

Scaffolding for Independence

Week 1:

Building community and collaboration is especially important so you must begin by having students work in small groups participating in activities they can manage with little direction from you.

- Plan several small group activities such as puzzles, math manipulatives, simple art projects, etc. Put each activity in a tub and give each group a different tub.
- Set the timer for 10 minutes.
- Walk around the room, providing demonstrations, monitoring and praising students for working together.
- Each day, redistribute the tubs so that each group works on a different activity.

Week 2:

Begin to introduce one center each day to a group while the other groups work on independent activities.

- Set the timer for 10 minutes
- Assign a tub activity to all but one group of children.
- Demonstrate the center that is being introduced to one of the teams. Allow the team to rehearse the center.
- Each day, demonstrate the center to another group until all the groups have been introduced to the center.

	Monday	Tuesday	Wednesday	Thursday	Friday
Team 1	Center 1	Activity 2	Activity 3	Activity 4	Activity 5
Team 2	Activity 1	Center 1	Activity 5	Activity 3	Activity 4
Team 3	Activity 2	Activity 3	Center 1	Activity 5	Activity 1
Team 4	Activity 3	Activity 4	Activity 1	Center 1	Activity 2
Team 5	Activity 4	Activity 5	Activity 2	Activity 1	Center 1

Week 3:

Introduce a second center and lengthen the time to 15 minutes. Ex. On Monday:

- Team 1 works in the center from Week 2.
- Team 2 learns new center activity with teacher's support.
- Other teams continue to work with independent activities.
- Praise the collaboration!

	Monday	Tuesday	Wednesday	Thursday	Friday
Team 1	Center 1	Activity 2	Activity 3	Activity 4	Center 2
Team 2	Center 2	Center 1	Activity 4	Activity 3	Activity 5
Team 3	Activity 2	Center 2	Center 1	Activity 5	Activity 1
Team 4	Activity 3	Activity 4	Center 2	Center 1	Activity 2
Team 5	Activity 4	Activity 5	Activity 2	Center 2	Center 1

Week 4:

Introduce a new center and increase the time to 20 minutes.

- Each day three teams work in centers.
- Each day two teams do independent activities.

	Monday	Tuesday	Wednesday	Thursday	Friday
Team 1	Center 1	Activity 2	Activity 3	Center 3	Center 2
Team 2	Center 2	Center 1	Activity 4	Activity 3	Center 3
Team 3	Center 3	Center 2	Center 1	Activity 5	Activity 1
Team 4	Activity 3	Center 3	Center 2	Center 1	Activity 2
Team 5	Activity 4	Activity 5	Center 3	Center 2	Center 1

Week 5:

- Add 2 more centers.*
- Lengthen the time to 25 minutes and rotate students to two centers (10 minutes each).
- Some teams will continue to work with independent activities.
- The teacher works with the team at the new center.

	Mon.	Mon.	Tues.	Tues.	Wed.	Wed.	Thurs.	Thurs.	Fri.	Fri.
	10min	10min	10min	10min	10min	10min	10min	10min	10min	10min
Team 1	Act1	C1	C2	C3	C4*	C1	C2	C3	C4	C5
Team 2	C1	C2	C3	C4*	Act1	C2	C3	C4	C5*	C1
Team 3	C2	C3	C4*	Act1	C1	C3	C4	C5*	C1	C2
Team 4	C3	C4*	Act1	C1	C2	C4	C5*	C1	C2	C3
Team 5	C4*	Act4	C1	C2	C3	C5*	C1	C2	C3	C4

Week 6:

- Lengthen center time to 30 minutes (15 minutes at each center).
- Hold a class meeting to explain to students about not interrupting during guided reading. You may want to have some type of signal that lets them know when they are not to interrupt.
- Get the students started in centers while you work with one guided reading group.
- Students should be grouped heterogeneously at centers.
- Guided reading groups are homogeneous, based on reading stage or skill.

The following are options that you may try:

Task Board – This is a visual display of the center/workstation procedures. Students are placed in heterogeneous groups and assigned activities to do for that day at workstations/centers. The teacher calls individual students out to come to the guided reading table. The following chart is an example where students spend 20 minutes at each workstation.

Team 1	Team 2	Team 3	Team 4	Team 5
Trey, Neely, Darbie, Nick, John	Isaiah, Alex, Jacob, Joanna, Ava	Parker, Jonathan, Michael, Jill, Allison	Olivia, Ben, Palmer, Sara, Jackson	Jason, Katy, Pearson, Annabelle, Lenna
Word Station	Reader's Theater	Buddy Reading	iPad Station	Big Books
Choice Writing	Research Station	Vocabulary Station	Book Boxes	Retelling Station
Buddy Reading	Listening Station	iPad Station	Research Station	Word Station

Individual Task Board – The teacher lists three activities, including guided reading next to each child's name. Each activity would last about 20 minutes.

Name	Center 1	Center 2	Center 3
Darbie	Guided Reading	Poetry Station	Computer Station
Ava	Listening Station	Guided Reading	Vocabulary Station
Trey	Reader's Theater	Listening Station	Guided Reading
Jackson	Guided Reading	Listening Station	Research Station

Student choice – Each student selects a literacy center. This requires a high level of student responsibility. The number of students and time spent at each center can be decided by the teacher.

Combination – Half of the class works at centers while the other half work at their desks/tables on independent literacy activities (Ex. reading or responding to text, etc.). Rotate the following day.

Reading and Writing Experiences – Students are engaged in activities, such as working collaboratively on projects, while the teacher works with a small group. (This option requires a high level of self-control and independence.)

REMEMBER: PROCEDURES, PROCEDURES, PROCEDURES!