



Toddler: Quality of Feedback

Title: Providing Information with Pretend Play

In this toddler classroom, the teacher engages in a back-and-forth discussion with children about sleeping baby dolls.

Scaffolding

- The teacher asks questions to help the children care for the baby dolls and explains their thinking. The teacher asks, “What do we have?” and “What your baby doing? Your baby is sleeping. So do we need to talk loud or do we need to talk soft?”

Providing Information

- The teacher responds to a child’s pretend play and comments by engaging in a back-and-forth exchange about baby dolls. The teacher asks follow-up questions to facilitate a higher level of understanding or performance from the student.

Teacher: What do we have?

Child: A baby’s in here.

Teacher: A baby’s in there.

Child: Yep.

Teacher: So, now has it become a bassinet? Wow, a nice soft bed for the baby to lie in. So where’s your baby at?

Child: Right there.

Teacher: Oh, your baby’s right there. Wow, so we’re going to put your baby in there. Which one are we going to put in there? Huh? Which one are we going to put in there? Which baby we’re going to put in there? Oh, so who’s in there?

Child: My baby.

Teacher: Your baby. What’s your baby’s name?

Child: See

Teacher: Oh, can I look in there and see? I’m going to peek under the cover. Under, see. The baby is under so I’m going to look under the cover. There we are. [responds to another child].

Encouragement and Affirmation

- The teacher provides specific feedback and recognizes children’s efforts by saying, “You’re putting two blankets on top. So I know that this has to be something interesting under here.”

Teachers who provide quality feedback respond to children’s words and actions in ways that promote learning and expand their participation. The teacher’s feedback encourages the children’s active involvement in the discussion about the sleeping baby dolls and provides opportunities for children to expand their understanding.