

Idea Source Circle

Build ideas from experience, texts, and talk.

GRADE 10 • 10.P.EICC.4.c

10.P.EICC.4.c "Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others. (C)"

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Use a starter only when it fits your real idea.

2 Say the whole starter before you play the card.

3 Listen and build on ideas instead of repeating them.

4 Make space for every player to speak.

HOW TO PLAY Teams of 3 or 4

1. Choose one Topic card and read its question aloud.
2. Each player takes one Role card and follows that job.
3. Shuffle copied Move cards and deal four cards to each player.
4. Discuss the topic. When you genuinely use a card's starter, place that card in the middle.
5. Keep talking until every dealt card is in the middle. Then switch roles and choose a new topic.

AFTER THE ROUND Check what you did

☐ I used what I already knew about the topic.

☐ I named a text or detail that could add information.

☐ I asked or answered a question from a classmate.

☐ I used another person's idea to build a stronger idea.

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
Lunch Choices What change, if any, should the school consider for lunch choices, and what experiences, texts, and peer ideas should guide your group?	Phone Breaks What change, if any, should the school consider about phone use during the school day, and what experiences, texts, and peer ideas should guide your group?	Later Start Should the school explore a later start time, and what experiences, texts, and peer ideas should guide your group?

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Memory Mapper Watch for prior knowledge, and ask someone to explain how it connects to the topic.	Text Tracker Watch for specific texts or details the group should check, and name them.	Question Coach Notice unanswered questions, and invite a classmate to respond.	Idea Weaver Listen for connected ideas, and explain how they could shape the group's next step.

MOVE CARDS · deal 4 to each player

MOVE CARD RECALL EXPERIENCE “From my experience, ____.”	MOVE CARD RECALL KNOWLEDGE “What I already know about ____ is ____.”	MOVE CARD FIND TEXT “A text we could check is ____ because ____.”	MOVE CARD FIND DETAIL “A detail we should look for in ____ is ____.”
MOVE CARD ASK PEER “How does your experience with ____ compare with mine?”	MOVE CARD ASK QUESTION “What do you think we still need to find out about ____?”	MOVE CARD BUILD IDEA “Building on that, we could ____.”	MOVE CARD STRENGTHEN IDEA “Our idea would be stronger if we ____.”

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

RUNNING THE ROUNDS

Use multiple copies of the eight Move cards so each student receives four cards. Circulate and listen for students naming a specific text and an actual detail in it or a clearly stated detail they need to check, not vague references to research. If one student dominates, pause the group and require the next played card to come from a player who has spoken less.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	From my experience, the lunch line moves slowly when many students choose the same meal.
Luis	A text we could check is the posted lunch menu because it lists the meals planned for each day.
Ari	A detail we should look for in the posted lunch menu is whether it lists a vegetarian entrée on more than one day.
Jordan	What do you think we still need to find out about lunch choices?
Maya	Building on that, we could ask classmates which menu options they use and compare their answers with the menu.

LISTEN FOR

- Specific prior experiences connected to the topic
- Named texts and exact details to locate or check
- Questions that invite classmates to add information
- Ideas revised or extended after peer discussion

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