

# Incorporating Scaffolding in a Book-Reading Lesson

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Scaffolding is about providing just enough support for a child to be able to complete a task independently. Teachers should seek opportunities throughout any lesson to provide scaffolds. Scaffolded supports align with the needs and skills of the child. Low level, or "Making it easier" scaffolding would include modeling, reducing, and guiding the children whereas high level, or "making it more challenges" scaffolding would include extending, explaining, and comparing through activities. This book-reading lesson is modified to provide scaffolding opportunities throughout the lesson informed by the research-based practices reported in Quinn, M. F., Gerde, H. K., & Bingham, G. E. (2016). Help me where I am: Scaffolding writing in preschool classrooms. *The Reading Teacher*, 70(3), 353-357.

## Learning Objective

Students will be able to identify the sounds that long vowels make.

## Materials and preparation

- I Like Me! by Nancy Carlson
- Pictures of long vowel words ("cake," "snake," "green," "rope," etc.)
- Paper
- Stapler
- Glue/tape Scissors
- Old magazines
- Pens/pencils
- Markers/crayons/colored pencils



## Introduction (Before reading)

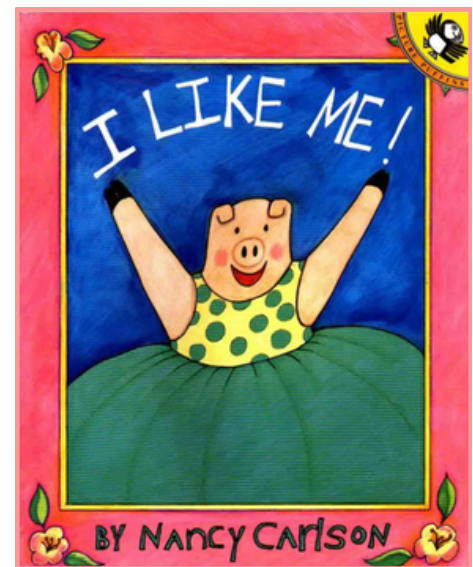
- Gather students together.
- State the learning objective and go over new words they might see in the book.

Make it easier by:

**Modeling:** Pick out key vocabulary words that presumably exhibit a long vowel sound, such as me, read, take, clean. Show the children how to say each word slowly and clearly, pronouncing all the sounds. Explain the differences in long and short vowel.

Make it more challenging by:

**Extending:** Have some students create sentences containing those words with long vowel sounds. Have students read these aloud, emphasizing the long vowel sound.



- Go on and read "I Like Me" by Nancy Carlson to the class

## Explicit Instruction (During reading)

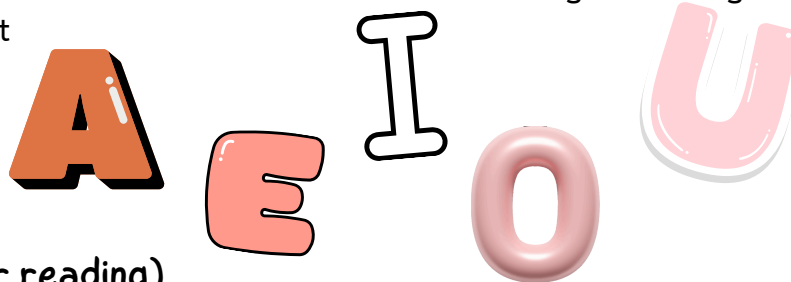
- During the reading of "I Like Me,"
  - Randomly choose words and formatively assess the children by asking:
    - **"How can you describe the sound of this letter?" Try to compare with their short vowel sound.**
- Incorporate a catchy phrase like, "long vowels say their name, but short vowels don't play that game."
- Have students repeat/read the sentence containing a long vowel sound.
  - **Ask, "Which words have the same long vowel sound as the word '\_\_\_\_\_'?"**
- Connect the lesson with the book material such as having students give their "I" statement

### Make it easier by:

**Guiding:** While reading, have students point out the words "I" and "A" when they appear in the book. Have students say these letter names out loud. Ask some questions like the ones below

### Make it more challenging by:

**Explaining:** Invite students to brainstorm, "Do other vowels also say their own names?" Have the students explain their reasoning and explore that idea. Explain that vowels don't always say their name, but when they do, they are called long vowels.



