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Build Ideas Together - Year 3

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Teacher Quick-Start

Purpose and starting point

Year 3 learners usually know simple questions, comments and turns. This week teaches a reply that connects to a specific earlier idea, a useful reason or question, shared roles and an accurate decision recap.

Prepare once

Have the editable teaching deck and quiz ready. Copy the practice mats, role cards, reply cards, round mat and relevant low-ink records. Allow one Group Plan record per group per game round. Prepare pencils, books and optional timer. Context objects are discussed through supplied pictures; construction or outdoor work is not required.

Teach and observe

Read the facts aloud. Model a short exchange, think aloud about linking, then let learners rehearse. Give quiet thinking time. Accent natural useful wording as well as cue starters. Rotate roles; every learner contributes even while recording or checking. Fade cues when learners are ready.

Access and fair evidence

Learners may speak, point to meaningful picture or message choices, use a communication device or an adult to record their words. They choose the contribution. Record the support used. Do not assess eye contact, accent, stillness, spelling, speed or preferred workable option.

Assessment

Use the unseen Garden Task only in Lesson 5. It has discussion picture facts, not a loose-card set or excursion. Observe each learner, then check the group record. Offer a short extra exchange if someone had no opportunity. The quiz supports retrieval; it does not replace discussion evidence.

Lesson 1: A Reply That Connects

Focus and preparation

50 minutes. Goal: respond to an actual earlier idea with a relevant detail. Prepare slides 2–5, the poster, both dialogue displays, Book Sharing Mat, cue cards and supported/core practice. Give every group the facts, read aloud if useful.

0–7 min: Diagnostic exchange

In threes, choose a book-sharing activity. Listen without first teaching the cue bank. Note one relevant reply and one unrelated turn, using learners' actual words. Ask: "Which earlier idea were you replying to?" Do not score turn quantity.

7–17 min: Explicit model

Read Maya and Leo from A Discussion That Grows. Point to Maya's book-sharing idea, then Leo's timed-turn detail. Say: "Leo's reply stays with Maya's idea and adds a way to share." Contrast the shoes reply. Identify the earlier idea before judging a link.

17–29 min: Guided practice

Pairs compare the supported choices, explain why the linked reply helps. Read the remaining dialogue. Invite a new relevant decision or question. On the contrast display, repair Leo's reply and check the responder's unsupported decision. Use the next page for practice and checks.

PREVIEW

Lesson 1: Practice and Teaching Checks

29–43 min: Paired-to-group rehearsal

Pairs try a book-sharing reply, then join another pair. Each learner shares an idea and replies to another. Use the Book Sharing Mat's three options; preparation can support any option. Record a feasible choice and one reason orally. Avoid insisting on the model choice.

43–50 min: Review and check

Ask each learner to name or show the earlier idea their reply connects to. Capture one actual linked reply per sampled learner. Revisit unrelated answers with “What was the group deciding?” Exit example: earlier idea plus your useful addition.

Support

Offer two relevant choices, read them aloud and ask the learner to choose and explain or show the connection. Adult scribing removes writing demand. Let the learner rehearse with a partner before the group.

Core and extension

Core: complete Connect the Reply, Your Work using its supplied facts. Extension: add a relevant detail and a clarifying question in one exchange; explain how each helps. Move to the repair task as needed.

Feedback and next steps

Praise the actual link: “You used Noor’s question to plan time.” If the reply is off topic, model one linked alternative and retry with a different earlier idea. Use the adjacent answer twins as examples, not scripts learners must copy.

Lesson 2: Reasons and Helpful Questions

Focus and preparation

50 minutes. Goal: give a reason using a fact; ask a question or disagree kindly when it helps the decision. Prepare slides 6–9, Rainy Day and Nature Mats, Reply Cards, Reasons That Help and Questions and Kind Disagreement.

0–6 min: Retrieve the link

Read “Let’s build a tower.” Invite a reply about materials or time. Ask which earlier idea it connects to. State today’s challenge: explain why a suggestion could work.

6–17 min: Model claim and reason

Read the Rainy Day Mat. Compare “best because it is best” with “I’m in” vs building plus two minutes cleanup. Explain that a reason shows why a plan helps and uses information we can check. All three activities are possible when the conditions are met.

17–29 min: Guided sort and repair

Read Reply Cards 1–6, then 7–12. Sort carefully into replies that help and replies needing repair. Use the supplied teacher key to explain actual links, circular wording, unrelated remarks and personal dismissal. Together repair cards 2 and 11, using context facts rather than a vague kind of slogan.

PREVIEW

Lesson 2: Practice and Teaching Checks

29–43 min: Apply in a new discussion

Groups use the Nature Display Mat. Try grouping by living thing, place or colour. Each learner gives a fact-based reason or helpful question. A different idea is welcome when explained. Model “Some drawings have several colours; where could those go?”

43–50 min: Review and evidence

Use the two Reasons pages for short individual responses, spoken if useful. Ask a learner to explain why yesterday’s food does not help the display decision. Record one useful reason or constructive question, plus any support.

Support

Highlight one relevant fact and offer two reply choices. Read the question aloud; let the learner point, use a selected message or rehearse before sharing. They still choose the meaningful response.

Core and extension

Core: write a relevant question or different arrangement with a reason. Extension: consider a strength and a limitation of colour sorting, then propose a way to make the plan clearer. Do not require a question on every turn.

Feedback and next step

Accept more than one possible plan. Separate accuracy from preference: the group can choose colour but addresses overlap. Return to a supplied fact when a reason is invented or unclear. Verify repaired wording in a fresh exchange.

Lesson 3: Roles That Help Everyone

Focus and preparation

50 minutes. Goal: contribute in a rotating role, keep accurate notes and check a recap. Prepare slides 10–12, both Role Card pages, Nature Mat, Group Plan and Accurate Notes and Recap. Use four-person groups.

0–8 min: Model the roles

Demonstrate leader invitation, note-taker keywords, reporter checking and detail-checker fact checking. Explain that roles do not silence anyone. A leader helps the group decide; the leader does not choose alone.

8–18 min: A misleading note

Read Maya, Leo and Noor from Accurate Notes and Recap. Model short, useful keywords. Compare with “clue game.” Ask what evidence supports that note; none does. Correct the choice to page sharing and include time for turns/questions.

18–32 min: Guided nature plan

Assign roles and allow private thinking. The leader invites ideas about arranging the drawings. The note-taker records keywords and pictures; the checker uses the six-drawing and location facts. The reporter checks a short recap with everyone. Pause to listen to individual linked stories, not just the neat group record.

PREVIEW

Lesson 3: Practice and Teaching Checks

32–44 min: Rotate and rehearse

Rotate all four roles. Discuss another possible nature arrangement and compare its reason with the first plan. Record one considered difference fairly. Reporter asks peers to correct the recap before sharing. Each learner contributes at least one actual linked reply.

44–50 min: Check the record

Complete Accurate Notes and Recap independently or with recording support. Require the three named ideas and actual final choice; do not invent a fourth opinion. Ask each learner what action helped in their role.

Support

Offer picture or keyword note choices; adult scribing is permitted. Read role actions aloud and rehearse one role sentence. Accept a meaningful selected message without grading spelling.

Core and extension

Core: record accurate keywords and give a linked recap. Extension: fairly include a minority preference or a condition such as a colour group needing a rule for multicoloured drawings. Must reflect what peers actually said.

Assessment and feedback

Capture each learner's relevant contribution, linked response and role action. If a confident reporter dominates, invite a separate contribution from the quieter member. Give feedback to an accurate note or correction, then check the next recap.

Lesson 4: Idea Bridge Game

Focus and preparation

60 minutes. Goal: build connected ideas across four different decisions while rotating roles. Prepare slides 13–16, four Practice Mats, Role/Cue/Reply Cards, rules, Round Mat and four Group Plan sheets per group. Do not use the unseen Garden Mat.

0–10 min: Demonstrate one round

Read the rules and model the book-sharing chain: page share → one minute each → time for questions. Identify the earlier contribution each reply builds on. Show note-taker keywords, checker facts and reporter peer check. The model is a possible plan, not a required winner.

10–42 min: Four relaxed rounds

Allow about eight minutes each: book sharing, natural display, round play, welcome. In each, give thinking time, invite an idea and connect replies, choose a feasible plan, complete a Group Plan and check the recap. Rotate roles/storing learner using the Round Mat. Use Reply Cards to warm up or repair a missed link.

42–52 min: Reflection

Each learner completes What Helped Our Group? with one actual earlier idea and their reply. Ask how the reply changed or helped the plan. Accept spoken reflection with adult recording. See the next page for differentiation and individual checks.

PREVIEW

Lesson 4: Feedback and Game Key

52–60 min: Share and check

Choose two groups to report a plan. Peers check time, materials and reasons against the mat. Ask an individual from each role to explain a contribution; do not credit the whole group solely from the reporter. Name one accurate link and one useful fact check.

Support

Rehearse one reply with a partner before a round. Offer relevant cue choices and plain picture notes. Slow the discussion for thinking time; speed is not success. Use an adult to record chosen ideas if needed.

Core and extension

Core: add a reason/detail/question that connects to the preceding idea, then check the shared record. Extension: include a considered alternative fairly and explain which fact led to the chosen plan. Every role can challenge or add an idea.

Card key and acceptable repairs

Use the supplied Idea Bridge Reply Cards: Repair Key directly after Cards 2. It explains all twelve combinations and gives specific repairs for 2, 5, 9 and 11. Read a repaired reply in its original context and check that it actually addresses the earlier idea.

Transfer check

For the Welcome Mat, listen for the book trays/return shelf, ten-minute classroom limit, teacher permission and visitor questions. No private details are needed. If the group's recap adds an unspoken choice, correct it with peers before the final report.

Lesson 5: Unseen Group Task

Focus and preparation

50 minutes. Goal: demonstrate relevant contributions, specific replies, useful reasons/checks, fair role actions and an accurate recap. Keep Garden materials unseen until now. Prepare slides 17–18, Garden Mat, two picture fact sheets, learner/teacher assessment and rubric.

