LESSON MAKER PRO

Evidence in Motion

Research a question by interviewing your group.

GRADE 7 · 7.RL.28.a

7.RL.28.a "Collect information through the research process to answer follow-up questions and participate in discussions about their research findings."

NAME _____ DATE _____

OUR GROUND RULES Read together first

1. Share only experiences you remember. Do not make up details.
2. Ask follow-up questions about what someone actually said.
3. Name the group member who shared a detail you use.
4. You may agree, disagree, or keep your view. Unused cards are fine.

HOW TO PLAY Teams of 3 or 4

1. Choose one TOPIC card and read its question aloud.
2. Give out the first three ROLE cards. With three players, everyone shares the fourth role.
3. Make two copies of each MOVE card. Shuffle and deal four to each player.
4. Set a timer for 8 minutes. Interview each other, note useful details, and play a card when you genuinely use its starter.
5. Stop when the timer ends, even if cards remain. Check the reflection statements on your own.

AFTER THE ROUND Check what you did

- [ ] I asked a follow-up question about a detail I heard.
- [ ] I shared or collected a specific firsthand detail.
- [ ] I can name who shared a detail that supports an idea.
- [ ] I can explain what our group found and what we still do not know.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

Fair Group Work

Which habits help a group share the work on a class project fairly, based on our experiences?

TOPIC

Clear Directions

What helps students understand a new class task, based on our experiences?

TOPIC

Helpful Study Breaks

Which short breaks help students return to a task, based on our experiences?

ROLE CARDS · one per player

ROLE

Question Scout

Listen for a detail you can ask a follow-up question about.

ROLE

Detail Detective

Invite specific examples and jot down details people remember.

ROLE

Source Keeper

Jot down who shared each detail so the group can name its sources.

ROLE

Finding Weaver

Help the group say what its details show and what it does not know yet.

MOVE CARDS · deal 4 to each player

MOVE CARD

ASK MORE

"Can you tell me more about ____?"

MOVE CARD

ASK NEXT

"What happened after ____?"

MOVE CARD

SHARE EXPERIENCE

"From my own experience, I noticed ____."

MOVE CARD

ADD DETAIL

"A detail I remember is ____."

MOVE CARD

NAME SOURCE

"A detail I heard from a group member was ____."

MOVE CARD

SUPPORT IDEA

"A group member's detail that supports my idea is ____."

MOVE CARD

SUM UP

"From our group, I heard ____."

MOVE CARD

KEEP RESEARCHING

"A follow-up question we could investigate is ____?"

Cards last longer on thick paper.

Evidence in Motion

RUNNING THE ROUNDS

Run another 8-minute round with a new topic and reshuffled moves if time allows. If a few students dominate, invite quieter students to share an experience or ask a follow-up question, without requiring anyone to use an inapplicable card. Accept summaries showing full agreement, unresolved differences, or an unchanged view supported by evidence.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	From my own experience, I noticed that giving each person a job helped my group start our science poster.
Leo	What happened after your group gave everyone a job?
Maya	A detail I remember is that we checked halfway through, and one person said they needed help with a diagram.
Nia	A group member's detail that supports my idea is Maya's halfway check, which gave someone a chance to ask for help.
Leo	From our group, I heard that jobs helped Maya's group start and a check gave someone a chance to ask for help, but we do not know if everyone felt the work was fair.

LISTEN FOR

- Follow-up questions tied to a peer's actual account
- Specific firsthand details collected through group interviews
- Ideas supported by details attributed to a named peer
- Summaries that distinguish findings from questions still open

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