LESSON MAKER PRO

Research in Motion

Turn firsthand accounts into an essay and a quick report.

GRADE 10 · 10.6.W.4

10.6.W.4 "Students will present research in longer formats (e.g., sustained research projects, process essays) and shorter, informal formats (e.g., single-day research projects, informal discussion) to a variety of audiences."

NAME _____ **DATE** _____

OUR GROUND RULES Read together first

1. Use only real experiences shared in your group.
2. Name whose account supports each finding.
3. Describe your group, not all students.
4. You may agree, differ, or stay unsure. Do not invent a difference.

HOW TO PLAY Teams of 3 or 4

1. Set a 20-minute timer. Choose one TOPIC card and take one ROLE card each. With three players, the Reporter also takes the Scope Guard role.
2. Deal four MOVE cards to each player from a deck with two copies of every card. For four minutes, ask about your experiences and record each person's name and answer.
3. For eight minutes, write one group process essay of 7 to 9 sentences for a classmate who was not here. Use your accounts to explain the steps and any differences you found.
4. For six minutes, give a short, informal research report. Each player speaks and names at least one account behind a finding. To play a MOVE card, choose any bracketed words, complete its blank, say the full sentence aloud, then put the card in the middle.
5. Stop when the 20 minutes end and use the last two minutes to check your reflection statements. Unused cards may stay in your hand.

AFTER THE ROUND Check what you did

- [ ] I helped gather firsthand accounts for our research.
- [ ] I helped present those accounts in a process essay for an absent classmate.
- [ ] I spoke in our short, informal research report.
- [ ] I made a claim that matched our evidence, even if my view did not change.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

Presentation Prep

How have people in your group prepared for a class presentation, and what steps could you explain to an absent classmate?

TOPIC

Busy Week Plans

How have people in your group handled several assignments due in one week, and what steps could you explain to an absent classmate?

TOPIC

Learning New Skills

How have people in your group learned an unfamiliar classroom skill, and what steps could you explain to an absent classmate?

ROLE CARDS · one per player

ROLE

Account Collector

Ask for each person's experience and record their name with the steps they took.

ROLE

Step Mapper

Help the group put supported steps into a clear order for the essay.

ROLE

Reporter

Help each player explain a finding clearly in the informal report.

ROLE

Scope Guard

Check that the essay and report say what the group's accounts show without claiming they prove what everyone does.

MOVE CARDS · deal 4 to each player

MOVE CARD

GATHER ACCOUNT

"When you ____, what did you do first?"

MOVE CARD

GATHER ACCOUNT

"What did you do after ____?"

MOVE CARD

BUILD PROCESS

"For the essay, a step supported by ____'s account is ____."

MOVE CARD

BUILD PROCESS

"In the essay, I will make the order of steps clear by ____."

MOVE CARD

FIT AUDIENCE

"For classmates who were not here, I will explain ____."

MOVE CARD

FIT AUDIENCE

"In our short report, I will focus on ____ instead of reading the whole essay."

MOVE CARD

SUM FINDINGS

"Our accounts [agree / differ / leave us unsure] about ____."

MOVE CARD

SUM FINDINGS

"After hearing the accounts, my view is ____, supported by ____'s account."

Cards last longer on thick paper.

ANSWER KEY

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RUNNING THE ROUNDS

Print two copies of each MOVE card to make a 16-card deck. Allow students to play cards while researching, drafting, or reporting, but only after they complete the starter aloud for a genuine purpose. At 20 minutes, stop the round even if cards remain; invite quieter students to contribute a supported finding during the report without requiring a card or a change of opinion.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	When you prepared for a class presentation, what did you do first?
Leo	I checked the directions first, then made notes.
Noor	I checked the directions first too. For the essay, a step supported by Leo's account is checking the directions before making notes.
Maya	For classmates who were not here, I will explain that our steps come from our own experiences.
Noor	Our accounts agree about checking the directions first.

LISTEN FOR

- Questions that gather specific, firsthand steps
- An essay that orders steps and attributes details to group members
- A brief spoken report that selects findings rather than reading the essay
- Conclusions that fit the accounts, whether students agree, differ, or remain unsure

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