0–8 min: Explain the task

Read the exact constraints: four learners, ten minutes, classroom window side, picture materials. The three options are all workable. These are discussion pictures, not an outdoor trip or loose-card game. Read the eight-bird/four-leaf/four-stage facts without suggesting the decision.

8–23 min: Independent discussion

Assign roles and allow private thinking, then ten minutes of discussion. Each learner contributes an idea, links a reply and acts in a role. The group records choice, two reasons and an alternative. The reporter checks the recap with peers. Teacher listens and records actual individual evidence, avoid coaching the answer.

23–33 min: Check opportunities

Sample each learner using the observation sheet. If an opportunity was missed, offer a short extra exchange about a peer idea and record that separately. Do not convert a group's neat record into automatic individual success. Use the next page for judgment and retrieval.

Lesson 5: Assessment and Next Steps

33–43 min: Quiz retrieval

Use the ten-question quiz at a manageable read-aloud pace. Learners explain recognition choices or offer relevant wording for open answers. Read the paired answer slides after responses. Treat the quiz as retrieval evidence, separate from the discussion performance.

43–50 min: Reflect and plan

Invite an actual linked reply that helped the decision. Use the rubric to identify the learner's next step: choosing a relevant idea, linking a reply, using a fact, checking a note or participating in a role. Record independence/support truthfully.

Support

Read facts and labels aloud; offer communication choices or add recording already used in teaching. The learner chooses the contribution. Record support and assess meaning. Do not grade reading fluency or require eye contact.

Core and extension

Core: relevant idea, specific reply, accurate next reason and role action with checked recap. Extension: evaluate an alternative fairly, clarify an uncertain reason or correct an inaccurate detail independently. The selected option is not the score.

Marking and follow-up

Any feasible harder option can receive strong evidence. Check that two reasons fit the supplied facts and the recap reflects the group. Use adjacent assessment/rubric answer examples as marking illustrations, never fake pupil scores. Reteach only the specific missing skill, then give a new short discussion opportunity.

Build an Idea Together



Share

"I suggest page sharing.
We all have a book."



Link

"Building on that idea,
one minute each gives
everyone a turn."



Add

"Could we leave time
for questions?"



Check

"We chose page sharing.
Did I record our reasons
correctly?"



An idea grows when
your reply connects to
what someone actually
said.



A Discussion That Grows

1



Maya

Maya: "I suggest favourite-page sharing. We all have a book."



2



Leo

Leo: "Building on Maya's idea, one minute each would give everyone a turn."



3



Noor

Noor: "Could we leave time for questions after each page?"



4



Sam

Sam: "Four minutes of sharing leaves six minutes for questions and choosing the next book."



5



Maya

Maya: "We could use a timer to keep that plan."



6



Reporter

Reporter: "We chose page sharing because we have our books and everyone can contribute. We allowed one minute each, with time for questions."



Talk about it:

Which reply adds a detail?
Which question helps the plan?

A Discussion Needs Repair



Maya: "I suggest page sharing.
We all have a book."



Leo: "My shoes are blue."



Noor: "Could we leave time
for questions?"



Sam: "We can use one minute each."



Reporter: "We chose the clue game.
Everyone has prepared a clue."



Find the problems

1. Which reply does not connect to the book plan?
2. Did the group choose the clue game or say they had clues?



Try a repair

Leo could add a useful detail about sharing books.
The reporter should check the decision with the group
before sharing it.

Group Role Cards – 1



LEADER

- State the task. Invite each person to share.
- Ask: "Have we heard from everyone?"
- Help the group check its decision.
- You are a helper, not the boss.

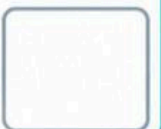


NOTE-TAKER

- Record the ideas and reasons using keywords or pictures.
- Ask: "You said one minute each. Is that right?"
- Check your notes with the group.
- Spelling is not the discussion skill.



Everyone can contribute ideas
in every role.



Group Role Cards – 2

REPORTER

- Read the notes and check them with the group.
- Share the decision and its reasons accurately.
- Ask: “Does this recap match what we decided?”
- You report the group’s ideas, not just your own.



DETAIL CHECKER

- Check the facts and the recap.
- Ask: “Does that plan fit the time and materials?”
- Point out a missing detail kindly.
- You check facts; you do not choose for everyone.



Everyone can contribute ideas in every role.



Helpful Reply Cue Cards

Building on ___'s idea...



That could help because...



Could we...?



I see it differently because...



Have we heard from everyone?



We decided... because...



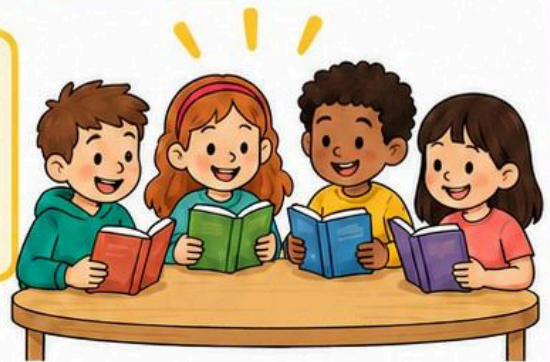
Use your own words too.
A helpful reply connects to an actual idea.



Decision Mat: Book Sharing

OUR TASK

Choose a book-sharing activity for four pupils at one table. We have ten minutes.

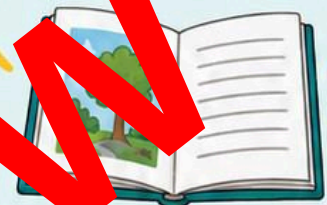


THREE OPTIONS

1

Favourite-page share:

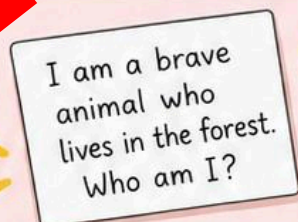
each person has a book and explains a page for one minute; then ask questions.



2

Character clue game:

each person prepares one clue from a book; others guess and explain.



3

Book cover match:

prepare six books and six teacher-prepared clue cards.



FACTS TO USE



- All three options can fit ten minutes if we plan turns.
- Clues or matching cards must be prepared for those games.



Discuss:

How will everyone contribute?
What needs preparation?
How will we use the time?

Decision Mat: Nature Display

OUR TASK

Arrange six A5 drawings and a title card on a display board. Use drawings only, not collected living things.



THREE OPTIONS

- 1 Group by animal or plant.
- 2 Group by where each was seen.
- 3 Group by colour.

FACTS TO USE

- The drawings show two birds, two flowers, one tree and one insect.
- Four were seen in the garden; two were seen in the playground.
- Colour groups overlap: a drawing may have several colours.

Discuss:



How could a reader find information?
Colour alone may hide animal and plant groups.
More than one arrangement can work.

Decision Mat: Rainy Day

OUR TASK

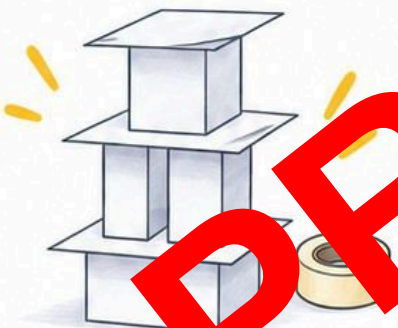
Choose a table activity for four pupils.
We have twelve minutes
and one shared table.



THREE OPTIONS

Paper tower:

use six A4 sheets and
tape. Allow two minutes
for cleanup.



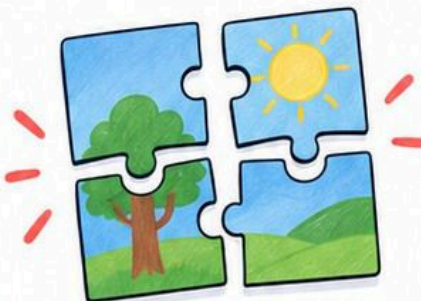
Shared picture

use four pencils and one
sheet. Each person adds
something.



Picture puzzle:

use four pieces, one per
pupil. Share all four
pieces.



FACTS TO USE

- The tower needs ten minutes for building and two for cleanup.
- The picture plan must include every person.
- The puzzle cannot be finished while someone keeps a piece.



Discuss:

How will everyone help? Does the plan fit our
time and materials?

Decision Mat: A Warm Welcome

OUR TASK

Plan a ten-minute welcome for a new classmate.

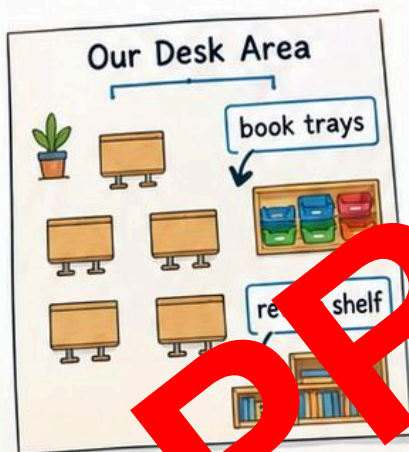
Stay in the classroom and ask the teacher's permission.



THREE OPTIONS

1

Make a labelled map of the desk area.



2

Two pupils give a friendly classroom tour while two pupils make a welcome card.



3

Give a group explanation using three picture cards.



FACTS TO USE

- The visitor knows the door but not the book trays or return shelf.
- We do not need personal information.
- Leave time to listen to the visitor's questions.

Discuss:



Who will do each part? How can we help without giving too much information at once?

Idea Bridge Reply Cards – 1

1

Earlier idea:

"Let's share our favourite pages."

Reply:

"One minute each would give everyone a turn."



2

Earlier idea:

"Let's share our favourite pages."

Reply:

"My socks are green."



3

Earlier idea:

"Let's play the clue game."

Reply:

"Could we prepare one clue each first?"



