Meghan Whelan

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Lesson 1.3C\_Reflection

Pacing and Planning for Instruction

In the scenario where I am teaching a math lesson on the concept of quadradic equations and several students need clarification and help following the steps for solving equations, I believe scaffolding is the best process to insert. An example of scaffolding would be placing a small card with steps to solving quadradic equations on their desks. This will ensure they have a better chance for success by filling in the gaps before continuing to teach so I can keep them engaged. This would be a “just in case” tactic, rather than “just in time”. A scenario where I would use “just in time” teaching would be when a student requires additional help right when they need as opposed to overwhelming them with unnecessary review or waiting until they fail to intervene.