

Source Link Shuffle

Use visuals, numbers, and spoken words to build an idea.

GRADE 6 • 6SL2

6SL2 "Interpret information presented in diverse formats (e.g., including visual, quantitative, and oral) and explain how it relates to a topic, text, or issue under study."

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Read every part of the topic card.

2 Use a card only when your words fit the evidence.

3 Take turns and listen without interrupting.

4 Connect sources before making a group choice.

HOW TO PLAY Teams of 3 or 4

1. Choose one topic card and read every source on it.
2. Each player takes one role card. Set aside any extra role card.
3. Deal four move cards to each player. Use extra printed sets if needed.
4. Take turns using a move-card starter with accurate evidence, then play that card in the middle.
5. When every dealt card is in the middle, state your group answer to the topic question.

AFTER THE ROUND Check what you did

☐ I used evidence from a visual source.

☐ I explained what a number or data point meant.

☐ I connected a spoken comment to another source.

☐ I explained how at least two sources relate to our group idea.


TOPIC CARDS · pick one per round

TOPIC	TOPIC	TOPIC
Lunch Line A picture graph shows Pizza:      and Salad:   . Each picture stands for 4 students. A count sheet says 24 students chose pizza and 8 chose salad. Jordan says, "The pizza line was long today." What change, if any, should the cafeteria make, and how do the three sources relate?	Park Clean-Up A park map marks trash bins at the entrance and the playground. A cleanup table says volunteers collected 3 bags near the entrance and 14 bags near the playground. Ms. Lee says, "The playground bin was full before lunch." Where should the park add or empty bins more often, and how do the three sources relate?	Club Space A bar graph shows club sign-ups: Robotics 16, Garden 10, and Dance 20. A sign-up list says the activity room holds 18 students. Eli says, "Dance members had to practice in the hallway last week." What plan should the school make for club space, and how do the three sources relate?

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Chart Scout Watch for what the visual source, such as a graph or map, shows.	Number Detective Check that claims about quantities match the numbers on the topic card.	Quote Keeper Listen for the spoken quote and explain what it adds to the topic.	Link Builder Ask how two or more sources support, add to, or differ from each other.

MOVE CARDS · deal 4 to each player

MOVE CARD SPOT VISUAL "In the graph, map, or picture, I notice ____."	MOVE CARD READ NUMBERS "The number ____ shows ____."	MOVE CARD USE VOICE "The speaker said ____, which means ____."	MOVE CARD LINK SOURCES "These sources connect because ____."
MOVE CARD EXPLAIN VISUAL "The visual helps me see ____."	MOVE CARD INTERPRET DATA "The data tell me ____."	MOVE CARD CONNECT VOICE "I heard ____, and it relates because ____."	MOVE CARD SUPPORT LINK "One source supports another by ____."

Cards last longer on thick paper.

RUNNING THE ROUNDS

Print two copies of the move-card set for each group, then deal four cards to each student. Run one topic card per round and listen for accurate links among the visual, quantities, and quote, rather than one required conclusion. If participation is uneven, give the quietest student the first turn and pause a student who has played two cards until others speak.

WHAT A STRONG ROUND SOUNDS LIKE

Ava	In the graph, map, or picture, I notice six pizza pictures and two salad pictures.
Ben	The number 24 shows that 24 students chose pizza.
Carlos	The speaker said "The pizza line was long today," which means pizza service may need more help.
Dina	These sources connect because the picture graph and count sheet both show that more students chose pizza than salad.
Ava	The number 8 shows that fewer students chose salad.

LISTEN FOR

- Accurate details from a graph, map, picture, or other visual
- An explanation of what a quantity means, not just a repeated number
- A spoken quote connected to evidence from another format
- A clear explanation of how sources support a group decision

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