

Show and tell our makes

Lesson at a glance

Gather the class makes from earlier in this module—towers, boats and teddy beds—and open on the circle mat. Model one live share with a sample make: hold it up, name the little problem it helps with, then sit it down. Pupils whisper one helper part to a partner, then join a sharing circle where six to eight children show their make and name its little job while one friend gives a kind comment using the stem. Close with a quick thumbs-up 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 bell, gather each child's make (tower, boat or teddy bed). A photo or drawing is fine if one went home or came apart. Clear a circle space, push back chairs, set makes on a low table or tray behind the mat, and have a soft talking object ready.

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 floor space so nobody trips on blocks, boxes or loose parts.

**Teaching moves**

- **Getting Started:** Seat the children on the circle mat with makes nearby, not in laps. Keep this to about three minutes: name the three kinds of make the class built and ask who is ready to show something. Save the full modelled share for the next step.
- **How makers share:** Hold one sample make up and model live: name the little problem it helps with, point to one part that helped, then sit it down. Head off the idea that share means give-away—we show and tell, then keep our make. Leave the kind-comment stem for the circle.
- **Think about your make:** Each child holds or sits beside their own make. 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 say their idea aloud so the class hears strong examples like wide bottom or folded edges.
- **Sharing circle:** Sit in a circle with the talking object so only one child speaks. Everyone holds their make up for a quick show and names the little problem to a partner or you. Give about six to eight children a longer class share, then invite one friend to use One kind thing I notice is... while the make is still up. Nudge comments toward a real detail—shape, material, steadiness, cosiness.
- **We shared and listened:** Stay in the circle with makes still in hands. Revoice in child language: we showed our makes, named the little jobs, and said one kind thing. Do a thumbs-only check—thumb up if you showed; thumb up if you heard or gave a kind comment. Keep it concrete; do not ask how sharing made them feel.

What it should show

A successful share looks like this: the child holds the make so friends can see it, names a simple job (so teddy can sleep, so it can float, so teddy can see), and sits when finished. Kind comments name a real detail such as a wide bottom or soft lining. If a make is broken, a photo or drawing counts—welcome it and note that makers often fix and try again.

Misconceptions & interventions

- **Children think sharing means giving the make away.** — Model with the sample make: show it, tell the little job, then sit it back beside you and say we keep our make. Repeat once in the circle if anyone offers their build to a friend.
- **A kind comment becomes fixing or criticising someone else's work.** — Keep the stem to noticing only—One kind thing I notice is...—and nudge toward shape, material or cosiness. Use What part looks steady? if a child starts to suggest changes.



Differentiation

Emerging	Developing	Proficient
• Offer the spoken starters My make helped with... and This part helped because...; let a quieter child point to a part while you voice the words, or whisper to you instead of a partner.	• After they name the little problem, prompt one extra detail: Who was it for? or Which part helped most?	• Invite them to give the kind comment using a precise detail (wide bottom, foil sides, soft fabric) and to listen for whether a friend's make matches the little job it claims to solve.

Cross-curricular hook

Ties to Oral Language and SPHE—clear speaking voice, turn-taking with a talking object, and one kind noticing comment about a friend's work.