



Scaffolding

What is it?

Providing support that is needed for a student to succeed in work that is slightly beyond his/her comfort zone

Examples:

- Graphic organizers
- Word banks, formula sheets
- Partners, teacher, aide
- Visual or audio aid to support text
- Study guides
- Question prompts
- Providing more or less information (chunking texts)

Critical Attributes

- Formative assessment is used to determine who needs a Scaffold
 - Provides support for a student who needs it to succeed with work slightly beyond his/her comfort zone
 - Built around the lesson objectives / essential questions
 - Meant to be **temporary** with planned, gradual release for independence
 - Can be used to Tier a lesson
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Why use it?

- Scaffolding reduces uncertainty, surprise and disappointment. Use it to support students to process information or concepts. Increased rigor requires increased support.
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What are the guidelines for successfully implementing this strategy?

- Provide clear instructions with the Scaffold
- Build around the essential questions/lesson objectives
- Ensure they are temporary: the goal is to have students be able to show their skills on an assessment without the Scaffold



Grouping Strategies to Scaffold and Support DI

Strategy	Description	How it can support DI																		
Forming Partners/Groups	Use formative assessment data to purposefully group students in the classroom. This is different from simply finding partners which we suggest the teacher control and monitor.	Purposefully form partner groups to Scaffold, Tier or Split Screen .																		
Homogeneous	Use a formative assessment to group students with same or similar readiness or abilities	Provide Tiered assignment to each group by varying the number of Scaffolds or the level of difficulty of content or skill .																		
Heterogeneous	Use a formative assessment to group students with different levels of readiness or abilities	Provide students with similar activities. This grouping allows for Scaffolds in the group .																		
Group Seating Chart	<div style="display: flex; justify-content: space-around;"> <table border="1" style="border-collapse: collapse; text-align: center;"> <tr><td>1</td><td>2</td></tr> <tr><td>3</td><td>4</td></tr> </table> <table border="1" style="border-collapse: collapse; text-align: center;"> <tr><td>1</td><td>2</td></tr> <tr><td>3</td><td>4</td></tr> </table> </div> <p>Colors: Heterogeneous Groupings</p> <p>Partners:</p> <ul style="list-style-type: none"> • Shoulder Partners- Homogeneous (1 & 2s, 3 & 4s) • Face Partners- Heterogeneous (1 & 3s, 2 & 4s) <p>Numbers: Homogeneous Groupings (all of the 1s here, 2s here, etc)</p>	1	2	3	4	1	2	3	4	<p>Tier Questions for students:</p> <p>1s and 2s: Answer question 1 on the slide 3s and 4s: Answer question 2 on the slide Now share out as a group</p> <p>Other ways: This question is only for my 3's Only 2s and 3s stand up- you can only answer this question</p> <p>Instantly create leveled groups for tasks in the classroom by grouping numbers together</p>										
1	2																			
3	4																			
1	2																			
3	4																			
Row Seating Chart	<table border="1" style="border-collapse: collapse; text-align: center;"> <tr><td>Low</td><td>Med</td><td>High</td><td>Med</td><td>Low</td><td>Med</td></tr> <tr><td>Low</td><td>Med</td><td>High</td><td>Med</td><td>Low</td><td>Med</td></tr> <tr><td>Low</td><td>Med</td><td>High</td><td>Med</td><td>Low</td><td>Med</td></tr> </table>	Low	Med	High	Med	Low	Med	Low	Med	High	Med	Low	Med	Low	Med	High	Med	Low	Med	<p>Front to back (Column): Homogeneous Side to side (Row): Heterogeneous</p> <p>Tier questions or assignments based on correct level of difficulty</p>
Low	Med	High	Med	Low	Med															
Low	Med	High	Med	Low	Med															
Low	Med	High	Med	Low	Med															



Letter to a Weather Forecaster – Scaffolding Example – Year 1

Name_____

Date_____

Problem:

A local weather person has issued a hurricane warning for Kansas. The residents of the state are shocked and concerned.

