LESSON MAKER PRO

Play Your Point

Use evidence to build a discussion, one move at a time.

GRADE 9 · 9.CL.11

9.CL.11 "Participate in collaborative discussions involving multiple perspectives, responding and contributing with relevant evidence and commentary."

NAME _____ **DATE** _____

OUR GROUND RULES Read together first

1. Listen before you respond.
2. Use examples you know, not made-up facts.
3. Make room for different experiences and views.
4. You may agree, disagree, or keep your view.

HOW TO PLAY Teams of 3 or 4

1. Form a group of three or four. Draw one TOPIC card and read its question aloud.
2. Take one ROLE card each. With three players, the Evidence Spotter also does the Wrap Keeper job.
3. Shuffle two sets of MOVE cards and deal four cards to each player. Set an 8-minute timer.
4. Discuss the topic. When a starter fits what you genuinely want to say, finish it aloud and play that card to the middle.
5. Stop when the timer rings, even if cards remain. Then check the reflection statements.

AFTER THE ROUND Check what you did

- [ ] I considered a perspective beyond my own.
- [ ] I used a specific example to support a point.
- [ ] I responded to someone else's example or idea.
- [ ] I can name what our group agreed on or left unresolved.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

Lunch Phone Choices

What phone guidelines for lunch would serve students with different needs? Use examples from your experience.

TOPIC

Project Job Choices

How should a group divide jobs on a project so different students can contribute? Use examples from your experience.

TOPIC

Getting Class Help

What ways of asking for help should a class offer students who are stuck? Consider different needs and examples from your experience.

ROLE CARDS · one per player

ROLE

View Scout

Watch for a perspective the group has not considered and invite the group to consider it.

ROLE

Evidence Spotter

Listen for specific examples and ask how they support a point.

ROLE

Link Maker

Notice when someone can connect a new point to an earlier speaker's example.

ROLE

Wrap Keeper

Listen for what the group agrees on and what, if anything, remains unresolved.

MOVE CARDS · deal 4 to each player

MOVE CARD

INVITE PERSPECTIVE

"How might someone who ____ see this?"

MOVE CARD

CONSIDER PERSPECTIVE

"Whose experience might be different because of ____?"

MOVE CARD

SHARE EVIDENCE

"One example I've seen is ____, which suggests ____."

MOVE CARD

EXPLAIN EVIDENCE

"A time this happened was ____, so I think ____."

MOVE CARD

BUILD RESPONSE

"Your example of ____ makes me think ____ because ____."

MOVE CARD

REVISIT VIEW

"After your example of ____, I think ____ because ____."

MOVE CARD

MAP DISCUSSION

"Our points of agreement, if any, are ____; differences, if any, are ____."

MOVE CARD

STATE POSITION

"The examples we shared include ____; my view is ____ because ____."

Cards last longer on thick paper.

Play Your Point

RUNNING THE ROUNDS

Print two sets of MOVE cards per group and run each round for exactly 8 minutes. Unused or inapplicable cards stay with players when time ends. If participation is uneven, invite quieter players to offer an example or perspective in the next round without requiring them to play a card.

WHAT A STRONG ROUND SOUNDS LIKE

Alex	How might someone who wants a quiet lunch see this?
Bree	One example I've seen is friends looking at phones instead of talking at lunch, which suggests all tables should be phone-free.
Cam	Your example of friends looking at phones makes me think a phone-free table could help because students could choose to talk there.
Dev	A time this happened was when I used my phone to text my family at lunch, so I think some tables should still allow phones.
Alex	Our points of agreement, if any, are that students should have a chance to talk at lunch; differences, if any, are whether all tables should be phone-free.

LISTEN FOR

- A relevant example followed by an explanation of what it supports
- A response that takes up an earlier speaker's example or idea
- Consideration of how the topic affects students with different needs
- An accurate account of agreement or unresolved differences, without pressure to change views

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