



# Scaffolding

They need to trust you describe their reasoning in detail. Each premise must be laid bare.

“Why did you do that?”

Where did *that* number come from?”

I follow each step searching for the wrong idea, the mistaken concept.

Sometimes, all I gift is one new thought like...  
“Dividing *can* make a number bigger”, and it’s as if their minds inflate.

It’s like blowing air into someone else’s lungs. You have to stop as soon as you can.

You need them to breathe again – all on their own.

Eveline Pye

this poem features in,  
*To Learn the Future: Poems for Teachers*

#BookWeekScotland



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