Task:

Your task is to write a letter to the forecaster of your choice and tell them why their forecast is totally inaccurate.

Be sure to include:

- All parts of a letter (Date, Salutation, and Closing)

- Specific details of how and where hurricanes form and why that couldn't happen in Kansas.

- Specific details of what type of storm IS likely to form in Kansas and why.

Make sure your letter is neat, well organized, and free from spelling and grammar mistakes.



Letter to a Weather Forecaster - Scaffolding Example A - Year 2 modifications p. 1

Name _____

Date _____

Problem:

A local weather person has issued a hurricane warning for Kansas. The residents of the state are shocked and concerned.

Task:

Your task is to write a letter to the forecaster of your choice and tell them why their forecast is totally inaccurate.

Be sure to include:

- Specific details of how and where hurricanes form and why that couldn't happen in Kansas.
- Specific details of what type of storm IS likely to form in Kansas and why.
- All parts of a letter (Date, Salutation, and Closing)

Make sure your letter is neat, well organized, and free from spelling and grammar mistakes.

You may use the bottom of this sheet to organize your ideas, and then write your letter on the back.

Organize Ideas

(Create an outline, web, or answer sandwich)





Letter to a Weather Forecaster - Scaffolding Example B - Year 2 modifications p. 1

Name _____

Date _____

Problem:

A local weather person has issued a hurricane warning for Kansas. The residents of the state are shocked and concerned.

Task:

Your task is to write a letter to the forecaster of your choice and tell them why their forecast is totally inaccurate.

Be sure to include:

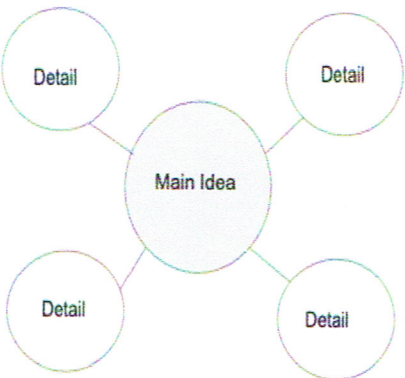
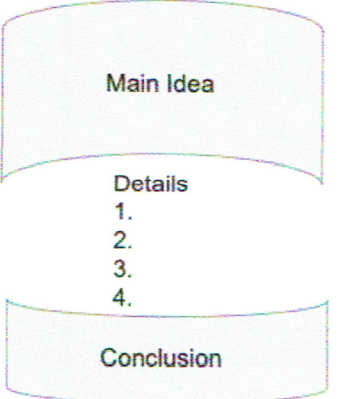
- Specific details of how and where hurricanes form and why that couldn't happen in Kansas.
- Specific details of what type of storm IS likely to form in Kansas and why.
- All parts of a letter (Date, Salutation, and Closing)

Make sure your letter is neat, well organized, and free from spelling and grammar mistakes.

You may use the bottom of this sheet to organize your ideas, and then write your letter on the back.

Organize Ideas

(Create an outline, web, or answer sandwich)

<p>Main Idea</p> <p>Supporting Details</p> <ol style="list-style-type: none"> 1. 2. 3. 4. <p>Conclusion</p>		
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Date _____

Dear _____,

Blank lined area for writing the letter body.

Sincerely,



ELA 9

Unit: Defining Poetry

Activity: Close Reading of a Poem ^A

1. Step One: Before reading the poem, use your dictionary to define the following vocabulary words you will encounter in today's poem.

1. feigning:
2. silhouette:
3. preen:
4. Orion:
5. nebula:

2. Step Two: Partner A will read the poem aloud, while Partner B highlights literary devices, key words, phrases or ideas. Partner B will then read the poem aloud, while allowing Partner A to highlight literary devices, key words, phrases, or ideas.

