LESSON MAKER PRO

Community Choice Cards

Use school experiences to make a fair plan.

GRADE 5 · 5.P.1.2.D

5.P.1.2.D "Reinforce understanding of social studies content through collaborative inquiries and the completion of authentic tasks and assessments."

NAME _____ **DATE** _____

OUR GROUND RULES Read together first

1. Use things you have seen or done as evidence, not guesses.
2. Consider how a plan affects different people.
3. Do not invent a disagreement or change your view just to play a card.
4. Leave a card unplayed if its starter does not fit.

HOW TO PLAY Teams of 3 or 4

1. Pick one TOPIC card. Your task is to make a short, evidence-based plan that answers it.
2. Each player takes one ROLE card. With three players, share the unused role and work together to do its job.
3. Make two copies of the eight MOVE cards. Shuffle all 16, deal four to each player, and set aside any extras.
4. Set an 8-minute timer. When a starter helps you make a real point, say it with your own ending and play that card to the middle.
5. Stop when the timer ends, even if cards remain. Record your plan, its evidence, and any question you have not settled. Then check the reflection statements.

AFTER THE ROUND Check what you did

- [ ] I used a school experience to help answer our topic question.
- [ ] I considered how our plan affects other people.
- [ ] I helped make or test a plan our class could use.
- [ ] I reported what I really think, even if my view did not change.

Cut along the dashed lines

TOPIC CARDS · pick one per round

TOPIC

Shared Supplies

What fair plan should we suggest to our class for sharing supplies when several groups need them, and what have we noticed that supports it?

TOPIC

Recess Space

What fair plan could we suggest for using shared recess space, and what have we seen that supports it?

TOPIC

Class Choices

How should our class make a fair choice when two activities are popular, and what past class experience supports your plan?

ROLE CARDS · one per player

ROLE

Evidence Scout

Ask which school experiences support the group's ideas.

ROLE

Fairness Finder

Check how the plan might affect people with different needs.

ROLE

Plan Builder

Help turn the group's ideas into a plan the class could use.

ROLE

Record Keeper

Write the group's plan and evidence, including any question the group has not settled.

MOVE CARDS · deal 4 to each player

MOVE CARD

SHARE EVIDENCE

"One thing I have actually seen at school is ____."

MOVE CARD

SHARE EVIDENCE

"An experience from our class that helps us decide is ____."

MOVE CARD

CHECK FAIRNESS

"One group affected by this plan is ____."

MOVE CARD

CHECK FAIRNESS

"To make the plan fair for more people, we could ____."

MOVE CARD

BUILD PLAN

"Our plan for sharing or choosing is ____."

MOVE CARD

BUILD PLAN

"This plan could work because ____."

MOVE CARD

SUM UP

"What we agree on, or still see differently, is ____."

MOVE CARD

SUM UP

"The evidence I heard supports my view that ____."

Cards last longer on thick paper.

Community Choice Cards

RUNNING THE ROUNDS

Run an 8-minute round with one topic per group, then collect each group's plan and evidence. In the Shared Supplies model, waiting groups support the turn list, while students finishing early support passing the box promptly. If participation is uneven, invite quieter players to use a fitting starter, but do not require every card to be played or every player to change a view.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	One thing I have actually seen at school is two groups waiting for the marker box during a poster project, while some students finished using markers early.
Leo	One group affected by this plan is students waiting to use the markers.
Nia	To make the plan fair for more people, we could keep a turn list and pass the box to the next group as soon as we finish.
Maya	This plan could work because the list shows who goes next, and students who finish early can pass the box instead of holding it.
Leo	What we agree on, or still see differently, is that we agree to suggest a turn list and passing the box when a group is done.

LISTEN FOR

- A school experience used as evidence for a proposed class plan
- Attention to people who may benefit from or wait because of a shared-resource rule
- A plan the class could actually try, with a reason it might work
- An honest summary of agreement, unresolved questions, or an unchanged view

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