LESSON MAKER PRO

Ideas in Play

Use what you know to build a group idea.

GRADE 3 · 3.CC.2

3.CC.2 "Explore ideas under discussion by drawing on readings and other information."

NAME _____ DATE _____

OUR GROUND RULES Read together first

1. Tell where an idea came from: a book, a lesson, or something you noticed.
2. Listen to an idea before you add to it or ask about it.
3. Play a card only when its words fit what you mean.
4. You may agree, think differently, or keep your view.

HOW TO PLAY Teams of 3 or 4

1. Pick one TOPIC card and read its question aloud.
2. Take one ROLE card each. With three players, share the Reporter job.
3. Use two copies of each MOVE card. Shuffle them and deal four to each player.
4. Talk for 8 minutes. Play a MOVE card to the middle when you use its starter.
5. Stop when the 8 minutes end. The Reporter shares where the group stands. Leave unused cards unplayed.

AFTER THE ROUND Check what you did

- [ ] I shared an idea from a book, lesson, or something I noticed.
- [ ] I used what someone shared to add to an idea.
- [ ] I asked about a detail that could support an idea.
- [ ] I could tell what we agreed on or still saw differently, or explain why I kept my view.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

Fair Game Rules

How could we make a playground game fairer, using ideas from a book, lesson, or game you have played?

TOPIC

Save Our Paper

What could our class do to waste less paper, based on a book, lesson, or something you have noticed?

TOPIC

Reading Corner

How could our reading corner work well for more students, using ideas from a book, lesson, or place you have seen?

ROLE CARDS · one per player

ROLE

Source Scout

Listen for where each idea came from and ask when a source is missing.

ROLE

Idea Linker

Listen for ways an idea from a book, lesson, or experience could help with the topic.

ROLE

Detail Detective

Ask which detail from a book, lesson, or experience supports an idea.

ROLE

Round Reporter

At the end, tell what the group agrees on or still sees differently, using ideas people shared.

MOVE CARDS · deal 4 to each player

MOVE CARD

BOOK RECALL

"In a book we read, ____."

MOVE CARD

SEEN BEFORE

"When I ____, I noticed ____."

MOVE CARD

IDEA CONNECTION

"That connects to ____ because ____."

MOVE CARD

TRY THAT

"We could use that idea to ____."

MOVE CARD

SOURCE QUESTION

"What in a book or lesson makes you think ____?"

MOVE CARD

DETAIL QUESTION

"What did you notice that makes you think ____?"

MOVE CARD

GROUP CHECK

"So far, we ____."

MOVE CARD

MY THINKING

"I think ____ because I remember ____."

Cards last longer on thick paper.

Ideas in Play

RUNNING THE ROUNDS

Run another round with a new topic and freshly shuffled cards if time allows. With three players, all three help report the outcome. Invite quieter students to use a fitting card, but do not require anyone to play an inapplicable card or change an evidence-supported view.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	When I played tag, I noticed more kids joined after we took turns being it.
Leo	What did you notice that makes you think more kids joined?
Maya	I noticed Sam and Jo joined when they knew they would get a turn.
Ava	We could use that idea to make a rule that everyone gets a turn being it.
Leo	So far, we agree that taking turns could make tag fairer.

LISTEN FOR

- Students name a book, lesson, or experience as the source of an idea.
- Students use a detail from that source to explore the topic.
- Students connect a classmate's information to a possible solution.
- Students report agreement or differences accurately, without forcing either.

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