

Source Spark Cards

Use what you know, read short sources, and build ideas together.

GRADE 9 • 9.P.EICC.4.c

9.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 Read both source strips before anyone plays a move.

2 Use a move card only when its starter fits what you mean.

3 Name Source A or Source B when you use information from it.

4 Let each person finish speaking before you respond.

HOW TO PLAY Teams of 3 or 4

1. Choose one TOPIC card and read its question and both source strips silently.
2. Each player takes one ROLE card. Shuffle MOVE cards and deal four to each player, using duplicate sets if needed.
3. Discuss the topic and generate possible content ideas using what you knew before reading and what the sources say.
4. When you genuinely use a card's starter, place that MOVE card in the middle and continue the conversation.
5. When every card is in the middle, list three possible ideas for the topic and star the one your group would explore first.

AFTER THE ROUND Check what you did

☐ I shared what I knew or thought before reading.

☐ I named a specific detail from a source.

☐ I connected source information to an idea.

☐ I listened to another person and adjusted or added to an idea.

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
Later Start Time Read both source strips. Source A, a school survey of 214 students, found that 68 percent sleep less than eight hours on school nights. Source B, the American Academy of Sleep Medicine says teens ages 13 to 18 should regularly sleep eight to 10 hours. Generate three ideas the school could explore about student sleep, then choose one idea to investigate first.	Lunch Connections Read both source strips. Source A, a Student Council poll, found that 96 of 160 students said they would join optional table games or conversation activities at lunch. Source B, a cafeteria staff tally found that 38 of 50 tables had at least two students using phones during one Friday lunch. Generate three ideas to make lunch feel more welcoming, then choose one idea to investigate first.	Refill Ready Read both source strips. Source A, a facilities log, recorded 1,240 uses of water bottle filling stations during one school week. Source B, an Environmental Club audit counted 327 disposable bottles in trash and recycling bins after two lunches. Generate three ideas to reduce disposable bottle waste, then choose one idea to investigate first.

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Memory Mapper Listen for what the group knew before reading and point out when a source adds or changes that thinking.	Source Scout Make sure the group uses details from both Source A and Source B.	Question Keeper Ask for clarification when a source detail, assumption, or idea is unclear.	Idea Builder Connect source details to possible content ideas and help the group choose an idea to investigate.

MOVE CARDS · deal 4 to each player

MOVE CARD PRIOR THOUGHT “Before reading, I thought ____.”	MOVE CARD PERSONAL LINK “From what I have seen, ____.”	MOVE CARD SOURCE A DETAIL “Source A explains that ____.”	MOVE CARD SOURCE B DETAIL “Source B reports that ____.”
MOVE CARD COMPARE SOURCES “Both sources suggest ____.”	MOVE CARD ASK MORE “A detail I need to understand is ____.”	MOVE CARD BUILD IDEA “Using that detail, we could ____.”	MOVE CARD REVISE IDEA “After hearing that, I would change ____.”

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

RUNNING THE ROUNDS

Place one topic card with each group, and print duplicate MOVE card sets so every player receives four cards. Require silent reading of both source strips before discussion, then circulate for accurate, named source details. If participation is uneven, pause the round, have a quieter player choose and use a fitting card first, and rotate roles in the next round.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	Before reading, I thought a later start might make students tired later in the day.
Eli	Source A explains that 68 percent of surveyed students sleep less than eight hours on school nights.
Noah	Source B reports that teens need eight to 10 hours of sleep.
Lina	Both sources suggest that many students may not be getting enough sleep.
Maya	Using that detail, we could ask the school to survey bus schedules before considering a later start time.

LISTEN FOR

- Students separate prior beliefs from information they read.
- Students name Source A or Source B and state accurate details.
- Students connect evidence from a source to a possible idea.
- Students question, build on, or revise ideas after hearing peers.

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