

Source Link Circle

Use sources to build an explanation.

GRADE 6 • SL.6.2

CCSS.ELA-Literacy.SL.6.2 "Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study."

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Use a card before you play it.

2 Name the source you mean.

3 Build on a classmate's idea.

4 Let each player speak.

HOW TO PLAY Teams of 3 or 4

1. Choose a Topic card and read it aloud.
2. Each player takes one Role card.
3. Shuffle copied Move cards and deal four to each player.
4. Take turns using a starter that fits, then play that card in the middle.
5. End the round when all cards are in the middle.

AFTER THE ROUND Check what you did

☐ I named what a source showed.

☐ I explained how a source helped answer the topic question.

☐ I compared information from sources.

☐ I used details from a visual, number source, or recording.

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
Late Buses A map shows a crowded stop. A chart shows 18 late buses in May and 7 in June. A driver recording says rain slows loading. What does each source add to why buses are late?	Library Choices A photo shows empty graphic novel shelves. A table shows 42 graphic novels and 15 mysteries were borrowed. A student recording says graphic novels are hard to find. What does each source add to what the library should buy?	Recess Space A sketch shows one small basketball court. A survey graph shows 24 students want soccer and 9 want basketball. A coach recording says two games cannot share the court. What does each source add to planning recess space?

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Source Scout Watch for the group to name whether information is visual, numerical, or spoken.	Meaning Maker Watch for the group to explain what a source means.	Link Builder Watch for the group to connect each source to the topic question.	Turn Guard Watch for every player to have a chance to use a card.

MOVE CARDS · deal 4 to each player

MOVE CARD	MOVE CARD	MOVE CARD	MOVE CARD
SPOT EVIDENCE “The ____ shows that ____.”	SPOT EVIDENCE “From the ____, I notice ____.”	EXPLAIN VALUE “This helps us understand ____ because ____.”	EXPLAIN VALUE “This matters to the topic because ____.”
COMPARE SOURCES “Unlike the ____, the ____ tells us ____.”	ASK FOR MORE “I still need ____ to understand ____.”		

Print one card sheet per team. Cards last longer on thick paper.

RUNNING THE ROUNDS

For each group, copy the six Move cards as needed so every student receives four cards. Run a new round with a different Topic card and rotate roles. If participation is uneven, pause and have the quietest player use one card before anyone plays another.

WHAT A STRONG ROUND SOUNDS LIKE

Mia	The map shows that the bus stop is crowded.
Noah	This helps us understand why buses are late because a crowded stop may slow loading.
Ava	Unlike the map, the chart tells us that late buses dropped from 18 in May to 7 in June.
Luis	This matters to the topic because it shows that something changed between May and June.
Mia	The driver recording shows that rain slows loading.

LISTEN FOR

- names the source and its format
- states a detail from the source
- explains how the detail answers the topic question
- compares what different sources add

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