4

Earlier idea:

"Let's group the drawings by living thing."

Reply:

"Birds and the insect could go in the animal group."



Animals

5

Earlier idea:

"Let's arrange them by colour."

Reply:

"That is best because it is the best."



6

Earlier idea:

"Let's group them by place."

Reply:

"Four garden drawings could go together."

Garden: 4 drawings
Playground: 2 drawings



Discuss each reply:

Does it connect? How does it help, or how could we repair it?



Idea Bridge Reply Cards — 2

Discuss each reply: Does it connect? How does it help, or how could we repair it?

7.

Earlier idea:

"Let's build a paper tower."

Reply:

"We need two minutes to clear the table."



8.

Earlier idea:

"Let's make a shared picture."

Reply:

"Could each person add one part?"



9.

Earlier idea:

"Let's solve the puzzle."

Reply:

"I will keep my piece to myself."



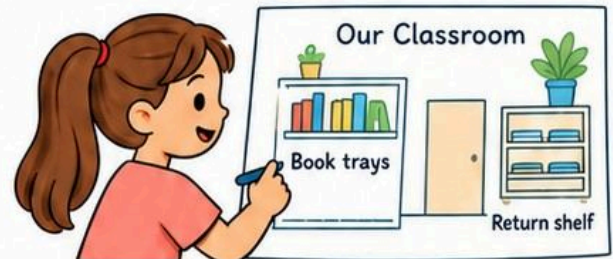
10.

Earlier idea:

"Let's draw a welcome map."

Reply:

"We can label the book trays and return shelf."



11.

Earlier idea:

"Let's give a classroom tour."

Reply:

"You are silly. Only my idea matters."



12.

Earlier idea:

"Let's use three picture cards."

Reply:

"Could we pause so the visitor can ask questions?"



Idea Bridge Reply Cards: Teacher Key



1. Useful detail: fair timed turns for page sharing.

2. Unrelated. Repair: "Could we leave time for questions?"

3. Helpful preparation question: clues are needed for the game.

4. Accurate added detail: birds and an insect are animals.

5. Circular reason. Repair: "Colour groups might help readers notice colours, but some drawings have several."

6. Accurate detail: four drawings belong to the garden group.

7. Relevant time detail: every two minutes for cleanup.

8. Helpful question: every person must add to the picture.

9. Unhelpful suggestion. Repair: "We need to share all four pieces."

10. Useful detail: label places the visitor does not know.

11. Personal dismissal. Repair: "A map could help us label the book trays and return shelf."

12. Helpful question: allow the visitor to ask questions.



Garden: 4 drawings
Playground: 2 drawings



2 minutes



Accept other relevant repairs that use the context facts. A respectful different idea can be useful; agreement is not required.

Idea Bridge: How to Play

Four learners • Four relaxed rounds

YOU NEED



Four practice Decision Mats, Group Role Cards, Helpful Reply Cue Cards, Reply Cards, Round Mat and a Group Plan page for each round.

1

Read one context. Think quietly before talking.

2

The leader invites a first idea. Others reply to that actual idea with a reason, detail or helpful question.

3

Continue until each person has shared an idea and linked a reply. Use your own words.

4

Choose a plan that fits the facts. The note-taker records it; the checker checks the facts.

5

The reporter checks the recap with everyone, then shares it.

6

Rotate roles and the starting learner. Use the next context.



Practise with Reply Cards before each round if useful.

Example:

"Let's share pages."



"One minute each gives everyone a turn."



"Could we leave time for questions?"



Success means connected ideas and an accurate plan.
There is no fastest-player prize.



Idea Bridge: Round Mat

Ideas
connect
us!



Listen
Share
Build
Together

Write four learner names above columns A, B, C and D.

	A	B	C	D
ROUND 1 Book sharing 	A Leader	B Note-taker	C Reporter	D Detail checker
ROUND 2 Nature display 	A Detail checker	B Leader	C Note-taker	D Reporter
ROUND 3 Rainy day 	A Reporter	B Detail checker	C Leader	D Note-taker
ROUND 4 A warm welcome 	A Note-taker	B Reporter	C Detail checker	D Leader

- 1 Start with A, then B, then C, then D in the four rounds.
- 2 Each round: Think → Share and link → Decide → Record → Check the recap
- 3 Everyone contributes in every role.
- 4 Use a fresh Group Plan record each round.



Name: _____

Connect the Reply: Supported



Maya: "Let's share
a favourite page.
We all have a book."

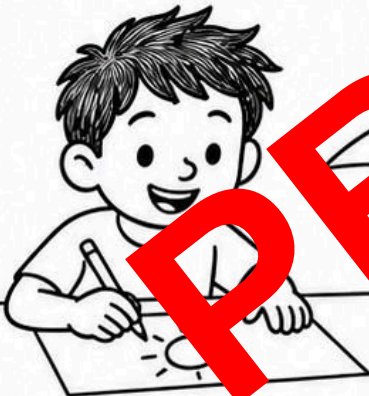


Circle the reply that connects.

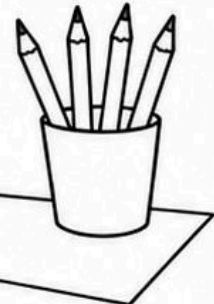
A. "One minute each
gives everyone a turn."

B. "My shoe is blue."

Tell or show why your reply helps: _____



Mr: "Let's make a shared
picture. We have four pencils
and one sheet."



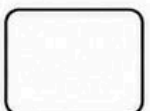
Circle the reply that connects.

A. "Only I can draw."

B. "Each person could add one part."

Tell or show why your reply helps: _____

You may speak, point to a choice, or ask an adult to record your words.



Name: ANSWERS

Connect the Reply: Supported



Maya: "Let's share
a favourite page.
We all have a book."



Circle the reply that connects.

☒ A. "One minute each
gives everyone a turn."

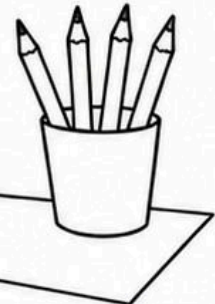
☐ B. "My shoe is blue."

Tell or show why your reply helps: _____

It gives all four people a turn.



Mr. : "Let's make a shared
picture. We have four pencils
and one sheet."



Circle the reply that connects.

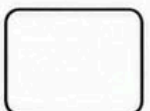
☐ A. "Only I can draw."

☒ B. "Each person could add one part."

Tell or show why your reply helps: _____

Everyone adds to the shared picture.

You may speak, point to a choice, or ask an adult to record your words.



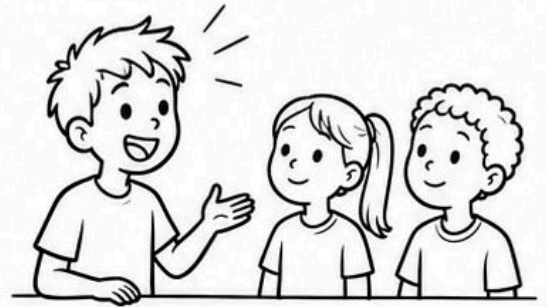
Connect the Reply: Your Words

Name: _____

1. **Leo:** "Let's play the character clue game."

Fact: no one has prepared a clue yet.

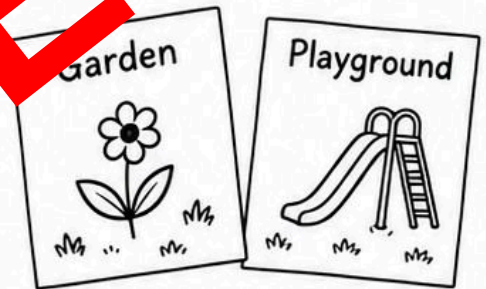
Write a reply that connects and helps the group prepare.



2. **Sam:** "Let's group the drawings by place."

Fact: four were seen in the garden, two in the playground.

Write a reply that adds a useful detail.



3. Choose one of your replies. Explain how it connects to the earlier idea.



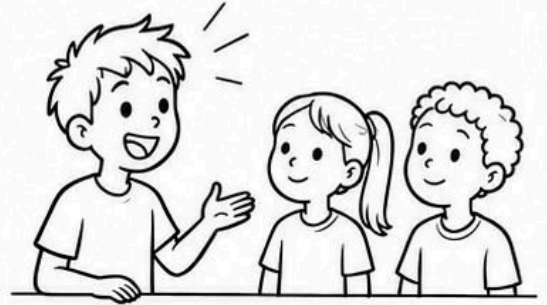
Connect the Reply: Your Words

Name: ANSWERS

1. **Leo:** "Let's play the character clue game."

Fact: no one has prepared a clue yet.

Write a reply that connects and helps the group prepare.

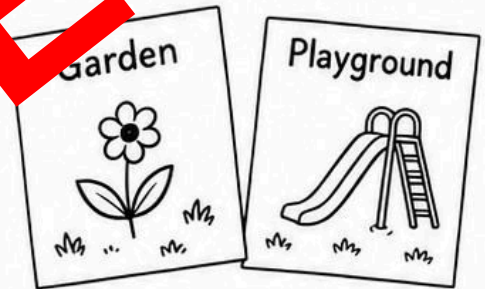


Could we prepare one clue each first?

2. **Sam:** "Let's group the drawings by place."

Fact: four were seen in the garden, two in the playground.

Write a reply that adds a useful detail.



We could put the four garden drawings together.

