



## **Toddler: Quality of Feedback**

### **Title: Providing Assistance with Blocks**

In this toddler classroom, the teacher provides hints, assistance, and information to help the children succeed in building with different hands-on materials.

#### **Scaffolding**

- The teacher assists a child making a chain with toy elephants. The teacher says, “There’s your purple one. I started it off for you so now you can hook another one in. How do you hook it in?”
- The teacher provides physical assistance along with verbal assistance to help a child build with blocks, “You have to hold it. Can you hold it with this hand so it doesn’t fall? There you go. Hold it like this. Hold it like that, and then you use your other hand to grab it.”
- On a second occasion, she continues to offer the necessary level of physical and verbal assistance with more blocks, “Look let’s pour them out,” and “Here you go you can start off with this one and set it on top. Yeah, set it on top just like that. Push it in. Now grab another one. Like that. Get another one... Let me help you. There you go... Ok, push it in.”

#### **Providing Information**

- The teacher provides clarification to a child participating in the hands-on activity of making a chain with toy elephants by saying, “This is a blue.”
- The teacher provides information to expand a child’s understanding and participation while building with blocks (“You can keep building. You can go very, very tall.”).

#### **Encouragement and Affirmation**

- The teacher recognizes the children’s efforts and offers specific feedback by saying, “Good job, that’s the way you hook it in,” and “Let’s see how tall you can build.”
- The teacher also says, “good job,” several times to the children and encourages a child to keep persisting by telling her, “You can do it,” and “Oh, that’s very smart.”

Teachers who provide quality feedback respond to children’s words and actions in ways that promote learning and expand children’s participation. The teacher’s feedback encourages the child’s active involvement in the chosen activities. Because of these interactions, children achieve a better understanding of the activity.