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Ideas We Build Together - Year 4

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Teacher quick-start

Purpose and prior knowledge

Year 4 learners practise live discussion, not prepared speeches. They should already be able to share a familiar opinion and read a short set of facts. Teach acknowledgement, relevant additions, useful questions and reasoned decisions. Explain criteria as what a plan needs to do, and a trade-off as a benefit given up to gain another.

Prepare once

Allow five 45–60 minute lessons. Use the editable presentation and quiz. Print the four displays, dialogue models, practice and matching sample pages. For Decision Studio, prepare its board, rules, four role cards, sixteen tokens and twelve scenario cards. Provide paper, pencils and pictured facts. No bought resources, device or real excursion is required.

Teach and support

Read all case facts aloud and allow quiet thinking time before discussion. Model a poor response, explain why it misses the idea, then model a helpful response. Pupils may speak, point to facts, use a communication device. Have an adult record their words. Partner rehearsal supports confidence. Rotate game roles; every learner still acknowledges, contributes and questions. Use varied sentence openings.

Collect fair evidence

Hear each individual in a round exchange. Record exact words or a pointed response and how it connects to a prior idea. Use the fresh class-display task in Lesson 5 and the observation sheet as a guide. Offer a second round when opportunity is missing. Assess ideas and interaction, never eye contact, accent, speech amount or handwriting. The quiz reviews learning; it cannot prove live discussion competence.

Lesson 1: Hear the idea before answering

Learning and materials

45–60 minutes. Learners accurately show what a peer means and add a relevant reason. Use displays 1–2, rainy-day facts, Relevance Sort and Acknowledgement Repair, with their matching samples. Presentation slides 2–5 and 8.

Model: 10 minutes

Ask: “Which rainy-day activity can our class run with the materials we have?” Read: 25 minutes, four tables, paper/pencils, everyone joins, no devices or bought materials. Offer table drawing games or a class quiz. Say Mia’s concern about thinking time. Compare “I watched a film”, “Yes, a quiz”, and “You want everyone included, with time to think.” Explain how the last reply preserves meaning without copying every word.

Guided practice: 15 minutes

Pairs sort the six contributions by their link to this question. Each pair explains one link or missing link. Discuss item 5: liking drawing becomes useful only when connected to running the class activity. Model a relevant repair. Read Noah’s quiet-player concern on the repair page; change a reply that alters his meaning.

Independent exchange: 15–20 minutes

Partner A chooses an option and explains a reason. B paraphrases A’s idea, checks its accuracy, then contributes a relevant reason to tap with a different concern. Pupils record brief words or draw the idea on the repair page. Teacher notes what each heard and how the next reply connects either option can work with a sound explanation.

Access, stretch and check: 5–10 minutes

Support: read/picture the facts, offer thinking time and partner rehearsal. Core: use the ordinary facts. Extension: add that one table is unavailable; explain an adaptation. Check that acknowledgement preserves the concern and response links to the question. Next step: “You heard the game choice; include the reason your partner gave.”

Lesson 2: Add something useful

Learning and materials

45–60 minutes. Learners add a consequence, example, condition or workable change to a peer's idea. Use display 3, both Build a Plan dialogue pages, Repeat or Build practice/sample and role cards. Presentation slides 6–8.

Model: 10–12 minutes

Read Dialogue 1 with its five named contributions. Pause after Mia's concern. A mere repeat says "Yes, we need time." Tariq extends it with pairs discussing first; Lena adds shown-and-read questions. Mia's question clarifies how answers work. Tariq links one shared answer to 25 minutes. Model the weak dialogue too. Ask exactly where the plan stops developing. Repair "Quizzes are good" with a workable detail.

Guided group: 15 minutes

Groups of four plan the rainy-day quiz one contribution at a time. Rotate facilitator, contributor, questioner and recorder supports after each short round. These roles help organisation; they never limit who can ask or build. Each learner acknowledges a real contribution before adding a detail. Recorder captures short words, not a full script.

Independent transfer: 15–20 minutes

Complete Repeat or Build, then write/draw an accurate acknowledgement plus an addition on its final task. Say to a partner, who checks what is new and whether it follows the idea. Invite and openings: "our point about...", "That could work if...", "What if we also..." Collect individual examples rather than only the group's final plan.

Access, stretch and check: 5–10 minutes

Support: picture "pairs", "question", "one answer" and rehearse aloud. Core: extend a relevant classroom idea. Extension: only 20 minutes remain; modify the plan without excluding anyone. Check for genuinely new, relevant information. Specific feedback: "You added a time limit for pairs, which helps us judge the plan."

Lesson 3: Ask a question that moves us forward

Learning and materials

45–60 minutes. Learners ask for missing information and use its answer, with respectful disagreement. Use display 3, both Clarify the Task dialogue pages, Useful Questions practice/sample and Reading-Corner Record/sample. Slides 9–13.

Model: 10–12 minutes

Read Dialogue 2: Noah suggests a poster; Indi asks whether to recommend books or explain borrowing. Answer as facilitator: “Help new classmates borrow and return books.” Sam adds the return basket and Noah adds borrowing steps. Contrast the weak weekend-film version and the corrective return to the task. Model: “I see why you want a big sign. Could it block the entrance? Can we make it smaller?” Question the plan while respecting the person.

Guided information practice: 15 minutes

Pairs use the question/answer page. Hold back the reply until a genuinely useful question is asked. Give the supplied reply exactly, then ask how it changes the plan. In the reading corner, the missing-information reply is “Yes, labels may use words and pictures.” A question has helped only if pupils can explain what its answer enables.

Independent exchange: 15–20 minutes

Groups of three discuss twelve books, room for four learners, a narrow entrance and one sign space. Compare the large labelled display with three category cards plus a return sign. Each learner responds to another contribution and asks or answers a useful question. Suggest a suitable adaptation and complete the short decision record. Accept either option when space and clarity are addressed.

Access, stretch and check: 5–10 minutes

Support: pictured facts, think time and a partner to read the case. Core: ordinary case. Extension: the sign must be removable each afternoon; adapt it. Teacher records the question, answer and resulting change. Next step: “Your question clarified purpose; now show how the answer changes the sign.”

Lesson 4: Decide using the facts

Learning and materials

45–60 minutes. Learners compare options using criteria and explain a decision with a trade-off. Use display 4; complete Decision Studio rules, board, role/token sheet, twelve cards and six key pages; Criteria Record and Trade-off Reflection with samples. Slides 14–17.

Model and setup: 10–12 minutes

Explain criteria with the rainy-day facts: time, available materials, everyone joins. Show two defensible plans. Name a benefit and a cost for each; a trade-off is neither a random fact nor “everything is perfect”. Demonstrate one game round with card 1. Read all facts, allow think time, acknowledge a peer idea, build/question, decide and record. A vote may choose, but the group still explains why the plan works.

Guided rounds: 15 minutes

Groups of two to four use four tokens each as opportunity reminders. Tokens prompt hearing, connecting, building/questioning and deciding; they are not points, a speed race or a fixed speaking order. Everyone contributes across the round. Rotate role supports each round. Draw a new card after recording a decision and reason. Play three or four rounds. Teacher observes individuals and uses the key's alternatives to avoid forcing an opinion.

Independent transfer: 15–20 minutes

Use the nature-observation facts. 20 minutes, teacher permission required for a supervised garden walk, rain forecast. Propose a third workable option or modification, such as watering from the window in small groups. If permission is absent, choose/adapt an indoor option. Write/draw criteria, decision, reason and one trade-off. Never conduct a real excursion through this activity.

Access, stretch and check: 5–10 minutes

Support: read/picture each fact and rehearse one response. Core: all printed constraints. Extension: add one conflicting time or space fact and adapt. Feedback names the helpful response, such as a question about permission. Check every learner, not only the recorder. Reflect on one addition that improved the plan.

Lesson 5: A new group decision

Learning and materials

45–60 minutes. Assess each learner's acknowledgement, relevance, extension/question and use of shared information. Use the fresh Class Display task/sample, Games Shelf transfer/sample, individual observation sheet, analytic rubric and Trade-off Reflection. Slides 18–19. Keep samples hidden during assessment.

Give a fresh task: 8–10 minutes

Read the same facts to each group of three/four: one noticeboard holds six A4 sheets; 24 pupils; 30 minutes; paper, pencils and shared colouring materials only. The aim is to show visitors our learning with a way for every learner to contribute. Options: six group learning posters or six theme panels using small individual contributions. A hybrid is allowed. If asked, reply: "Visitors will see it next week; no live presentation is required."

Observe two rounds: 18–22 minutes

Allow thinking time. Round 1 compares the choices and ideas/lines needed information. Round 2 tests a proposed plan against inclusion, six-sheet space and time, then agrees a reason and trade-off. Rotate support roles so everyone has a real opportunity. Note exact words, pointed facts or device responses for each criterion on each pupil's sheet. If evidence is missing, arrange another short exchange; "not yet observed" is not automatically developing.

Independent reflection and transfer: 12–18 minutes

Each pupil completes "I liked / I added / our reason / one trade-off" in brief words, pictures or a oral level response. Groups then attempt the fully specified Games Shelf case with the same observation focus. Accept different workable solutions; use examples as working guidance after the task, not a script to copy.

Judge and respond: 7–10 minutes

Use all four rubric criteria, focusing on idea quality and interaction. Do not score eye contact, accent, speech volume/amount or handwriting. Support: pictured facts, reading aloud and extra think time preserve the target. Extension: preparation time drops to 20 minutes; justify a workable change. Give one evidence-based next step. Use the quiz for review after observation, not as its replacement.

Hear the idea.

Good listeners build better ideas.

Listen for the idea and the reason.
Show what you understood.
Check: Did I keep their meaning?

Example

Mia: "A quiz could include everyone, but some people need more thinking time."

Reply: "You want everyone to join, with time to think."

Listen
Think
Be kind
Share ideas

Different
ideas
stronger
together



An acknowledgement shows what someone meant.

➤ Connect to the question. ➤

Question:

Which rainy-day activity can our class run?

Facts:



25 minutes



four tables



paper and pencils



everyone joins



no devices



Connected reply:

“Table drawing games could work with our paper and pencils.”



Off-topic reply:

“My shoes are blue.”



Prompt:

Explain how your reply helps with the choice.

Add useful information



Build on an idea with a detail, an example, a condition or a useful question.

