LESSON MAKER PRO

Write and Talk

Use your ideas and your classmates' ideas to plan writing together.

GRADE 3 · 3.1.S.2

3.1.S.2 "Students will engage in collaborative discussions about what they are reading and writing, expressing their own ideas clearly in pairs, diverse groups, and whole-class settings."

NAME _____ **DATE** _____

OUR GROUND RULES Read together first

1. Listen until the speaker finishes.
2. Say what you really think, even if others think differently.
3. Play a card only when its words fit what you mean.
4. Make room for every player to speak.

HOW TO PLAY Teams of 3 or 4

1. Pick one TOPIC card. You will write about it together.
2. Take one ROLE card each. With three players, set aside Round Reporter and share that job.
3. Make two sets of MOVE cards. Shuffle them and deal four cards to each player.
4. Set an 8-minute timer. Talk and write. When you truly use a card's starter, play it to the middle.
5. Stop when the timer rings, even if cards remain. Then check the reflection statements.

AFTER THE ROUND Check what you did

- [ ] I shared an idea about our writing clearly.
- [ ] I asked or answered a question about an idea.
- [ ] I listened to and thought about someone else's idea.
- [ ] I helped say what we agreed on or what was still different.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

Lost Backpack

Together, write two opening sentences for a story about a lost backpack. What details will help a reader picture the scene?

TOPIC

Recess Directions

Together, write three steps that tell a new student how to get ready for recess. How can you make each step clear?

TOPIC

Mitten Choice

Together, write two sentences about a character who finds a lost mitten. What will the character do, and why?

ROLE CARDS · one per player

ROLE

Detail Detective

Listen for details that will help a reader understand the writing.

ROLE

Question Captain

Ask a question when an idea needs to be clearer.

ROLE

Idea Builder

Offer an idea and help others add their ideas.

ROLE

Round Reporter

At the end, say which ideas the group shares and which ideas are still different.

MOVE CARDS · deal 4 to each player

MOVE CARD

SHARE IDEA

"I think we could write ____ because ____."

MOVE CARD

SHARE IDEA

"My idea for our writing is ____ because ____."

MOVE CARD

BUILD IDEA

"I like ____'s idea, and I would add ____."

MOVE CARD

BUILD IDEA

"Building on ____'s idea, we could write ____."

MOVE CARD

ASK MORE

"What detail would help a reader understand ____?"

MOVE CARD

GIVE REASON

"I still think ____ because ____."

MOVE CARD

SUM UP

"We agree that ____ because ____."

MOVE CARD

SUM UP

"Our ideas are different: ____ thinks ____, and ____ thinks ____."

Cards last longer on thick paper.

Write and Talk

RUNNING THE ROUNDS

Run 8-minute rounds, changing topics and roles between rounds. After a round, have partners tell each other about their group's writing, then invite a few students to share with the class. If participation is uneven, invite a quieter student to speak without requiring a card; unused cards, full agreement, unresolved differences, and an unchanged view with a reason are all acceptable.

WHAT A STRONG ROUND SOUNDS LIKE

Mia	I think we could write, "A backpack sat under the slide," because readers can picture where it is.
Noah	I like Mia's idea, and I would add a name tag on the backpack.
Leah	What detail would help a reader understand who finds it?
Mia	I still think the first sentence should show the slide because readers can picture the place right away.
Noah	We agree that the backpack is under the slide because that helps readers picture the place. We can write the second sentence about who finds it.

LISTEN FOR

- Clear ideas about what to write, with reasons
- Questions that help the group make its writing clearer
- New details that build on a classmate's idea
- Accurate summaries of agreement or differences, without pressure to change a view

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