

Resource used in research into building on ideas in dialogue between pairs of students

Lesson plan to teach students to build on ideas in discussions

<p>Introduction/Warm up activity</p> <p>Play a listening game – I chose Simon Says, but other listening activities could be used instead.</p> <p>At the end of the game, explain to the children that this game demonstrates the importance of listening, which is equally important when we have discussions.</p>	1 - 2 minutes
<p>Prior knowledge</p> <p>Ask students which ground rules they can remember from our prior lesson. Discuss the ones they can remember and remind them of others that they can't. Remind them of why they are important and that they must be followed when they have their discussion shortly.</p> <p>If in the classroom, display the rules on the poster (if you have one). If working virtually, you could share your screen to display the rules to the children. *</p>	3 - 4 minutes
<p>Main activity</p> <p>Introduce the skill that you want the children to use – building on ideas.</p> <p>You could describe it to the children as building a tower of ideas about a topic, where the ideas are built on top of each other. In the classroom, you could write down the ideas and display them visually as a tower for the children. This could also be done virtually by sharing screen with the children and then typing ideas on a document as they are shared for the children to see. **</p> <p>Mention that in a discussion, you may build several towers of ideas.</p>	7 - 9 minutes

<p>Give the children about 30 seconds to think about a topic that was familiar to them all. It is important to choose a familiar topic, so all students can have an idea to add to the dialogue.</p> <p>Now it's time to begin the discussion.</p> <p>Ask one student to share one idea to begin with. Once they finished sharing, use a stem sentence to prompt another student to build on their idea. Continue using stem sentences or invitations to build on ideas between each idea shared to prompt the next speaker, especially if a student is unsure what to say on their turn. Some students may be able to build on ideas without using a stem sentence.</p> <p>Possible stem sentences:</p> <p><i>It's also like/similar to...</i></p> <p><i>That makes me think of...</i></p> <p><i>My idea was similar...</i></p> <p><i>What I meant was...</i></p> <p>Possible invitations to build:</p> <p><i>What do you think about what was just said?</i></p> <p><i>Do you agree and can you add to what was just said?</i></p> <p><i>Can you give an example of what you said?</i></p> <p><i>Can we add any more ideas?</i></p> <p>(Stem sentences and invitations to build from T-SEDA pack, 2019, p. 25-26)</p> <p>Stem sentences could be displayed for the children, if possible.</p>	
<p>Reflect</p> <p>Praise the students for participating in the discussion and trying to build on ideas.</p> <p>Ask them to share any thoughts they had about the discussion.</p>	<p>2 minutes</p>

Eg. Did they know what they needed to do in the discussion? Did they think they were building on ideas? Did they feel it made the discussion better? Why/why not?	
---	--

Reference:

Kershner, R, Hennessy, S, Calcagni, E & Ahmed, F, (2019), *Teacher Scheme for Education Dialogue Analysis (T-SEDA) pack (V7c)*. Retrieved from <https://www.educ.cam.ac.uk/research/programmes/tseda/index.html>