Model

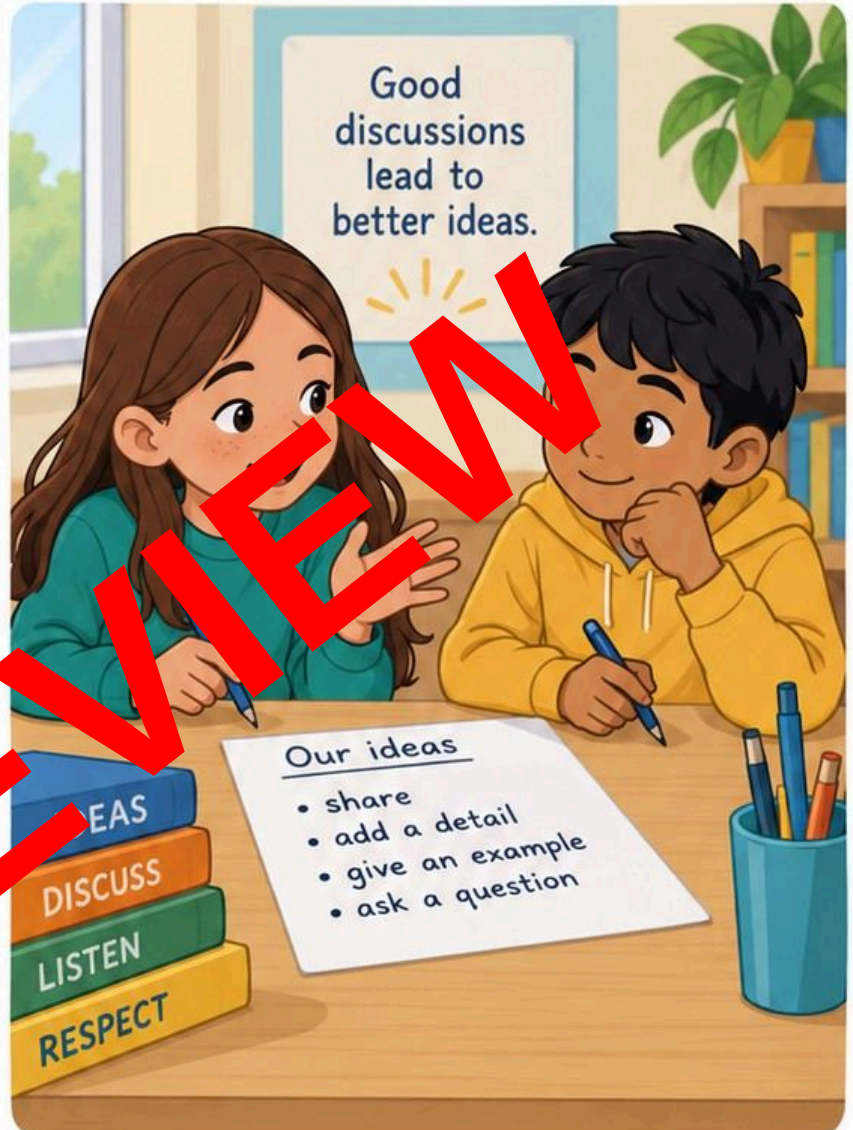
“Pairs could discuss before answering.”

Addition

“We could give each pair one minute, then collect one answer.”

Question

“Can we show each question as well as read it?”



Different openings

“That could work if...”

“What if we also...”

“Your point about time makes me think...”



Adding useful information helps everyone to explain their ideas more clearly.



Decide and explain.

Compare the choices with the facts.
Explain your decision and one trade-off.

Think
about
what
matters!

Criteria = what the plan
needs to do.

Trade-off = benefit
we give up to gain
another.

Example:

We choose: A class quiz with pairs
discussing first.

Reason: Everyone joins using paper
with 25 minutes.

Trade-off: Pairs may need extra time
to agree.



A different choice can work
with a good reason.

Build a plan.

A connected discussion.

Good discussions help us plan together, listen to ideas and find a solution.



Rainy session



25 minutes



four tables



paper and pencils



everyone joins



no devices



Mia

A quiz could include everyone at once, but some people need more thinking time.



Tariq

I hear that we need time to think. We could let pairs discuss before anyone answers.



Lena

That could help. We could also show each question while the teacher reads it.



Mia

Could pairs write one answer or both share?



Tariq

One answer together, then we can invite different people to explain. That keeps it within 25 minutes.



Tariq keeps Mia's meaning.



Lena adds a related detail.



Mia asks about the plan.



Tariq gives a reason linked to time.

No one wins by speaking most.

Build a plan.

When replies do not help yet.

Choose a rainy-day activity that everyone can join in 25 minutes.

Rainy-day ideas

- Games
- Creative tasks
- Quizzes
- Stories
- Challenges

Good Ideas
Brighter Days

A weak dialogue

Mia: Some people need more thinking time.

Tariq: Yes, thinking time.

Lena: Quizzes are good.

A repeat and a general opinion leave the plan unfinished.

A corrected dialogue

Tariq: You want time to think. Pairs could talk first.

We could give pairs 5 minutes, then write one answer.

Mia: That would help us include everyone within 25 minutes.

Different
People
Brighter
Ideas



Pair prompt:

What new detail moved the plan forward?

Clarify the task.

A question changes the plan.



Indi finds out the purpose.



Sam uses the answer.



Noah builds on Sam's idea.



A useful question helps us plan our next step.



Clarify the task.

Returning to the shared question.

Good discussions help us make good ideas.



Aim: Help new classmates borrow and return books.

The group has changed topic.

Noah: Let's make a reading-corner poster.

Sam: I watched a funny film at the weekend.

Indi: Which film was it?

PREVIEW

Returning to the task.

Corrective response:

Noah: We can talk about films later. For the poster, what will help a new classmate return a book?

Better reply:

Sam: A picture of the return basket could help.

Useful follow-up:

Indi: Can our sign use words and pictures?

Facilitator reply:

Yes, both words and pictures.



How could that answer improve our sign?



Decision Studio

A discussion game for 2-4 players.

Think
Listen
Build
Decide
Together

Equipment



board



four role cards



twelve scenario cards



four tokens per player



paper and pencils

Setup

Place the board in the middle. Give each player four opportunity tokens. Share role cards; a player may hold two roles in a smaller group.



Different
ideas make
stronger
decisions.

Round

- 1 Read the whole scenario and all its facts.
- 2 Give everyone quiet thinking time.
- 3 Each person shows something they heard and makes a connected contribution. Build on an idea or ask a useful question.
- 4 Compare the options with the facts. Agree a decision, a reason and one trade-off.
- 5 Record brief words or pictures. Rotate roles, draw another card. Finish after three or four rounds.

Token note



Move tokens onto matching board spaces as reminders of opportunities.

Tokens are not points, a speed race or a fixed speaking order.

Everyone can ask, build and decide in any role.

Reflection



Which addition helped our group most?

All scenario choices are classroom discussion only.

Good
talk
brighter
tomorrows

Good conversations make a difference.

Decision Studio

Listen. Connect. Build. Decide. Better discussions lead to better ideas!

Different ideas brighter answers!

HEAR

What idea and reason did you hear?



CONNECT

How does your reply help with our question?



BUILD

Add a detail or ask a useful question.



DECIDE

Use the facts. Give a reason and one trade-off.



Respect ideas
Build together
Make good decisions



Read all facts.



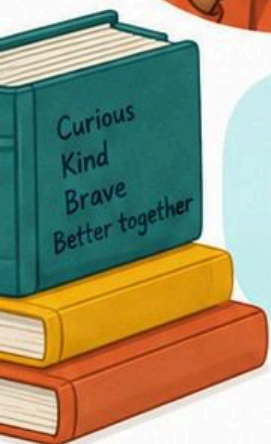
Take thinking time.



Everyone gets opportunities.



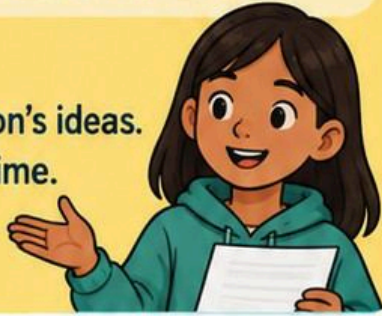
Rotate roles each round.



Decision Studio tools

FACILITATOR

Read all facts.
Invite each person's ideas.
Leave thinking time.



CONTRIBUTOR

Share a relevant idea
and reason.
Respond to something
heard.



QUESTIONER

Ask for missing
information.
Help the group use
the answer.



RECORDER

Capture the decision,
reason and track of
in brief words or
pictures.



Rotate roles after each round. Every player can do all four actions.



Decision Studio cards 1-2

1

Rainy session



Indoor ideas can still be fun!

Question: Which rainy-day activity should our class run?

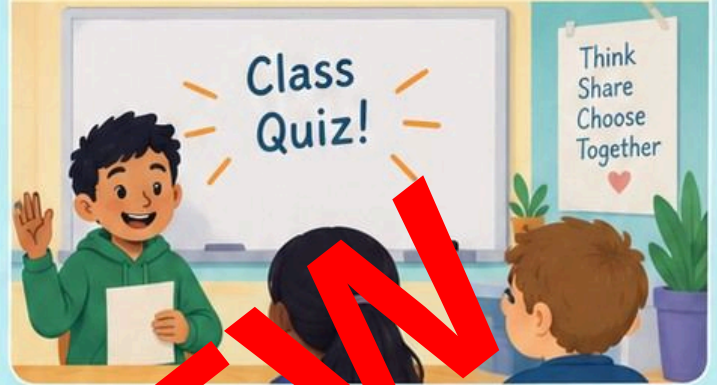
Option A: Table drawing games.



Facts:

- 25 minutes
- four tables
- paper and pencils
- everyone joins
- no devices or bought materials.

Option B: One class quiz.



Discussion prompt:

Hear an idea, add or question, then give your decision, reason and one trade-off.

2

Book returns



Tidy books help everyone enjoy our class library!

Question: How should we organise book returns?

Option A: A labelled basket.



Facts:

- Twelve books
- one sign
- keep the narrow entrance clear.
- Labels may use words and pictures.

Option B: A numbered shelf.



Discussion prompt:

Hear an idea, add or question, then give your decision, reason and one trade-off.

Decision Studio cards 3-4

Talk together.
Think it through.
Make a thoughtful choice.

3 Class thank-you

How should our class thank one person?

Option A:
One shared poster.



Option B:
Small individual cards.



Facts:



One recipient



ten minutes



paper and pencils



no bought gifts



Discussion prompt:

Hear an idea, add or question, then give your decision, reason and one trade-off.

4 Nature observation

How should we observe nature?

Option A:
Draw from classroom window.



Option B:
A supervised school-garden walk.



Facts:



20 minutes



teacher permission
required for the walk



rain forecast



If permission is absent,
choose or adapt an indoor option.
This is a discussion case, not a real excursion.



Discussion prompt:

Hear an idea, add or question, then give your decision, reason and one trade-off.

Decision Studio cards 5–6

Look at the scenario, think about the options and facts, and discuss as a group.

5 Game instructions

Question

How should we explain a familiar safe paper game to new pupils?

Option A

Illustrated steps.



Option B

A short written list.



Facts

- One A4 sheet.
- Paper and pencils.
- The reader can ask questions.
- Keep the game's steps in order.

Discussion prompt

Hear an idea, add or question, then give your decision, reason and one trade-off.



6 Exhibition labels

Question

How should we label our exhibition?

Option A

One common key.



Option B

A small label beside each work.



Facts

- Eight artworks.
- Limited wall space.
- Visitors need each creator's name and one fact about the work.
- Use agreed display names.

Discussion prompt

Hear an idea, add or question, then give your decision, reason and one trade-off.



Decision Studio cards 7-8

Talk together. Consider the options.
Make a thoughtful decision.

7 Recycling reminder



A cleaner classroom
helps our community.

Question:

How should we remind our class
where recycling goes?



Option A:

A class display.



Option B:

A rotating
reminder role.



