

# 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



## purpose

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?*

1. **Set up** → Display the topic, prompt or question & invite learners to look attentively at it, allowing time for careful interpretation.
2. **Record** → Invite learners to record their response and encourage them to provide essential details and elaborations.
3. **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?*
5. **Record** → Learners record their partners response and reasoning under their own.
6. **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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