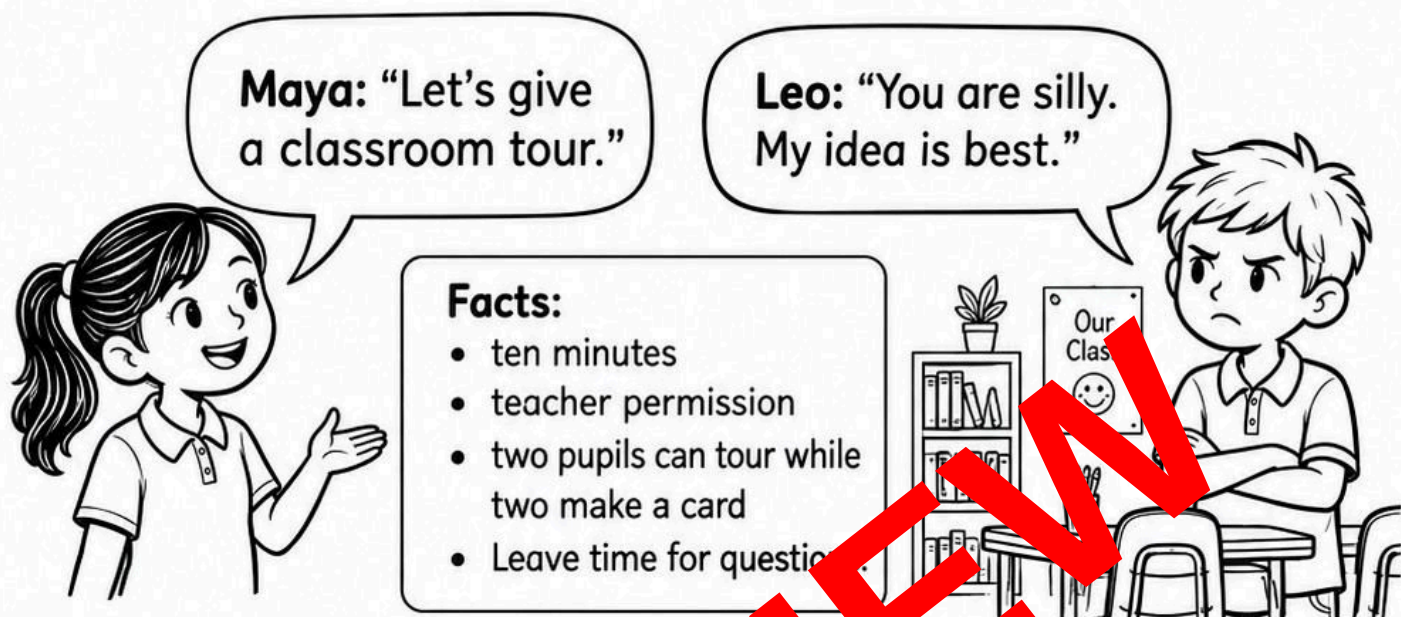
3. Choose one of your replies. Explain how it connects to the earlier idea.

My first reply is about the clue game and
helps us get ready.



Name: _____

Connect the Reply: Repair and Explain



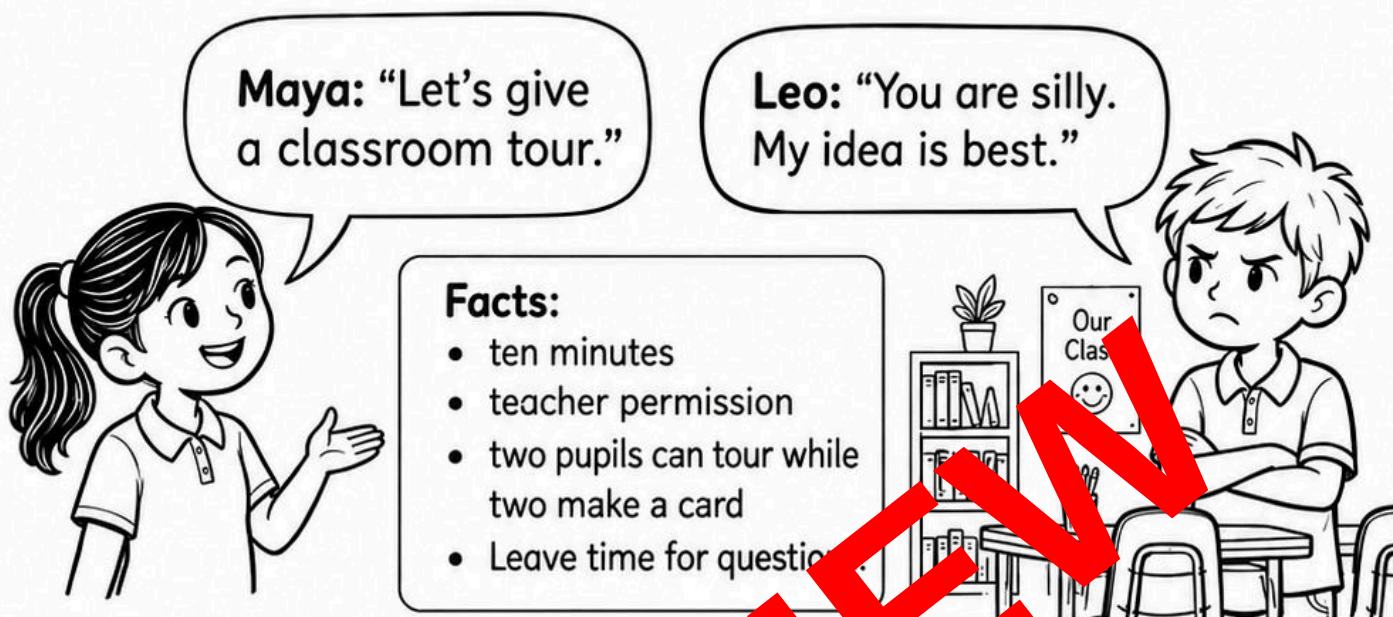
1. Rewrite Leo's reply as a respectful, different idea with a useful reason.

2. Explain how your reply connects to the tour idea.

3. Ask a question that would help the group decide.

Name: **ANSWERS**

Connect the Reply: Repair and Explain



1. Rewrite Leo's reply as a respectful different idea with a useful reason.

I see why a tour could help. A map might also help because we could label the book time and return shelf.

2. Explain how your reply connects to the tour idea.

It compares a map with the suggested tour and explains how the map helps.

3. Ask a question that would help the group decide.

Could we leave time for the visitor's questions?

Other relevant reasoned replies are possible.

Name: _____

Reasons That Help

Four pupils have twelve minutes.
A tower uses six sheets and tape;
cleanup takes two minutes.

Read two reasons for a tower plan.

- A. "A tower is best because it is best."
- B. "We can build for ten minutes and keep two minutes to clear the table."



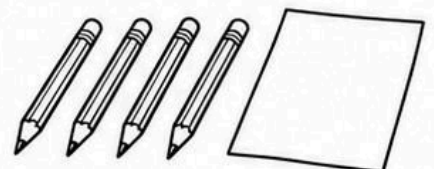
1. Which reason uses a fact? Circle A or B.

A

B

2. Explain why the other reason does not help the decision.

3. Improve this reason: "The shared picture is good because it is good."
Fact: four pencils, one sheet; every person must add something.



Name: **ANSWERS**

Reasons That Help

Four pupils have twelve minutes.
A tower uses six sheets and tape;
cleanup takes two minutes.

Read two reasons for a tower plan.

- A. "A tower is best because it is best."
- B. "We can build for ten minutes and keep two minutes to clear the table."



1. Which reason uses a fact? Circle A or B.

A

B

2. Explain why the other reason does not help the decision.

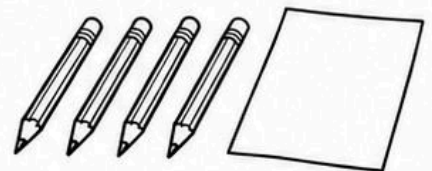
It repeats "best" without saying why the plan helps.

3. Improve this reason: "The shared picture is good because it is good."

Fact: four pencils, one sheet; every person must add something.

A shared picture works because each of us can use a pencil

and add one part. Accept another useful reason that fits the facts.



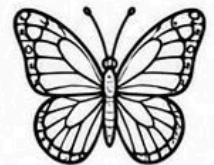
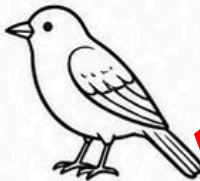
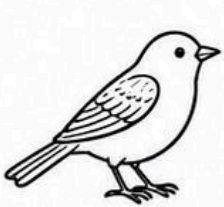
Name: _____

Questions and Kind Disagreement



Noor: "Let's sort the nature drawings by colour."

Facts: two birds, two flowers, one tree and one insect.
Some drawings have several colours.



1. Write a question that helps the group decide how to sort them.

2. Suggest a different arrangement kindly. Give a reason using a fact.

3. Explain why "What did you eat yesterday?" does not help this decision.

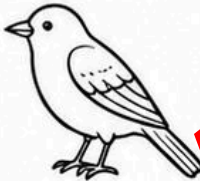
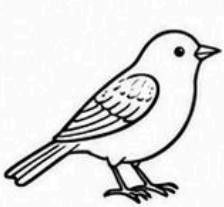
Name: **ANSWERS**

Questions and Kind Disagreement



Noor: "Let's sort the nature drawings by colour."

Facts: two birds, two flowers, one tree and one insect.
Some drawings have several colours.



1. Write a question that helps the group decide how to sort them.

Where would we put a drawing with several colours?

2. Suggest a different arrangement kindly. Give a reason using a fact.

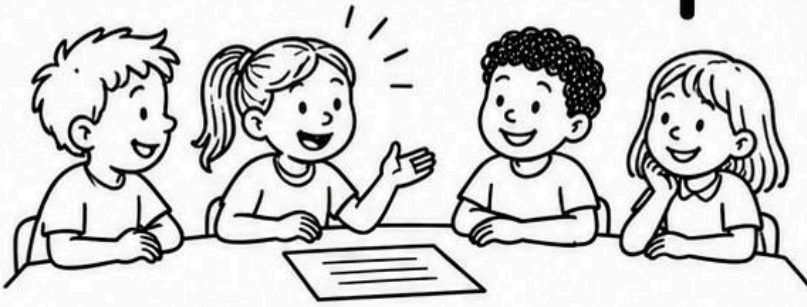
We could group animals and plants so readers can find the living things. Birds and the insect are animals.

