LESSON MAKER PRO

# Bring Your Evidence

*Use what you prepared to explore a question together.*

**GRADE 8 · SL.8.1.a**

**SL.8.1.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 real examples, not made-up ones.
2. Listen and give each person room to speak.
3. Play a card only when its starter fits what you actually say.
4. You may agree, disagree, or keep your view. Explain what supports it.

## HOW TO PLAY Teams of 3 or 4

1. Choose one TOPIC card. Read it, then jot down one real example and one thing you already know that might help.
2. Each player takes a different ROLE card. With three players, all three share the fourth role.
3. Each player shuffles their own set of eight MOVE cards and draws four.
4. Start an eight-minute timer. When a starter fits, finish it aloud and play that card to the middle.
5. Stop when the timer ends, even if cards remain. Check the reflection statements.

## AFTER THE ROUND Check what you did

- [ ] I came ready with a real example.
- [ ] I used something I prepared to explore the question.
- [ ] I brought in something else I already knew.
- [ ] I listened for how others' examples supported or challenged an idea.

Cut along the dashed lines

**TOPIC CARDS** · pick one per round

**TOPIC**

### Fair Group Work

What class routine could make group projects fairer, and what experiences support or challenge it?

**TOPIC**

### Useful Draft Feedback

What kind of feedback helps you improve a draft, and what have you noticed when giving or using it?

**TOPIC**

### Study Habits

Which study habit helps you learn something difficult, and what have you noticed when trying it?

**ROLE CARDS** · one per player

**ROLE**

**Note Scout**

Listen for times people clearly use the examples they jotted down.

**ROLE**

**Detail Finder**

Ask for a specific example when someone makes a broad claim.

**ROLE**

**Link Maker**

Watch for connections between an example and the group's question.

**ROLE**

**Truth Tracker**

Help anyone who sums up describe agreements, open questions, and unchanged views accurately.

**MOVE CARDS** · deal 4 to each player

**MOVE CARD**

**PREPARED EXAMPLE**

"Before we talked, I wrote down this example: ____."

**MOVE CARD**

**PREPARED EXAMPLE**

"My prepared example is ____, which makes me think ____."

**MOVE CARD**

**KNOWN INFORMATION**

"Another thing I know from school is ____."

**MOVE CARD**

**KNOWN INFORMATION**

"From something I have tried before, I know ____."

**MOVE CARD**

**ASK FOR EVIDENCE**

"What example from your notes supports ____?"

**MOVE CARD**

**ASK FOR EVIDENCE**

"What have you already learned or seen that connects to ____?"

**MOVE CARD**

**WEIGH EXAMPLES**

"So far, our examples suggest ____."

**MOVE CARD**

**WEIGH EXAMPLES**

"My view now is ____, based on ____."

Cards last longer on thick paper.

# Bring Your Evidence



## RUNNING THE ROUNDS

Print one full set of eight MOVE cards per player and run each round for eight minutes; unused cards stay unplayed. If participation is uneven, invite quieter players to share a prepared example without requiring them to use a card. With three players, all three share the Truth Tracker job.

## WHAT A STRONG ROUND SOUNDS LIKE

| | |
|---|---|
| **Maya** | Before we talked, I wrote down this example: in our last project, two people did all the slide editing. |
| **Leo** | Another thing I know from school is that a shared task list lets everyone see who is doing each part. |
| **Nia** | What example from your notes supports using a shared task list? |
| **Leo** | My prepared example is that my group checked off tasks on a poster project, which makes me think a list could help us track the work. |
| **Maya** | So far, our examples suggest a shared task list could make work more visible, but we have not decided whether it would make the work fairer. |

## LISTEN FOR

- Names a specific example prepared before the discussion
- Brings in relevant information already known from experience
- Asks a peer to connect a claim to an example
- Summarizes what the evidence supports without inventing agreement or disagreement

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