe store. What are you doing with the shoes and boxes?
- Anika responds: Desiree says those shoes go in the box, but they don't.

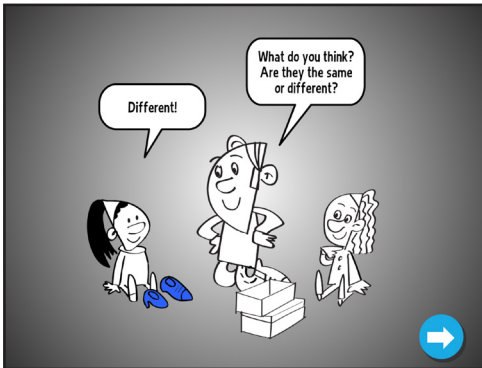
## STEP 2: CONNECT *Continued*

PRESENTATION SEQUENCE	FACILITATOR'S NOTES
	<ul style="list-style-type: none"> <li>■ Desiree says: See, blue shoes.</li> <li>■ Eric describes: Hmm, it looks like you're working on putting the shoes together in the boxes. How are you organizing the shoes?</li> </ul> <p><b>Facilitator:</b> <i>No response from Desiree or Anika.</i></p> <ul style="list-style-type: none"> <li>■ Eric asks: Why did you choose to put these shoes in the box?</li> <li>■ Desiree replies: Blue.</li> <li>■ Eric echoes: Yes, they are blue. They are the same color. Maybe we can put them on the floor next to each other. What do you notice?</li> <li>■ Anika claims: They aren't the same.</li> <li>■ Eric agrees: They aren't the same. Why do you think that?</li> <li>■ Anika explains: This is big. That one is little.</li> <li>■ Desiree echoes: Big!</li> </ul> <p><b>Facilitator:</b> <i>Desiree holds up the bigger shoe.</i></p> <ul style="list-style-type: none"> <li>■ Eric asks: Oh, you are noticing the size of the shoes. How can we tell if these shoes are the same size or a different size?</li> <li>■ Anika responds: Put them next to each other.</li> <li>■ Eric prompts: Let's try that. Desiree, can you put those shoes next to each other?</li> </ul> <p><b>Facilitator:</b> <i>Desiree puts them next to each other without lining them up.</i></p> <ul style="list-style-type: none"> <li>■ Eric instructs: Almost! To see if they are the same size, we need to line up the back of the shoes and take a look at the front.</li> </ul>

**STEP 2:** *Continued*  
**CONNECT**

**PRESENTATION SEQUENCE**

**FACILITATOR'S NOTES**



CLICK

**Facilitator:** *Anika helps line up the edges.*

- Eric instructs: What do you think? Are they the same or different?
- Desiree exclaims: Different!

**Facilitator:** *In this vignette, what did the children learn?*

Pause for a few responses from the group.

**Facilitator:** *The teacher helped the children compare and contrast the shoes based on color and size. How did the teacher help the children learn this concept of classification?*

Pause for a few responses from the group. Please note the specific scaffolding strategies the teacher used in this scenario will be revisited in Step 4 of this pack.

CLICK

**Facilitator:** *This vignette showed scaffolding in action. The teacher supported Desiree and Anika in learning a new concept. Later, we will further explore some specific examples of how he scaffolded the children's learning.*



**Scaffolding in action -  
The teacher supported the  
children in learning a new concept.**



Go to step 3: LEARN




**STEP 3:**  
**LEARN**



**PRESENTATION SEQUENCE**

**FACILITATOR'S NOTES**

Step 3



Scaffolding helps children develop skills or concepts that they could not develop on their own.

