LESSON MAKER PRO

Evidence in Action

Listen for the details behind each idea.

GRADE 4 · 4.CC.4

4.CC.4 "Identify and use evidence a speaker provides to support particular points."

NAME _____ DATE _____

OUR GROUND RULES Read together first

1. Use only examples you truly saw or heard.
2. Let each speaker finish before you respond.
3. You may agree, disagree, or keep your view.
4. Play a MOVE card only when its starter fits what you say.

HOW TO PLAY Teams of 3 or 4

1. Pick one TOPIC card and set an 8-minute timer together.
2. Each player takes one ROLE card. With three players, share the fourth role's job.
3. Shuffle two copies of the MOVE cards and deal four to each player. Set any extras aside.
4. Discuss the topic. When you use a card's starter, put that card in the middle.
5. Stop when the timer rings, even if you have unused cards. Check the reflection statements.

AFTER THE ROUND Check what you did

- [ ] I listened for a speaker's point.
- [ ] I noticed a detail a speaker used as evidence.
- [ ] I checked whether a detail supported the speaker's point.
- [ ] I could name where our views agreed or differed without changing my own view just to agree.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

Rainy Recess Plan

What could our class do during indoor recess so more students can take part?

TOPIC

Morning Start

What could help our class get ready to learn at the start of the day?

TOPIC

Shared Supplies

How could our class share supplies so everyone can use them?

ROLE CARDS · one per player

ROLE

Point Spotter

Listen for each speaker's main idea and ask if it is unclear.

ROLE

Detail Detective

Ask speakers for real examples or details that support their ideas.

ROLE

Link Checker

Listen for how a speaker's detail supports that speaker's point.

ROLE

View Tracker

Keep track of points, supporting details, and views that still differ.

MOVE CARDS · deal 4 to each player

MOVE CARD

SHARE EVIDENCE

"Here is evidence for my idea: ____."

MOVE CARD

ADD EXAMPLE

"Another example I have seen is ____."

MOVE CARD

ASK EVIDENCE

"What have you seen that supports ____?"

MOVE CARD

ASK DETAIL

"Which detail backs up your point that ____?"

MOVE CARD

NAME DETAIL

"The detail you gave to support your point was ____."

MOVE CARD

SPOT EVIDENCE

"I heard you use ____ as evidence for your idea."

MOVE CARD

MAKE LINK

"That detail supports your point because ____."

MOVE CARD

TRACK VIEWS

"Our views and the evidence behind them are ____."

Cards last longer on thick paper.

Evidence in Action

RUNNING THE ROUNDS

Print two copies of the eight MOVE cards for each group, then run 8-minute rounds with a new topic or new roles. Check that students identify evidence a speaker actually gave, not just offer their own reasons. If participation is uneven, invite a quieter student to name a detail they heard, but stop at the agreed time without requiring every card to be played.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	I suggest small games for indoor recess. Here is evidence for my idea: two classmates joined our card game after it began.
Leo	The detail you gave to support your point was that two classmates joined after the game began. I agree small games may be easy to join.
Noah	That detail supports your point because those classmates could join a game already in progress. I agree we should try small games.
Maya	Another example I have seen is a classmate joining our domino game after we had started.
Leo	Our views and the evidence behind them are the same: we want to try small games because classmates have joined games already in progress.

LISTEN FOR

- A speaker gives a specific, truthful detail to support a point.
- A listener names the detail another speaker provided.
- A student explains how that detail supports the speaker's point.
- A summary accurately reports agreement or differences without inventing a change of mind.

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