Facts:

- Three containers with clear labels.
- Use kind reminders about the task.
- Avoid calling out a person.

Discussion prompt:

Hear an idea, add or question,
then give your decision, reason
and one trade-off.

8 Group story sharing



Different ideas make
great stories.

Question:

How should our contributors
share a story?



Option A:

Read aloud.



Option B:

Show an illustrated
story map.



Facts:

- Five minutes.
- Four contributors.
- Everyone adds one detail.
- Share an original classroom story.



Discussion prompt:

Hear an idea, add or question,
then give your decision, reason
and one trade-off.

Decision Studio cards 9–10

Big ideas.
Better decisions.
Stronger learners.



9 Class questions

Question:

How should we collect class questions?

Facts:

- Quiet participation must be possible.
- Paper only.
- Review questions on Friday.

A A question box.



B A shared question chart.



Discussion prompt:

Hear an idea, add or question, then give your decision, reason and one trade-off.



10 Learning review

Question:

How should we review our learning?

Facts:

- Fifteen minutes.
- Different prior knowledge.
- Everyone must show understanding.

A Paired explanation.



B A small-group example sort.



Discussion prompt:

Hear an idea, add or question, then give your decision, reason and one trade-off.



11

Wet-weather borrowing

How should sixteen readers share eight books?

Option A: A take-turns list.



Option B: Two-table stations.



Facts:

- Eight shared books
- Sixteen readers
- Nobody excluded
- Ten-minute rounds
- Books may be shared by pairs.

Discussion prompt:

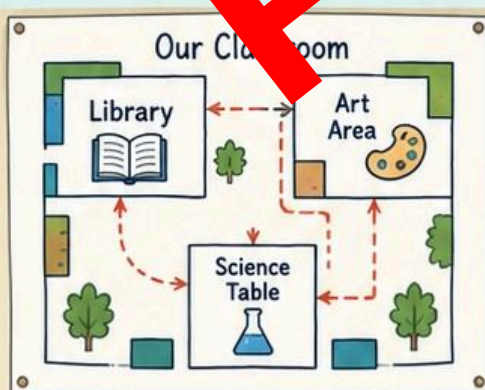
Hear an idea, add or question, then give your decision, reason and one trade-off.

12

Help for visitors

How should we help visitors find three destinations?

Option A: Classroom map.



Option B: Picture-and-word signs.



Facts:

- Three destinations
- Up to one sheet per destination
- Paper and pencils
- No private pupil details

Discussion prompt:

Hear an idea, add or question, then give your decision, reason and one trade-off.

Decision Studio teacher key 1-2

These are possible responses, not a single correct opinion.

1 Rainy session

Acknowledgement:

"You want an activity everyone can join."

Useful extension or question:

"Could pairs discuss before quiz answers?"

Possible decision and reason:

A quiz with pair thinking time fits the materials and includes everyone.

Trade-off:

Pairs may need time to agree.

Alternative:

Drawing games also work with clear table rules.



2 Book returns

Acknowledgement:

"You want returns to be easy to find."

Useful extension or question:

"Could the basket sit away from the entrance?"

Possible decision and reason:

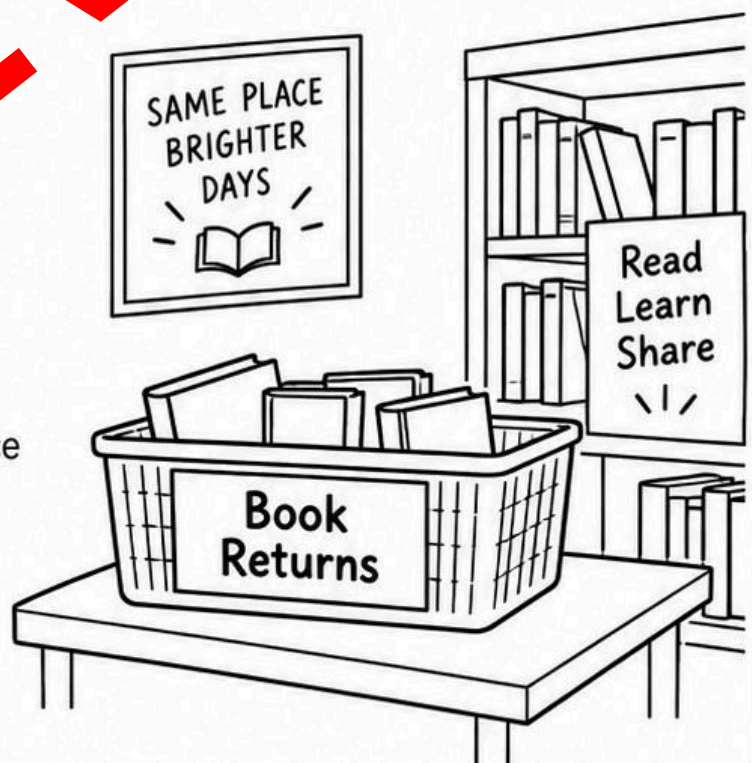
A labelled basket away from the entrance gives one clear return point.

Trade-off:

Books may need sorting later.

Alternative:

A numbered shelf can work if its sign explains the numbers.



Judge each learner's connection to ideas and facts.

Accept different defensible decisions. Never score who speaks most.

Decision Studio teacher key 3-4

These are possible responses, not a single correct opinion.

3. Class thank-you

Acknowledgement:

"You want everyone's thanks included."

Useful extension or question:

"Could each person add a short note to the poster?"

Possible decision and reason:

One poster with short notes includes the class within ten minutes.

Trade-off:

There is less room for each message.

Alternative:

Small cards also work if messages stay brief.



4. Nature observation

Acknowledgement:

"You want us to use real plants."

Useful extension or question:

"Do we have teacher permission for the walk?"

Possible decision and reason:

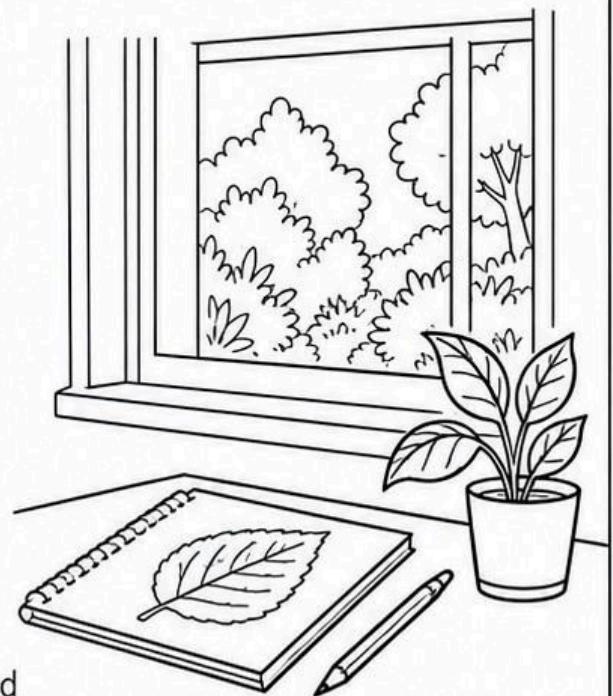
Without confirmed permission, draw from the window in small groups.

Trade-off:

We cannot examine plants up close.

Alternative:

With permission, the teacher may judge a supervised walk suitable; rain and time still matter.



Judge each learner's connection to ideas and facts.
Accept different defensible decisions. Never score who speaks most.

Decision Studio teacher key 5–6

These are possible responses, not a single correct opinion.

5 Game instructions

Acknowledgement:

“You want new pupils to follow the steps.”

Useful extension or question:

“Could each picture have a short label?”

Possible decision and reason:

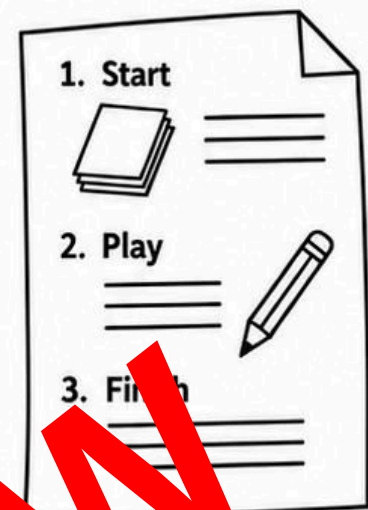
Illustrated steps with brief labels show the order on one sheet.

Trade-off:

Pictures take more space.

Alternative:

A short written list can work when the reader understands the words and can ask.



6 Exhibition labels

Acknowledgement:

“You want visitors to know who made each work.”

Useful extension or question:

“Could we number artworks to match one key?”

Possible decision and reason:

A numbered common key saves wall space and gives names and facts.

Trade-off:

Visitors must look between the work and key.

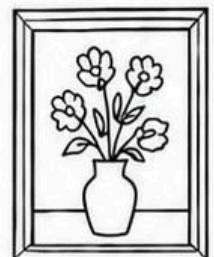
Alternative:

Small nearby labels work if there is safe room for all eight.



1

Artworks	
1	A. Chen River View 2024
2	B. Patel Summer Birds 2024
3	C. Rossi City Lights 2023
...	



2

Judge each learner's connection to ideas and facts.

Accept different defensible decisions. Never score who speaks most.

Decision Studio

teacher key 7-8



These are possible responses,
not a single correct opinion.

7. Recycling reminder

Acknowledgement:

"You want clear reminders for all three containers."

Useful extension or question:

"Could the display use the same pictures as the labels?"

Possible decision and reason:

"A display matching the container labels gives a quiet reminder to everyone."

Trade-off:

"People must notice and read it."

Alternative:

"A rotating role can work with general kind reminders, never naming a pupil."



8. Group story sharing

Acknowledgement:

"You want the whole story shared in five minutes."

Useful extension or question:

"Could each person explain one part of a map?"

Possible decision and reason:

"A story map with four short explanations includes every contributor."

Trade-off:

"Some exact story wording is lost."

Alternative:

"Reading aloud also works if everyone shares a short section within five minutes."



Judge each learner's connection to ideas and facts. Accept different defensible decisions.
Never score who speaks most.

Decision Studio

teacher key 9–10



Different ideas lead to better decisions.

9 Class questions

Acknowledgement

"You want quiet pupils to be able to ask."

Useful extension or question

"Could people place unsigned paper questions in the box?"

Possible decision and reason

A paper question box allows quiet participation before Friday's review.

Trade-off

Others cannot see questions until the review.

Alternative

A chart works if pupils can add written notes quietly and without private details.



10 Learning review

Acknowledgement

"You want everyone's understanding to be visible."

Useful extension or question

"Could each person explain one example after the sort?"

Possible decision and reason

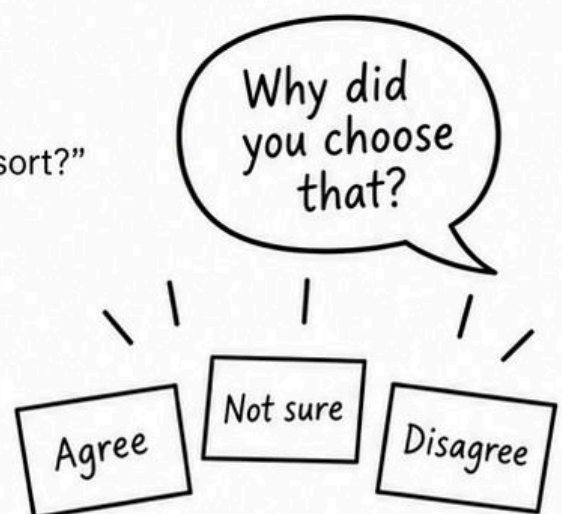
A sort with each learner explaining a choice shows individual understanding.

