LESSON MAKER PRO

Ideas in Motion

Use discussion moves that fit what your group actually thinks.

GRADE 10 · 10.1.S.2

10.1.S.2 "Students will follow agreed-upon rules as they engage in collaborative discussions about what they are reading and writing, expressing their own ideas clearly, building on the ideas of others..."

NAME _____ DATE _____

OUR GROUND RULES Read together first

1. Let each speaker finish before you respond.
2. Make room for every voice without pressuring anyone to speak.
3. Refer to a specific idea before you build on or question it.
4. Disagree with an idea respectfully, not with the person.

HOW TO PLAY Teams of 3 or 4

1. Form a group of three or four and draw one TOPIC card.
2. Each take a different ROLE card. With three players, all share the unclaimed role.
3. Shuffle two copies of each MOVE card. Deal four to each player and set extras aside.
4. Agree to eight minutes. Discuss the topic and play a card only when you genuinely use its starter.
5. Stop at eight minutes, even if cards remain. Check the reflection statements.

AFTER THE ROUND Check what you did

- [ ] I followed our rules for listening and taking turns.
- [ ] I stated an idea clearly and gave a reason or example.
- [ ] I built on or asked about another person's idea.
- [ ] I described our agreement or differences truthfully, without forcing a change of mind.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

Feedback First

When reading a classmate's essay draft, should you comment first on the main claim, the evidence, or the wording? Explain your reasoning.

TOPIC

Ending an Essay

What should the final paragraph of an essay arguing for a school change do besides repeat the introduction?

TOPIC

Judging a Character

When a character makes a harmful choice, how should readers weigh the character's reasons against the harm caused?

ROLE CARDS · one per player

ROLE

Thread Tracker

Notice how each new idea connects to something already said.

ROLE

Example Scout

Ask for an example from reading or writing experience when a point needs support.

ROLE

Voice Keeper

Make space for anyone who wants to add an idea.

ROLE

Fair Listener

Check that the group describes each person's view accurately, especially when views differ.

MOVE CARDS · deal 4 to each player

MOVE CARD

STATE A VIEW

"I would choose ____ because ____."

MOVE CARD

OFFER AN EXAMPLE

"From my reading or writing, an example is ____."

MOVE CARD

BUILD A POINT

"Building on your point about ____, I think ____."

MOVE CARD

EXTEND AN IDEA

"Your idea makes me wonder whether ____."

MOVE CARD

OFFER ANOTHER VIEW

"I see your point about ____, but I think ____."

MOVE CARD

QUESTION A VIEW

"I'm not sure I agree with ____ because ____."

MOVE CARD

SUM UP VIEWS

"So far, our views are ____."

MOVE CARD

MAP THE IDEAS

"Our ideas connect or differ this way: ____."

Cards last longer on thick paper.

Ideas in Motion

RUNNING THE ROUNDS

Print two copies of each MOVE card so four players can each receive four. Run eight-minute rounds and stop on time; unused cards are expected, especially when a move does not fit the discussion. If participation is uneven, prompt the Voice Keeper to invite an opening without requiring a response, then rotate roles for the next round.

WHAT A STRONG ROUND SOUNDS LIKE

Ava	I would choose comments on the main claim first because the writer needs to know what the essay is trying to prove.
Ben	Building on your point about the main claim, I think we should check whether each paragraph supports it.
Cora	I'm not sure I agree with starting with the claim because a missing example could be the bigger problem. I'd check examples first.
Ava	From my reading or writing, an example is a draft I revised by clarifying my claim before changing its examples, so I still favor checking the claim first.
Ben	So far, our views are that we all want useful feedback, while Ava favors checking the claim first and Cora favors checking examples first.

LISTEN FOR

- Clear positions supported by reasons or relevant experience
- Responses that name and extend a peer's specific idea
- Respectful disagreement that addresses the idea rather than the speaker
- Accurate summaries of agreement, unresolved differences, or unchanged views

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