LESSON MAKER PRO

Notes on the Table

Use what you studied to shape a group discussion.

GRADE 5 · SL.5.1.a

SL.5.1.a "Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion."

NAME _____ **DATE** _____

OUR GROUND RULES Read together first

1. Study the notes on your TOPIC card before you speak.
2. Use a detail from the notes when you explain an idea.
3. Listen to each speaker before you respond.
4. Play a MOVE card only when its starter fits what you mean.

HOW TO PLAY Teams of 3 or 4

1. Pick one TOPIC card. Read its sample notes on your own and jot down two details.
2. Take one ROLE card each. With three players, everyone shares the unused role's job.
3. Make two copies of each MOVE card. Shuffle and deal four to each player. Set aside any extras.
4. Set a six-minute timer. Discuss the question. When you use a MOVE card's starter truthfully, play it to the middle.
5. Stop when the timer ends, even if cards are left. Check the reflection statements.

AFTER THE ROUND Check what you did

- [ ] I studied the topic notes before speaking.
- [ ] I used a detail from the notes to explain an idea.
- [ ] I asked how an idea fit the notes.
- [ ] I checked a detail before deciding whether to keep or change my view.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

Reading Corner Turns

Study these sample notes: On Monday, 12 students waited for a reading-corner seat. On Wednesday, 5 students waited. The corner had two seats both days. How could a class plan fair turns for the reading corner?

TOPIC

Smoother Cleanup

Study these sample notes: On Monday, stacking lunch trays took 6 minutes. On Tuesday, it took 9 minutes. On Tuesday, the tray bin was farther from the tables. What could a class try to make cleanup smoother?

TOPIC

Garden Spot

Study these sample notes: A sunny patch gets 6 hours of sun and is 10 steps from water. A shady patch gets 2 hours of sun and is 4 steps from water. Where could a class place a small garden?

ROLE CARDS · one per player

ROLE

Note Spotter

Listen for details from the TOPIC card and help the group check them.

ROLE

Question Captain

Ask how a detail from the notes fits an idea someone shared.

ROLE

Idea Tracker

Notice which ideas stay the same and which change after the group checks the notes.

ROLE

Ending Keeper

Help the group state where its ideas stand when time ends and name a detail that matters.

MOVE CARDS · deal 4 to each player

MOVE CARD

EVIDENCE POINT

"In the sample notes, ____; that makes me think ____."

MOVE CARD

EVIDENCE LINK

"One detail I wrote down was ____, so I suggest ____."

MOVE CARD

EVIDENCE QUESTION

"The notes say ____; how does that fit with your idea that ____?"

MOVE CARD

DETAIL CHECK

"Which part of the notes supports your idea about ____?"

MOVE CARD

THINKING CHECK

"My thinking about ____ is ____ after I checked the note that ____."

MOVE CARD

POSITION CHECK

"The notes show ____; I still think ____ because ____."

MOVE CARD

GROUP SNAPSHOT

"So far, our ideas about ____ are ____; the notes say ____."

MOVE CARD

ENDING VIEW

"Our ending view about ____ is ____, based on the note that ____."

Cards last longer on thick paper.

ANSWER KEY

Notes on the Table

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RUNNING THE ROUNDS

Print two copies of each MOVE card per group. Run six-minute rounds with a new TOPIC card, and allow cards to remain unplayed. If participation is uneven, prompt role holders to invite quieter peers to share a detail from the notes.

WHAT A STRONG ROUND SOUNDS LIKE

Ava	In the sample notes, the sunny patch gets 6 hours of sun; that makes me think we could plant there.
Noah	The notes say the shady patch is 4 steps from water; how does that fit with your idea that we should use the sunny patch?
Mia	My thinking about where to plant is that the sunny patch is still better after I checked the note that the shady patch is closer to water.
Noah	One detail I wrote down was that water is 10 steps from the sunny patch, so I suggest we choose the shady patch.
Ava	Our ending view about where to plant is that we still have two choices, based on the note that the sunny patch gets more sun but the shady patch is closer to water.

LISTEN FOR

- Students refer to specific details they studied before the discussion.
- Students use note details to explain their own ideas.
- Students ask how a peer's idea fits the notes.
- Students describe agreement, differences, or an unchanged view without forcing a new opinion.

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