Trade-off

Groups need time to discuss differences.

Alternative

Pairs also work if both partners explain and the teacher hears each.



Judge each learner's connection to ideas and facts.

Accept different defensible decisions. Never score who speaks most.

Decision Studio teacher key 11–12

These are possible responses, not a single correct opinion.

11. Wet-weather borrowing

Acknowledgement:

"You want all sixteen readers included."

Useful extension or question:

"Could eight pairs share a book at the two tables?"

Possible decision and reason:

Eight pairs at two stations let everyone read during each round.

Trade-off:

Partners must agree how to share the book.

Alternative:

A turn list works if waiting pupils also have a meaningful reading opportunity.



12. Help for visitors

Acknowledgement:

"You want visitors to find all three places."

Useful extension or question:

"Could each sign use the same symbol as a map?"

Possible decision and reason:

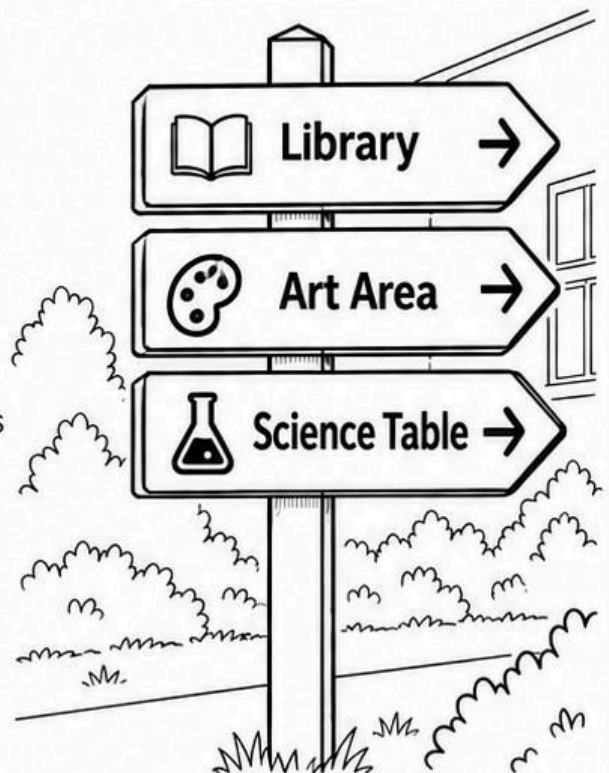
One picture-and-word sign for each destination helps visitors at each place.

Trade-off:

Signs show less of the overall route.

Alternative:

A clear map can work if it identifies all three destinations without private details.



Judge each learner's connection to ideas and facts.

Accept different defensible decisions. Never score who speaks most.

Relevance Sort

Name: _____

Choose a rainy-day activity.

We have 25 minutes, four tables, paper and pencils.
Everyone should join. No devices.



Instructions: Mark each reply **C** if it connects to this choice, or **O** if it is off topic.
Explain two choices briefly.

1.	A table game could use our paper.	☐ C	☐ O
2.	My shoes are blue.	☐ C	☐ O
3.	Could pairs think before answering the quiz?	☐ C	☐ O
4.	My dog sleeps on a rug.	☐ C	☐ O
5.	I like drawing, so we could try drawing games at our four tables.	☐ C	☐ O
6.	We would need devices for that online game, but we have none.	☐ C	☐ O

I marked number _____ because _____.

Another reply could connect if _____.



A reason should explain the link to our class choice.

Relevance Sort

Name: ANSWERS

Choose a rainy-day activity.

We have 25 minutes, four tables, paper and pencils.
Everyone should join. No devices.



Instructions: Mark each reply **C** if it connects to this choice, or **O** if it is off topic.
Explain two choices briefly.

1.	A table game could use our paper.	☒ C	☐ O
2.	My shoes are blue.	☐ C	☒ O
3.	Could pairs think before answering the quiz?	☒ C	☐ O
4.	My dog sleeps on a rug.	☐ C	☒ O
5.	I like drawing, so we could try drawing games at our four tables.	☒ C	☐ O
6.	We would need devices for that online game, but we have none.	☒ C	☐ O

I marked number 1 because ____.

It connects because paper is available for the table game.

Another reply could connect if ____.

I like drawing could connect by adding so we could use paper for table drawing games.



A reason should explain the link to our class choice.

Acknowledgement Repair

Name: _____

Keep the speaker's meaning. Repair the reply in brief words.

1. **Mia:** "Some people need more time to think during a quiz."

Reply: "You do not want a quiz."

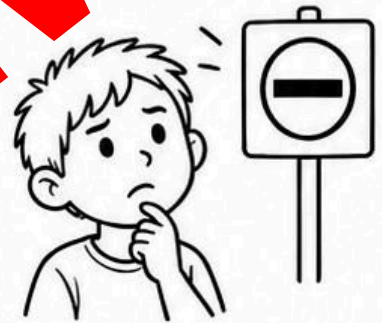
My repair:



2. **Noah:** "A big sign might block the narrow entrance."

Reply: "You do not like signs."

My repair:



3. **Sam:** "Quiz players should have a way to join."

Reply: "Everyone must talk loudly."

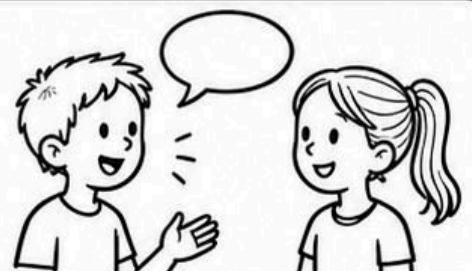
My repair:



Partner check:

Say one repair.

Ask your partner: Have I kept the idea and the reason?



Acknowledgement Repair

Name: ANSWERS

Keep the speaker's meaning. Repair the reply in brief words.

1. **Mia:** "Some people need more time to think during a quiz."

Reply: "You do not want a quiz."

My repair:

You want people to have enough thinking time.



2. **Noah:** "A big sign might block the narrow entrance."

Reply: "You do not like signs."

My repair:

You worry that a large sign could block the entrance.



3. **Sam:** "Quiet players should have a way to join."

Reply: "Everyone must talk loudly."

My repair:

You want quiet players to have a way to take part.

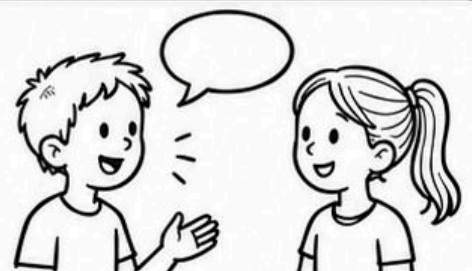


Partner check:

Say one repair.

Ask your partner: Have I kept the idea and the reason?

Accept accurate paraphrases, not identical wording.



Repeat or Build?

Name: _____

Mark **R** for a repeat, or **B** for a useful addition. Explain what is new in one **B** reply.

1 Idea: "Pairs could talk before answering."

a. Yes, pairs could talk.

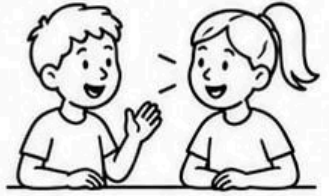
☐

R / B

b. We could give pairs one minute, then write one shared answer.

☐

R / B



2 Idea: "A poster could help pupils return books."

a. We could show a picture of the return basket.

☐

R / B

b. Yes, a poster could help with returns.

☐

R / B



3 Idea: "Everyone should help with our display."

a. Everyone should help.

☐

b. Six groups of four could each prepare one panel.

☐

R / B



A reply build because _____.

My addition to "We have only paper and pencils" is ____.

Repeat or Build?

Name: **ANSWERS**

Mark **R** for a repeat, or **B** for a useful addition. Explain what is new in one **B** reply.

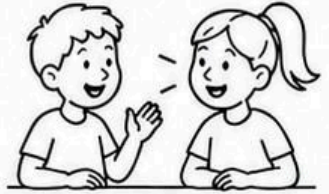
1 Idea: "Pairs could talk before answering."

a. Yes, pairs could talk.

R
R / B

b. We could give pairs one minute, then write one shared answer.

B
R / B



2 Idea: "A poster could help pupils return books."

a. We could show a picture of the return basket.

B
R / B

b. Yes, a poster could help with returns

R
R / B



3 Idea: "Everyone should help with our display."

a. Everyone should help.

R
R / B

b. Six groups of four could each prepare one panel.

B
R / B



A reply build because ____.

1b adds a time limit and one shared answer.

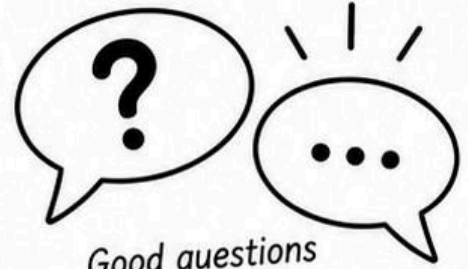
My addition to "We have only paper and pencils" is ____.

We could run drawing games at each table using paper.

Useful Questions

Name: _____

Ask for the information you need.
Your partner reads the reply.
Explain how it helps the plan.



*Good questions
help good ideas.*

1

Task: Make a reading-corner poster.

Missing information:
its purpose.

Partner reply:

"Help new classmates
borrow and return books."



Question:

What I can do now:

2

Task: Make reading-corner labels.

Missing information:
whether pictures are allowed.

Partner reply:

"Yes, use words and pictures."



Question:

What I can do now:

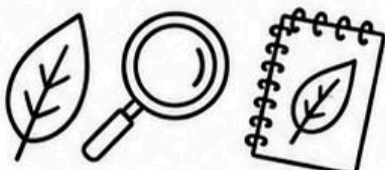
3

Task: Plan nature observation.

Missing information:
permission for a garden walk.

Partner reply:

"Permission has not been
given. Use an indoor option."



Question:

What I can do now:

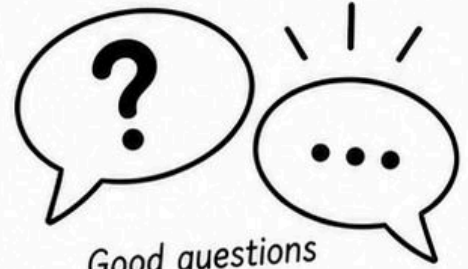


A useful question relates to the shared task.

Useful Questions

Name: ANSWERS

Ask for the information you need.
Your partner reads the reply.
Explain how it helps the plan.



Good questions
help good ideas.

1

Task: Make a reading-corner poster.

Missing information:
its purpose.

Partner reply:

"Help new classmates
borrow and return books."



Question:

What should the poster help people do?

What I can do now:

Include borrowing steps and a return-basket picture.

