**EDU302 GDB 1 Solution fall 2020**

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Provide an example of when a child would need scaffolding and how you would do it?

When scaffolding reading, for example, you might preview the text and discuss key vocabulary, or chunk the text and then read and discuss as you go.

* Try a [fishbowl activity](http://www.edchange.org/multicultural/activities/fishbowl.html), where a small group in the center is circled by the rest of the class; the group in the middle, or fishbowl, engages in an activity, modeling how it’s done for the larger group.

Graphic organizers, pictures, and charts can all serve as scaffolding tools. Graphic organizers are very specific in that they help kids visually represent their ideas, organize information, and grasp concepts such as sequencing and cause and effect.

A graphic organizer shouldn’t be The Product but rather a scaffolding tool that helps guide and shape students’ thinking. Some students can dive right into discussing, or writing an essay, or synthesizing several different hypotheses, without using a graphic organizer of some sort, but many of our students benefit from using one with a difficult reading or challenging new information. Think of graphic organizers as training wheels—they’re temporary and meant to be removed.

For example, say there is a kindergartner who is learning how to read and write. He knows all the letters of the alphabet, but he can't yet read or write words. No matter how much guidance he was given, he could never read a novel on his own at this point, but with a teacher's help, he can learn how to read and write short words like "at," "boy" and "dog"

if students are not at the reading level required to understand a text being taught in a course, the teacher might use instructional **scaffolding** to incrementally improve their reading ability until they can read the required text independently and without assistance.