## Guided Practice (after reading)

- Along with the students, go through vowel sound word cards saying both the long and short sound of the letter.
  - **Have students also label the object on the card.**
- Pass out five pieces of paper stapled together. Have students write the lowercase letters "a," "e," "i," "o," and "u" on each page (one letter per page).

### Make it easier by:

**Modeling:** Saying, sounding out, and writing the lowercase letter in front of the students are all ways that you can incorporate more support within your lesson

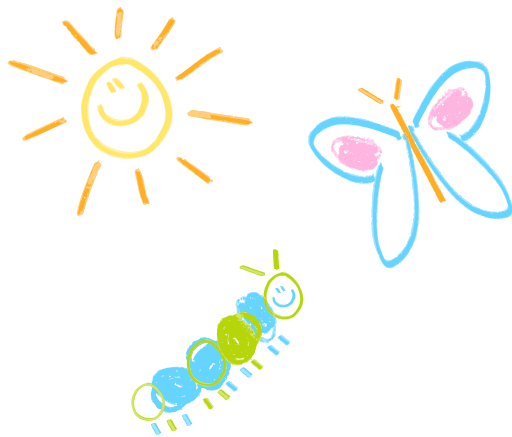
### Make it more challenging by:

**Comparing:** Going back and forth through the flashcards will help the students differentiate between the sounds. Assess the student by asking them to provide a letter that has the same sound. Ask if it is a long or short vowel. This could help deepen their understanding between which say their name or don't say their name.



## Independent working time

- Give instructions on the independent assignment.
  - Invite students to use their own "I" statements that contain long vowel sounds like they saw in the book and find pictures of that idea in magazines
  - Encourage students to glue their pictures or draw pictures of things with long vowel sounds on **each** page of the written vowels.
    - **For example on the long A vowel sound, a statement could be, "I like to eat cake." He or she will try to find magazine pictures of cake or dessert.**
    - **Another example for the long O vowel page, would be "I like to pick roses." The student will then cut and glue pictures that have flowers.**
- Encourage students to label their objects verbally and in writing.



### Make it easier by:

**Reducing Choices:** For students who might need more support identifying the long vowels in words, give them a list of words instead of looking for them in a magazine. You can help say and sound out the word with the student, making sure they hear the long vowel sounds. Also, remind them that long vowel sounds say their name.

### Make it more challenging by:

**Explaining:** During independent work, this is the opportunity for teachers to monitor students' progress level to see if they are understanding the concept. This would be a great time to ask the students questions, such as "Tell me what you know about long vowels." or "Can you explain long vowels in your own words?"

## Assessment

- Through observation, teachers will take note about the students' contribution to the group discussions and their thought processes during independent work.
- Students that can accurately identify long vowel sounds and words to include them their long vowel books will be used to determine the success of this lesson.

## Review and closing

- Encourage students to share their long vowel sound books they made during independent work.
  - **Which long vowel sounds were easy to identify? Which were challenging?**  
**How do you know when the word has a long vowel sound?**
- Draw attention to the long vowel sounds as they share their work with the group.
- Have students add to their books to a learning area (like the classroom library or the writing center) where they can be a resource. Children can continue to read, access, and add to their books!

