LESSON MAKER PRO

Post It Together

Write, respond, and publish as a team.

GRADE 8 · 8.W.4.b

8.W.4.b "Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently."

NAME _____ **DATE** _____

OUR GROUND RULES Read together first

1. Use comments in the shared document to respond to ideas.
2. Ask before changing someone else's words.
3. Post only writing your group approves.
4. You may agree, leave a question open, or keep a view when you have a reason.

HOW TO PLAY Teams of 3 or 4

1. Choose one TOPIC card and open a shared document.
2. Take one ROLE card each. With three players, the Draft Builder and Comment Checker share the Post Pilot job.
3. Use two printed copies of each MOVE card. Deal four cards to each player.
4. Set a 12-minute timer. Use a starter while doing its action in the document, then play that card to the middle.
5. Before time is up, post a draft your group approves to the class board. If it is not ready, note what is still open in the document. Stop at 12 minutes, even with cards left.

AFTER THE ROUND Check what you did

- [ ] I added an idea or wording to our shared document.
- [ ] I used a document comment or reply to work with someone else.
- [ ] I helped decide what to change, keep, or leave open, without pretending we agreed.
- [ ] I helped prepare a post for the class board, whether or not it was ready to publish.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

Focus Tips Post

Write a short class-board post with two homework focus tips your group has tried, and explain when each might help.

TOPIC

Group Work Guide

Write a short class-board guide with two ways to share work fairly in a group project, using examples from your experience.

TOPIC

Welcome Note

Write a short class-board note for a new student with two tips based on your group's experience at school.

ROLE CARDS · one per player

ROLE

Idea Scout

Suggest ideas your group has experienced and check that the post fits the topic.

ROLE

Draft Builder

Put the group's ideas into a short draft in the shared document.

ROLE

Comment Checker

Watch the document comments and track which ideas the group approves or still needs to discuss.

ROLE

Post Pilot

Check that the group approves the draft before posting it to the class board.

MOVE CARDS · deal 4 to each player

MOVE CARD

START DRAFT

"I'll add ____ to the shared document so we have a first line."

MOVE CARD

BUILD DRAFT

"I can draft ____ in the shared document as our next point."

MOVE CARD

ADD COMMENT

"I'll comment in the document that ____ because ____."

MOVE CARD

REPLY THERE

"I saw your comment about ____, so I'll reply ____."

MOVE CARD

MAKE CHANGE

"I'll update ____ in the document because ____."

MOVE CARD

KEEP WORDING

"Let's leave ____ as it is because our example of ____ supports it."

MOVE CARD

SUM UP

"To sum up our document, we ____."

MOVE CARD

SHARE POST

"I can post our approved ____ on the class board and add ____ as the title."

Cards last longer on thick paper.

Post It Together

RUNNING THE ROUNDS

Print two copies of each MOVE card so four players can each receive four cards. Run a 12-minute round, then switch topics and roles if time allows. If participation is uneven, ask quieter players to make a document comment or suggest wording, but do not require anyone to use every card or change a supported view.

WHAT A STRONG ROUND SOUNDS LIKE

Ava	I'll add 'Put your phone across the room while you read; take a short break when you feel stuck' to the shared document so we have a first line.
Ben	I'll comment in the document that the phone tip needs a reason because readers may not know why it helps.
Cam	I'll update the phone tip in the document because keeping my phone farther away helps me check it less while I read.
Ava	To sum up our document, we all approve both tips and the added reason for the phone tip.
Dee	I can post our approved focus tips on the class board and add 'Focus Tips' as the title.

LISTEN FOR

- Students add and shape writing in one shared document.
- Comments and replies point to specific wording or ideas.
- The group distinguishes approved text from open questions without forcing agreement.
- Students check approval before publishing to the class board.

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