

Claim Card Relay

Build a clear group presentation, one card at a time.

GRADE 6 • SL.6.4

CCSS.ELA-Literacy.SL.6.4 "Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation."

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Speak to the group, not to your cards.

2 Use each starter only when it fits your idea.

3 Look up, speak loudly enough, and say words clearly.

4 Listen for the claim before adding a new idea.

HOW TO PLAY Teams of 3 or 4

1. Choose one Topic card and place it where everyone can see it.
2. Take one Role card each. If you have three players, set one Role card aside.
3. Shuffle two copies of the Move cards and deal four cards to each player.
4. Rehearse a short group presentation while doing your role job. Take turns speaking, and play a card only after you use its starter naturally.
5. Keep speaking until every dealt card is in the middle. Then check the reflection statements.

AFTER THE ROUND Check what you did

☐ I stated or supported a clear claim.

☐ I put my ideas in a logical order.

☐ I used helpful details or examples.

☐ I used eye contact, a loud enough voice, and clear pronunciation.

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
Recess Choice What one change would make recess better for more students? Prepare a short presentation with a claim and supporting details.	Focus Fix What one classroom change would help students focus more? Prepare a short presentation with a claim and supporting details.	Lunchroom Plan What one change would improve the lunchroom? Prepare a short presentation with a claim and supporting details.

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Claim Captain Listen for one clear claim and ask the group to connect each point to it.	Order Owl Track first, next, and last so the presentation ideas are in a clear order.	Detail Detective Ask for useful examples or school observations that support the claim.	Delivery Director Watch for eye contact, an audible voice, and clear words, then give a quick signal when someone needs to adjust.

MOVE CARDS · deal 4 to each player

MOVE CARD STATE CLAIM “Our claim is that ____.”	MOVE CARD CHOOSE CLAIM “We think ____ is the best choice because ____.”	MOVE CARD SHARE FINDING “One thing we have noticed is ____.”	MOVE CARD GIVE EXAMPLE “For example, ____.”
MOVE CARD FIRST STEP “First, ____.”	MOVE CARD NEXT STEP “Next, ____.”	MOVE CARD EXPLAIN WHY “This matters because ____.”	MOVE CARD LINK CLAIM “This supports our claim because ____.”

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

RUNNING THE ROUNDS

For groups of three, set aside one role card, and use two printed copies of the eight Move cards so every student receives four cards. Let groups rehearse until every dealt card is played, then use the reflection statements. If one student dominates, pause the group and require a new speaker before another card can be played.

WHAT A STRONG ROUND SOUNDS LIKE

Ana	Our claim is that recess should include a quiet activity area.
Ben	First, a quiet activity area would give students a calm choice at recess.
Carlos	One thing we have noticed is that some students sit out when they do not want to play active games.
Dina	This matters because those students could still enjoy recess with an activity they like.
Ana	This supports our claim because the new area would make recess work for more students.

LISTEN FOR

- A clear claim that stays central to the presentation
- Ideas sequenced with first, next, and other order words
- Relevant observations, examples, and details that support the claim
- Audible, clearly pronounced speech with attention to listeners

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