

Yamina Nabeel

Where I am on the continuum:

I think I am supportive for the most part. I do not force students do the activity only one way. For example, with the pattern activity, students were encouraged to create any kind of pattern. If a child does not understand the concept of pattern, I scaffold learning by showing the child and using words of how it is done but never forcing him to do it that way. I will also get onto students' level, moving from child to child, commenting, encouraging them and providing feedback.

I do not do the activity myself so I will start doing that from now on and will continue to be supportive.