LESSON MAKER PRO

Fair Plan Cards

Use questions and evidence to make a school plan.

GRADE 4 · 4.P.1.2

4.P.1.2 "Develop practices which demonstrate an understanding that social studies involves the evaluation of evidence. Ask and examine essential questions that are important to others, as well as enduring across social studies topics..."

NAME _____ **DATE** _____

OUR GROUND RULES Read together first

1. Say whether an example is something you saw or something you heard from someone else.
2. Think about the needs of people who are not in your group.
3. Compare what examples show before you suggest a plan.
4. You may agree, still have different ideas, or keep your first idea if the evidence supports it.

HOW TO PLAY Teams of 3 or 4

1. Choose one TOPIC card and read its task aloud.
2. Each take one ROLE card. With three players, share the Plan Maker job.
3. Shuffle two copies of the eight MOVE cards. Deal four cards to each player.
4. Set a 10-minute timer. Discuss the task and play a MOVE card only when you truly use its starter. Try to share where your ideas stand before time runs out.
5. Stop when the timer ends, even if cards remain. Then check the four I statements.

AFTER THE ROUND Check what you did

- [ ] I asked a question about fairness or someone else's needs.
- [ ] I gave an example or asked how someone knew an example happened.
- [ ] I compared what two examples showed.
- [ ] I used evidence to suggest a plan or explain why I kept my idea.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

Classroom Materials

What plan should our class suggest for sharing markers fairly? Use examples you know.

TOPIC

Hallway Travel

What plan should our class suggest for moving through a busy school hallway safely? Use examples you know.

TOPIC

Playground Space

What plan should our school suggest for sharing playground space fairly? Use examples you know.

ROLE CARDS · one per player

ROLE

Question Scout

Ask questions about fairness and whose needs the plan may affect.

ROLE

Evidence Detective

Ask how group members know their examples happened.

ROLE

Pattern Finder

Listen for points that two examples agree on.

ROLE

Plan Maker

Before time runs out, try to say what the evidence supports and what the group still needs to check.

MOVE CARDS · deal 4 to each player

MOVE CARD

BIG QUESTION

"What makes a rule fair when ____?"

MOVE CARD

PEOPLE QUESTION

"Whose needs matter when ____?"

MOVE CARD

FIRSTHAND EXAMPLE

"I saw ____ happen when ____."

MOVE CARD

SOURCE CHECK

"How do we know ____ happened?"

MOVE CARD

SHARED POINT

"Both ____ and ____ show ____."

MOVE CARD

COMPARE EXAMPLES

"Do the examples from ____ and ____ agree about ____?"

MOVE CARD

EVIDENCE ANSWER

"Because ____ happened, I suggest ____."

MOVE CARD

HONEST SUMMARY

"We agree or still differ about ____ because ____."

Cards last longer on thick paper.

ANSWER KEY

Fair Plan Cards

GRADE 4 · 4.P.1.2

RUNNING THE ROUNDS

Print two copies of the MOVE cards per group so four players can each receive four cards. Run a 10-minute round, then switch topics and roles for another round if time allows. Invite quieter students to ask a question or offer an example, but do not require every card to be played or anyone to change an evidence-supported view.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	What makes a rule fair when our class shares markers?
Leo	I saw two tables wait for the marker box during art on Monday.
Nia	I saw two tables wait for the marker box during art on Thursday.
Owen	Both Leo's and Nia's examples show that tables sometimes wait for the marker box.
Maya	Because two tables waited for the marker box on two days, I suggest giving each table a turn.

LISTEN FOR

- Questions about fairness and the needs of people affected by a rule
- Clear sources for examples, with firsthand observations distinguished from reports
- Points of agreement identified across two examples
- A suggested plan or an honest account of agreement or unresolved differences, tied to evidence

There are no right answers to the topic cards. Score the moves students make, not their opinions.