LESSON MAKER PRO

Research Remix

Shape one inquiry for two audiences

GRADE 9 · 9.6.W.4

9.6.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 your own observations, but do not treat one experience as proof for everyone.
2. Name evidence you still need instead of making up facts.
3. Play a MOVE card only when its starter fits what you really say.
4. You may agree, differ, or keep your view when the evidence supports it.

HOW TO PLAY Teams of 3 or 4

1. Cut out two copies of each MOVE card. Form a group of three or four and choose one TOPIC card.
2. Each player takes one ROLE card and receives four MOVE cards. With three players, everyone shares the Briefing Voice job.
3. Set a nine-minute timer. Discuss the topic and plan a longer research report for one audience.
4. Give a brief, informal update for the other audience. When you genuinely use a MOVE starter, place that card in the middle.
5. Stop when the timer ends, even if cards remain. Check the reflection statements.

AFTER THE ROUND Check what you did

- [ ] I used an observation or named evidence we still need.
- [ ] I helped plan a longer report for its audience.
- [ ] I helped give a brief update for its audience.
- [ ] I could describe our agreement or differences without pretending my view changed.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

Study Spot Choices

What do your experiences suggest about study spaces? Plan a longer report for library staff and a brief update for classmates, including what you would investigate next.

TOPIC

Lunch Line Wait

What have you noticed about waiting for lunch? Plan a longer report for cafeteria staff and a brief update for students, including what you would investigate next.

TOPIC

Group Project Time

What helps students use group project time well? Plan a longer report for teachers and a brief update for classmates, including what you would investigate next.

ROLE CARDS · one per player

ROLE

Evidence Scout

Notice which claims come from experience and which need more evidence.

ROLE

Audience Lens

Check that each version gives its audience useful details.

ROLE

Report Builder

Help organize the longer report into clear sections.

ROLE

Briefing Voice

Make sure the group gives a clear, brief update before time ends.

MOVE CARDS · deal 4 to each player

MOVE CARD

FIRSTHAND EVIDENCE

"One thing I have noticed firsthand is ____."

MOVE CARD

EVIDENCE CHECK

"Before we make a wider claim, we would need to check ____."

MOVE CARD

REPORT SECTIONS

"For the longer report, our main sections could be ____."

MOVE CARD

REPORT LIMITS

"In the longer report, we could explain what our evidence cannot show by ____."

MOVE CARD

QUICK UPDATE

"For the brief update, I would say ____."

MOVE CARD

KEY POINT

"In one minute, the point this audience needs is ____."

MOVE CARD

AUDIENCE SHIFT

"For the other audience, I would change the details by ____."

MOVE CARD

EVIDENCE SUMMARY

"Based on our evidence so far, our agreement, different views, or open questions are ____."

Cards last longer on thick paper.

Research Remix

RUNNING THE ROUNDS

Run nine-minute rounds with a new topic or a new set of roles. Print two copies of each MOVE card so four players can each receive four cards. If participation is uneven, invite a quieter player to give the brief update, but do not require anyone to play an inapplicable card.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	One thing I have noticed firsthand is that I finish more writing at a quiet table than near a busy doorway.
Leo	Before we make a wider claim, we would need to check whether other students notice the same thing.
Nia	For the longer report, our main sections could be student experiences, a count of available seats, and possible changes for library staff.
Maya	For the brief update, I would say quiet tables help me focus, but we need to hear from more students before suggesting a change.
Leo	Based on our evidence so far, our agreement, different views, or open questions are that we all want more student input before making a recommendation.

LISTEN FOR

- Firsthand experience identified as limited evidence, not a schoolwide finding
- A longer report plan with sections and a way to gather more evidence
- A brief update that selects useful information for its audience
- An accurate summary of agreement, differing views, or unanswered questions

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