3. Explain why "What did you eat yesterday?" does not help this decision.

Yesterday's food is not about arranging these drawings.

Other relevant questions and fact-based arrangements can work.

Group Plan



Name: _____

Group members: _____

Context: _____

Our decision: _____

Reason 1: _____

Reason 2: _____

Material or preparation: _____

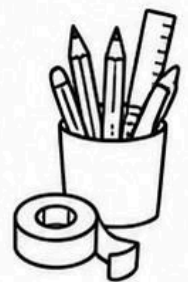
Time plan: _____

Leader: _____ Note-taker: _____

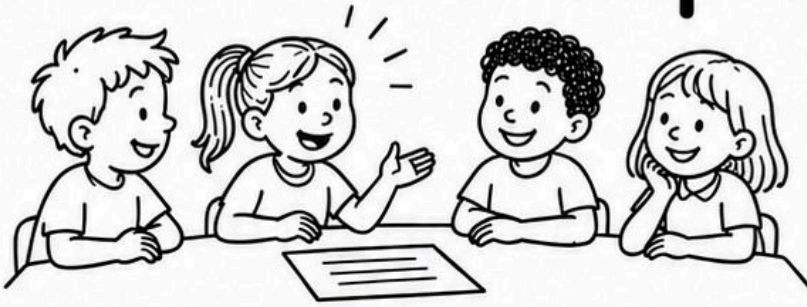
Reporter: _____ Detail checker: _____

We checked the plan against the facts. ☐

We heard a contribution from everyone. ☐



Group Plan



Name: ANSWERS

Group members: Maya, Leo, Noor, Sam.

Context: Book sharing.

Our decision: Favourite-page sharing.

Reason 1: We all have our books.

Reason 2: One minute each lets everyone contribute.

Material or preparation: Four books and a timer.

Time plan: Four minutes sharing; six for questions and choosing the next book.

Leader: Maya Note-taker: Leo

Reporter: Noor Detail checker: Sam

We checked the plan against the facts. ☒

We heard a contribution from everyone. ☒



Name: _____

Accurate Notes and Recap

Read what the group said.

Maya: "Let's share favourite pages. We all have a book."

Leo: "Use one minute each so everyone has a turn."

Noor: "Leave time for questions."



The group agreed to page sharing.

Record the ideas faithfully.

Maya's idea: _____

Leo's idea: _____

Noor's idea: _____

Final choice: _____

Write a short recap with two reasons or useful details.

Ask your group: "Does this match what we said?"



Name: ANSWERS

Accurate Notes and Recap

Read what the group said.



The group agreed to page sharing.

Record the ideas faithfully.

Maya's idea: Share pages, all have books.

Leo's idea: one minute each; everyone has a turn.

Noor's idea: Leave time for questions.

Final choice: Page sharing.

Write a short recap with two reasons or useful details.

We chose page sharing because we all have books.

Each person has one minute, with time left for questions.

Ask your group: "Does this match what we said?"



What Helped Our Group?

Name: _____

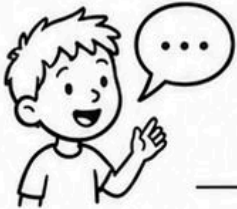
Our task: _____



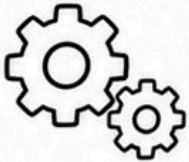
1. An idea someone shared was...



2. My reply was...



3. My reply helped the plan because...



4. My role was...



One action I took in that role was...

5. Next time I will...





Give a real example from your discussion.
You may tell it to an adult.

What Helped Our Group?

Name: ANSWERS

Our task: Book sharing



1.  An idea someone shared was...
Maya suggested page sharing.

2. My reply was...
 I said one minute each would give everyone a turn.

3. My reply helped the plan because...
 It helped us plan fair turns.

4. My role was... Note-taker.
 One action I took in that role was...
I checked my keywords with Maya.

5. Next time I will...
 I will ask whether we have left time for questions.



Give a real example from your discussion.
You may tell it to an adult.



Unseen Task: Garden Observations



OUR TASK

Choose a garden picture task for four learners. We have ten minutes. Stay on the classroom window side; use pictures, not an outdoor trip.



THREE WORKABLE OPTIONS

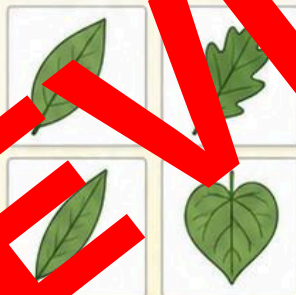
Bird picture sort:

discuss how eight bird cards could be sorted by a visible feature.



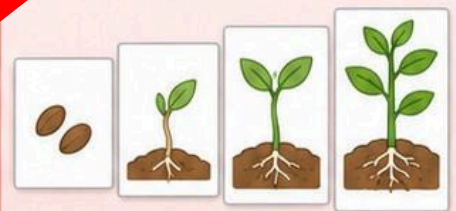
Leaf drawing comparison:

discuss how four drawings differ in size or shape.

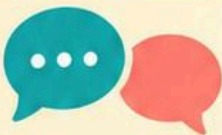


Seed growth sequence:

discuss the order of four labelled stages.



Use the two supplied picture fact sheets.
These are discussion pictures, not a loose-card activity set.



Each person shares an idea, replies to another idea and helps in a role.



Record your choice, two reasons and one alternative you considered.



Before reporting, check the recap with the group.
Your discussion matters; all three options can work.



Garden Picture Facts: Birds and Leaves

BIRD PICTURE SORT

Imagine eight cards: four show birds with long beaks; four show birds with short beaks.

One possible sort is long beak / short beak.

We use visible features, not guesses about bird names.



Long beak

Short beak

LEAF DRAWING COMPARISON

Four labelled drawings:



1. Small, smooth edge



2. Large, smooth edge



3. Small, toothed edge



4. Large, toothed edge

Compare size or edge. Explain what you can see.



These pictures support discussion. They are not loose game pieces.





Garden Picture Facts: Seed Growth



SEED-GROWTH SEQUENCE

1



Seed

2



Root appears

3



Shoot appears

4



First leaves open



The four labels give us the order to discuss.

Explain how the group could use a turn for each stage.

Check that your recap matches the chosen task and reasons.

These pictures support discussion. They are not loose game pieces.



Group Discussion Assessment: Our Decision

Name: _____

Group members: _____



Use the unseen Garden Task Mat and its picture fact sheets.
Share one useful idea. Reply to someone's actual idea. Help in your role. Check your recap.

Our chosen task: _____

Reason 1: _____

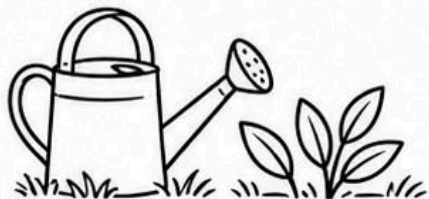
Reason 2: _____

An alternative we considered: _____

Why we chose our plan this time: _____

My role: _____ My linked reply: _____

We checked this record with the group. ☐



Group Discussion Assessment: Our Decision

Name: ANSWERS

Group members: A, B, C, D



Use the unseen Garden Task Mat and its picture fact sheets.
Share one useful idea. Reply to someone's actual idea. Help in your role. Check your recap.

Our chosen task: Seed-growth sequence.

Reason 1: Four labelled stages give each person a part to explain.

Reason 2: We can use the labels to check the order.

An alternative we considered: Leaf drawing compare.

Why we changed our plan this time: We want to explain a sequence.

My role: Detail checker. My linked reply: Building on that idea, each person could explain one stage.

We checked this record with the group. ☒



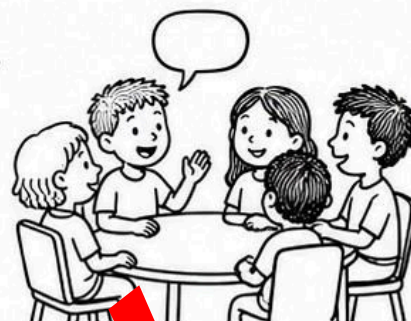
Group Discussion Assessment: Observation

Name: _____

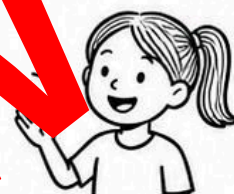
Date: _____ Group/context: _____

Observe one learner at a time. Record exact words or selected messages, plus support used.

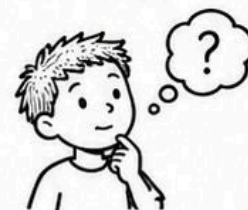
Task-relevant idea: _____



Specific reply to an earlier idea: _____



Useful reason, question or fact check: _____



Role and fair participation: _____



Accurate recap or check of the record: _____



Support used: _____



Next teaching step: _____

If an opportunity was missed, offer a short extra exchange; record it here: _____

Do not grade eye contact, accent, stillness, spelling or the chosen workable option.

PREVIEW

Group Discussion Assessment: Observation

Name: ANSWERS

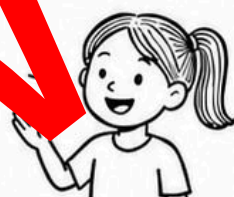
Date: sample Group/context: Garden picture task.

Observe one learner at a time. Record exact words or selected messages, plus support used.

Task-relevant idea: "Let's choose seed growth."



Specific reply to an earlier idea: "Building on that, one stage each gives us a part."



Useful reason, question or fact check: The labels show the order.



Role and fair participation: Detail checker; invited peer to check stage 3.



Accurate capture or check of the record: Confirmed chosen task and two reasons.



Support used: Adult read labels; learner chose own words.



Next teaching step: Add a helpful question.

If an opportunity was missed, offer a short extra exchange; record it here: Not needed in this sample.

Do not grade eye contact, accent, stillness, spelling or the chosen workable option.

Building Ideas Rubric

Name: _____

Use evidence from each learner's actual discussion.