[3 min]





**Step 3 - Learn**

**Facilitator:** *As we observed in the shoe store vignette, scaffolding helps children develop skills or concepts that they could not develop on their own.*

**Key Aspects of Scaffolding**

- Observe closely




**Facilitator:** *Let's learn three key aspects of intentional scaffolding.*

*Observe closely:*

- *Observe what children do and listen to what they say.*
- *As you observe, think about the children's skill level, engagement, and how they approach learning.*

**Key Aspects of Scaffolding**

- Observe closely
- Meet children at their level


**Facilitator:** *Meet children at their level:*

- *When children learn new skills or concepts, they generally need more adult support. As their learning grows, the need for support lessens.*
- *A key to effective scaffolding is adjusting the level of support to meet the child's learning needs.*
- *Choose the amount and kind of support you provide based on the child's needs and difficulty of the task or concept.*



**STEP 3:**  
**LEARN** *Continued*

**PRESENTATION SEQUENCE**

**Key Aspects of Scaffolding**

- Observe closely
- Meet children at their level
- Use scaffolding strategies to take children to the next level

Put these key aspects of scaffolding into practice to support individual children's learning.

Go to step 4: THINK

**FACILITATOR'S NOTES**

**Facilitator:** Use scaffolding strategies to take children to the next level:

- Use different types of scaffolding strategies to help children develop new skills or understand new concepts.
- Examples of scaffolding strategies include asking questions, providing hints, or modeling behaviors.



**Facilitator:** Put these key aspects of scaffolding into practice to support individual children's learning.

**STEP 4:**  
**THINK**

**PRESENTATION SEQUENCE**

Step 4

Let's take a closer look at the shoe store vignette.

**FACILITATOR'S NOTES**

[3 min]



**Step 4 - Think**

**Facilitator:** Let's take a closer look at the shoe store vignette. In each of the following examples, we are going to think about what the teacher did to help Desiree and Anika learn.

Refer to handout.

📄 **"Scaffolding Strategies"**

**Facilitator:** Refer to the "Scaffolding Strategies" handout to help identify the strategy in each example. Refer to the "Scaffolding in the Shoe Store" handout as needed to refresh your memory.



Pass out "Scaffolding Strategies" handout to participants



**STEP 4:**  
**THINK** *Continued*

**PRESENTATION SEQUENCE**

**FACILITATOR'S NOTES**

CLICK

**Facilitator:** *When the teacher responded, "Yes, they are blue. They are the same color. Maybe we can put them on the floor next to each other," which scaffolding strategy did he use to help the children learn?*

CLICK

Pause for a few responses from the group.

**Facilitator:** *In this example, the teacher provided a hint to put the shoes next to each other. Offering this clue or suggestion guided Desiree and Anika to compare the size of the shoes.*

CLICK

**Facilitator:** *When the teacher responded, "They aren't the same. Why do you think that?" which scaffolding strategy did he use to help the children learn?*

CLICK

Pause for a few responses from the group.

**Facilitator:** *In this example, the teacher asked a question to guide the children's thinking and support their reasoning skills.*

CLICK

**Facilitator:** *When the teacher responded, "Almost, to see if they are the same size, we need to line up the back of the shoes and take a look at the front," which scaffolding strategy did he use to help the children learn?*

CLICK

Pause for a few responses from the group.

**Facilitator:** *In this example, the teacher gave directions; he provided explicit step-by-step instructions for completing the task.*

CLICK

**STEP 4:** *Continued*  
**THINK**

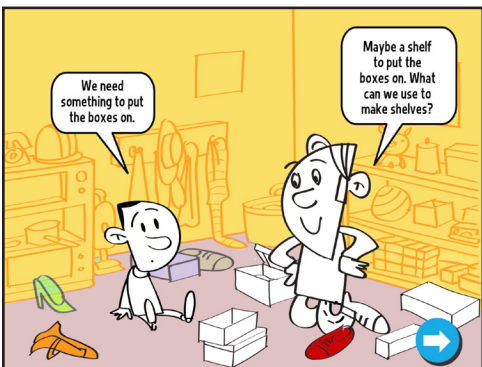
**PRESENTATION SEQUENCE**

**FACILITATOR'S NOTES**

**Facilitator:** *As shown in this shoe store vignette, effective scaffolding is intentional and flexible.*

**STEP 5:**  
**PRACTICE**

**PRESENTATION SEQUENCE**



**FACILITATOR'S NOTES**

[4 min]



**Step 5 - Practice**

**Facilitator:** *Let's practice scaffolding in this preschool shoe store. Most of the shoes have been sorted into boxes, and Marco notices something is missing in the shoe store.*



