

Learners build, deepen, or cement understanding by making. The educator defines the learning goals and provides structure, scaffolds, and support for learners.



STRUCTURES AND SCAFFOLDS

- Educator defines short- and long-term learning goals
- Learners make meaning through experience
- Educator creates structure by setting a path, defining tasks, and asking questions to scaffold learning
- Educator gives explicit instructions (verbal and/or written)
- Learners reflect on content, skill, and mindset development

PROGRESSIONS AND SEQUENCES OF LEARNING

- Cements understanding of newly introduced or previously explored content
- Builds on or focuses learning after *Tinker to Discover*

TOOLS AND MATERIALS OF MAKING

- Curate tools and materials to meet learning outcome
- Offer choice in materials to promote creativity and self-expression

LOOKING FOR SIGNS OF LEARNING

- Focus learner reflection on the identified learning goals

FACILITATION

When you circulate around the room during an activity:

- Ask questions to guide learners toward the desired outcome
- Celebrate as learners develop understanding, skill, and mindset
- Refocus learners using a question
- Introduce vocabulary in a structured way throughout the activity

As you probe for your learners' understanding:

- Ask questions that probe at understanding of a particular topic
- Ask learners to explain their thinking (e.g., "What makes you say that?")