

Show and tell our helper

Lesson at a glance

Open in a circle with the classroom helpers made 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 specific kind comments as a class. Pairs swap My helper is for... and I like how..., then each child holds up their helper for a one-sentence class share. Close orally with Next time I would... using the board pictures 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 (or each child's drawing/plan if a build is missing). Clear a carpet circle or horseshoe and a low safe spot for waiting helpers. Sketch three simple board pictures before the bell: taller, wider, stronger tape.

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

Keep pathways clear in the circle. Hold junk-model helpers with two hands — small parts can loosen. No throwing or swinging.

**Teaching moves**

- **Getting Started:** Sit the class in the circle with helpers ready. Hold up one helper as a reminder, then name the three jobs in plain talk: show, listen, think of a change. Ask who can remember the little classroom problem their helper was made for.
- **How makers share:** Write only I like how... on the board. With a real helper in hand, model My helper is for..., one specific kind comment, and Next time I would.... Stress that a kind comment names something you can see, and that a change is a next try, not a fault.
- **Practise a kind comment:** Hold one finished helper (with permission) or a spare junk model where all can see. Invite three or four children to finish I like how... by pointing to a real part. If someone says it's nice, ask what part looks strong or helpful and revoice it.
- **Show and tell our helpers:** Name pairs so every child has a partner. Run partner shares first (about 5 minutes): each says My helper is for... and hears I like how..., then swap. Move to a quick circle one-sentence hold-up with a soft chime after each line. Skip fuller shares if you have passed minute 20 so Steps 5 and 6 stay intact. Stay seated in the circle; do not circulate.
- **One thing I would change:** Keep it oral only with helpers on laps. Model Next time I would make the base wider so it does not tip, pointing at the three board pictures. Go round quickly or have partners whisper so every voice is used. If a child says they would change nothing, accept once, then ask what they might try for a different classroom job.
- **We are makers:** Revoice the three beats in child language: we showed, we heard kind comments, we thought of one change. Optional quick recall of two or three classroom problems so every helper type is named. Tidy helpers to a display shelf, project box, or home bag and thank the class for kind listening.

What it should show

Every child shows a helper (or plan/drawing) and names a real classroom problem it helps with, hears at least one partner kind comment that names a part or job, and says one tiny next change with Next time I would... or by pointing at taller, wider, or stronger tape. Vague praise like it's nice is a cue to revoice toward a visible part.

Misconceptions & interventions

- **A kind comment is just 'I like it' or 'it's nice'.** — Ask what part they can see — colour, shape, how it stands, what it holds — and revoice into I like how... with that part named while pointing at the helper.
- **Saying a change means my helper is wrong or bad.** — Praise the maker mindset out loud: real makers always spot a next small try. Model a proud Next time I would... on a strong helper so change sounds like improvement, not a fault.

Differentiation

Emerging	Developing	Proficient
• Offer a choice of two spoken stems (I like the colour / I like how it stands) or let the child point at the board pictures taller, wider, stronger tape. • If the build is missing or unfinished, share the drawing or plan and still name the problem and hear a kind comment.	• Partner whisper of the change so every voice is used, then a hands-up sample shares aloud with Next time I would...	• Add because... to the kind comment or say why the chosen change would help the helper stand, hold, or last longer.

Cross-curricular hook

Ties to English oral language — fixed stems, kind listening, and one clear sentence to a partner and the class.