Here is how I addressed the eight characteristics of scaffolding in my Project Based Learning unit:

**Scaffolding provides clear directions** –

A clear direction for this project is provided to the students in the request from the principal.

**Scaffolding clarifies purpose**

The principal’s request clearly provides the students with the purpose for learning number sense and grouping to learn addition and subtraction. Connecting the math stories to working with the manipulatives will aid the students thinking process about numbers.

Example: 9 is not just character but 9 things, 5 dogs and 4 cats or 9 pieces of candy

**Scaffolding keeps students on task**

Keeping the students on task will be done by reading a different math story every day the first week of the project. Then, allowing the students exploration time with the manipulatives both on the Internet and hands-on. The teacher should be continually reminding the students the reason for the learning, “Remember we are going to create a math story for the school library.” Using the self evaluations at the key points outlined on the calendar for project will help the students stay on task.

**Scaffolding offers assessment to clarify expectations**

By having the third students do math books will inspire the first graders to produce products just as good or better, but it will also show the students that doing the best you can is good too.

**Scaffolding points students to worthy sources**

By keeping the focus on learning to add and subtract using selected stories and manipulatives keeps content contained in a small setting. Therefore, allowing the younger learner to focus solely on number sense associated with addition and subtraction. If too much content is introduced to the students the focus will be lost in a sea of confusion and uncertainty.

**Scaffolding reduces uncertainty, surprise and disappointment**

By the fifth day the students will be able to transfer their knowledge from manipulative to story by reviewing books provided by the teacher and members of their group.

**Scaffolding delivers efficiency**

By week two the students will be eager to transfer their story idea to digital format to create a Kid Pix slide show narrating their story which will be burned to a CD to accompany the hard copy book.

**Scaffolding creates momentum**

By the end of the project the students will be excited to present their creations to the principal for placement in the school library for other to learn about number sense in addition and subtraction.