"Hand Shadows" by Mary Cornish

My father put his hands in the warm, white light
of the lantern, and his palms became like a horse
that flicked its ears and bucked; an alligator
feigning sleep along the canvas wall leapt up
and snapped its jaws in silhouette, or else
a swan would turn its perfect neck and drop
a sleek beak toward that shadowed head
to lightly preen my father's feathered hair.
Outside our tent, skunks shuffled in the woods,
leaves crunching and breaking beneath
a sad star that died a little every day,
and from a nebula of light diffused
inside Orion's sword, new stars were born.
My father's hands became two birds, linked
by a thumb, they flew one following the other.



Step Three: After reading the poem, work with your partner to answer the following prompts.

Describe the “story” within the poem. Who are the “characters” in the poem, and what is the situation?

Identify the types of imagery listed below. Refer to the attached Definition Guide for reminders, if needed.

1.skunks shuffled in the woods, leaves crunching and breaking beneath a sad star...

2. My father’s hands became two birds, linked by a thumb, they flew following the other.

3. My father put his hands in the warm, white light...

Identify the *poetic devices* listed in the lines below. Refer to the attached Definition Guide for reminders, if needed. You may use answers more than once.

1. My father’s hands became two birds, linked by a thumb..._____
2. his palms, an alligator feigning sleep along the canvas wall..._____
3. his palms became like a horse that flicked its ears and bucked..._____
4. ...breaking beneath a sad star that died a little every day..._____

Now, identify the *sound devices* listed in the lines below. Refer to the attached Definition Guide for reminders, if needed. You may use answers more than once.

1. ...and drop a sleek beak toward that shadowed head...
_____ and _____
2. ...to lightly preen my father’s feathered hair..._____
3. My father put his hands in the warm, white light...
_____ and _____ and _____
4. ...linked by a thumb, they flew following the other.
_____ and _____ and _____



Step Four: Final Thoughts

Did you enjoy reading this poem? Why or why not?

Were you confused by any parts of the poem? _____ yes _____ no
If you answered "yes," please explain what steps you took to eliminate your confusion.

Definition Guide:

Types of Imagery:

Visual imagery: Imagery that uses vivid description to allow the reader to "see" the poetry
Auditory imagery: Imagery that prompts the reader to hear specific sounds in the poetry
Tactile imagery: Imagery that describes how something feels to the touch

Poetic Devices:

Simile: a comparison of two unlike things using the words like or as
Metaphor: a comparison of two unlike things without using the words like or as; the poet writes that one thing is another
Personification: a nonhuman thing is given human qualities

Sound Devices:

Now, review the *sound devices* we've learned. Identify the devices listed in the lines below.
Alliteration: the repetition of the same consonant sounds at the beginning of words
Assonance: the repetition of vowel sounds anywhere in the words
Consonance: the repetition of the same consonant sound in the middle or at the end of words



ELA 9

Unit: Defining Poetry

Activity: Close Reading of a Poem^B

1. **Step One:** Before reading the poem, scan the poem and list any unfamiliar words. Then, use a dictionary to provide a definition of each word as it applies to the poem.

2. **Step Two:** Partner A will read the poem aloud, while Partner B highlights literary devices, key words, phrases or ideas. Partner B will then read the poem aloud, while allowing Partner A to highlight literary devices, key words, phrases, or ideas.

“Hand Shadows” by Mary Cornish

My father put his hands in the warm, white light
of the lantern, and his palms became like a horse
that flicked its ears and bucked; an alligator
feigning sleep along the canvas wall leapt up
and snapped its jaws in silhouette, or else
a swan would turn its perfect neck and drop
a sleek beak toward that shadowed head
to lightly preen my father’s feathered hair.
Outside our tent, skunks shuffled in the woods,
leaves crunching and breaking beneath
a sad star that died a little every day,
and from a nebula of light diffused
inside Orion’s sword, new stars were born.
My father’s hands became two birds, linked
by a thumb, they flew one following the other.



Step Three: After reading the poem, work with your partner to answer the following prompts.

Who is the speaker of the poem? _____
What clues from the poem helped you to determine the speaker?

What is the setting of the poem?
What clues from the poem helped you to determine the setting?

What is the situation or “story” in this poem?

Provide an example from the poem of each of the following types of imagery. Refer to the attached Definition Guide for reminders, if needed.

