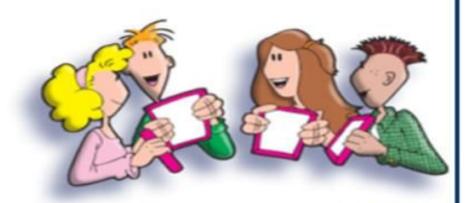
Give One, Get One

- Record your response to the given topic, prompt or question
- ☐ Share one of your ideas with a partner
- ☐ Get one new idea from your partner
- Ask them Why is that important? or Why did you make that connection?
- Record their response and reasoning
- Repeat with up to two more people





This routine asks learners to activate prior knowledge and generate ideas about a topic, prompt or question and share their thinking with others to build a broader picture.

Introducing & Exploring Ideas

PURPOSE

What kind of thinking does this routine encourage?

This routine asks learners to activate prior knowledge and generate ideas about a topic, prompt or question. It also asks learners to share their thinking and gain thoughts from others to build a broader picture.

APPLICATION

When and where can it be used?

Use this routine:

- When examining illustrations or prompts that support a text, theme or concept
- At the beginning of a unit or new topic to motivate student interest
- Can be used as a reflection on learning

ASSESSMENT

How can I use this routine as an assessment?

Look for how students:

- Pay attention to detail when formulating their response
- Provide their peers with a clear justification of their thoughts. Is it supported by evidence?
- Interact with their peers as they share understanding.
- Are they able to combine their thoughts and the thoughts of others to build new understanding?

LAUNCH

What are the steps needed for starting and using this routine?

- Set up → Display the topic, prompt or question & invite learners to look attentively at it, allowing time for careful interpretation.
- Record → Invite learners to record their response and encourage them to provide essential details and elaborations.
- Share → Learners pair up and share their thinking with their partner. They must give a new and different idea to what their partner had.
- 4. Justification → Learners need to ask their partners Why is that important? or Why did you make that connection?
- Record → Learners record their partners response and reasoning under their own.
- Repeat→ Repeat the process with up to two more people.
- 7. Share the thinking → Discuss the process with students. Ask:
 - ★ How did the sharing and justification of your ideas with others feel?
 - ★ How did listening to and recording the thoughts of others help you to expand your thinking about this topic, prompt or question?
 - ★ Has your thinking changed in any way by using this routine?

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