2

Task: Make reading-corner labels.

Missing information:
whether pictures are allowed.

Partner reply:

"Yes, use words and pictures."



Question:

Must our labels have pictures?

What I can do now:

Add pictures beside clear words.

3

Task: Plan nature observation.

Missing information:
permission for a garden walk.

Partner reply:

"Permission has not been
given. Use an indoor option."



Question:

Do we have teacher permission for a walk?

What I can do now:

Observe from the classroom window.



A useful question relates to the shared task.

Criteria Decision Record

Name: _____

Case: Which rainy-day activity can our class run?

- 25 minutes
- four tables
- paper and pencils
- everyone joins
- no devices or bought materials

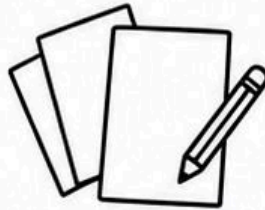
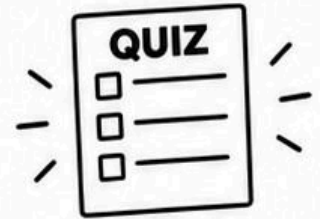


table drawing
games

OR



one class quiz

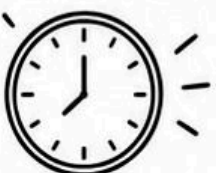
A hybrid is allowed if it meets the facts.

1 Two criteria our plan must meet.

2 Our decision or adaptation

3 A fact that supports our decision, and why.

4 One benefit and one trade-off.



Different decisions can work. Explain yours.

Criteria Decision Record

Name: **ANSWERS**

Case: Which rainy-day activity can our class run?

- 25 minutes
- four tables
- paper and pencils
- everyone joins
- no devices or bought materials

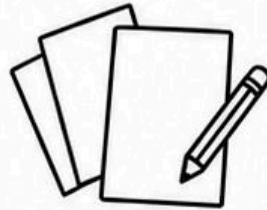
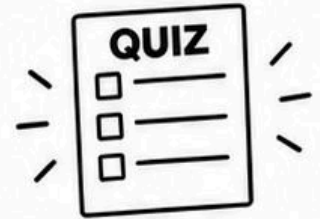


table drawing games

OR



one class quiz

A hybrid is allowed if it meets the facts.

1 Two criteria our plan must meet.

Fit 25 minutes. Give everyone a way to join.

2 Our decision or adaptation

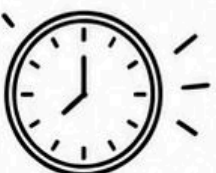
A class quiz with pairs discussing first.

3 A fact that supports our decision, and why.

We have paper and pencils, so pairs can write one shared answer without devices.

4 One benefit and one trade-off.

Benefit: everyone joins together.
Trade-off: pairs need time to agree.



Different decisions can work. Explain yours.

Reading-Corner Decision

Name: _____

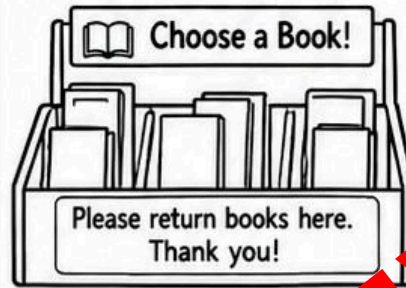
The facts

- Room for four learners.
- A narrow entrance.
- Twelve books.
- One sign space.

Help everyone find and return a book while keeping the entrance clear.

Options

A. One large labelled book display with return instructions.



B. Three smaller category cards and a return sign.



Missing information

Can labels use pictures?



Facilitator reply

"Yes, words and pictures."



and

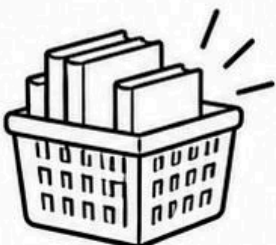
Aa

A peer's idea I heard.

A useful question or addition I made.

Our decision and one adaptation.

Our reason and one trade-off.



Either option can work when space and clarity are explained.

Reading-Corner Decision

Name: **ANSWERS**

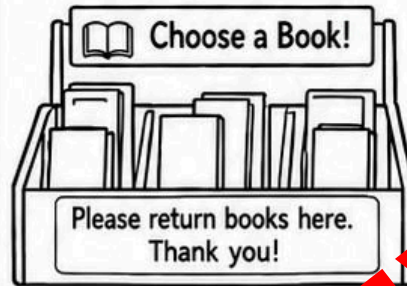
The facts

- Room for four learners.
- A narrow entrance.
- Twelve books.
- One sign space.

Help everyone find and return a book while keeping the entrance clear.

Options

A. One large labelled book display with return instructions.



B. Three smaller category cards and a return sign.



Missing information

Can labels use pictures?



Facilitator reply

"Yes, words and pictures."



and

Aa

A peer's idea I heard.

Noah wants one large display so instructions stay together.

A useful question or addition I made.

Could we make it smaller and use picture labels?

Our decision and one adaptation.

A smaller labelled display with return steps, placed away from the entrance.

Our reason and one trade-off.

It uses one sign space and keeps the entrance clear. Trade-off: fewer books can be shown at once.



Either option can work when space and clarity are explained.

Our Discussion Reflection



Listen
Think
Share
Learn

Name: _____

After a real group discussion, use brief words, pictures or explain aloud.



1. Our question.



2. I heard this idea or reason.



3. I added or asked.



4. Our decision and the fact behind our reason.



5. One benefit and one trade-off.



Teacher may record your exact words.
Reflect on your own contribution, not only the spokesperson's.

Our Discussion Reflection



Listen
Think
Share
Learn

Name: **ANSWERS**

After a real group discussion, use brief words, pictures or explain aloud.



1. Our question.

How can 24 pupils contribute to a six-sheet display?



2. I heard this idea or reason.

Lena wants everyone's work included.



3. I added or asked.

Could four pupils each add a small part to one panel?



4. Our decision and the fact behind our reason.

Six panels with four contributions each. Six groups of four include all 24 pupils and fit six A4 spaces.



5. One benefit and one trade-off.

Benefit: everyone contributes. Trade-off: each person has less space.



Teacher may record your exact words.
Reflect on your own contribution, not only the spokesperson's.

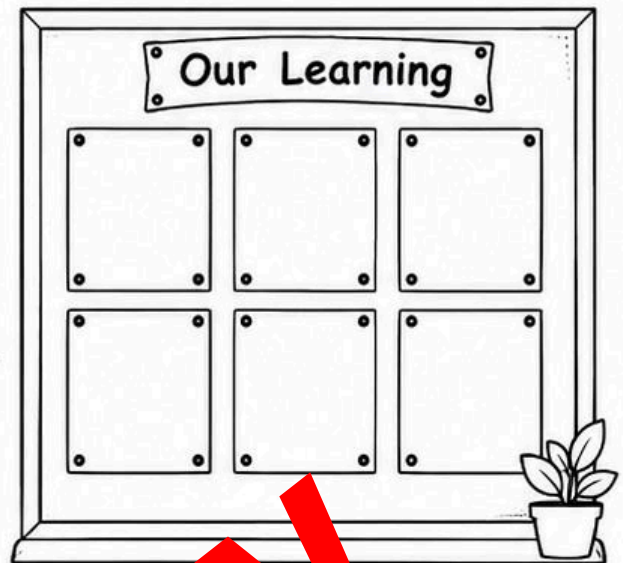
A Class Display for Everyone

Name: _____

One noticeboard has space for six A4 sheets.
Show visitors what our class is learning and give every learner a way to contribute.

We have 24 pupils and 30 minutes.

Use paper, pencils and shared colouring materials only.



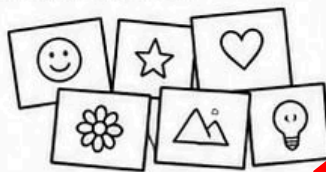
Option A:

six group learning posters.



Option B:

six theme panels made from small individual contributions.



A wonderful hybrid is allowed.

asked: visitors will see it next week; no live presentation is required.

Task: In a group of 3–4, take thinking time.



1

Round 1:

compare ideas and look for useful information.



2

Round 2:

test a plan against the facts and decide.



Each person must respond to someone's contribution.



A person's idea is heard.



My addition or useful question.



Our plan: how everyone contributes and six sheets are used.



Our reason and one trade-off.



Your teacher observes each learner's live exchange.

You may speak, point, use a communication device or have an adult record your words.

Different reasoned plans are welcome.

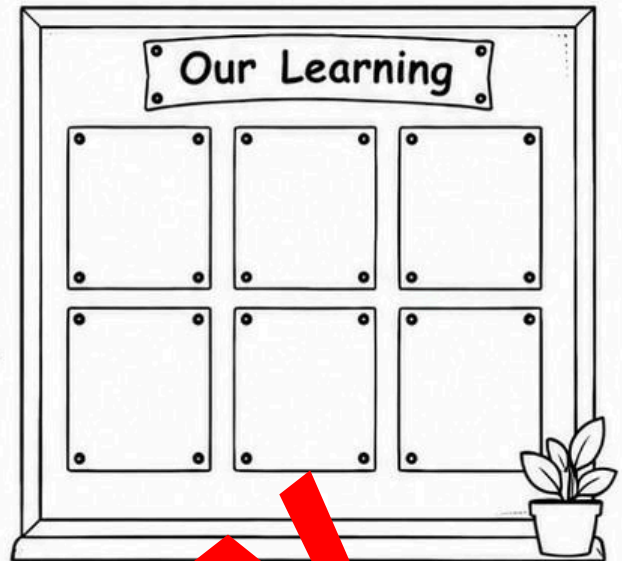
A Class Display for Everyone

Name: **ANSWERS**

One noticeboard has space for six A4 sheets.
Show visitors what our class is learning and give every learner a way to contribute.

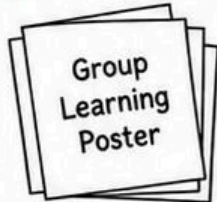
We have 24 pupils and 30 minutes.

Use paper, pencils and shared colouring materials only.



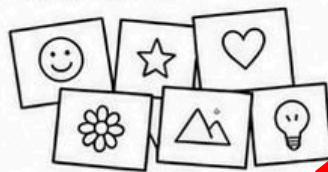
Option A:

six group learning posters.



Option B:

six theme panels made from small individual contributions.



A workable hybrid is allowed.

asked: visitors will see it next week; no live presentation is required.

Task: In a group of 3–4, take thinking time.



1

Round 1:

compare ideas and look for useful information.



2

Round 2:

test a plan against the facts and decide.



Each person must respond to someone's contribution.



A person's idea is heard.

Mia wants every pupil's work on the board.



My addition or useful question.

Could each group of four make one theme panel?



Our plan: how everyone contributes and six sheets are used.

Make six A4 theme panels.
Each panel contains four small pupil contributions.



Our reason and one trade-off.

Six groups of four include all 24 pupils and fit six A4 spaces.
Short contributions fit 30 minutes.
Trade-off: each pupil has a small space.
Also accept six genuinely shared group posters or a workable hybrid.



Your teacher observes each learner's live exchange.