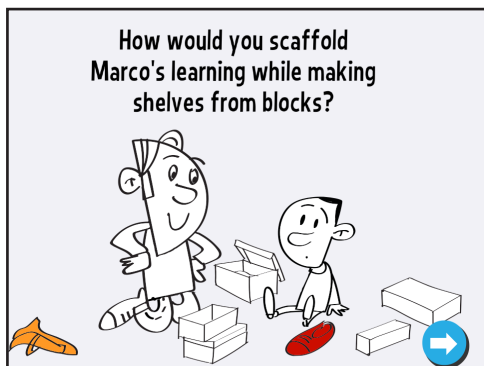
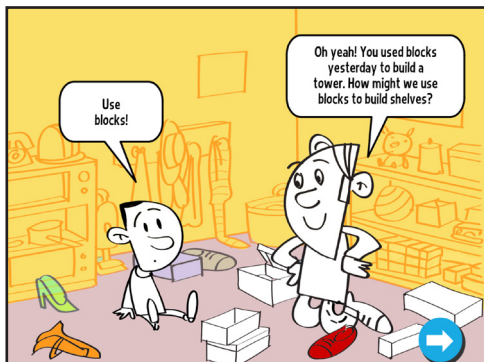
**Facilitator:**

- *Marco (Perplexed): We need something to put the boxes on.*
- *Eric: Maybe a shelf to put the boxes on. What can we use to make shelves?*



**STEP 5:**  
**PRACTICE** *Continued*

**PRESENTATION SEQUENCE**



**FACILITATOR'S NOTES**

**Facilitator:**

- *Marco (Excited): Use blocks!*
- *Eric: Oh yeah! You used blocks yesterday to build a tower. How might we use blocks to build shelves?*



**Facilitator:**

*Pair up with a person sitting next to you. Imagine Marco is a child in your care. Discuss with your partner: How would you scaffold Marco's learning while making shelves from blocks?*

*Refer to the "Scaffolding Strategies" handout to spark your ideas.*

Invite a few participants to share with the large group their ideas for how they would scaffold Marco's learning.


**Facilitator:**

*There are many possibilities for how this interaction might unfold. Depending on Marco's skills and engagement, the teacher flexibly uses scaffolding strategies that fit Marco's needs.*


- *If Marco has lots of experience building with blocks, you might expand his thinking by asking him questions about math concepts. For example: What size blocks do we need? How many boxes can fit on the shelf?*
- *If Marco was struggling to make shelves from blocks, you may reduce the challenge by giving simple directions or modeling how to build a shelf.*




**STEP 5:**  
**PRACTICE** *Continued*



PRESENTATION SEQUENCE	FACILITATOR'S NOTES
	<p><b>Facilitator:</b> <i>Intentional scaffolding takes focus and practice. Through experience, adults can learn to effectively scaffold young children's development and learning.</i></p>

**STEP 6:**  
**EXPAND**

PRESENTATION SEQUENCE	FACILITATOR'S NOTES
	<p>[1 min] <input type="button" value="CLICK"/> <b>Step 6 - Expand</b></p> <p><b>Facilitator:</b> <i>Scaffolding is key to supporting individual children's learning, even in a group setting.</i></p> <p><input type="button" value="CLICK"/></p> <p><b>Facilitator:</b> <i>This teacher/provider can use his toolbox of scaffolding strategies to support individual children's learning throughout the day and within multiple learning centers. Think about how you will try to meet the individual learning needs of the children in your group using the scaffolding strategies discussed in this pack.</i></p> <p><input type="button" value="CLICK"/></p>

**STEP 6:**  
**EXPAND** *Continued***PRESENTATION SEQUENCE**

Scaffolding means that children have learning experiences they couldn't otherwise have on their own.

**FACILITATOR'S NOTES**

**Facilitator:** *Scaffolding means that children have learning experiences they couldn't otherwise have on their own. By adjusting our teaching strategies we support individual children's learning.*

*For more information on supporting and extending children's learning see the next bundle, Supporting Concept Development, in Intentional Interactions in Teaching. For more information on observation, see Effective Assessment, pack 5.*