TASK-RELEVANT CONTRIBUTION

With support: chooses a useful idea from offered choices.

Developing: shares a relevant idea; some detail needs a prompt.

Secure: shares a relevant idea with a useful detail independently.

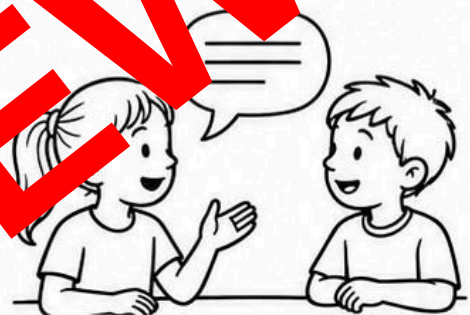


SPECIFIC LINKED RESPONSE

With support: selects a reply linked to the earlier idea.

Developing: connects to a peer's idea after a prompt.

Secure: responds to a specific peer idea and adds to it independently.

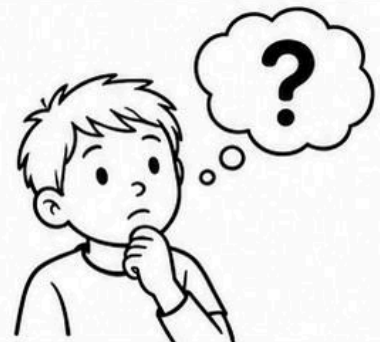


REASON, QUESTION OR CHECK

With support: uses a supplied one with help.

Developing: gives a reason or question; may need checking.

Secure: gives an accurate reason, clarification or fact check independently.



FAIR ROLE AND ACCURATE RECAP

With support: carries out a role or checks a recap with help.

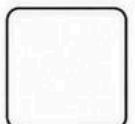
Developing: helps in a role; corrects a recap after a prompt.

Secure: contributes fairly in a role and checks or gives an accurate recap independently.



Evidence / next step: _____

Agreement is not a correctness score. Record support honestly.



Building Ideas Rubric

Name: **ANSWERS**

Use evidence from each learner's actual discussion.

TASK-RELEVANT CONTRIBUTION

With support: chooses a useful idea from offered choices.

Developing: shares a relevant idea; some detail needs a prompt.

Secure: shares a relevant idea with a useful detail independently.

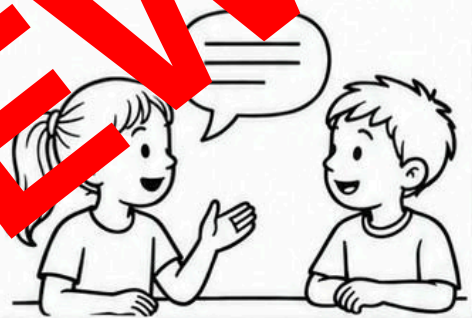


SPECIFIC LINKED RESPONSE

With support: selects a reply linked to the earlier idea.

Developing: connects to a peer's idea after a prompt.

Secure: responds to a specific peer idea and adds to it independently.



REASON, QUESTION OR CHECK

With support: uses a supplied one with help.

Developing: gives a reason or question; may need checking.

Secure: gives an accurate reason, clarification or fact check independently.



FAIR ROLE AND ACCURATE RECAP

With support: carries out a role or checks a recap with help.

Developing: helps in a role; corrects a recap after a prompt.

Secure: contributes fairly in a role and checks or gives an accurate recap independently.



Evidence / next step: **"We each explain one stage" links to the seed-growth idea, uses the four-stage fact and helps share roles. Learner checks two reasons against notes. Next step: Ask a clarifying question when a reason is unclear.**

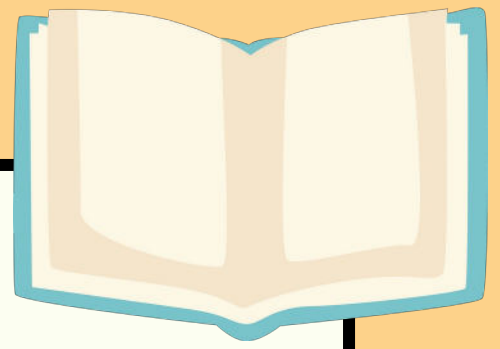
Agreement is not a correctness score. Record support honestly.



**Build Ideas
together**



Our discussion goals



Share an idea that fits the task.

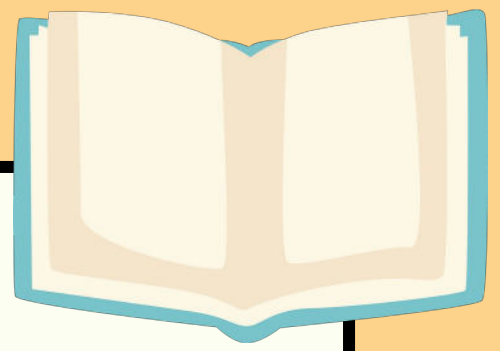
Reply to what someone actually said.

Add a reason or useful detail.

Help the group explain its decision.



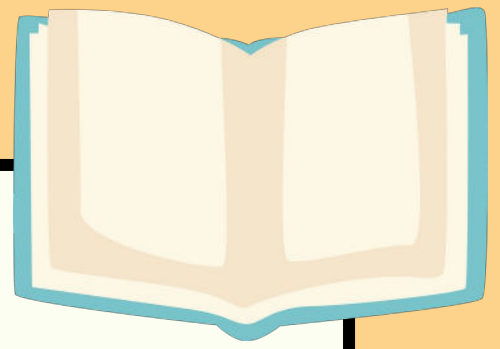
An idea to build on



Maya: “Let’s share favourite pages. We all have a book.”

What could you read about turns or questions?





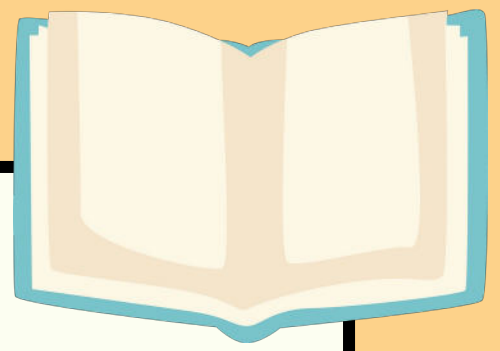
A reply that connects

Leo: "One minute each give everyone a turn."

Leo adds a detail to Maya's page-sharing idea.

"My shoes are new" does not help that plan.





A useful detail

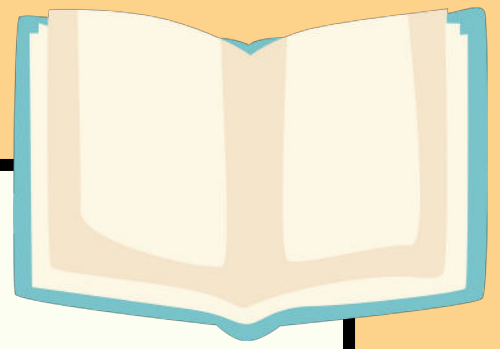
Four people share for one minute each.

That uses four of our ten minutes.

Six minutes remain for questions and choosing the next book.



Reasons that help



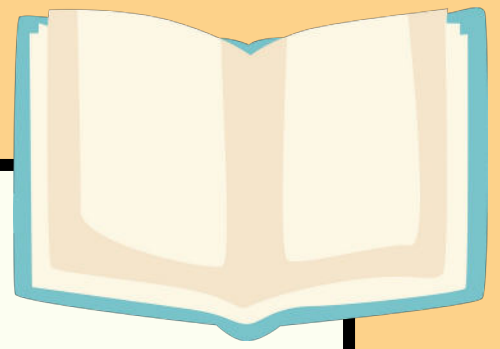
A reason tells us why an idea could help.

“We all have books” uses a fact.

“It is best because it is best” gives us no useful reason.



A helpful question



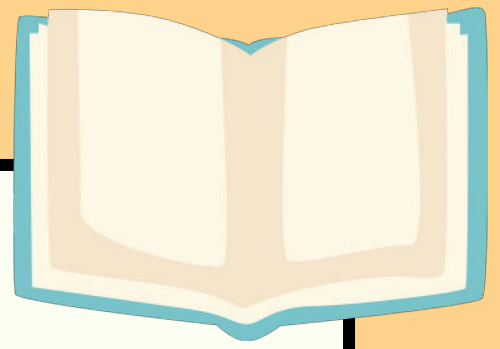
Noor: “Could we leave time for questions?”

Her question helped the book-sharing plan.

What else do we need to know about turns?



A different idea, kindly



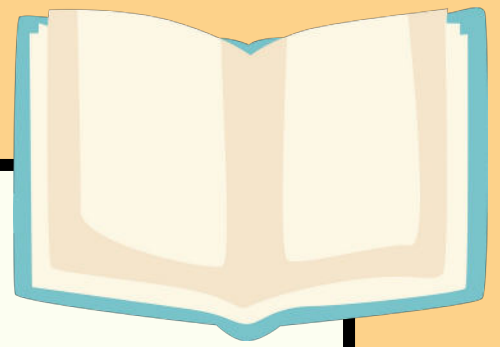
“I see why the clue game sounds fun.

Some of us have not prepared a clue yet.

Could we practice one together first?”



A reply to repair



“Let’s make a shared picture.”

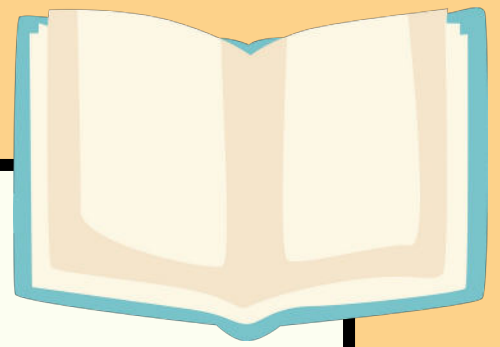
“Only I can draw.”

