# Garden Ideas

Build on ideas and speak clearly.

**2.C.1.A.ii** "Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade two topics and texts. This includes: Respectfully building on others' ideas and expressing their own clearly."

NAME _____ DATE _____

## 1 READ AND MARK

Read it twice

**YOUR JOB** Underline words that show a speaker is building on another person's idea. Circle the new ideas speakers share so you can see how the group works together.

### Garden Meeting

1. During class meeting, Ms. Lee asked, "How can we help our school garden?" Amir said, "We could make signs that tell people not to step on the plants." He spoke loudly enough for the group to hear.

2. Nia listened to Amir's idea. Then she said, "I agree with Amir. Signs could protect the plants. I also think we should water them every Friday." Her words added a new idea to his plan.

3. Luis had a different idea. He said, "I like the sign idea, but we also need a path. A path can show visitors where to walk." The group chose signs and a path.

## 2 ANSWER WITH EVIDENCE

Use the passage

1. What words does Nia say to show that she is building on Amir's idea?

2. What new idea does Nia add to the group's plan?

3. How does Luis respectfully respond to the sign idea, and what idea does he add?

## 3 YOUR TURN

Your own words

Your class is choosing an indoor recess activity. A classmate says, "Let's play a board game." Write two sentences. First, build respectfully on the classmate's idea. Then, state a new idea clearly. Use these sentences as practice, then hold a real partner discussion about indoor recess. Each partner gives an idea. Listen, name a part of your partner's actual idea and respectfully add one clear related thought. Take turns so both people respond. Your teacher listens. Below, record the actual idea you heard and your addition in two sentences; an adult may help write your words. You may agree with your partner; no disagreement is required.

**ANSWER KEY**

# Garden Ideas

**GRADE 2 · 2.C.1.A.ii**

## PART 1 · READ AND MARK

Underline words that show a speaker is building on another person's idea. Circle the new ideas speakers share so you can see how the group works together. Accept any marking that follows this job and points at the right text.

## PART 2 · ANSWERS

| # | QUESTION | ANSWER |
|---|---|---|
| 1 | What words does Nia say to show that she is building on Amir's idea? | **"I agree with Amir."** |
| 2 | What new idea does Nia add to the group's plan? | **She says they should water the plants every Friday.** |
| 3 | How does Luis respectfully respond to the sign idea, and what idea does he add? | **He says, "I like the sign idea," and adds that the garden needs a path.** |

## PART 3 · YOUR TURN (SAMPLE ANSWER)

I like your board game idea because everyone can take turns. We could also set up a drawing table for students who want a quiet choice.

Example completed record: My partner suggested a drawing table, and I liked the quiet-choice idea. I added that we could share the crayons and let each person choose a picture.

Accept equivalent words that show agreement or respectful connection to another speaker's idea. For the open task, accept two sentences that build on the board game idea and add a clear, related new idea. The original board-game sentences are preparation; also observe both learners in a real exchange, clearly naming or connecting to a received idea and adding a related thought respectfully. Inspect the completed two-sentence actual-talk record, allowing adult support. Do not require a different opinion or pretend every partner proposed a board game.