LESSON MAKER PRO

Cards in Conversation

Discuss reading and writing choices, one genuine move at a time.

GRADE 11 · 11.1.S.2

11.1.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 person finish before responding.
2. Share airtime and invite others in.
3. Connect your response to another person's idea.
4. Disagree with ideas, not people, and explain why.

HOW TO PLAY Teams of 3 or 4

1. Agree to the four rules, then choose one TOPIC card.
2. Each take one ROLE card. With three players, take the first three roles and share the Thread Keeper job.
3. Use two sets of the eight MOVE cards. Shuffle all 16, deal four to each player, and set aside any extras.
4. Set an eight-minute timer. Discuss the topic and play a MOVE card only when you genuinely use its starter.
5. Stop when the timer ends. Leave unused or inapplicable cards unplayed, then check the reflection statements.

AFTER THE ROUND Check what you did

- ☐ I followed our rules and shared airtime.
- ☐ I stated an idea about reading or writing clearly.
- ☐ I connected a response to someone else's idea.
- ☐ I treated different views respectfully when they came up.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

Confusing Draft

How should a writer respond when a reader says part of a draft is confusing?

TOPIC

Unclear Ending

When a story's ending seems unclear, what could readers discuss to understand it better?

TOPIC

Strong Claim

What makes a claim in a piece of writing convincing, and how could a writer improve a weak one?

ROLE CARDS · one per player

ROLE

Idea Scout

Invite each player to share an idea about the topic.

ROLE

Link Finder

Notice when someone connects a response to an earlier idea.

ROLE

Evidence Spotter

Ask for a reading or writing example when a claim needs support.

ROLE

Thread Keeper

Track where the group's views align or differ without pushing for agreement.

MOVE CARDS · deal 4 to each player

MOVE CARD

STATE VIEW

"My view is ____."

MOVE CARD

GIVE EXAMPLE

"One example from my reading or writing is ____."

MOVE CARD

ADD ON

"Building on your point, I would add ____."

MOVE CARD

MAKE CONNECTION

"Your point makes me think ____."

MOVE CARD

DIFFERENT VIEW

"I see that differently because ____."

MOVE CARD

HOLD POSITION

"I understand your reason, but I still think ____."

MOVE CARD

SUM UP

"To sum up, our views on this are ____."

MOVE CARD

TRACE REASONS

"The reasons we gave for those views are ____."

Cards last longer on thick paper.

Cards in Conversation

RUNNING THE ROUNDS

Run each round for eight minutes and stop at the agreed time, even when cards remain. If participation is uneven, prompt the Idea Scout to invite another voice without requiring anyone to use a card or change a position. If time permits, ask groups to share an accurate summary with the whole class.

WHAT A STRONG ROUND SOUNDS LIKE

Ava	My view is that a writer should revise every part a reader finds confusing.
Mateo	Building on your point, I would add that several readers flagging the same sentence is a strong reason to revise it.
Priya	I see that differently because in my last draft, one reader missed a transition that two others understood. I would ask more readers before changing it.
Ava	I understand your reason, but I still think every report of confusion deserves a revision, even a small one.
Mateo	To sum up, our views on this are that Ava would revise after each report of confusion, while Priya would check with other readers first. We all agree that readers' confusion matters.

LISTEN FOR

- Clear views about a reading or writing choice
- Responses that refer to and extend a specific speaker's idea
- Reasons or examples supporting a different or unchanged view
- Accurate summaries of agreement and any unresolved differences

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