LESSON MAKER PRO

Credit the Crew

Share the work and notice who helps.

GRADE 6 · 6.1.S.1

6.1.S.1 "Students will work effectively and respectfully in diverse groups by sharing responsibility for collaborative work and recognizing individual contributions."

NAME _____ **DATE** _____

OUR GROUND RULES Read together first

1. Share the work, not just the talk.
2. Invite ideas without pressuring anyone to speak.
3. Credit people for what they actually did or said.
4. Do not pretend to disagree or change your mind.

HOW TO PLAY Teams of 3 or 4

1. Choose one TOPIC card. Agree to a 10-minute limit and start a timer.
2. Take one ROLE card each. With three players, share the fourth role.
3. Use two identical sets of the eight MOVE cards. Shuffle them and deal four cards to each player.
4. Work on the topic task. Play a MOVE card to the middle only when you use its sentence starter.
5. Stop when the timer rings, even if cards remain. Leave unused cards unplayed, then check the reflection statements.

AFTER THE ROUND Check what you did

- [ ] I took responsibility for part of our task.
- [ ] I made room for someone else's idea.
- [ ] I named a real contribution by a group member.
- [ ] I was honest about where we agreed or differed and gave a reason for my view.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

Rainy Break Plan

Plan a short indoor break with no special supplies. What will the class do, and how will your group divide the preparation?

TOPIC

New Student Welcome

Plan three ways to welcome a new student. Which planning task will each group member take?

TOPIC

Class Celebration

Plan a no-cost class celebration. What will happen, and how will your group share the setup work?

ROLE CARDS · one per player

ROLE

Turn Keeper

Watch for chances to invite each person into the discussion without forcing a turn.

ROLE

Task Mapper

Help the group divide the planning work into parts people can take.

ROLE

Credit Spotter

Notice the exact ideas and actions each person contributes.

ROLE

Plan Checker

Before time runs out, ask what the group has settled and what, if anything, remains open.

MOVE CARDS · deal 4 to each player

MOVE CARD

OFFER A JOB

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

MOVE CARD

DIVIDE THE WORK

"Let's split this up: I'll ____, and someone else could ____."

MOVE CARD

INVITE A VOICE

"____, what would you add to ____?"

MOVE CARD

MAKE ROOM

"I'd like to hear ____'s idea about ____."

MOVE CARD

NAME AN IDEA

"____'s idea about ____ helped us ____."

MOVE CARD

NOTICE THE WORK

"Thanks to ____ for doing ____; that helped us ____."

MOVE CARD

GROUP CHECK

"We agree on ____, and the part still open, if any, is ____."

MOVE CARD

REASONED POSITION

"After hearing ____'s point about ____, I think ____ because ____."

Cards last longer on thick paper.

Credit the Crew

RUNNING THE ROUNDS

Run each round for exactly 10 minutes and stop at the agreed time, even if moves remain unplayed. If participation is uneven, prompt students to offer a task or invite a voice, but do not require every card to be played. Accept full agreement, unresolved differences, and an unchanged position supported by a reason.

WHAT A STRONG ROUND SOUNDS LIKE

Ava	Let's split this up: I'll list games, and someone else could plan how to set up the room.
Ben	I can take care of leading a guessing game with no supplies; who can handle explaining the rules?
Cleo	Dev, what would you add to the plan for everyone to join in?
Dev	Thanks to Ben for offering to lead the guessing game; that helped us choose an activity with no supplies. Everyone could take a turn guessing.
Ava	We agree on a guessing game with no supplies, and the part still open, if any, is who will explain the rules.

LISTEN FOR

- Specific offers to take part of the planning work
- Invitations that make room for others without demanding agreement
- Accurate credit for a named person's idea or action
- Honest statements of agreement or open questions, with reasons for positions that stay unchanged

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