LESSON MAKER PRO

Claim Card Talk

Read two views, check claims, and decide what you think.

GRADE 4 · 4.P.3.2

4.P.3.2 "Apply critical reading and thinking skills to interpret, evaluate, and respond to a variety of complex texts and perspectives. Determine an author's purpose and draw conclusions to evaluate how well the author's purpose was achieved..."

NAME _____ **DATE** _____

OUR GROUND RULES Read together first

1. Point to the words you mean when you discuss a claim.
2. Listen before you respond, and let each person speak.
3. Play a MOVE card only when its starter fits what you truly think.
4. You may agree, disagree, stay unsure, or keep your view.

HOW TO PLAY Teams of 3 or 4

1. Form a group of three or four. Choose one TOPIC card and read both writers' messages.
2. Give each player one ROLE card. With three players, share the View Tracker job.
3. Mix two copies of the eight MOVE cards. Deal four to each player and set extras aside.
4. Set a timer for eight minutes. Discuss the messages. When you use a MOVE starter, place that card in the middle.
5. Stop when the timer ends, even if cards are unused. The View Tracker shares where the group stands, then each player checks the reflection statements.

AFTER THE ROUND Check what you did

- [ ] I used words from a message to explain a writer's goal.
- [ ] I told how a fact claim differs from an opinion.
- [ ] I suggested a way to check a claim before trusting it.
- [ ] I explained my view clearly, even if it did not change.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

Recess Space

Writer A says, "The playground has one basketball hoop. We should add another!" Writer B says, "One hoop is enough. A new hoop would take space from other games." How well does each writer make a case, and what would you check before deciding?

TOPIC

Lunch Choices

Writer A says, "Our lunch line offers two choices. We need more choices!" Writer B says, "Two choices are plenty. More choices might slow the line." How well does each writer make a case, and what would you check before deciding?

TOPIC

Library Shelf

Writer A says, "Our library shelf has 30 books. We need more mysteries!" Writer B says, "The shelf has books for many interests. Our book choices are fine." How well does each writer make a case, and what would you check before deciding?

ROLE CARDS · one per player

ROLE

Goal Scout

Watch for clues that show what each writer wants readers to think or do.

ROLE

Claim Spotter

Point out claims that can be checked and words that tell a writer's opinion.

ROLE

Check Planner

Suggest ways to test a claim without treating an unchecked claim as proven.

ROLE

View Tracker

At the end, tell what the group agrees on, sees differently, or has not decided.

MOVE CARDS · deal 4 to each player

MOVE CARD

FIND PURPOSE

"I think writer A's goal is ____."

MOVE CARD

FIND PURPOSE

"I think writer B's goal is ____."

MOVE CARD

SORT CLAIM

"I think that claim is a fact because ____."

MOVE CARD

SORT CLAIM

"I think that claim is an opinion because ____."

MOVE CARD

PLAN CHECK

"We could check the claim I pointed to by ____."

MOVE CARD

PLAN CHECK

"Another way to check that claim is ____."

MOVE CARD

JUDGE MESSAGE

"This writer's goal was met or not met because ____."

MOVE CARD

TRACK VIEWS

"So far, our group ____."

Cards last longer on thick paper.

Claim Card Talk

RUNNING THE ROUNDS

For each round, use two copies of the MOVE cards and stop after eight minutes, whether or not every card was played. With three players, all three share the View Tracker job; invite quieter players to speak, but do not require a card play, a disagreement, or a change of opinion.

WHAT A STRONG ROUND SOUNDS LIKE

Ana	I think writer A's goal is to persuade us to add a basketball hoop.
Bo	I think that claim is a fact because we can count the hoops on the playground. I mean A's claim that there is one hoop.
Cy	I think that claim is an opinion because "enough" tells what B believes about one hoop.
Dev	We could check the claim I pointed to by counting the hoops at recess. I mean A's claim about one hoop.
Ana	This writer's goal was not met because we have not checked A's claim about one hoop. So far, our group has not decided whether to add another hoop.

LISTEN FOR

- Identifies what a writer wants readers to think or do, using words from the message
- Distinguishes a checkable claim from an opinion and explains why
- Names a practical way to check a claim without calling it proven
- Evaluates how well a message works and reports agreement or uncertainty truthfully

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