LESSON MAKER PRO

Evidence on the Table

Use firsthand examples to investigate a question and report what you find.

GRADE 8 · 8.RL.27

8.RL.27 "Synthesize and present information during the research process to answer follow-up questions and participate in both informal and formal discussions about research findings with grade-appropriate command of language."

NAME _____ **DATE** _____

OUR GROUND RULES Read together first

1. Treat each person's experience as evidence about one case, not proof about everyone.
2. Use a MOVE card only when its starter fits the discussion.
3. Listen to an example before asking a follow-up question.
4. You may agree, leave a question open, or keep your view when the examples support it.

HOW TO PLAY Teams of 3 or 4

1. Pick one TOPIC card and read its question aloud.
2. Take one ROLE card each. With three players, share the unclaimed role's job.
3. Make two copies of each MOVE card, shuffle them, and deal four to each player.
4. Set a seven-minute timer. Discuss your experiences. When you use a card's starter to make a relevant move, place that card in the middle.
5. In the last minute, give a brief, clear report based on your examples. Stop when the timer rings, leave unused cards, and check the reflection statements.

AFTER THE ROUND Check what you did

- [ ] I shared or listened for a firsthand example.
- [ ] I asked or answered a follow-up question about an example.
- [ ] I helped connect examples to the topic question.
- [ ] I helped present a finding or open question without claiming more than our examples show.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

Group Work

Based on your experiences, what helps a small group finish a school task?

TOPIC

Remembering Assignments

Based on your experiences, what helps students remember what they need to do for class?

TOPIC

Learning New Skills

Based on your experiences, what helps someone learn a new skill outside of class?

ROLE CARDS · one per player

ROLE

Evidence Scout

Invite firsthand examples and notice when a claim goes beyond what those examples show.

ROLE

Question Keeper

Ask follow-up questions that clarify an example or connect it to the topic question.

ROLE

Pattern Finder

Notice what the examples have in common and where they differ.

ROLE

Report Lead

Give a brief report that states what the examples support and what remains uncertain.

MOVE CARDS · deal 4 to each player

MOVE CARD

SHARE EVIDENCE

"One thing I have seen firsthand is ____."

MOVE CARD

SHARE EVIDENCE

"From my experience, one example is ____."

MOVE CARD

ASK FOLLOW-UP

"What example from your experience supports ____?"

MOVE CARD

ASK FOLLOW-UP

"How does your example help answer ____?"

MOVE CARD

ANSWER FOLLOW-UP

"To answer that, I would say ____."

MOVE CARD

COMBINE EXAMPLES

"Putting our examples together, we can say ____."

MOVE CARD

COMPARE FINDINGS

"After comparing our examples, what is clear or still uncertain is ____."

MOVE CARD

PRESENT FINDING

"Based on our examples, our finding or open question is ____."

Cards last longer on thick paper.

ANSWER KEY

Evidence on the Table

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RUNNING THE ROUNDS

Run seven-minute rounds with a new topic card each time, treating students' firsthand examples as evidence gathered for a small inquiry. If participation is uneven, have the Question Keeper invite an example from someone who has spoken less. Accept full agreement, unresolved questions, or a supported unchanged view, and leave cards unplayed when they do not fit.

WHAT A STRONG ROUND SOUNDS LIKE

Mia	One thing I have seen firsthand is that our group finished a poster after we divided the writing and drawing jobs.
Noah	What example from your experience supports the idea that clear jobs help?
Ali	To answer that, I would say my group finished our slides on time when each person took one part.
Mia	Putting our examples together, we can say that clear jobs helped both of our groups finish their tasks.
Kai	Based on our examples, our finding or open question is that clear jobs can help a group finish a task, though we do not know if they help every group.

LISTEN FOR

- Firsthand examples identified as limited evidence
- Follow-up questions that seek support or clarify a connection
- Findings that combine examples without overstating them
- A clear report that names a supported finding or an open question

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