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**Scaffolding for Extra Support**

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| **Providing Context** | *Offer a motivational context to pique* ***student interest or curiosity*** |
| **Prompts** | *A* ***physical or verbal cue*** *to remind—to aid in recall of prior or assumed knowledge.* |
| **Think Alouds** | *Additional modeling through “****think aloud****” for specific students* |
| **Question Stems** | ***Incomplete sentences*** *which students complete* |
| **Visuals** | *Displaying* ***graphics*** *to pique student interest* |
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|  | **Handout 8** |
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| **Advance organizers** | *Tools used to introduce new content and tasks to in order to* ***activate prior knowledge*** |
| **Chunking** | *Breaking learning into* ***smaller, more manageable chunks*** *and checking for understanding more frequently* |
| **Connections** | *Relate the new learning to other concepts (****text to text, text to self, text to world****)* |
| **Cue Cards** | *Prepared cards given to students to* ***assist in their discussion*** *about a topic or content area* |
| **Examples** | *Samples, specimens, illustrations, problems of the desired outcome* |
| **Explanations** | ***More detailed information*** *(or steps)* ***in writing*** *to move students along on a task or in their thinking of a concept.* |
| **Graphic Organizers** | *Offer a* ***visual framework*** *for assimilating new information* |
| **Guiding Questions** | *Provide a* ***series of questions*** *to guide students through their thought process.* |
| **Mnemonic Devices** | *Teach* ***chants or mnemonic devices*** *to ease memorization of key facts or procedures* |
| **Preteaching** | ***Preview*** *the text or problem; teach/****discuss key vocabulary*** *before the lesson* |

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**Extension Ideas**

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| --- | --- |
| **Compacted Curriculum** | *Provide just enough on level material to display mastery then provide a more complex task* |
| **Complexity** | *Incorporate a more complex text, problem, or activity (Webb’s DOK can help with this)* |
| **Multiple Ways** | *Students represent the new learning using a different intelligence* |
| **Next Step Up** | *Provide learning experiences aligned with the CCSS at the next grade level* |
| **Steps** | *Summarize learning by developing a series of self-designed steps* |
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|  |  |
|  | **Handout 8** |