



Pre-K: Quality of Feedback

Title: Engaging in a Feedback Loop about Making Patterns

During center time, the teacher assists the students in recognizing patterns and encourages the students to try making a pattern with three different colors.

Scaffolding

- The teacher provides the necessary level of assistance to two students making a pattern with plastic keys. The students are unable to answer the teacher's question about making a pattern with three colors, so the teacher scaffolds by saying, "Let's lay them out. So, if I took three colors and I went orange, green, red, what would come next?"
- The teacher provides a hint to a student struggling with a puzzle, "You gotta see what side of the shape does it match in your puzzle."

Feedback Loops

- The teacher engages in a back-and-forth exchange with a student as she makes a pattern with plastic keys:
Kinley: Yellow, green, yellow, green
Teacher: Now what would happen if I gave you an orange one to put on?
Kinley: It won't match.
Teacher: It won't match, but why not?
Kinley: Because you only need two colors.
Teacher: You only need two colors but can you make a pattern with three colors. Is it possible?
Kinley: [shakes head "no"]
Teacher: I wonder if we try that if we can still make a pattern that repeats itself over and over. Della, do you think we can make a pattern with three colors?
Della: [shakes her head "no"]
Teacher: No, it's not possible? Let's check out this bin. Let's lay them out. So if I took three colors and I went orange, green, red. What would come next? [The teacher responds to multiple students' bids for attention.]

Encouragement and Affirmation

- The teacher recognizes a student's efforts as she says, "That is an amazing pattern, Della. You are doing just so fantastic." and "You are extending that pattern so beautifully."
- The teacher continues to affirm the students' involvement by saying, "Very, very, very good. I see a lot of green and yellows and it's all repeating itself."
- The teacher offers reinforcement and encouragement to a student having difficulty putting a puzzle together. The teacher says, "You gotta see what side of the shape does it match in your puzzle. And you might have to ask Breelee for some help 'cause I know she's really good with our puzzles."

When teachers provide feedback—even while attending to multiple students during center time activities—they expand and make the most of opportunities for learning. The teacher also offers encouragement and affirmation to encourage continued participation.