



Subject: Math

Grade Level: Elementary School

DI Strategy: Tiered Scaffold

### Counting in Kindergarten Scaffolding Lesson

In kindergarten, scaffolding is essential to the learning process. You need to explicitly explain and model each activity you want the students to complete before they are able to do it on their own. Recently, I taught a math lesson during rotations. The students were expected to name, identify, and order numbers 1-20.

The students were broken up into three small groups of about 6-7 students. These groups were differentiated according to ability levels. I used a formative assessment which showed students' ability to identify and properly order numbers 1-20.

My lowest group needed the most scaffolding. I started by reviewing how to orally count to 20. Then they orally counted while I placed the corresponding number cards down in front of them. We then counted as I pointed to the number cards. Then I mixed them up and gave each child a few cards and we then worked together to put the cards in order, while saying the names of each number. We pointed and counted once more. After that, each child got their own bag of number cards 1-20. They spread out on the carpet and worked to put their numbers in order. I assisted students based on need.

The middle group didn't need quite as much scaffolding. I left out the first step, counting, because I knew this group could already count to 20. They just needed a little help identifying all the numbers. We went straight to work putting the number cards in order.

For my highest group, I could use even less scaffolding and go right into student-led practice pretty quickly. I gave them each student a few cards and told them to work together to put them in order. They worked together to put the cards in order without assistance. Once they did that, I gave them a set of their own cards to put in order. When they were finished putting their own cards in order, they were to point and read the cards to me.

By scaffolding the lesson in this way, the students were able to gradually take over the lesson and be in control of their own learning. I was able observe which students needed additional assistance.