

Show and tell our helper

Lesson at a glance

Open in a circle with the junk-model classroom helpers from earlier in this project and name today's three jobs: show, listen, think of a change. Model the stem I like how... on one real helper, then practise three or four kind comments as a class. Partners share My helper is for... and swap a kind comment, then the whole-class circle shows the part each child fixed. Close orally with Next time I would... using board pictures of taller, wider, or stronger tape.

Learning objectives

- Show the helper made earlier in this project and say the problem it solves
- Listen to one kind comment from a classmate
- Say one thing they would change about their helper

Before the bell – prep

Gather every helper kept safe from the earlier project session (one per child or pair) and clear a carpet circle. Sketch three simple board pictures before the bell: taller, wider, stronger tape. Keep one spare junk model handy for modelling so no child is put on the spot first.

Materials

Item	Qty	Per	Source	Low-cost substitute
classroom helpers made earlier in this project	1	pupil	classroom	the child's drawing or plan of the helper if the build was unfinished or missing
clear carpet or floor sharing circle	1	class	classroom	children stay at tables and helpers are shown from the top of each table in turn
simple board pictures for change choices (taller, wider, stronger tape)	1	class	classroom	say the three choices aloud and point while children choose

Safety watch-point

Helpers may shed small junk-model parts on the carpet—scan the circle floor before children stand, and supervise any sharp edges or loose tape during the pass-around.

**Teaching moves**

- **How makers share:** Hold one helper and write only I like how... on the board. Say the other stems aloud: My helper is for... and Next time I would.... Model one specific kind comment that names a part you can see—wide base, tall sides, bright colour—not just ‘it’s nice’.
- **Practise a kind comment:** Hold the chosen example where all can see and invite three or four children to finish I like how... while pointing at a real part. If someone says ‘it’s nice’, revoice with what part looks strong or helpful? Keep voices calm and watch that the maker of the example is smiling.
- **Show and tell our helpers:** Set partners, then run a short partner round: My helper is for... answered by I like how..., then swap. Bring the class back to the circle for a different ask—hold up the part you had to fix. If nothing broke, ask what was hardest to stick on. Revoice: makers fix things; that is making, not a mistake.
- **One thing I would change:** Stay oral only in the circle. Think-aloud on one helper: Next time I would make the base wider so it does not tip, pointing at the three board pictures. Go round quickly or use partner whispers so every voice is used. Praise the maker mindset—change means a next try, not a bad helper.

What it should show

Most Infants will name the classroom job (pencils, books, something rolling) and point to one visible part in a kind comment. In the circle they usually recall a piece that fell off, a droopy leg, or a lid that would not stay. For the change, many point at taller, wider, or stronger tape; accept ‘nothing’ once, then nudge toward a helper for a different classroom job.

Misconceptions & interventions

- **A kind comment is only ‘I like it’ or ‘it’s nice’.** — Ask what part they can see—colour, shape, how it stands, what it holds—and revoice their words into I like how... plus that part while they point.
- **Saying a change means my helper is wrong or bad.** — Say back: makers always spot one tiny next try. Point at the board pictures and model Next time I would... as pride, not a fix for failure.

Differentiation

Emerging	Developing	Proficient
• Offer a choice of two spoken stems (I like the colour / I like how it stands) and let the child point at a board picture for the change instead of inventing words.	• Prompt a named part or job in the kind comment, and ask whether the change helps it stand, hold, or last longer.	• Invite because... after I like how..., and ask them to say why their Next time I would... change would help the classroom job.

Cross-curricular hook

Ties to Aistear/English oral language—practising the stems I like how... and Next time I would... in a real listening circle.

