LESSON MAKER PRO

Ready to Discuss

Bring what you know into the conversation.

GRADE 7 · SL.7.1.a

SL.7.1.a "Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion."

NAME _____ **DATE** _____

OUR GROUND RULES Read together first

1. Use only experiences and knowledge you really have.
2. Say where a detail came from when you use it.
3. Listen for how each detail helps answer the topic question.
4. Keep cards that do not fit the conversation.

HOW TO PLAY Teams of 3 or 4

1. Choose one TOPIC card. Take 1 minute to recall a real experience or something you learned in class.
2. Give each player one ROLE card. With three players, share the Link Finder job among all three.
3. Shuffle two copies of the eight MOVE cards. Deal four cards to each player and set any extras aside.
4. Talk about the topic for 6 minutes. Play a MOVE card to the middle only when you genuinely use its starter.
5. Stop when the 6-minute timer ends, even if cards remain. Then check the reflection statements that are true for you.

AFTER THE ROUND Check what you did

- [ ] I came ready with a real example or something I had learned.
- [ ] I told the group where at least one detail came from.
- [ ] I connected something I knew before to an idea in the discussion.
- [ ] I used evidence to explain my position, whether or not it changed.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

Classroom Transitions

What could make switching between class activities smoother, based on what you have seen or learned?

TOPIC

Partner Work Plans

How should partners divide a class task, based on your experiences and what you have learned?

TOPIC

Quiz Practice

How could students plan their practice for a quiz, using experiences and things they have learned in class?

ROLE CARDS · one per player

ROLE

Detail Catcher

Listen for specific examples and ask for a detail when an idea needs one.

ROLE

Source Sleuth

Ask how a speaker knows a detail without guessing the source for them.

ROLE

Idea Tester

Ask how a recalled detail supports or challenges a proposed idea.

ROLE

Link Finder

Point out a link between a classmate's idea and something you already knew when you have one.

MOVE CARDS · deal 4 to each player

MOVE CARD

PREPARED DETAIL

"Before we started, I thought of this example: ____."

MOVE CARD

PREPARED DETAIL

"I came ready with this detail: ____."

MOVE CARD

NAME SOURCE

"I know that because I ____."

MOVE CARD

NAME SOURCE

"That detail comes from ____."

MOVE CARD

KNOWLEDGE LINK

"Something else I learned in class connects here: ____."

MOVE CARD

KNOWLEDGE LINK

"Your point connects to something I already knew: ____."

MOVE CARD

EVIDENCE SUMMARY

"From the evidence we shared, our group's ideas stand like this: ____."

MOVE CARD

REFLECT POSITION

"After hearing the evidence, I ____."

Cards last longer on thick paper.

Ready to Discuss

RUNNING THE ROUNDS

Print two copies of each MOVE card for each group, and run a new 1-minute preparation and 6-minute discussion for each round. If participation is uneven, invite a quieter student to share a prepared detail, but do not require anyone to use every card or change an evidence-supported position.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	Before we started, I thought of this example: in math, I lost time looking for a pencil when we changed tasks, so I thought setting out supplies first could help.
Leo	That detail comes from Maya's experience in math class. Does anyone have a different example?
Nia	Your point connects to something I already knew: when our lab supplies were ready before science class, we started the first activity sooner.
Owen	From the evidence we shared, our group's ideas stand like this: setting out supplies might help, but we have not decided whether it would work for every activity.
Maya	After hearing the evidence, I still think setting out supplies first could help, because both the math and science examples point to less waiting.

LISTEN FOR

- A specific detail recalled during preparation, rather than a guess made to fill a card
- A clear source, such as personal observation or prior class learning
- A link between something already known and an idea under discussion
- A summary or position that matches the evidence without inventing agreement or change

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