LESSON MAKER PRO

Idea Link Lab

Use cards to build a discussion, not just take turns.

GRADE 8 · 8.CC.1

8.CC.1 "Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly."

NAME _____ **DATE** _____

OUR GROUND RULES Read together first

1. Listen without interrupting.
2. Give reasons or examples for your ideas.
3. Use a starter only when it fits what you really mean.
4. It is fine to agree, disagree, or keep your view.

HOW TO PLAY Teams of 3 or 4

1. Choose one TOPIC card for your group of three or four.
2. Take one ROLE card each. With three players, leave Thread Keeper unclaimed and share its job.
3. Shuffle two copies of the MOVE cards and deal four cards to each player.
4. Set a timer for eight minutes. Talk about the topic and play a MOVE card to the middle only when you genuinely use its starter.
5. Stop when the timer rings, even if cards remain. Check the reflection statements that are true for you.

AFTER THE ROUND Check what you did

- [ ] I shared an idea clearly.
- [ ] I gave a reason or example for an idea.
- [ ] I built on or asked about someone else's idea.
- [ ] I checked what our group agreed on or still saw differently.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

Project Work

How could a group divide the work on a class project fairly, and why would your plan work?

TOPIC

Lunch Space

What realistic change could make the lunch space work better for more students, and why?

TOPIC

Busy Week

How should a student plan a busy week with schoolwork and other responsibilities, and why?

ROLE CARDS · one per player

ROLE

Link Maker

Notice when someone can connect a new idea to one already shared.

ROLE

Evidence Scout

Invite the group to support ideas with reasons or examples from experience.

ROLE

Turn Tracker

Notice who has spoken and invite quieter group members to share.

ROLE

Thread Keeper

Track what the group agrees on, what it sees differently, and the reasons given.

MOVE CARDS · deal 4 to each player

MOVE CARD

SHARE VIEW

"I think ____."

MOVE CARD

SUPPORT IDEA

"A real example that supports my view is ____."

MOVE CARD

BUILD ON

"Building on that point, ____."

MOVE CARD

EXTEND IDEA

"I would add ____ to that idea."

MOVE CARD

ASK WHY

"What makes you think ____?"

MOVE CARD

CHECK MEANING

"When you say that, do you mean ____?"

MOVE CARD

SUM UP

"What I'm hearing so far is ____."

MOVE CARD

CHECK VIEWS

"Do we all agree that ____, or do we see it differently?"

Cards last longer on thick paper.

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RUNNING THE ROUNDS

Run eight-minute rounds with a new topic and rotated roles. If one voice dominates, prompt the Turn Tracker to invite others, and look for genuine listening and reasoned responses rather than a high card count or a final agreement.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	I think we should list the project tasks before anyone chooses one.
Jon	What makes you think that will divide the work fairly?
Maya	A real example that supports my view is our poster project, when we noticed that drawing took longer than writing captions.
Ada	Building on that point, we could estimate how long each task will take before people choose.
Jon	What I'm hearing so far is that Maya and Ada favor listing tasks and estimating time, while I still wonder whether everyone will get a fair choice.

LISTEN FOR

- Ideas stated clearly and supported with reasons or examples
- Responses that connect to a specific idea someone else shared
- Questions that seek reasons or check understanding
- Accurate summaries that leave room for agreement or unresolved questions

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