STRATEGIES FOR SCAFFOLDING

3-2-1 Protocol (This strategy can also be used for “Writing to Learn”)

**Description:** The 3-2-1 Protocol is a student-centered summarization activity.

**Application:** Use the 3-2-1 as an effective method to conclude a class session.

**Process:** At the end of the class session, ask students to take out a sheet of paper, fold lengthwise, tear and share. Tell them to write down three things they learned, two things that were interesting or noteworthy, and one question that they still have. Use as an exit ticket out the door.

Times Three

**Description:** Times Three is a mathematics-centered activity that emphasizes mathematical perspective in three forms.

**Application:** Use this activity for in-class or, preferably, practice at home.

**Process:** Give students equations to solve. Direct them to solve each equation three times—once algebraically, once graphically, and once numerically and describe the steps needed to solve the problem. Remember to model each method to students before requiring them to do the work independently. Extend the learning by asking students to describe in writing how to solve the equation(s). Ask students to share and compare answers with a partner.

Mini-Lessons

**Description:** Mini-lessons are daily warm-up activities that concentrate on foundational factual information.

**Application:** Use this protocol as an introduction or review of informational or conceptual content.

**Process:** At the beginning of each class, require students to copy six to eight instructor-provided terms or questions. After five to eight minutes, give the answers to ensure review material is correct. Provide questions that are both introductory and review questions are asked many times in numerous ways). Students are quizzed every week and each quiz builds on itself.

Graphic Organizer

**Description:** This idea allows teachers to front load information so that clues given make connections to new learning easier.

**Application:** The Modified Graphic Organizer can be used for new learning or a review.

**Process:** Provide materials and resources where students can locate needed information. Find a suitable organizer and partially complete it by including a word bank, inserting visuals, combining ideas, providing page numbers to find information, or adding questions to guide students to the correct answer. Direct the students to compare work with each other.

Try using [https://www.mindmeister.com/](https://www.mindmeister.com/) for collaborative mind mapping and graphic organizers. You can sign up for a FREE account that lets you capture, develop and share ideas visually.
Padlet is a great tool to incorporate in the classroom using student cell phones or online. This tool is easy to create a message board, question board or a project board. Easy to use and embed in blackboard.

**Step 1:** Set up an account.
**Step 2:** Click on New Padlet (upper right hand corner)
**Step 3:** On the right of your screen click on the settings icon and enter a title and description (for example, “EDUC 1300” and “What questions do you have about our upcoming exam?”)
**Step 4:** Using this same icon (“Settings”) go to “wallpaper” and choose a background for your Padlet.
**Step 5:** Scroll down to “layout” and choose freeform (posts can be put anywhere), stream (one below the other), Grid (posts are displayed in grid).
**Step 6:** Once you’ve created your Padlet, above the “settings” icon you can click “share and export”.
**Step 7:** Students have two options: they can sign up via a QR code or they can type in the short code plug in and they will have access to the Padlet.

→ Padlet can also be embedded into Blackboard (by copying and pasting the html code provided into Blackboard).