

Show and tell our makes

Lesson at a glance

Gather Stage 1 children on the circle mat with their module makes (towers, boats or teddy beds) nearby. Model one short share: hold up a sample make and name the little problem it helps with. Children whisper one helper part to a partner, then sit in a sharing circle. Everyone holds a make up; six to eight take a longer turn, and after each one friend gives a kind comment with “One kind thing I notice is...”. Close with a thumbs-up oral check.

Learning objectives

- Show a make and say what little problem it solves (to a partner, the teacher or the class)
- Give or hear one kind comment about a friend's make

Before the bell – prep

Before the lesson, gather each child's make from earlier in this module (tower, boat or teddy bed). A photo or drawing is fine if a make went home or came apart. Clear a safe circle space, push chairs back, and have a soft talking object ready for turn-taking.

Materials

Item	Qty	Per	Source	Low-cost substitute
pupils' makes from earlier in this module (tower, boat or teddy bed)	1	pupil	classroom	a photo or simple drawing of the make
class circle mat or clear floor space for a sharing circle	1	class	classroom	children sit on chairs in a horseshoe facing the teacher if floor space is tight
soft talking object (small ball or beanbag)	1	class	classroom	a clean soft toy or the teacher's hand signal for whose turn it is

Safety watch-point

Carry makes with two hands; keep taller towers low; clear the circle so nobody trips on blocks, boxes or small parts.

**Teaching moves**

- **Getting Started:** Seat the class on the circle mat with makes on a low table or tray behind them, not in laps. Lightly name the three kinds of make from the module and ask who likes to show something they made — do not list share rules yet.
- **How makers share:** Keep the board to one idea only. Hold up one sample make, name the little job it helps with in plain words, then sit it down. Model that we show and tell, then keep our make — do not teach the kind-comment stem until the live circle.
- **Think about your make:** Each child holds or sits beside their own make (or photo/drawing). Ask one prompt: what is one thing that helped it work? Give about thirty seconds of partner whisper, then invite two or three pairs to share strong examples aloud (wide bottom, folded edges, soft fabric).
- **Sharing circle:** Sit in a circle with a soft talking object so only one child speaks. Everyone holds a make up for a quick show and names the little problem to a partner or you. Give six to eight children a longer class share using “Show us what you made” and “What little problem does it help with?”. After each longer share, invite one friend to use “One kind thing I notice is...” while the make is still held up — nudge toward a real detail, not a fix.
- **We shared and listened:** Keep this to about two minutes in the same circle. Revoice: we showed our makes, named the little jobs, and said one kind thing we noticed. Do a thumbs-only check — thumb up if you showed your make; thumb up if you heard or gave a kind comment. No written list.

What it should show

Most children will hold up a make (or photo/drawing) and name a simple job — so teddy can sleep, float or see. Kind comments name a real detail such as a wide bottom, soft fabric or folded edges. If a child freezes, let them point while you revoice the words. Welcome broken makes as photos or drawings and affirm that makers fix and try again.

Misconceptions & interventions

- **Children think sharing means giving the make away.** — Model with the sample make: hold it up, name the little job, then sit it back beside you and say “we show and tell, then we keep our make.”
- **A kind comment becomes a fix** — “you should have used more tape.” — Revoice the stem live: “One kind thing I notice is...” and steer to noticing only — shape, material, steadiness or cosiness — unless the maker asks for help.



Differentiation

Emerging	Developing	Proficient
• Offer spoken starters: “My make helped with...” and “This part helped because...”. Let a quieter child point to a part while you voice the words.	• After the partner whisper, invite them to name one helper part (wide blocks, folded edges, soft lining) when a pair shares with the class.	• When giving a kind comment, prompt them to notice a specific detail — “What part looks steady?” or “What looks soft and cosy?” — still oral only.

Cross-curricular hook

Links to English oral language — clear sharing voice, partner listening, and one kind noticing comment.