LESSON MAKER PRO

Team Talk Cards

Share the work and notice each person's help.

GRADE 5 · 5.1.S.1

5.1.S.1 "Students will work effectively and respectfully in diverse groups by sharing responsibility for collaborative work and recognizing individual contributions made by each group member."

NAME _____ **DATE** _____

OUR GROUND RULES Read together first

1. Give each person room to speak and help plan.
2. Name a person's specific idea or action when you give credit.
3. Use a MOVE card only when its words fit what you truly mean.
4. You may agree, see things differently, or keep your view. Give a reason.

HOW TO PLAY Teams of 3 or 4

1. Choose one TOPIC card. Agree to stop after 8 minutes.
2. Each player takes one ROLE card. With three players, share the unused role's job.
3. Use two sets of MOVE cards. Shuffle them and deal four to each player.
4. Work on the topic together. When you truly use a starter, put that MOVE card in the middle.
5. Stop at 8 minutes, even if cards are left. Tell where your group stands, then check your reflection statements.

AFTER THE ROUND Check what you did

- [ ] I made room for someone else's idea.
- [ ] I took responsibility for part of our work.
- [ ] I named a specific way someone helped.
- [ ] I described where we stand honestly, whether we agree, differ, or kept a view for a reason.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

Welcome Message

Plan a welcome message for a new classmate. What should it say, and how will each person help write it?

TOPIC

Rainy Recess Game

Plan a game for a rainy recess. What are its rules, and what part will each person plan?

TOPIC

Art Supply Plan

Plan a way to organize shared art supplies. What will the plan include, and what part will each person plan?

ROLE CARDS · one per player

ROLE

Voice Scout

Notice who has not had a chance to share and invite that person in.

ROLE

Task Mapper

Help the group split the topic into parts that different people can handle.

ROLE

Credit Catcher

Notice a specific idea or action each person adds and help the group name it.

ROLE

Status Checker

Ask the group what it agrees on, what remains different, and why.

MOVE CARDS · deal 4 to each player

MOVE CARD

INVITE IDEAS

"____, what would you add to our plan?"

MOVE CARD

INVITE CHOICE

"____, which part would you like to help plan?"

MOVE CARD

NAME HELP

"____ helped our plan by ____."

MOVE CARD

NOTICE IDEAS

"A helpful idea from ____ was ____."

MOVE CARD

TAKE PART

"I can take care of ____; who can handle another part?"

MOVE CARD

SHARE JOBS

"To share the work, who can handle ____?"

MOVE CARD

GROUP STATUS

"Right now, our group stands at ____ because ____."

MOVE CARD

MY VIEW

"My view right now is ____ because ____."

Cards last longer on thick paper.

ANSWER KEY

Team Talk Cards

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RUNNING THE ROUNDS

Print two sets of the eight MOVE cards for each group, so four players can each receive four cards. For another round, shuffle and choose a new topic. If participation is uneven, prompt students to offer a meaningful part of the task to someone who has had less chance to help, without requiring that student to play an inapplicable card.

WHAT A STRONG ROUND SOUNDS LIKE

Ava	Ben, what would you add to our plan?
Ben	I suggest we start with 'Welcome to our class.' I can take care of the opening; who can handle another part?
Cam	I can write a lunch invitation. Ben helped our plan by suggesting a friendly opening.
Ava	Cam helped our plan by offering to write the lunch line. I can take care of the closing; who can handle another part?
Ben	Right now, our group stands at a greeting, a lunch invitation, and a closing because each part can help a new classmate feel welcome.

LISTEN FOR

- An invitation that gives a quieter member a real chance to contribute
- A clear part of the task taken by each member
- Credit that names a member and the specific help they gave
- An honest, reasoned account of agreement or differences, without pressure to change views

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