We have four pieces and one sheet.

How could you repair the reply so everyone helps?



Roles that help the group



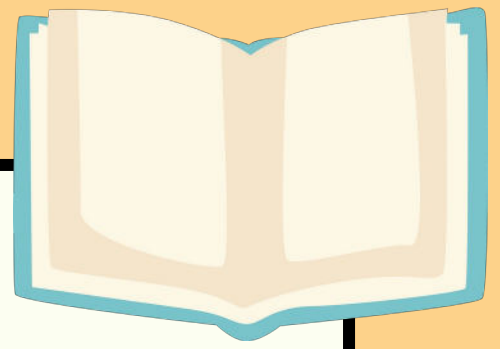
Leader: invite ideas and check the decision.

Note-taker: record and check keywords.

Reporter: share the checked decision and reasons.

Detail checker: check facts. Everyone shares ideas.





Notes that match

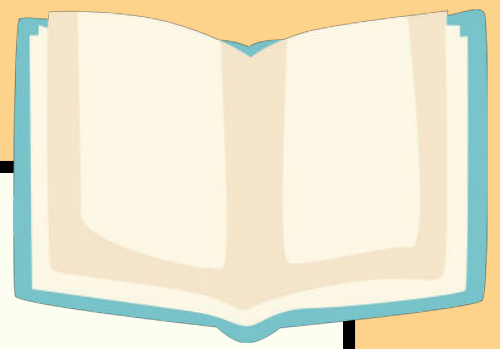
Maya suggests page sharing.

Leo suggests one minute games.

Noor asks for time for questions.

Does “we choose the blue game” match these ideas?





A nature display plan

Six drawings: two birds, two flowers, one tree, one insect.

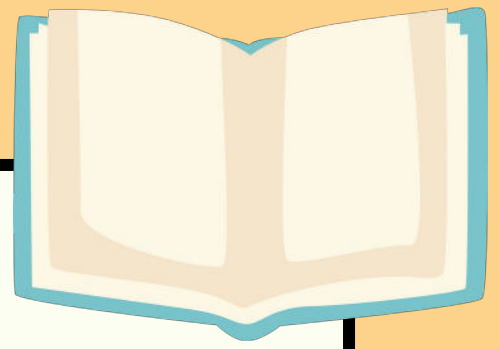
Four were seen in the garden, two in the playground.

Could we group by living thing or place?

Give a reason. More than one plan can work.



An Idea Bridge round



Think about one Decision Mnt.

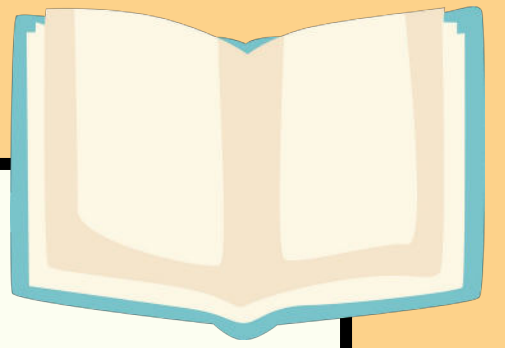
Share an idea; link a reply to a peer's idea.

Choose a plan that fits the facts.

Record it, then check the recap together.



Everyone tries every role



Four rounds use four different practice contexts.

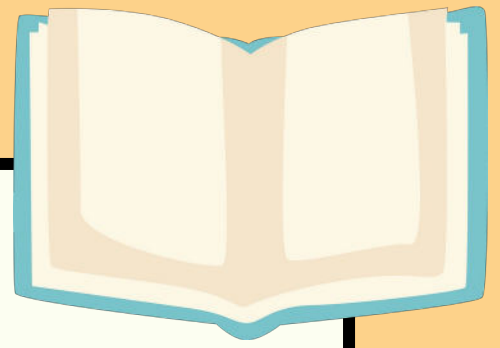
Rotate roles and the starting learner each round.

Quiet thinking time helps us prepare.

Invite every person to contribute.



A checked recap



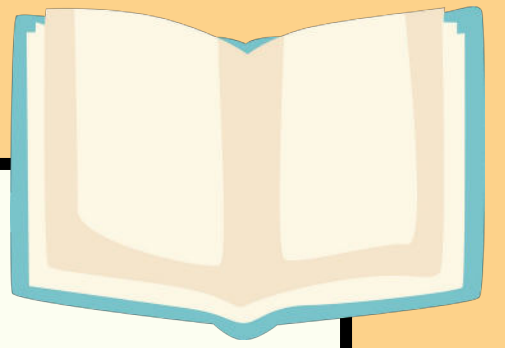
“We chose page sharing because we have books
and everyone can contribute.”

We allowed one minute each, with time for questions.”

Ask the group: “Does that match our plan?”



Your group's practice plan



Use the Welcome Decision Mat.

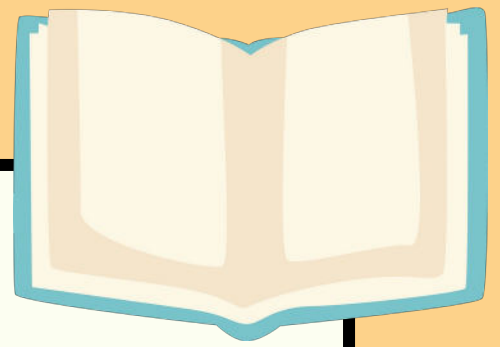
Leave time for the visitor's questions.

Record your decision and two reasons.

Check that the role and time fit the facts.



Your unseen group task



Use the Garden Task Mat and prepare facts.

Share an idea, reacting to a peer and help in your role.

Record a choice with reasons and an alternative.

Check the recap before reporting.



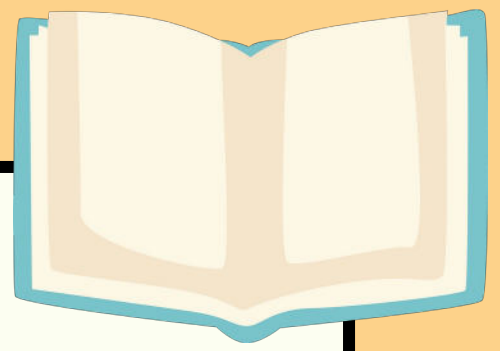


We'll do it!
Which reply helped your plan?



Build Ideas Together Quiz





I. A relevant reply

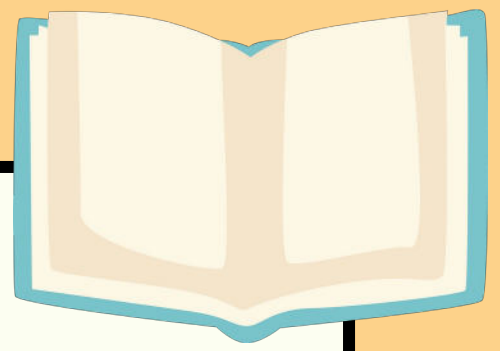
Maya: "Let's share favourite books."

Which reply connects?

A. "One minute per book gives everyone a turn."

B. "My shoes are blue."





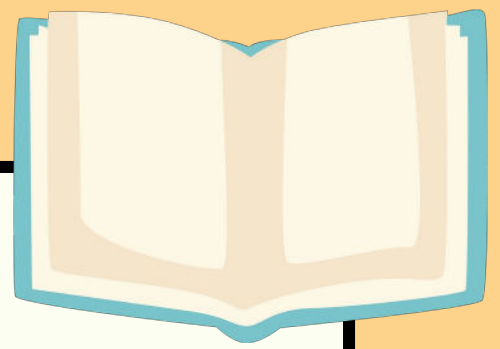
A connects

One minute each helps the page sharing plan.

The shoe comment is about another topic.



2. Building an idea



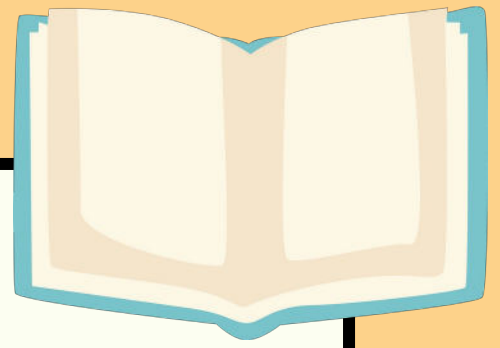
Leo: "Let's use one minute each.

Add a useful detail. We have ten minutes

and four pupils

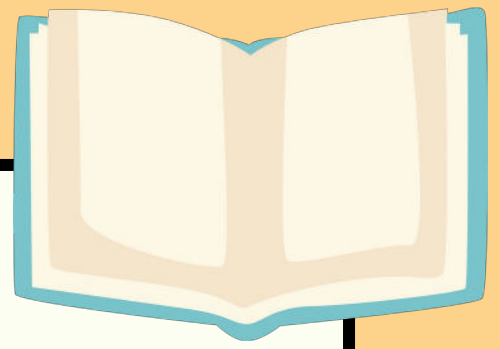


One possible reply



“Four minutes of sharing leaves six minutes
for questions and choosing the next book.”
Other useful replies about this plan can work.





3. A useful reason

Which reason uses a fact?

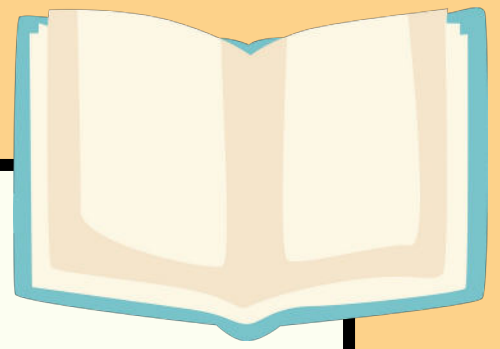
A. "The tower is best because it is best."

B. "Ten minutes of riding leaves two for cleanup."

We have twelve minutes.