# Examples For Low-Level Scaffolding

Scaffolding Type	Forming Letters	Spelling	Composing
Modeling	Provide verbal instructions as you go along writing the letter A. For instance, "First, we make a slant line down from the top left corner to the bottom right corner. Then, we make another slant line from the top right corner to the bottom left corner. Lastly, we draw a straight line across the middle to connect the two slant lines."	Say the name of each letter as you write it. For example, "We start with the letter 'C' for 'cuh,' then the letter 'A' for 'aah,' and finally the letter 'T' for 'tuh'."	Before writing, encourage and ask questions while the child verbally narrates their story using the words and ideas they've selected. This allows them to organize their thoughts and practice expressing their ideas orally before translating them into written form.
Reducing choices	Instead of dashed lines, provide faded or dotted lines to guide the formation of the letter.	Utilize visual aids such as flashcards or letter tiles to represent the selective few of letters in the word. Display the letters in a clear and organized manner to help the child recognize and select the correct letters when spelling.	Provide the child with a simple prompt to guide their composition. For example, you could say, "Let's write a story about a trip to the zoo." This gives them a specific topic to focus on and helps stimulate their imagination.
Guiding	Have the child try forming the letter "B" with your assistance. Guide their hand with your own while they hold a writing utensil. Provide gentle prompts if needed, such as "Start at the top and draw a line down."	Offer guided practice by asking the child to select the corresponding letters to spell the word. For example, you could say, "We need to spell the word 'cat.' Which letter makes the 'cuh' sound?"	Offer sentence starters to help the child begin their story. For instance, you could say, "Once upon a time, I went to the zoo and saw..." This gives them a structured way to start their story and reduces the cognitive load of coming up with the first sentence from scratch.

**For more examples, refer to Table 1 on page 355**

Scaffolding is an important component in lesson plans for all ages! Appropriate scaffolds, tailored to children's skills, will help children be successful and deepen their understanding of concepts. When planning any lesson, prepare to provide one low level scaffold and one high level scaffold (Quinn, Gerde, & Bingham 2016). Students will feel supported as they develop new skills and formulate their ideas.



# More Examples For High-Level Scaffolding

Scaffolding Type	Forming Letters	Spelling	Composing
Extending	<p>Connect letter forms in known contexts: When students are learning the letter Y, which could be harder for young learners.</p> <p>Ask questions that might activate prior knowledge, such as "What shapes do you see in the letter we just wrote?"</p>	<p>While going over vocabulary in the unit or book</p> <p>The teacher can extend learning by asking the students to attempt how they would say the word. Provide guidance such as, going through each letter sound of the word. Then have the student say the word.</p>	<p>Connect writing content: "Yesterday, we talked about the different types of animals. This week, let's write the names of the animals along with your drawing.</p> <p>Connect writing formats: "Last week, you wrote about what you like to do with your family. Let's think about what happens next in your story."</p>
Explaining	<p>Providing feedback and having the students reflect on their letters will help gather their understanding.</p> <p>Ask questions like, "What did you find easy about writing letters?" or "Can you see how I started writing this letter? Where did I start?"</p>	<p>Have preschoolers write the name of their favorite food.</p> <p>Ask, "How do we know what letter to start with?" or "Why do we need to sound out our words?"</p>	<p>Prompt the child to add more details to their composition.</p> <p>For example, if their initial story is about a trip to the zoo where they saw a lion, ask questions like, "What did the lion look like?" or "What other animals did you see at the zoo?"</p> <p>Encourage the child to elaborate on their ideas and add descriptive details.</p>
Comparing	<p>Encourage students to explore letter formation independently.</p> <p>Ask the students more about the letters they have written, pointing out letters like "F" and "E" showing the similarities and differences.</p>	<p>Draw attention to similar sounding words.</p> <p>Such as, "book" and "look" ask the student what do these have in common.</p>	<p>You can use questions once they have finished their work such as:</p> <p>"How could this story be like a drawing?"</p> <p>"How is a list different from a letter?"</p> <p>"What can we do with a story that we can't do with a list?"</p>

**For more examples, refer to Table 2 on page 357**

This lesson was made possible by the information provided in:

Quinn, M. F., Gerde, H. K., & Bingham, G. E. (2016). Help me where I am: Scaffolding writing in preschool classrooms. *The Reading Teacher*, 70(3), 353-357.