

# Support Sleuth Circle

*Track how points, reasons, and evidence fit together.*

**GRADE 5 • 5SL3**

**5SL3** "Identify and evaluate the reasons and evidence a speaker provides to support particular points."

NAME \_\_\_\_\_

DATE \_\_\_\_\_

## OUR GROUND RULES Read together first

**1** Speak about the topic, not people.

**2** Give a point with a reason and a real example or fact.

**3** Respond to something a speaker actually said.

**4** Play a card only when its words fit honestly.

## HOW TO PLAY Teams of 3 or 4

1. Choose one Topic card. Each player takes a different Role card.
2. Use two copies of the Move cards. Shuffle them and deal four cards to each player.
3. The first player shares a point, a reason, and an example or fact.
4. Take turns responding to what was said. Finish a Move card starter aloud, then place that card in the middle.
5. Do your role job as you listen. End the round when every dealt card is in the middle.

## AFTER THE ROUND Check what you did

☐ I named a speaker's point and reason.

☐ I identified evidence a speaker gave.

☐ I explained whether evidence fit a reason or point.

☐ I used details from what someone actually said.

**TOPIC CARDS** · pick one per round

| TOPIC                                                               | TOPIC                                                                             | TOPIC                                                           |
|---------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------|
| <b>Weekly Seats</b><br>Should students choose new seats every week? | <b>Homework Clock</b><br>Should teachers limit homework to 30 minutes each night? | <b>Longer Recess</b><br>Should school add 10 minutes to recess? |

**ROLE CARDS** · one per player

| ROLE                                                                                                 | ROLE                                                                                      | ROLE                                                                                              | ROLE                                                                                     |
|------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| <b>Point Pilot</b><br>Listen for each point and ask the group which point the speaker is supporting. | <b>Reason Ranger</b><br>Listen for reasons and help the group tell a reason from a point. | <b>Evidence Eye</b><br>Listen for examples, observations, or facts that speakers use as evidence. | <b>Link Builder</b><br>Listen for how evidence connects to a speaker's reason and point. |

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

|                                                                                        |                                                                                 |                                                                                       |                                                                                                          |
|----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| <b>MOVE CARD</b><br><b>SHARE SUPPORT</b><br>“My point is ____, and my reason is ____.” | <b>MOVE CARD</b><br><b>STATE BELIEF</b><br>“I believe ____ because ____.”       | <b>MOVE CARD</b><br><b>IDENTIFY REASON</b><br>“I heard your reason for ____: ____.”   | <b>MOVE CARD</b><br><b>TRACK REASON</b><br>“Your reason for ____ was ____.”                              |
| <b>MOVE CARD</b><br><b>IDENTIFY EVIDENCE</b><br>“I heard ____ as evidence for ____.”   | <b>MOVE CARD</b><br><b>TRACK EVIDENCE</b><br>“Your evidence for ____ was ____.” | <b>MOVE CARD</b><br><b>EVALUATE EVIDENCE</b><br>“That evidence is ____ because ____.” | <b>MOVE CARD</b><br><b>CONNECT SUPPORT</b><br>“The evidence ____ supports the reason ____ because ____.” |

Cards last longer on thick paper.

**RUNNING THE ROUNDS**

Have groups use a new Topic card for each round, and print two copies of the Move cards so each player can receive four. If one student speaks much more than others, require that player to wait until every other player has played one card before playing another.

**WHAT A STRONG ROUND SOUNDS LIKE**

|              |                                                                                                                                                                               |
|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Avery</b> | I believe students should choose new seats every week because some students focus better near the front. Last month, I finished my work more often when I sat near the board. |
| <b>Ben</b>   | I heard your reason for students choosing new seats every week: some students focus better near the front.                                                                    |
| <b>Cora</b>  | I heard finishing work more often near the board as evidence for students choosing new seats every week.                                                                      |
| <b>Diego</b> | That evidence is useful because it gives an example from Avery's experience, but it is only one student's experience.                                                         |
| <b>Avery</b> | The evidence of finishing work more often near the board supports the reason that some students focus better near the front because Avery's work improved near the front.     |

**LISTEN FOR**

- Names the point a speaker is supporting
- Separates a reason from the evidence offered
- Judges evidence and gives a specific why
- Explains the link among evidence, reason, and point

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