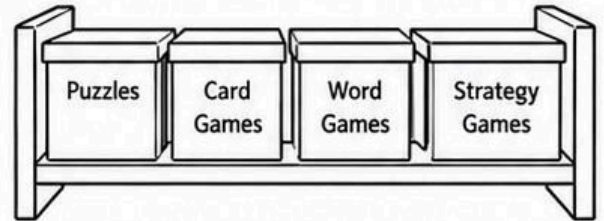
You may speak, point, use a communication device or have an adult record your words.

Different reasoned plans are welcome.

Name: _____

Our Class Games Shelf

Work together to plan the best way to organise our class games shelf.
Use the facts, think carefully and discuss your ideas.



The facts

- The class has twelve paper games in four labelled boxes.
- There is one shelf with room for those, four boxes.
- Sixteen learners will borrow a game in pairs.
- We have 15 minutes to organise the shelf and one A4 sign.
- Use paper and pencils only.
- Keep the walkway clear.
- Help pupils find and return a game.

Two ideas to consider

Option A: Numbered shelf

- Use numbers 1–4 on the shelf.
- Make a matching key on the sign so pupils know which number is each game box.

Option B: Picture labels

- Use four clear picture labels for the boxes.
- Add a return reminder on the sign.

If asked:

- Learners may use words and pictures.
- Games may be in their labelled boxes.

Your discussion task

- 1 Discuss in groups of 3–4.
- 2 Take thinking time.
- 3 Acknowledge a classmate's idea, build on it or ask a useful question.
- 4 Decide on a plan using the facts.

A peer's idea I heard

My addition or useful question.

Our decision and adaptation.

Our reason and one trade-off.

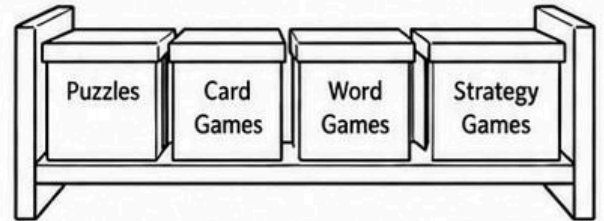


Teacher observes each learner.
Different workable plans are welcome.
This is a planning case; no shelf movement is required.

Name: **ANSWERS**

Our Class Games Shelf

Work together to plan the best way to organise our class games shelf.
Use the facts, think carefully and discuss your ideas.



The facts

- The class has twelve paper games in four labelled boxes.
- There is one shelf with room for those. four boxes.
- Sixteen learners will borrow a game in pairs.
- We have 15 minutes to organise the shelf and one A4 sign.
- Use paper and pencils only.
- Keep the walkway clear.
- Help pupils find and return a game.

Two ideas to consider

Option A: Numbered shelf

- Use numbers 1–4 on the shelf.
- Make a matching key on the sign so pupils know which number is each game box.

Option B: Picture labels

- Use four clear picture labels for the boxes.
- Add a return reminder on the sign.

If asked:

- Labels may use words and pictures.
- Games may stay in their labelled boxes.

Your discussion task

- 1 Discuss in groups of 3–4.
- 2 Take thinking time.
- 3 Acknowledge a classmate's idea, build on it or ask a useful question.
- 4 Decide on a plan using the facts.

A peer's idea I heard

Sam wants labels that help pairs find the right box.

My addition or useful question.

Can we use both pictures and words?

Our decision and adaptation.

Use four picture-and-word labels and one sign with return steps.
Keep all four boxes on the shelf.

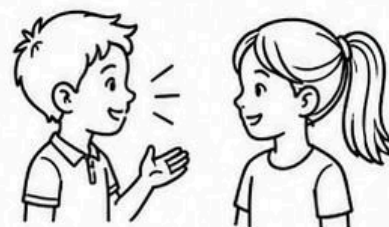
Our reason and one trade-off.

The four boxes fit and the walkway stays clear. One A4 sign fits the limit and short labels can be made in 15 minutes. Trade-off: the sign has little room for extra detail.



Teacher observes each learner.
Different workable plans are welcome.
This is a planning case; no shelf movement is required.

Individual Discussion Observation



Learner: _____

Date: _____

Case: Class display / Games shelf

Group: _____ Round: _____

Record each learner's actual words, pointed fact or device response during a real exchange.

Criterion	Exact evidence	Opportunity / next step
Accurate acknowledgement of another contribution.		
Relevant contribution to the question.		
Useful extension or question, using the answer where available.		
Shared information supports a reasoned decision.		

Round 2 or additional opportunity: _____

If not observed, provide another fair exchange before judging.

Reflection may support evidence but cannot replace observation.

Fair assessment: Do not judge eye contact, accent, volume, amount of speech or handwriting.

Next-step feedback: _____

Discussion Rubric

Learner: _____

Date: _____

1 Accurate acknowledgement



Developing	Applying	Secure
Needs support to show a peer's meaning.	Shows the main idea accurately with occasional checking.	Accurately reflects the idea and its reason, checking meaning when needed.

2 Relevant contribution



Developing	Applying	Secure
Needs prompting to connect to the question.	Adds an idea related to the shared question.	Adds a relevant idea and explains how it helps the task.

3 Useful extension or question



Developing	Applying	Secure
Mainly repeats, or asks an unrelated question.	Adds a useful detail or asks a relevant question.	Builds productively and/or uses a useful question's answer to improve the plan.

4 Information and decision



Developing	Applying	Secure
Chooses with little link to shared facts.	Uses a shared fact to explain a workable choice.	Compares criteria and explains a workable decision with a benefit and trade-off.

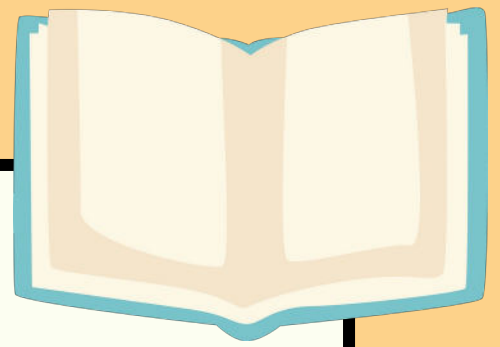
Notes

- Rate each criterion from individual evidence in a live exchange.
- "Not yet observed" requires another opportunity.
- Accept different defensible decisions.
- Specific feedback example: "You asked about pictures and used the answer in your sign plan. Next, explain the space trade-off."
- Do not score eye contact, accent, amount of speech or handwriting.

**Ideas We Build
together**



Our rainy-day choices



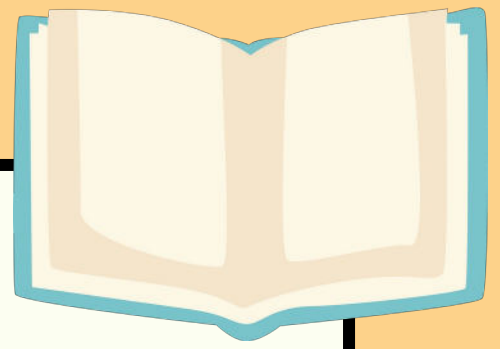
We have 25 minutes, four tables, paper and pencils.

Everyone should be able to join.

Table drawing games or one class quiz?



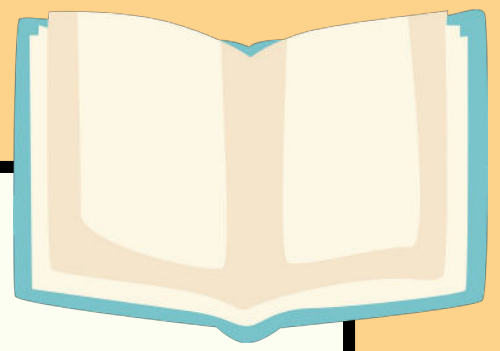
An idea worth hearing



Mia: "A quiz could include everyone, but some people need more thinking time."

What is Mia worried about?





Three different replies

“I watched a film yesterday.”

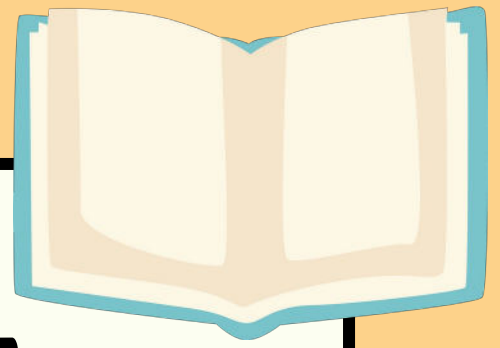
“Yes, a quiz.”

“You want everyone to join, with time to think.”

Which reply shows what Mia meant?



An accurate acknowledgment

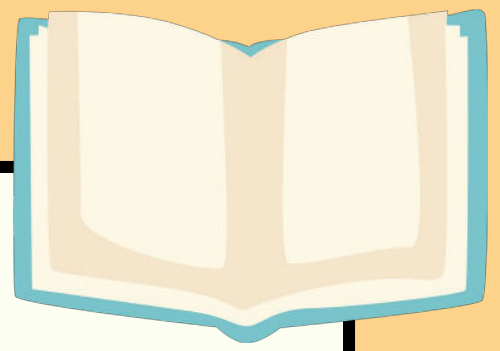


“You want everyone to join, with time to think.”

This keeps Mia’s meaning.

It uses new words without changing her idea.





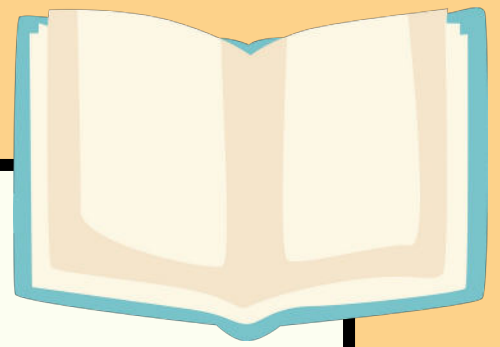
A useful addition

Tariq: “We could let pairs discuss before anyone answers.”

Lena: “We could show each question while the teacher reads it.”

How can the teacher help?





A question about the plan

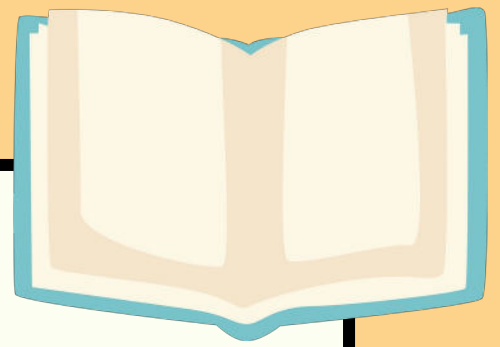
Mia: “Would pairs write one answer and both share?”

Tariq: “One answer together then different people explain.

That fits 25 minutes.”



Your connected reply

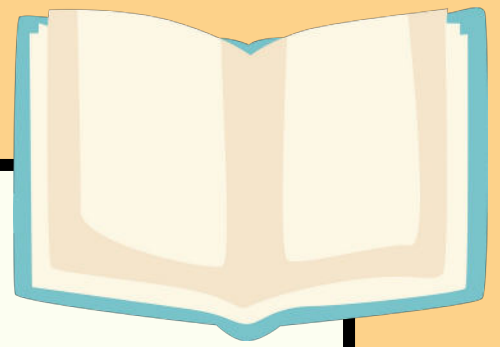


Partner A suggests an activity and a reason.