Visual imagery:

Tactile imagery:

Auditory imagery:

Provide an example from the poem of each poetic device listed below. Refer to the attached Definition Guide for reminders, if needed.

Metaphor:

Metaphor:

Simile:

Personification:



Next, provide an example from the poem of each sound device listed below. Refer to the attached Definition Guide for reminders, if needed.

Assonance:

Alliteration:

Alliteration:

Consonance:

Step Four: Final Thoughts:

What target audience would enjoy/appreciate this poem? Why?

Did you enjoy reading this poem? Why or why not?

Were you confused by any parts of the poem? ____yes ____no

If you answered "yes," please explain what steps you took to eliminate your confusion.

Definition Guide:

Types of Imagery:

Visual imagery: Imagery that uses vivid description to allow the reader to "see" the poetry

Auditory imagery: Imagery that prompts the reader to hear specific sounds in the poetry

Tactile imagery: Imagery that describes how something feels to the touch

Poetic Devices:

Simile: a comparison of two unlike things using the words like or as

Metaphor: a comparison of two unlike things without using the words like or as; the poet writes that one thing is another

Personification: a nonhuman thing is given human qualities

Sound Devices:

Now, review the *sound devices* we've learned. Identify the devices listed in the lines below.

Alliteration: the repetition of the same consonant sounds at the beginning of words

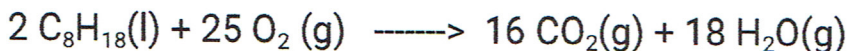
Assonance: the repetition of vowel sounds anywhere in the words

Consonance: the repetition of the same consonant sound in the middle or at the end of words



Ideal Gas Law and Stoichiometry A

Use the following reaction to answer the next few questions:



The above reaction is the reaction between gasoline (octane, C_8H_{18}) and oxygen that occurs inside automobile engines.

- 1) If 4.00 moles of gasoline are burned, what volume of oxygen is needed if the pressure of the oxygen is 0.953 atm, and the temperature of the oxygen is 35.0°C ?

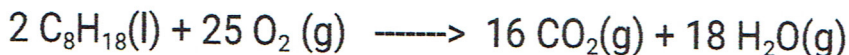
- 2) How many grams of water would be produced if 20.0 liters of oxygen were burned at a temperature of -10.0°C and a pressure of 1.3 atm?

Answers: 1) 1330 L 2) 16 g 3) 6760 L 4) 70.3 L



Ideal Gas Law and Stoichiometry B

Use the following reaction to answer the next few questions:



The above reaction is the reaction between gasoline (octane, C_8H_{18}) and oxygen that occurs inside automobile engines.

- 1) If 4.00 moles of gasoline are burned, what volume of oxygen is needed if the pressure of the oxygen is 0.953 atm, and the temperature of the oxygen is 35.0°C ?

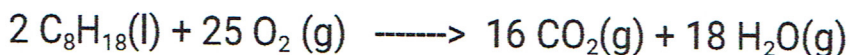
- 2) How many grams of water would be produced if 20.0 liters of oxygen were burned at a temperature of -10.0°C (the temperature of the oxygen) and a pressure (of the oxygen) of 1.3 atm?

Answers: 1) 1330 L 2) 16 g 3) 6760 L 4) 70.3 L



Ideal Gas Law and Stoichiometry C

Use the following reaction to answer the next few questions:



The above reaction is the reaction between gasoline (octane, C_8H_{18}) and oxygen that occurs inside automobile engines.

- 1) If 4.00 moles of gasoline are burned, what volume of oxygen is needed if the pressure of the oxygen is 0.953 atm, and the temperature of the oxygen is 35.0°C ?

Strategy:

Solve:

- 2) How many grams of water would be produced if 20.0 liters of oxygen were burned at a temperature of -10.0°C (the temperature of the oxygen) and a pressure (of the oxygen) of 1.3 atm?

Strategy:

Solve:

Answers: 1) 1330 L 2) 16 g 3) 6760 L 4) 70.3 L