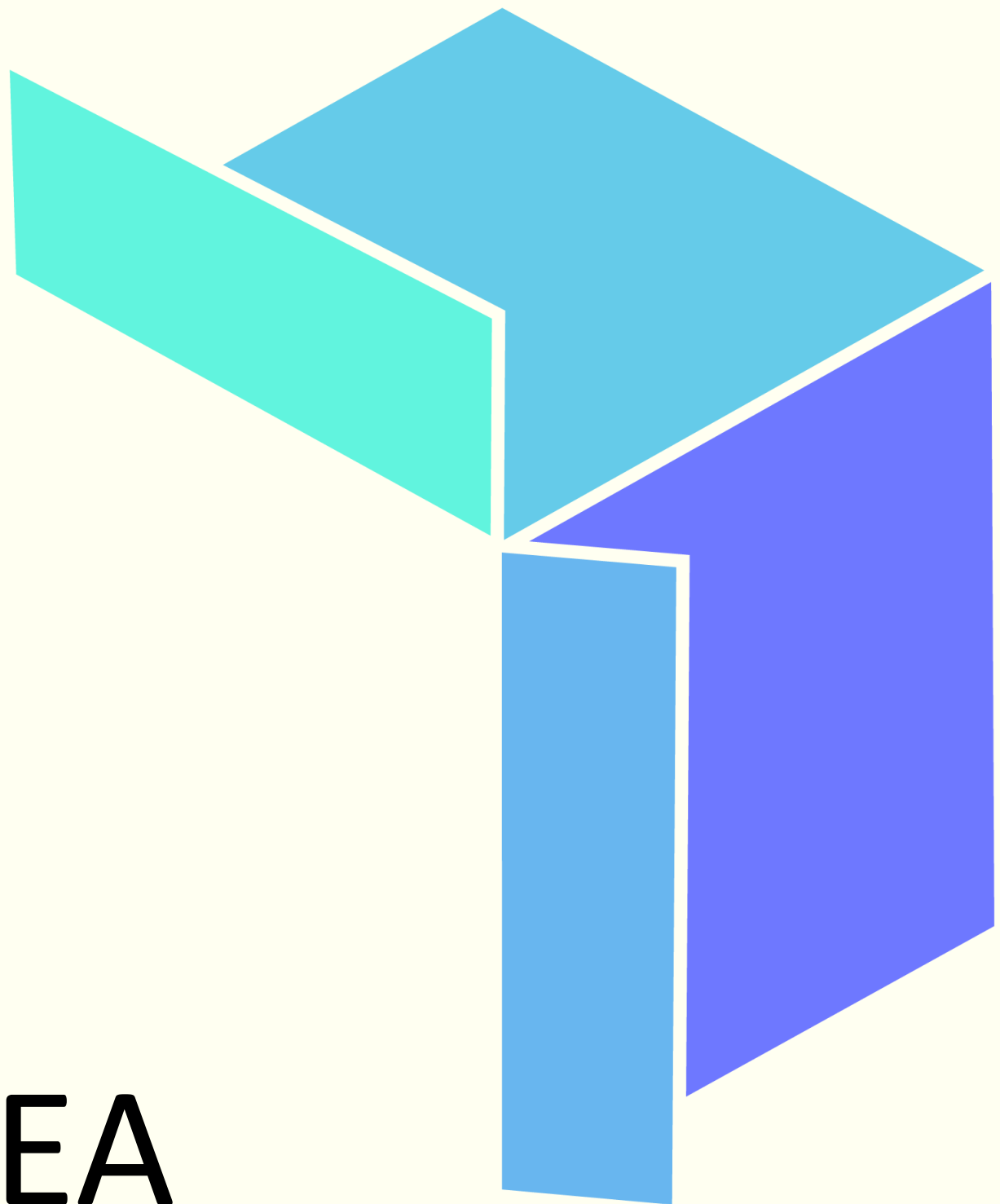


**grade A
classroom**



I have an IDEA



On the board, write....



I – idea

D – describe

E – explain

A - apply

Hand each student a post-it note
as they enter the room.

Pose a question and give the students time to write their response on their post-it note.

After an appropriate amount of time, ask students to stick their post it note under the letter they think best suits their response.

For example

Why is argon gas useful?

Argon is
unreactive

Argon is
unreactive
because it has a
full outer shell of
electrons

Argon has a full outer
shell of electrons. It
does not gain or lose
electrons. This makes it
unreactive and useful
for lightbulbs.



I – idea



D – describe



E – explain

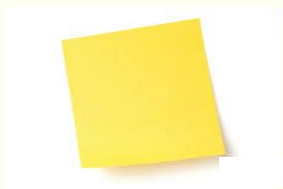


A - apply



If students are unsure, they can stick their post-it note above 'idea'. This gives you useful information about students that need more support during the lesson.

I – idea



D – describe



E – explain



A - apply



I – idea



D – describe



E – explain



A - apply

Select a few responses off the board, read them out loud and confirm whether they are in the correct position.

Sometimes, students struggle to know the difference between ‘describe’ and ‘explain’ so this exercise helps with that.

After some teaching time, pose the question again.

Students select their own or a random post-it note (up to you) from the board and add/edit the original response. Students stick the post-it note back onto the board under the letter that now best suits the response.

Repeat this at the end of the lesson.

Students should see the quality and depth of their responses improve.



Collect all the post-it notes in.

Hand them back out at the beginning of the next lesson to use as an IDEEA starter activity.