Partner B shows what they heard, then adds something useful.

Swap and ask: did the meaning stay the same?





The reading-corner task

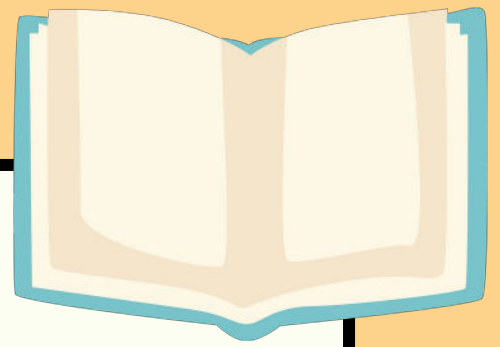
Noah: "Let's make a poster."

Indi: "Should it recommend books or explain how to borrow the books?"

Which answer do we need before planning?



The answer changes the plan



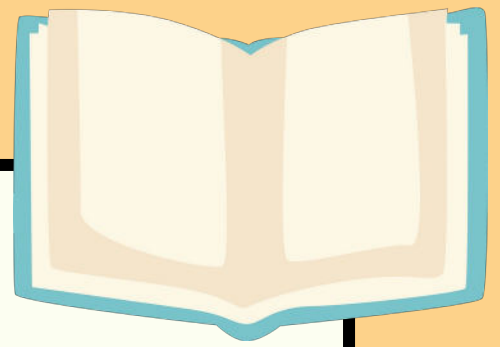
Our aim is to help new classmates borrow and return books.

Sam suggests a picture of the return basket.

Noah adds borrowing steps beside it.



A respectful disagreement

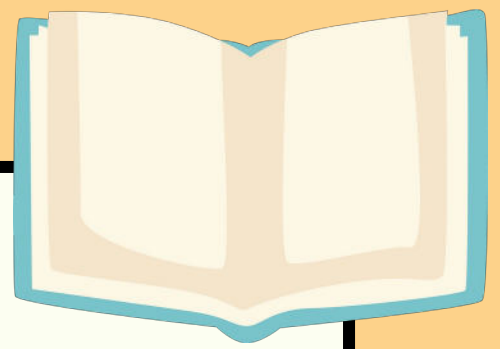


“I see why you want one big sign. I’m worried it could block the entrance. Could we make it smaller?”

You can question an idea and still respect the person.



The reading-corner choice

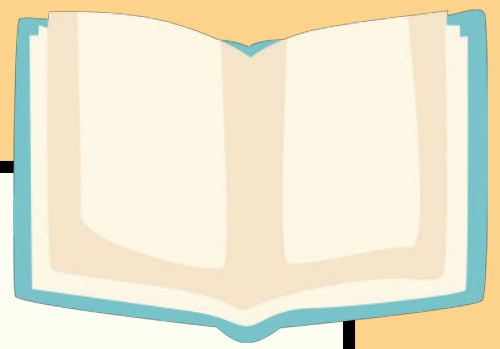


Space for four learners. A narrow entrance. Twelve books.

One large labelled display or three category cards and a return sign.

Keep the entrance clear. Explain your choice.





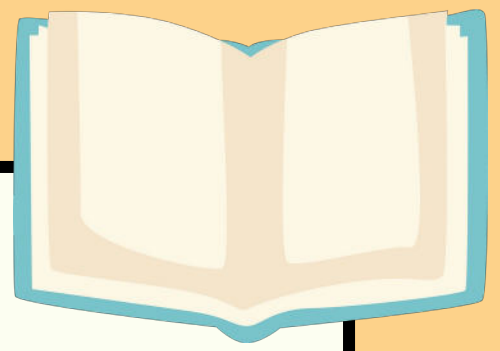
A useful question

Can our labels have pictures?

Yes, words and pictures are allowed.

How could that answer help someone find or return a book?





Criteria and trade-offs

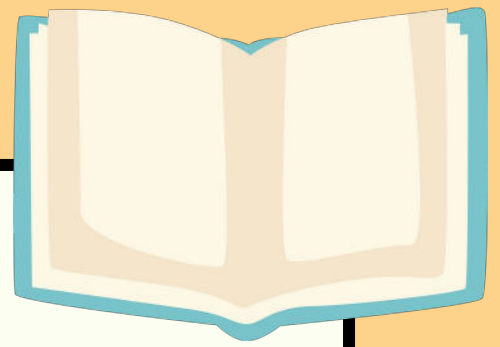
Criteria are the things a plan needs to do.

Our rainy-day plan must last for 25 minutes and include everyone.

A trade-off is when we give up to gain another.



Two plans can work



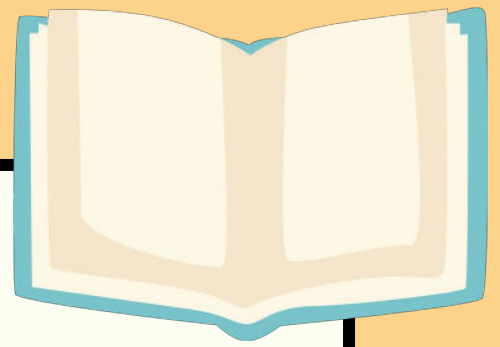
A quiz lets the class join together. Pairs may need time to agree.

Drawing games let tables work at once. Each table needs clear time.

Which facts support your plan?



Decision Studio

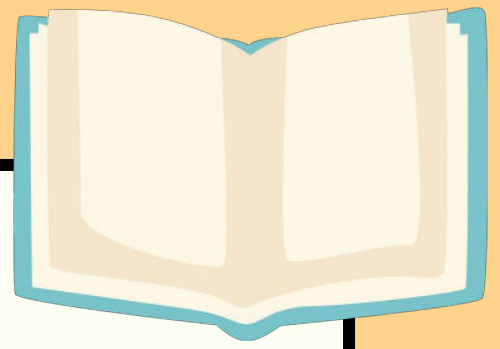


Read every fact. Take thinking time.

Respond to an idea you heard. Add information or ask a useful question.

Agree on a decision for a reason and one trade-off.





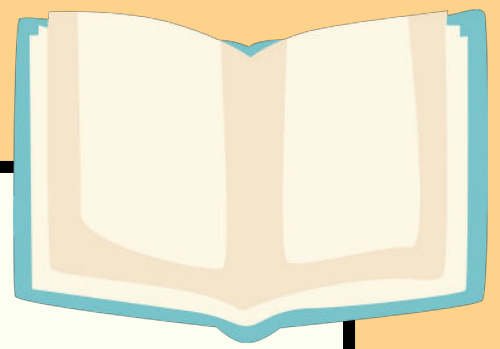
A new option

Rain is forecast and garden permission is not confirmed.

Could we observe nature from the classroom window?

Explain how your plan follows the facts.





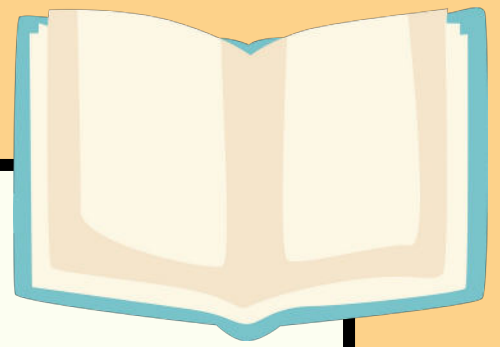
Our class display

We have six A4 spaces, 2 groups and 30 minutes.

Pencils, paper and shared colouring materials only.

How can every learner contribute? Compare the two options on your task page.





Your discussion reflection

What did you hear?

What did you add on top?

Which fact helped your group decide?

What was one trade-off?





Well Done!

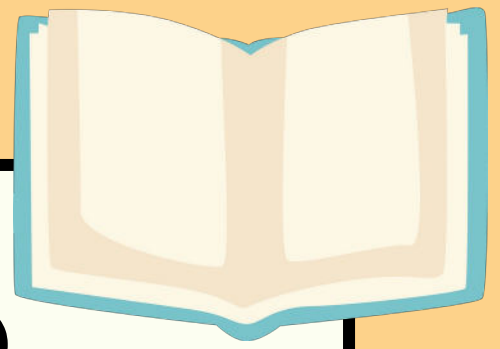


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Ideas We Build Together Quiz



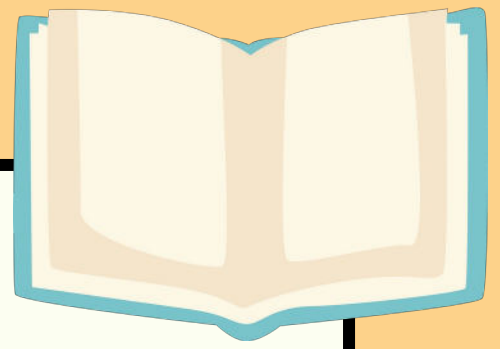
Question 1: What did Mia mean?



Mia: "A quiz could include everyone, but some people need more thinking time."

- A. Mia wants extra time to think.
- B. Mia wants to shorten the quiz.
- C. Mia wants only fast answers.



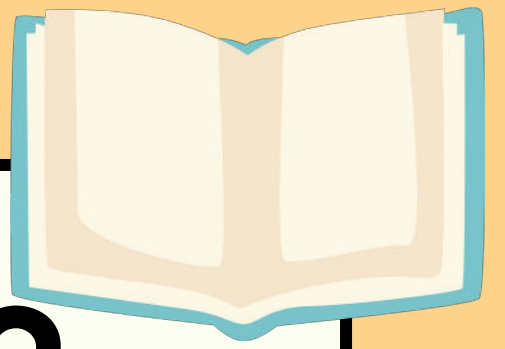


Answer 1

A. Mia wants extra time to think.

She wants everyone to join. She has not rejected the quiz.





Question 2: Which reply connects?

We are choosing a rainy day activity.

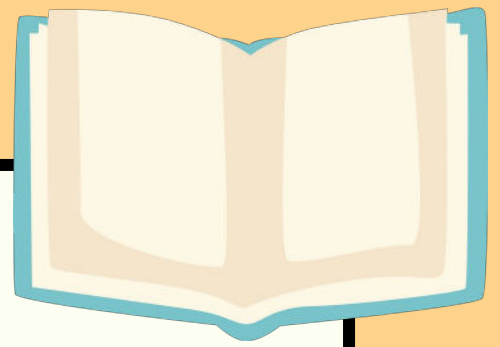
A. "My shoes are blue."

B. "A table like mine could work with our paper and pencils."

C. "I saw a film yesterday."



Answer 2

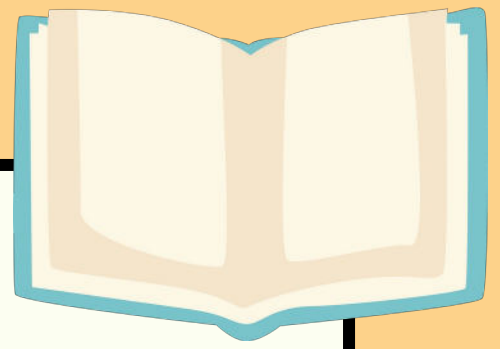


B. The table-game reply.

It relates to our question and the materials we have.