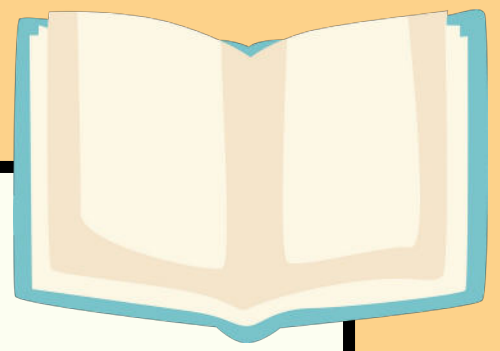
B uses a fact



It explains how the tower p... twelve minutes.

A repeats "best" without a useful reason.





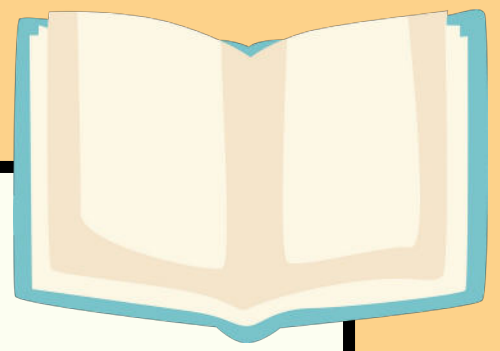
4. A helpful question

Noor suggests sorting drawings by colour.

Some drawings have several colours.

What could you ask to help the group decide?





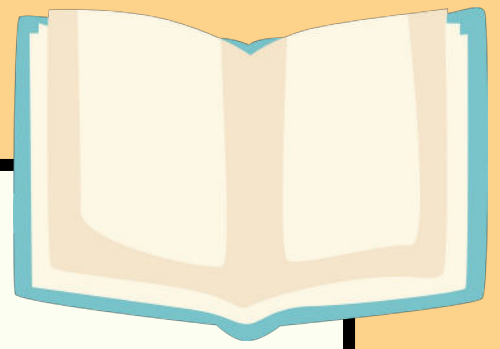
One possible question

“Where would we put a drawing with several colours?”

A helpful question uses the following facts.

Other relevant questions can work.





5. An invitation

One member has not had a chance to share.

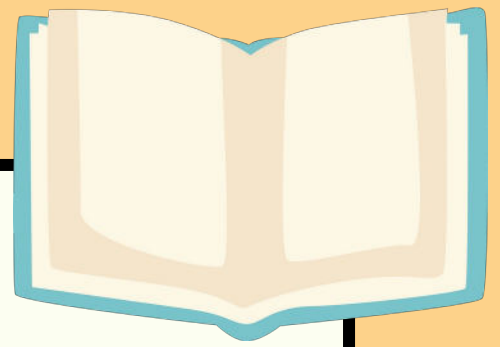
Which invitation helps?

A. “We have choices. Stay quiet.”

B. “What could you add to our plan?”



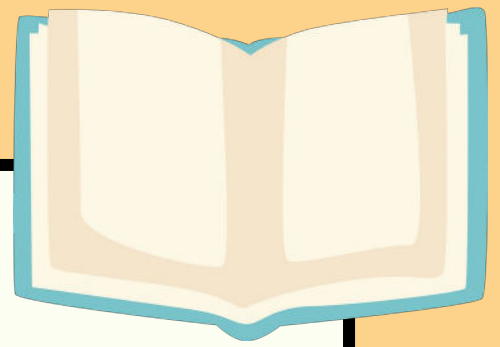
B helps include everyone



Invite a contribution and allow thinking time.

Do not demand an instant answer.





6. Accurate notes

Maya: page sharing. Leo: one minute each.

Noor: time for questions.

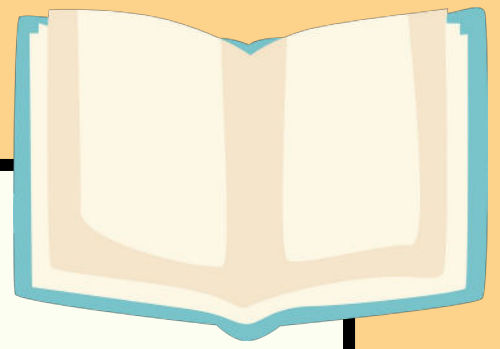
Which note makes sense?

A. Page sharing, three turns, questions.

B. One minute; no questions.



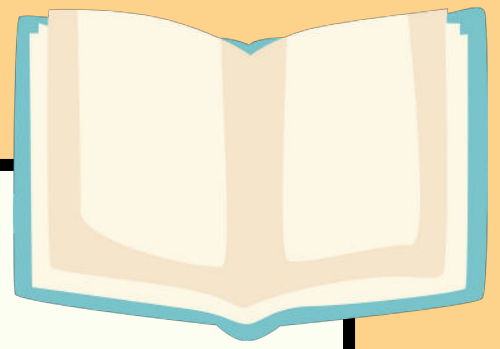
A matches the ideas



It records what the speaker said.
B changes the topic and the question plan.



7. The detail checker



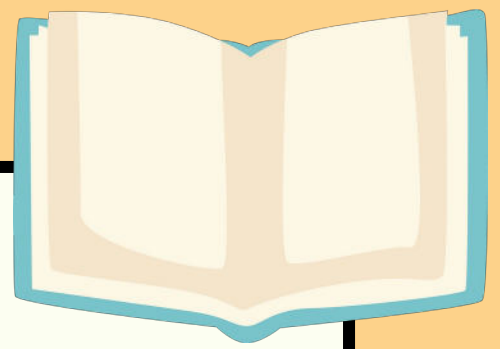
What should the detail checker do?

A. Choose for everyone.

B. Check whether the plan fits the facts.



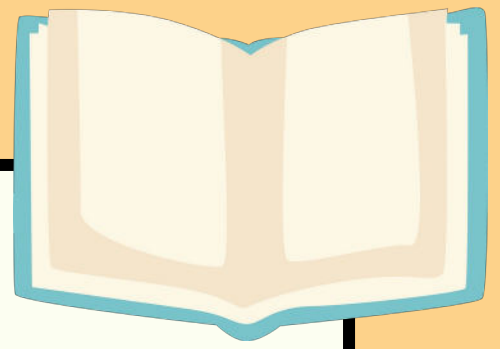
B describes the role



The checker helps find missing or incorrect details.
Everyone still contributes to the decision.



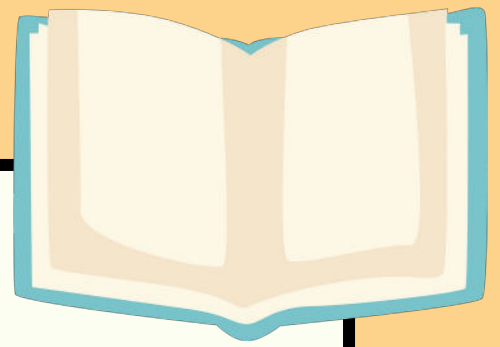
8. A feasible plan



Four pupils have twelve minutes. A tower
needs two minutes for cleanup.
Can we build for twelve minutes? Explain.



Allow time for cleanup

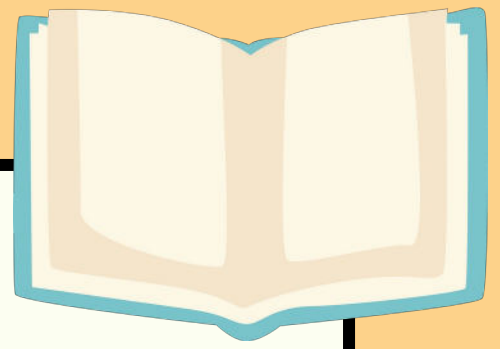


No. Build for ten minutes and clean up for two.

Twelve minutes of building leaves no cleanup time.



9. Checking a recap



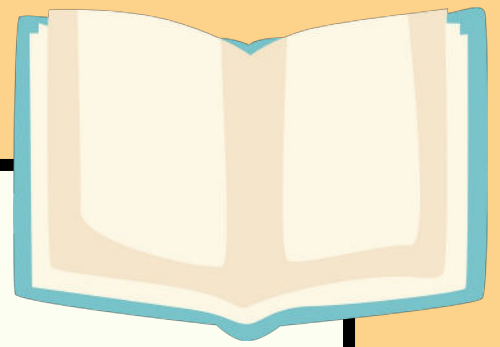
The group chose page sharing with timed turns.

The reporter said, "We chose the clue game."

What should happen next?



Correct the recap

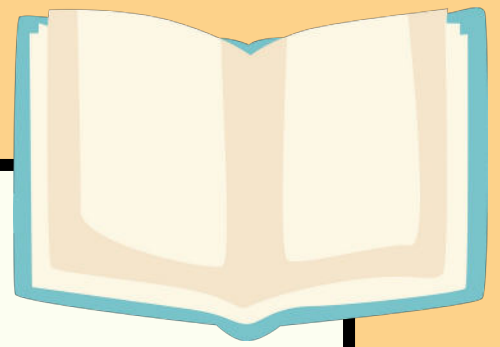


Ask the group to check the notes.

Report page sharing and the actual reasons.

Do not invent a new decision.





10. Kind disagreement

Someone suggests a clue game, but clues are ready.

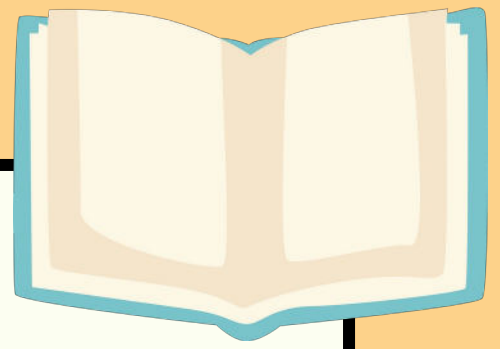
Which reply helps?

A. "Could we prepare one clue each first?"

B. "Your ideas are silly."



A helps the group plan



It connects to the clue game and addresses preparation.

B dismisses the person without helping.





We'll do it!
Keep building it together.