Question 3: Which reply builds?



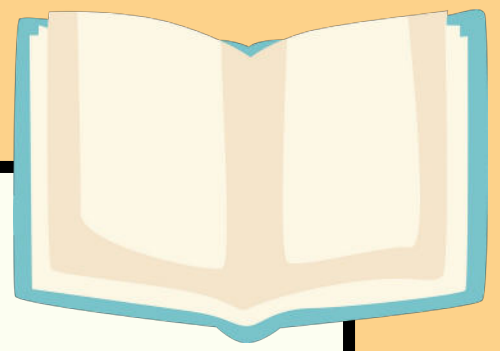
Tariq: “Let pairs talk before the answer.”

A. “Yes, pairs can talk.”

B. “I like games.”

C. “We could give pairs a minute, then collect one answer.”



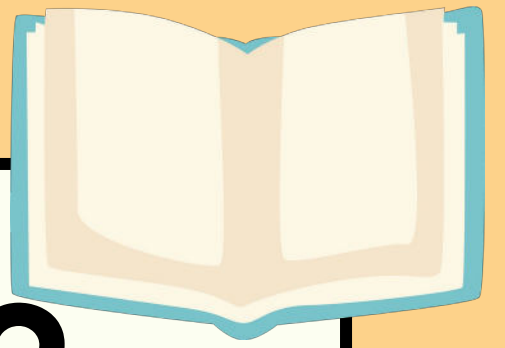


Answer 3

C. Give pairs a minute and collect on answer.
It adds a workable detail to Tariq's idea.



Question 4: Which question helps?



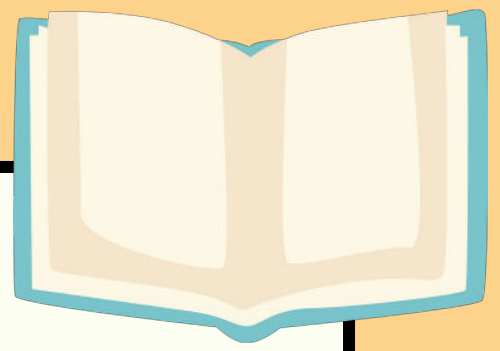
We want a reading-cornet poster. Its purpose is unclear.

A. "What should the poster help people do?"

B. "What film do you like?"

C. "Who can talk the loudest?"



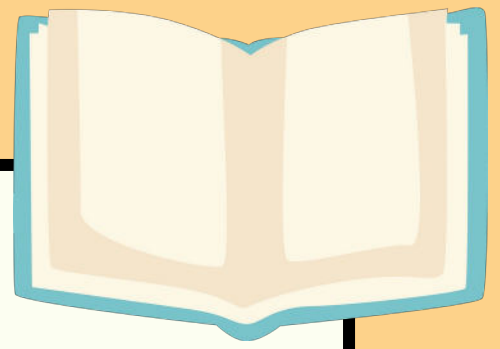


Answer 4

A. Ask what the poster should help people do.

The answer tells us what information to include.





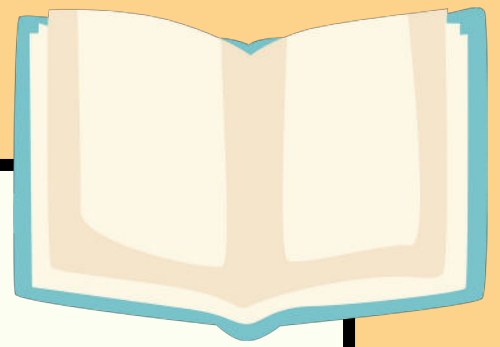
Question 5: The answer

The poster should help new pupils borrow and return books.

- A. Add weekend-film reviews.
- B. Add borrowing steps and a return-basket picture.
- C. Add unrelated jokes.



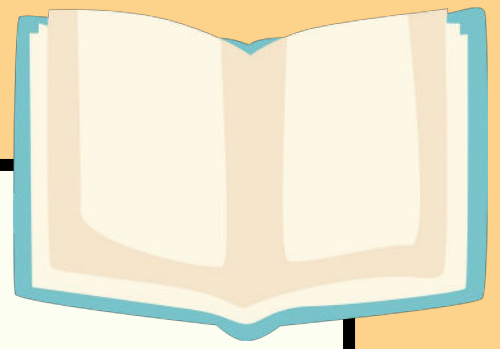
Answer 5



B. Borrowing steps and a dash of pleasure.
Both additions help a computer do its job.



Question 6: A helpful reply



A large sign might block the narrow entrance.

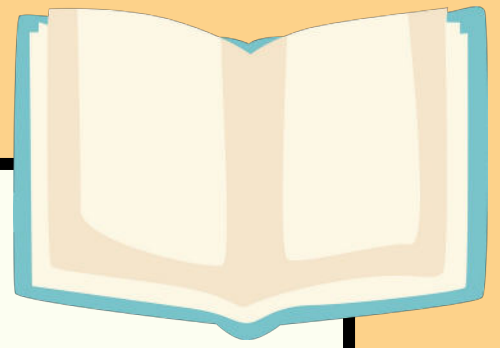
A. "Your idea is silly."

B. "Only my idea can work."

C. "Could you make your sign smaller to keep the entrance clear?"



Answer 6

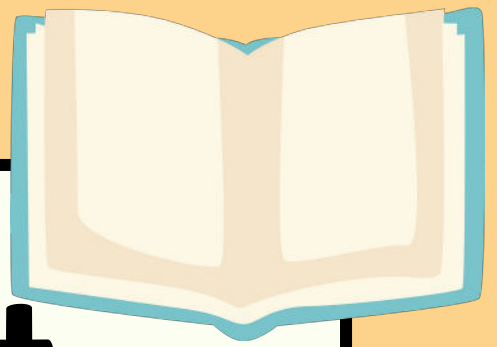


C. Suggest a smaller sign.

It names a problem with the plan and offers a respectful change.



Question 7: A reason using a fact



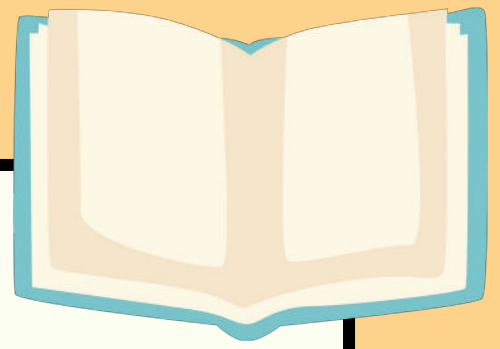
We have 25 minutes and 10 devices.

A. "My friend likes it."

B. "Paper drawing games can run at four tables without devices."

C. "This is the best game."



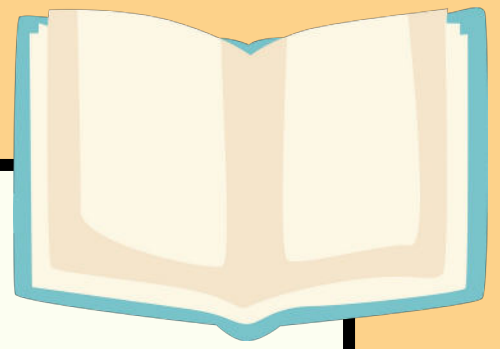


Answer 7

B. The paper-game reason.

It uses the available tables and materials. A quiz could also work with a good reason.





Question 8: A trace-back

A class quiz could let everyone join together.

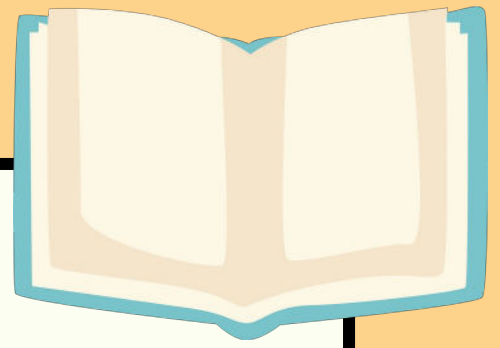
A. "Pairs may need extra time to agree on an answer."

B. "We have our roles."

C. "The plan is perfect."



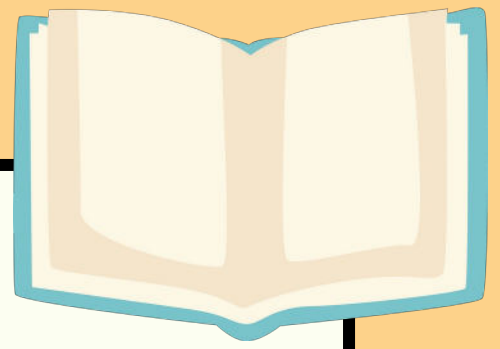
Answer 8



A. Pairs may need extra time.

This names a cost of gaining shared participation.



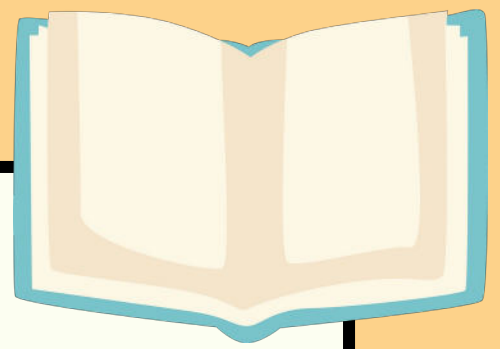


Question 9: After a vote

The group votes for a drawing game. What should it explain next?

- A. Who spoke most.
- B. Why losing voters are wrong.
- C. How the game costs the time, materials and everyone joining.



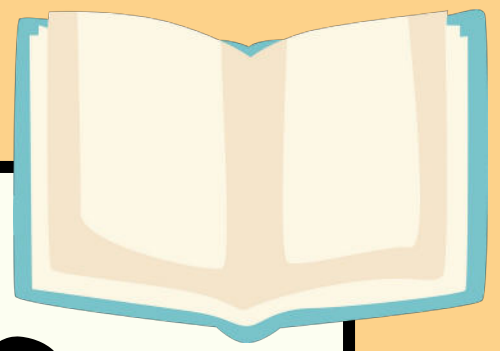


Answer d

C. Explain how the game meets the tests.

A vote chooses an option. Reasons show whether the plan can work.





Question 10: Everyone contributes

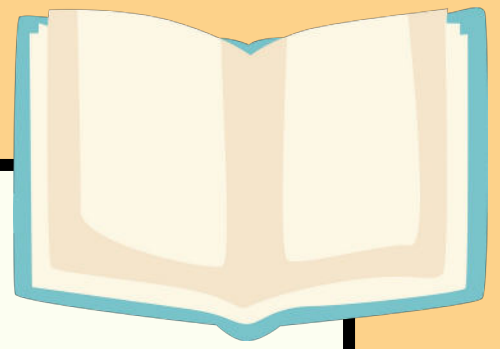
The board has six A4 spaces.

A. Display 24 separate A4 sheets.

B. Make six panels each with four small pupil contributions.

C. Ask six pupils to do all the work.





Answer 10

B. Six panels with four contributions each.

Six groups of four include all 24 pupils and use six A4 spaces.





Well Done!



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